



ProSafety Culinary Arts Curriculum

Washington Restaurant Association

Department of Environmental &
Occupational Health Sciences

School of Public Health University of Washington

Washington State Department of
Labor & Industries



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Young Worker Program

Department of Environmental & Occupational Health Sciences

School of Public Health, University of Washington

Seattle, Washington

www.uwworksafe.com

Washington Restaurant Association

Washington State Department of Labor and Industries

Olympia, Washington

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Young Worker Program

Department of Environmental and Occupational Health Sciences

School of Public Health

University of Washington

Seattle, Washington

www.uwworksafe.com

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January 24, 2010

Dear Educator,

Thank you for choosing to use the *ProSafety Culinary Arts Curriculum*. This curriculum is a basic guide designed to assist ProStart and culinary arts teachers in Washington State with teaching students basic concepts about workplace health and safety and sexual harassment. By teaching this curriculum, your students will be better prepared to deal with hazards and communication issues they will face in the workplace and in the classroom.

This curriculum is designed for use with students in grades 9 through 12. Please be aware that if you have students who are 18 years old or older, some units covering child labor laws may not apply to them. The information covered in this curriculum is relevant to all students whether they are currently working or not.

The Washington Restaurant Association Education Foundation and the University of Washington through a Safety and Health Investment Project grant from the Washington State Department of Labor and Industries has provided the funds necessary to develop and distribute this curriculum to you.

In order to measure its effectiveness in the future, we may ask for your cooperation in conducting a curriculum assessment.

If you would like to refer other teachers to these curriculum materials, please direct them to our young worker web site (www.uwworksafes.com). The curriculum materials can be downloaded from this site.

Thank you for your commitment to teach this important information to your students.

Sincerely,

Darren Linker
Program Manager
Young Worker Program
Department of Environmental and Occupational Health Sciences
School of Public Health, University of Washington



STATE OF WASHINGTON
DEPARTMENT OF LABOR AND INDUSTRIES

Employment Standards Program
P.O. Box 44510 Olympia Washington 98504-4510; Phone: 360.902.5316
www.LNI.wa.gov/scs/workstandards/teenworker.htm

January 24, 2010

Dear Teacher:

In the course of using this material, many issues about child labor and workplace health and safety laws may arise. Students may realize that some of the job duties assigned to them are prohibited by law due to their age, or possibly that the restrictions for allowable work hours are being violated by their employer. If this is the case, you have the right on their behalf, to contact the Industrial Relations Agent (IRA) assigned to your area to report these possible violations. The list of area Labor & Industries' (L&I) offices with agents who can help you can be found on our web page, www.lni.wa.gov/home/direct.htm, or in the blue government section of the white pages. Often, a complaint about possible child labor violations will lead to an investigation of the situation. If other health and safety issues or concerns are also thought to be present, a referral may be made to a regional health and safety inspector. Your identity can remain confidential if you chose. Also, you should inform students that they also have the right to call Labor and Industries (L&I) if they ever have questions or concerns about the child labor laws or other health and safety regulations and whether or not their employer is following them appropriately. Teens have the right to the appropriate wage, as well as rest and meal breaks, too. Agents are also frequently available to come to a classroom to talk to students.

If you have questions or concerns about how to handle a particular situation, you may also contact me for assistance.

Have Fun With This Curriculum!

Sincerely,

A handwritten signature in black ink that reads "Mary E Miller".

Mary Miller, RN, MN
Occupational Health Nurse
mmar235@lni.wa.gov
360.902.6041

Acknowledgements

Many of the activities in this curriculum have been adapted from curriculums developed by other organizations also concerned with educating teens about workplace safety and health issues. These include:

Youth@Work: Talking Safety

Young Worker Safety Resource Center

Starting Safely: Teaching Youth about Workplace Safety and Health

Maine Department of Labor, Bureau of Labor Standards

The following people also contributed to the development of this curriculum:

- **Darren Linker**, Program Manager, Young Worker Program
University of Washington
- **Mary Miller**, Occupational Health Nurse Practitioner
Washington State Department of Labor & Industries
- **Lyle Hildahl**, Director of Education
Washington Restaurant Association
- **Julie Ward**
University of Washington
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University of Washington
- **Kristen Bergsman**, Curriculum Developer
University of Washington
- **Leslie Wall**, Graphic Designer
Lumpfish Design

Young Worker Injuries in the Restaurant Industry



Unit 1 Overview

This unit introduces the concept of workplace safety to students and why it is an important to teen workers through an introduction of teen workplace injury statistics and a short DVD.

Activity A. Student Pre-Test—Attitude Questions

Students complete the pre-test as a measure of what their attitudes are about workplace safety issues prior to exposure to this curriculum.

Activity B. Awareness of Workplace Hazards: Warm-up Discussion and DVD

During a discussion, students talk about the types of places they have worked and injuries or near misses that have occurred in their workplaces. The DVD introduces the concept of workplace safety and why it is important for teens.

Washington State Essential Academic Learning Requirements (EALRs)

Health and Fitness

- 2.3 Acquire skills to live safely and reduce health risks
- 3.1 Understand how environmental factors affect one's health
- 4.1 Analyze health and safety information

Communication

- 3.1 Use language to interact effectively and responsibly with others
- 3.3 Seek agreement and solutions through discussion

Young Worker Injuries in the Restaurant Industry

Learning Objectives

By the end of this lesson students will be able to:

- Describe the effects that work injuries can have on a young person's life.
- Identify the major messages in a video on teen safety.

Preparing to Teach This Lesson

Before you present this lesson:

1. Make copies of handout A, *Workplace Safety Background Pre-Test* for each student.
2. Preview DVD and make copies of handout B, *DVD Viewing Guide* for each student.
3. Locate PowerPoint slides for *Unit 1: Young Worker Injuries* on your PowerPoint Slides CD and review them.

Detailed Instructor's Notes

Activity A. Workplace Safety Background Pre-Test (Handout A)

Procedure:

1. Students complete a pre-test to measure their attitudes about workplace safety prior to exposure to the curriculum. Distribute copies of handout A *Workplace Safety Background Pre-Test* to students prior to introducing any of the material.
2. Collect the pre-test right after its completion. Keep it in a file until the *Workplace Safety Background Post-Test* is completed at the end of the curriculum. **Do not let the students keep the pre-test.**
3. This pre and post-test contains questions about student attitudes towards workplace safety. Collect the test and keep it on file, but do not use this for a student grade.

Activity B. Introduction: Effects of Workplace Injuries on Young Workers

The opening discussion personalizes the issue of workplace hazards by asking students to talk about injuries they or family members and friends have suffered at work. Students then view a DVD that gives students an overview of workplace safety and answer questions from the DVD.

Time

45 minutes

Materials

- Examples of Teen Worker Injuries—John's Story (PowerPoint Slide 1)
- Teen Workplace Injury Data (PowerPoint Slides 2–6)
- Teen Workers: Real Jobs, Real Risks (DVD)
- Computer projector with speakers or DVD player and TV

Handouts

- A. Workplace Safety Background Pre-Test
- B. DVD Viewing Guide
- C. DVD Viewing Guide: Teacher Answer Key

1. As a warm-up discussion, ask students these questions:

“How many of you have jobs, or have had a job in the past?”

“Where did you work and what did you do?”

“Have you ever been hurt at work or know someone who was?”

“If so, what were the injuries? How did the person (you) get hurt?”

“If you have not been hurt, has anyone ever had a close call that could have caused you to be hurt?”

“Have you ever been afraid to do a task that you have been asked to do at work?”

“Have you ever had any health and safety training?”

Let the class briefly discuss their answers. The questions are designed to get students thinking about safety issues in their own job experiences.

2. To emphasize the long-term impact work injuries can have on a person’s life, ask students if they have an injury story to share from their own personal experience. Otherwise tell them about an actual event from your own state, or read the following story (John’s Story). You may use PowerPoint slide 1 to help illustrate the story. Emphasize to your students that this was a true story reported to the Massachusetts Department of Health

3. Ask students the following questions about each story.

“Why do you think this happened?”

“What could have prevented this person from getting hurt?”


4. As students respond write down what they say on the board. Let them know that you will not analyze the scenarios in detail today, and that they will learn more about these issues as they progress through the lessons on safety.

Slide 1: John's Story

John, who was 17 years-old, worked at a fast food restaurant. The floor often got very greasy, and had to be washed a lot. As John walked across the greasy floor, carrying a basket of french fries, he slipped. He tried to keep the fries from falling, so he couldn't break his fall with his hands. He fell on his tailbone and was seriously injured. He is now permanently disabled and has

Examples of Teen Work Injuries

John's Story



Age: 17

Job: Fast food worker

Injury: Slipped on greasy floor

Why do you think this happened?

What could have prevented John from getting hurt?

Note: This was a real incident reported by the Massachusetts Dept. of Public Health

Slide 1ProSafety for the Culinary Arts

trouble walking.

Teen Workplace Injuries

1. Show students slides 2 through 6, *Workplace Injuries of Teens*. Point out that more teens tend to be injured in industries where a lot of young people work. Tell the students that the goal of the safety training you will be covering in class is to help prevent them from becoming from one of these statistics.

Workplace Injuries of Teens

National Data

On average

55–70 teens* die on the job/year

- major causes:
 - motor vehicles
 - agricultural machines
 - homicide
- 30–50% worked in family's business

Nearly 230,000 teens suffer work related injuries nationwide each year

- 64,000 work injuries among teens treated in emergency rooms each year

*<18 years old

Slide 2

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Workplace Injuries of Teens

Washington State Data 2000–2008

13,568 work related injuries
(11–17 yr-olds)

6% 14–15
year-olds

94% 16–17
year-olds

44%
females

56%
males

Teens injured at a rate two times higher than
adults (state and national data)

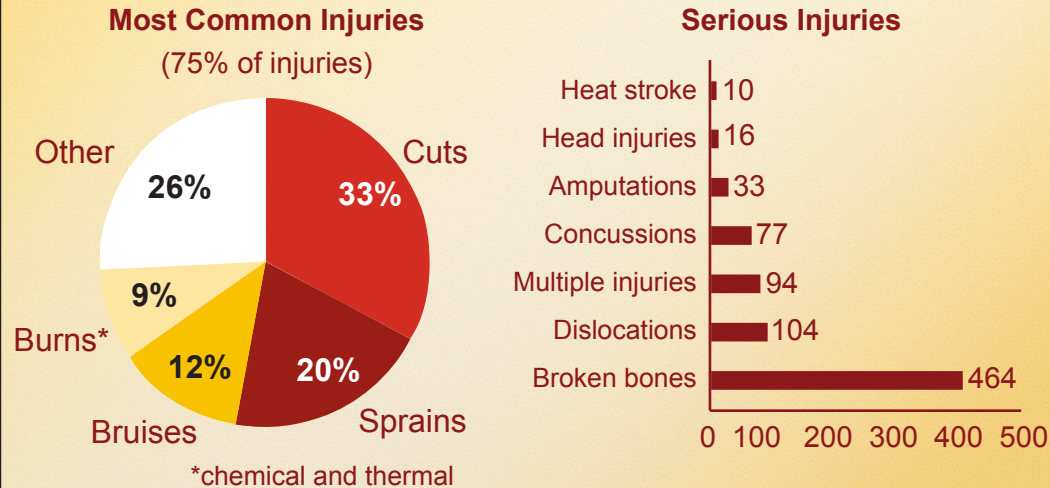
Slide 3

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Workplace Injuries of Teens

Washington State Data 2000–2008

13,568 work related injuries



Slide 4




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Workplace Injuries of Teens




Workplace Fatalities of Teens

Washington State 1988–2008 (17 fatalities: 15 male, 2 female)


Agricultural

-  machinery rollover or MV crash (6)
-  suffocation in grain silo (2)
-  drowning in irrigation ditch (1)

Construction or Maintenance

-  struck by falling objects (3)
-  fall from roof (1)
-  machinery roll-over (1)

Food Service

-  stabbing at a fast food restaurant (3)

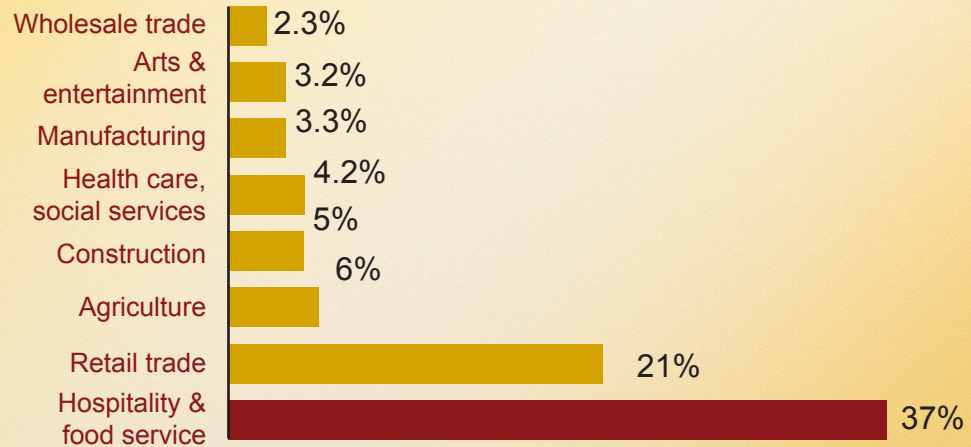
Slide 5

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Workplace Injuries of Teens

Teen Injuries by Industry (%)

Washington State 2000–2008

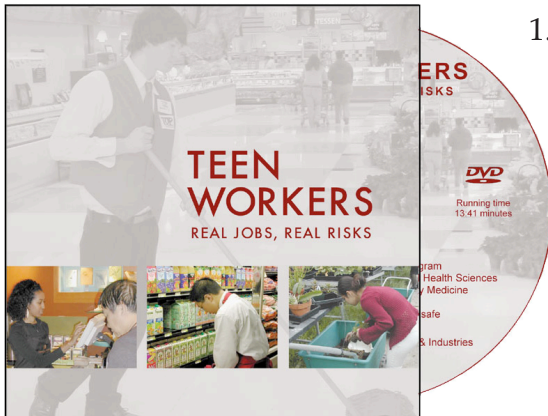


Slide 6

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1. Ask the students “Why are teen injuries so high in the restaurant industry as compared to other industries? Answer: More teens work in the restaurant industry than other industries.

Activity C. DVD and Follow-Up Discussion



1. Tell the students that they will now watch a video that will introduce some of the topics that will be covered in future classes. Prior to viewing the video distribute copies of handout B, *DVD Viewing Guide*. Tell students to write answers to the questions while watching the DVD.
2. Show the DVD *Teen Workers: Real Jobs, Real Risks* (included with this curriculum).
3. After viewing the video, review the answers of each question in the handout. Possible answers are listed in handout C, *DVD Viewing Guide: Teacher Answer Key*. As students discuss their answers, list them on the board or on overhead.

Name _____ Date _____ Period _____

Directions: For each item, check the box to indicate how much you agree or disagree with the statement. It is important that your answers reflect what you really believe or would do rather than what you think you should believe or should do.

	Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree
1. I think a workplace injury or illness could happen to me sometime in my working life.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. There is no need to be concerned about workplace injuries and illnesses since most are not serious.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. If I had a serious workplace injury, it could change my life.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. There should be no child labor laws, such as those that restrict teens from doing some types of jobs, since they decrease opportunities for teens to work.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. I will be less likely to be injured at work if I follow worksite safety rules.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Labor laws are important for protecting workers.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. I would be able to come up with good suggestions to make an unsafe work situation safer.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Checking for hazards or unsafe conditions is something a worker should do regularly.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. I would find it difficult to ask a co-worker change the way they were doing a job in order to make the workplace safer.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Alerting an employer to unsafe conditions at the workplace often wouldn't do any good.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. I would talk to my employer about working conditions that I think are unsafe.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. I would talk to my employer about working conditions that I believe are illegal.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. People who are sexually harassed should speak up.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. Sexual harassment is taken way too seriously.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Directions: Answer the questions below as you watch the DVD, *Teen Workers, Real Jobs, Real Risks*.

- 1 How old was Mallory when she was injured and what was her job?

- 2 How will Mallory's injuries have a long-term impact on her life?

- 3 What are some of the factors that lead to work-related injuries?

- 4 About how many teens in the U.S. die each year from work-related injuries?

- 5 Why are teens reluctant to speak up to their employers when they notice unsafe working conditions or are unsure of how to do a job?

- 6 What are some of the rights that specifically protect teen workers on the job?

- 7 Why can working in a retail setting be particularly dangerous?

- 8** How old do you have to be before you are no longer covered by special job restrictions for teens?

- 9** What responsibilities do employers have to make sure employees have a safe work environment?

- 10** What does the Washington State Department of Labor & Industries (L&I) regulate?

- 11** If you are hurt on the job, what does Worker's Compensation cover?

- 12** Who should you contact if your employer will not fix a dangerous situation?

- 1** How old was Mallory when she was injured and what was her job?
 - 14 years old.
 - Filling bags of ice in an ice plant.

- 2** How will Mallory's injuries have a long-term impact on her life?
 - Her arms will always be weak and tire easily.
 - She can no longer do some of the physical and recreational activities that she used to do.
 - She may be limited in doing jobs that require strength or extensive use of her arms.

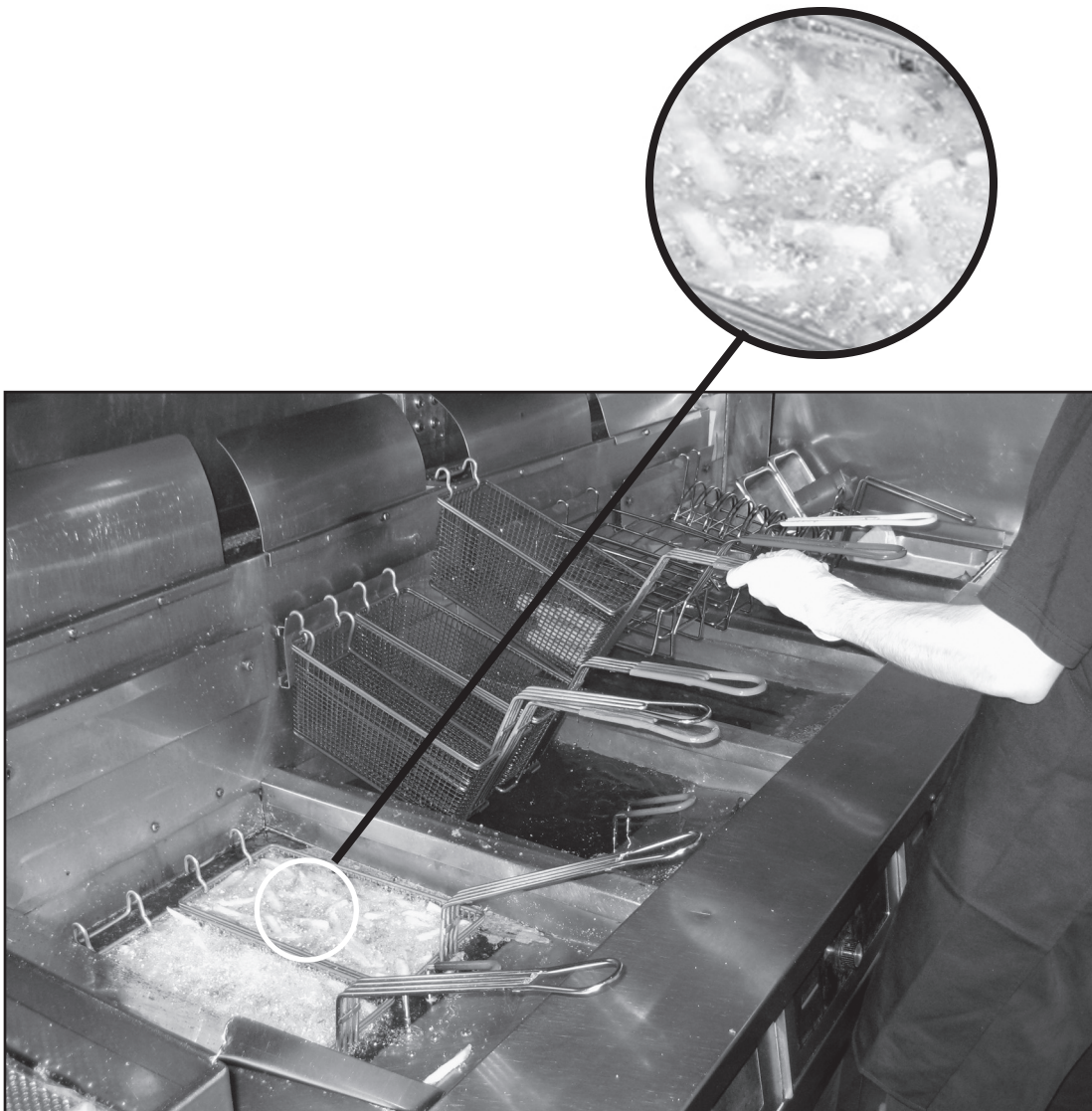
- 3** What are some of the factors that lead to work-related injuries?
 - Unsafe equipment.
 - Stressful working conditions.
 - Inadequate safety training.
 - Lack of experience.

- 4** About how many teens in the U.S. die each year from work-related injuries?
 - 70.

- 5** Why are teens reluctant to speak up to their employers when they notice unsafe working conditions or are unsure of how to do a job?
 - They don't want to appear incapable or like they don't know how to do something.
 - They don't want to appear like they weren't paying attention during training.
 - They are afraid they might get fired.
 - They trust that their supervisor would not have them do a job if it was dangerous.

- 6** What are some of the rights that specifically protect teen workers on the job?
- Limits on how many hours or how long they can work.
 - Limits on how early or how late they can work.
 - Limits on certain kinds of equipment that can be used.
- 7** Why can working in a retail setting be particularly dangerous?
- The possibility of an assault or robbery.
- 8** How old do you have to be before you are no longer covered by the special job restrictions for teens?
- 18.
- 9** What responsibilities do employers have to make sure employees have a safe work environment?
- To train their workers properly.
 - To identify potential safety hazards.
 - To provide protective clothing and safety equipment.
 - Knowing any special regulations that apply to teen workers.
- 10** What does the Washington State Department of Labor & Industries (L&I) regulate?
- Workers Compensation.
 - Health and Safety Regulations.
 - Child labor regulations.
 - Wage and hour regulations (minimum wage, overtime, rest and meal breaks).
- 11** If you are hurt on the job, what does Worker's Compensation cover?
- Lost wages.
 - Medical expenses.
- 12** Who should you contact if your employer will not fix a dangerous situation?
- The Department of Labor & Industries (L&I).

Finding Hazards in the Restaurant Industry



Unit 2 Overview

This unit introduces students to different types of job hazards in the restaurant and hospitality industry. The concept is reinforced through a hazard mapping activity where students create hazard maps of workplaces.

Activity A. Identifying Hazards Student Pre-Test

Students complete the pre-test as a measure of what they already know about identifying workplace health and safety hazards before lesson is taught.

Activity B. Types of Workplace Hazards: Warm-up Discussion

During a discussion, students categorize workplace hazards into four categories; Safety Hazards, Chemical Hazards, Biological Hazards, and Other Health Hazards.

Activity C. Hazard Mapping

The Hazard Mapping activity highlights hazards found in a variety of workplaces or school cooking labs. Students create a map on which they locate, label and categorize the different hazards in that work setting.

Activity D. Identifying Hazards Student Post-Test

Students complete a post-test as a measure of what they have learned as a result of presenting lesson 2.

Washington State Essential Academic Learning Requirements (EALRs)

Health and Fitness

- 2.3 Acquire skills to live safely and reduce health risks
- 3.1 Understand how environmental factors affect one's health
- 4.1 Analyze health and safety information

Communication

- 2.5 Effectively use images to support presentations
- 3.1 Use language to interact effectively and responsibly with others
- 3.2 Work cooperatively as a member of a group
- 3.3 Seek agreement and solutions through discussion

Social Studies (Geography)

- 1.1 Use and construct maps, charts and other resources

Finding Hazards in the Restaurant Industry

Learning Objectives

By the end of this lesson students will be able to:

- Define the term *job hazard*.
- Provide examples of different types of job hazards.
- Identify a variety of health and safety hazards found at typical worksites where young people are employed or in culinary arts teaching labs.

Preparing to Teach This Lesson

Before you present this lesson:

1. For hazard mapping activity, you will need flipchart paper and a set of five colored markers for each small group.
2. Locate PowerPoint slides for *Unit 2—Identifying Hazards* on your PowerPoint Slides CD and review them.

Detailed Instructor’s Notes

Activity A. Identifying Hazards Pre-Test (Handout A)

Procedure:

1. Students complete a pre-test to measure their knowledge about workplace hazards prior to exposure to the curriculum. Distribute copies of handout *A Identifying Hazards Pre-Test* to students prior to introducing any of the material in unit 2.
2. Collect the pre-test right after its completion. Keep it in a file until the *Identifying Hazards Post-Test* is completed at the end of the uni. **Do not let the students keep the pre-test.**
3. Answers to the pre- and post-test can be found on Handout *C, Identifying Hazards Pre- and Post-Test Teacher Answer Key*.
4. Collect the test and keep it on file with the post-test.

Activity B. Types of Workplace Hazards: Warm-up Discussion

1. Remind the class that a job hazard is anything at work that can hurt you, either physically or mentally.

Time

45 minutes

Materials

- Flipchart paper
- Colored markers (5 colors per student group)
- Job Hazards (PowerPoint Slide 1)
- Sample Hazard Map (PowerPoint Slide 2)

Handouts

- A. Identifying Hazards Pre-Test
- B. Identifying Hazards Post-Test
- C. Pre- and Post-Test Teacher Answer Key

Explain that some job hazards are very obvious, but that others are not. In order to be better prepared to be safe on the job, it is necessary to be able to identify different types of hazards.

Tell the class that hazards can be divided into four categories. Write the categories on the top of a piece of flipchart paper and show PowerPoint slide 1 *Job Hazards*.

Job hazards: *A job hazard is anything at work that can hurt you either physically or mentally.*

- **Safety hazards:** Can cause immediate accidents and injuries
Examples: knives, hot grease, trip hazards, sharp edges, etc.
- **Chemical hazards:** Are gasses, vapors, liquids, or dusts that can harm your **body**
Examples: Cleaning products, pesticides
- **Biological hazards:** **Are living things that can cause sickness or disease**
Examples: Bacteria, viruses, or parasites
- **Other health hazards:** Are harmful things, not in the other categories, that can injure you or make you sick. These hazards are sometimes less obvious because they may not cause health problems right away.
Examples: noise, repetitive movements

Slide 1

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Safety hazards can cause immediate accidents and injuries.

Examples: hot surfaces, slippery floors, trip hazards, sharp edges, etc.

Chemical hazards are gasses, vapors, liquids, or dusts that can harm your body.

Examples: cleaning products, pesticides, etc.

Biological hazards are living things—bacteria, viruses, or insects—that can cause diseases such as flu, AIDS, hepatitis, Lyme disease, tuberculosis, and methicillin-resistant *Staphylococcus aureus* (MRSA). In the workplace you can be exposed to biological hazards through contact with used needles, sick children, animals, etc.

Other health hazards include harmful things, not in the other categories, that can injure you, make you sick, or cause you harm. These hazards are sometimes less obvious because they may not cause health problems right away.

Examples: noise, repetitive movements, awkward postures, and mental stress.

- Ask students to think about places they have worked or workplaces with which they are familiar (restaurants, stores, movie theaters, offices, etc). You may also want to use your cooking lab as work setting.

On the board or flipchart paper, create a table with four columns. Add the following headings to the top of each column: Safety Hazards, Chemical Hazards, Biological Hazards, Other Health Hazards.

- Have students call out possible job hazards and identify each as a safety hazard, chemical hazard, biological hazard, or other health hazard.

List each hazard the students call out in the matching column on the table. Alternatively, have the class generate one list of hazards and then work in small groups to categorize them.

***Note:** Students may confuse the effects of hazards with the hazards themselves. They may mention “cuts” for example, instead of knives, which cause cuts. The cause is the hazard and should be listed on the chart. If students give effects rather than the causes, ask them what causes the problem they mention. This will help later when students discuss how to eliminate hazards.

Safety Hazards	Chemical Hazards	Biological Hazards	Other Health Hazards
hot surfaces	cleaning products	viruses	noise
slippery floors	pesticides	bacteria	vibration
unsafe ladders	solvents	mold	radiation
machines without guards	acids	animals	heat or cold
sharp knives	asbestos	birds	repetitive movement
hot grease	lead	insects	awkward posture
unsafe electric circuits	ozone (from copiers)	poison ivy	heavy lifting
lack of fire exits	wood dust	poison oak	fast pace of work
motor vehicles	mercury	used needles	stress
cluttered work areas	poor air quality		areas too dark or too bright
falling objects	gasoline		
violence			

Activity C. Hazard Mapping

1. You may choose to select workplaces specifically relevant to your program or the experiences of your students for this exercise.

Divide the class into small groups. Assign each group a type of workplace. You and your students can choose workplaces where young workers often work, such as fast food restaurants, grocery stores, movie theaters, and offices.

2. Have students draw a simple floor plan of their workplace on flipchart paper using a black marker. The floor plan should show typical rooms, work areas, furniture, equipment, work processes, doors, and windows. Explain that the floor plan can be very simple.
3. Next, ask each group to think of various hazards that might be found in their workplace. Have them mark the locations of these hazards on their floor plans. Using the following color code can help reinforce the different categories of hazards. (It's not necessary to color code the categories if it feels too complicated.)

Red = safety hazards

Green = chemical hazards

Orange = biological hazards

Blue = other health hazards

4. Show students PowerPoint slide 2, *Sample Hazard Map*.

Sample Hazard Map

Students will draw maps in color:
Red = Safety Hazards Green = Chemical Hazards Orange = Biological Hazards Blue = Other Health Hazards

- SAFETY (RED)**
HOT GRILL
HOT GREASE
SHARP KNIVES
SLIPPERY FLOORS
- CHEMICAL (GREEN)**
CLEANING PRODUCTS
DISHWASHING PRODUCTS
- BIOLOGICAL (ORANGE)**
BACTERIA
USED NEEDLES
- OTHER (BLUE)**
CUSTOMERS/STRESS
ROBBERY
STANDING
LIFTING

FAST FOOD RESTAURANT

Slide 2 ProSafety for the Culinary Arts


5. Ask each group to choose someone to present their map to the entire class later. The presenter should be ready to explain to the class what they believe are the major hazards in this workplace.
6. Have the person selected by each group present and explain its map. The explanation should include a list of the major hazards in this type of workplace. As each group presents its map, list any hazards people mention that were not previously listed on the chart created during the introduction.

Review

1. Show PowerPoint slide 3, *Finding Hazards, Key Points*. Review the key points covered in this lesson.
 - Every job has health and safety hazards.
 - You should always be aware of these hazards.

Finding Hazards, Key Points

- Every job has health and safety hazards.
- You should always be aware of these hazards.



Slide 3

ProSafety for the Culinary Arts

Activity D. Post-Test—Identifying Hazards

1. Distribute copies of handout B *Identifying Hazards Post-Test* to students at the end of the unit.
2. Collect the post-test right after its completion. **Do not let the students keep the post-test.**

3. Handout C *Pre- and Post-Test Teacher Answer Key* is provided to help you evaluate your students work on the test. The answer key provides possible examples of correct answers. The list is not exhaustive and student answers may vary.

Name _____ Date _____ Period _____

1 Injuries are the fault of the worker.

True

False

2 List three examples of job hazards that could be found in the restaurant workplace.

1. _____

2. _____

3. _____

3 List three examples of how to protect an employee from hazards at work.

1. _____

2. _____

3. _____

4 What is workers' compensation?

Name _____ Date _____ Period _____

1 Injuries are the fault of the worker.

- True
- False

2 List three examples of job hazards that could be found in the restaurant workplace.

- 1. _____
- 2. _____
- 3. _____

3 List three examples of how to protect an employee from hazards at work.

- 1. _____
- 2. _____
- 3. _____

4 What is workers' compensation?

Instructor Note: This answer key provides possible examples of correct answers. The list is not exhaustive and student answers may vary.

- 1 Injuries are the fault of the worker.
 - False
- 2 List three examples of job hazards that could be found in the restaurant workplace.
 - Knives / slicers / blades / sharp edges
 - Hot grills / hot burners / hot stoves / hot cooking equipment / hot surfaces
 - Hot oil / hot grease
 - Slippery / greasy / oily floors
 - Hot steam / hot water
 - Cleaning chemicals / dishwashing products / detergent / sanitizers
 - Angry customers / stress / fast pace
 - Standing for long periods
 - Bending / reaching / stretching / lifting
 - Exposure to material contaminated with blood or body fluids when cleaning
- 3 List three examples of how to protect an employee from hazards at work.

Cooking equipment

 - Have guards around hot surfaces
 - Wear gloves or mitts
 - Minors under 16 cannot cook
 - Get proper training on how to use equipment
 - Keep appliance in safe condition

Hot oil / grease

 - Wear protective clothing
 - Place food in basket first and then lower into hot oil, rather than drop

- Use lids or covers over pans, pots or vats
- Allow oil to cool before moving or disposing of it
- Have splash guards
- Use oil pans that dump automatically

Knives and slicers

- Must be 18 to use power cutting equipment
- Keep equipment guards in place
- Get proper training
- Unplug when cleaning

Slippery floors

- Clean up spills quickly
- Keep floor clean of debris
- Use floor mats
- Wear non-slip shoes

Dishwashing products / sanitizers / cleaning products

- Use safer products
- Wear gloves
- Wear eye protection
- Have good ventilation

Contact with public

- Have adequate security
- Schedule at least two people per shift
- Good lighting and visibility
- Use barriers where money is handled
- Get customer service training

Standing for long periods

- Use floor mats
- Take regular breaks
- Rotate jobs

Bending / reaching / lifting / stretching

- Keep heavy items on lower shelves
- Use helpers

Exposure to items contaminated with blood or body fluids

- Must be 18 or older to clean up
- Wear personal protective equipment
- Get proper training on how to clean

4 What is workers' compensation?

It provides the employee benefits if they are hurt on the job, including:

- Payment of medical expenses
- Coverage of lost wages

Know Your Rights



Unit 3 Overview

This unit opens with a discussion of why labor laws were originally developed to protect young workers, by looking at working conditions for youth prior to the development of child labor laws. Students are then introduced to the government agencies that enforce workplace safety and health labor laws. Students then play game to learn more specifics about the child labor laws in Washington State.

Activity A. Know Your Rights Pre-Test

Students complete the pre-test as a measure of what they already know about workplace health and safety laws and worker rights before lesson 3 is taught.

Activity B. Introduction to Labor Laws and Workplace Rights

Using a discussion format, students view historical pictures working conditions for youth prior to the enactment of child labor laws and protections. Students discuss why labor laws were created and learn about the government agencies that enforce these laws.

Activity C. Labor Law Jeopardy (Activity Option 1)

This activity is a modified version of the television game show Jeopardy. Using students work in teams to answer questions about Washington State labor laws and the rights of young workers.

Activity D. Labor Law Bingo (Activity Option 2)

Use this activity as an alternative to the Jeopardy game. Students answer questions about Washington State labor laws and worker rights using modified versions of BINGO cards. Students can participate individually or in teams.

Activity E. Know Your Rights Post-Test

Students complete a post-test as a measure of what they have learned as a result of presenting unit 3.

Washington State Essential Academic Learning Requirements (EALRs)

This lesson addresses the following EALRs:

Health and Fitness

- 2.2 Understand the concept of control and prevention of disease
- 2.3 Acquire skills to live safely and reduce health risks
- 3.1 Understand how environmental factors affect one's health

Reading

- 1.1 Use word recognition and meaning skills to read and comprehend text
- 1.3 Read fluently, adjusting reading for purpose and material
- 1.5 Use features of non-fiction text and computer software
- 2.1 Comprehend important ideas and details
- 3.1 Read to learn new information
- 3.2 Read to perform a task
- 3.4 Read for career applications
- 4.4 Analyze how communication is used in career settings

Communication

- 2.3 Use effective delivery
- 3.1 Use language to interact effectively and responsibly with others
- 3.2 Work cooperatively as a member of a group
- 3.3 Seek agreement and solutions through discussion

Social Studies (Civics)

- 2.2 Understand the function and effect of law
- 4.1 Understand individual rights and their accompanying responsibilities

Know Your Rights

Time

45 minutes

Materials

- Child Labor in the US and Government Agencies (PowerPoint Slides 1–14)
- Know Your Rights Interactive Jeopardy
- Computer and Projector
- Prizes (candy, etc.)

Handouts

- A. Know Your Rights Pre-Test
- B. Teens at Work: Facts for Employers, Parents and Teens
- C. Labor Law Jeopardy Student Answer Sheet
- D. Labor Law Bingo Questions and Answers
- E. Labor Law Bingo Cards 1–10 (if playing bingo in place of Jeopardy)
- F. Know Your Rights Post-Test
- G. Pre-and Post-Test Teacher Answer Key

Learning Objectives

By the end of this lesson students will be able to:

- Discuss why labor laws are important for protecting the health and safety of young workers in Restaurants.
- Describe the legal limitations on tasks that teens may do on the job, and on the hours they may work.
- Identify three health and safety rights and responsibilities that teens have on the job.
- Identify the government agencies that enforce labor and job safety and health laws.

Preparing to Teach This Lesson

Before you present this lesson:

1. Read through and make copies of handout *A Know your Rights Pre-Test* for each student.
2. Obtain copies of the WA State Department of Labor & Industries brochure titled *Teens at Work: Facts for Employers, Parents and Teens* **or** make copies of the brochure using Handout B *Teens at Work: Facts for Employers, Parents and Teens*. This brochure can also be downloaded from the Labor & Industries website.
3. Decide which activity you will use with your students, Jeopardy or bingo.
4. If you are going to play the Jeopardy game, locate PowerPoint slides, *Jeopardy Round 1 and 2*, on your PowerPoint CD and test it on your computer. Note: When opening up the interactive Jeopardy PowerPoint slide, you will need to click on the Enable Macros button that will pop up on the dialog box in order to play the interactive game. Optional: If you want students to write out the answers to each of the Jeopardy questions, make a copy of handout C *Labor Law Jeopardy Answer Sheet* for each student.

5. If you are going to play bingo, make as many copies of handout E *Bingo Game Boards* as you will need for your students. There are 10 different game boards.
6. Obtain prizes.

Detailed Instructor's Notes

Activity A. Know Your Rights Pre-Test (handout A)

Procedure:

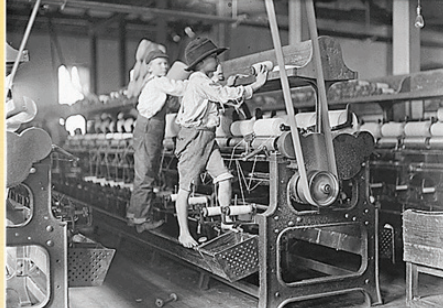
1. Distribute copies of handout A, *Know Your Rights Pre-Test*, to students prior to introducing any of the material in unit 3.
2. Collect the pre-test right after its completion. Keep it on file until the *Know Your Rights Post-Test* is completed at the end of Unit 3. **Do not let students keep the pre-test.**
3. Answers to the pre- and post-test can be found in handout E, *Know Your Rights Pre-and Post-Test Teacher Answer Key*.
4. Collect the test and keep it on file with the post-test.

Activity B. Introduction to Labor Laws and Workplace Rights

1. Show students PowerPoint slides 1–11. These pictures were originally taken to help document the unsafe working conditions of children in the United States in an effort to influence congress to pass laws that would improve the working conditions for children.

Child Labor in the US

The industrial revolution ushered in an age of factories and the use of children as cheap labor. By 1900 about 2 million children were working in mills, mines, fields, factories, stores and on city streets.



Small kids had to climb up on the spinning frame to mend broken threads and to put back the empty bobbins. Macon, GA, 1909¹



Oyster shuckers in canning factory. All but the very smallest babies work, from 3:30 am to 5 pm. The little girl in the center is "a real help to me" says her mother. Dunbar, La.¹

1 - The History Place - Child Labor in America, Photographs and captions by Lewis W. Hine, www.historyplace.com/unitedstates/childlabor/
2 - American Literature Survey 2, Dr. Ron Tranquilla, Photographs of Lewis Hine, http://www.eng.fju.edu.tw/~ron/american_hi2?images/childlabor.htm

Slide 1

ProSafety for the Culinary Arts

Child Labor in the US

Founded in 1904 the National Child Labor Committee (NCLC) used information and documentation to lobby for child labor laws. The pictures in these slides were taken by Lewis Hines as part of that documentation.



Berry pickers, age 7 and 9. Children worked from 4:30 am until sunset. Rochester, MA, 1908^{1,2}



Miners waiting for the cage to go up at the end of the day. Two sides of the cage are open; the other two sides have little protection. The cage is usually crowded. S. Pittson, PA¹

1 - The History Place - Child Labor in America, Photographs of Lewis W. Hine, www.historyplace.com/unitedstates/childlabor/
2 - American Literature Survey 2, Dr. Ron Tranquilla, Photographs of Lewis Hine, http://www.eng.fju.edu.tw/~ron/american_hi2?images/childlabor.htm

Slide 2

ProSafety for the Culinary Arts

Child Labor in the US

“Among the related reforms championed by the movement (NCLC) to end child labor were:

- innovations in national regulation of labor conditions,
- the minimum wage,
- worker’s compensation insurance,
- uniform standards for compulsory education,
- school food programs,
- shorter work days,
- regulation of health and safety conditions in the workplace
- and many others that Americans take for granted today.”



Girls at weaving machines
Evansville, IN, October 1908

—The Campaign to End Child Labor, by Jim Zwick

1 - The History Place - Child Labor in America, Photographs of Lewis W. Hine, www.historyplace.com/unitedstates/childlabor/

2 - American Literature Survey 2, Dr. Ron Tranquilla, Photographs of Lewis Hine, http://www.eng.fju.edu.tw/ron/american_lit2/images/childlabor.htm

Slide 3

ProSafety for the Culinary Arts

Child Labor in the US

Over the next two decades, several attempts were made to pass a federal law controlling child labor but none succeeded until in 1938 when the Fair Labor Standards Act (FLSA) was passed. This act still serves as the guiding legislation on child labor in the U.S.



A Bowery
bootblack in
New York.¹



A young driver in
the Brown mine.
Has been driving
one year. Works
7 am to 5:30 pm
daily. Brown, WV.¹

1 - The History Place - Child Labor in America, Photographs of Lewis W. Hine, www.historyplace.com/unitedstates/childlabor/

2 - American Literature Survey 2, Dr. Ron Tranquilla, Photographs of Lewis Hine, http://www.eng.fju.edu.tw/ron/american_lit2/images/childlabor.htm

Slide 4

ProSafety for the Culinary Arts

Child Labor in the US



"Breakers" sorting coal. The dust was so dense at times as to obscure the view. This dust penetrated the utmost recesses of the boys' lungs. A kind of slave-driver sometimes stands over the boys, prodding or kicking them into obedience. s. Pittston, Pa.^{1,2}

1 - The History Place - Child Labor in America, Photographs of Lewis W. Hine, www.historyplace.com/unitedstates/childlabor/
2 - American Literature Survey 2, Dr. Ron Tranquilla, Photographs of Lewis Hine, http://www.cng.tju.edu.tw/ron/american_hi22/images/childlabor.htm

Slide 5

ProSafety for the Culinary Arts

Child Labor in the US



Cutting fish in a sardine cannery. Large sharp knives are used with a cutting and sometimes chopping motion. The slippery floors and benches and careless bumping into each other increase the liability of accidents. Eastport, Me.¹



Shrimp pickers, including little 8 year old Max on the right. Biloxi, Miss.¹

Slide 6 Additional Child Labor Pictures by Lewis Hine

ProSafety for the Culinary Arts

Child Labor in the US



Nine-year old newsgirl. Hartford, CT, March 1909



Boys in the packing room at the Brown Mfg. Co. Evansville, Ind.¹

Slide 7 Additional Child Labor Pictures by Lewis Hine

ProSafety for the Culinary Arts

Child Labor in the US



Boy picking berries. Near Baltimore, MD, June, 1909



Some of the young knitters in London Hosiery Mills. London, Tenn.¹



Glassblowers and mold boy, bottle factory. Grafton, WV, 1908

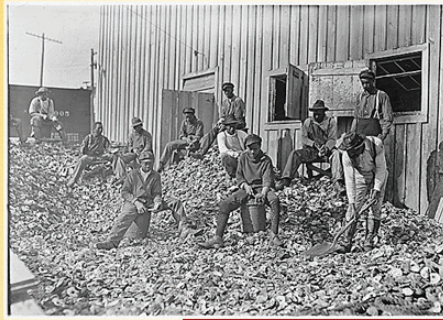


Boys in a cigar factory.

Slide 8 Additional Child Labor Pictures by Lewis Hine

ProSafety for the Culinary Arts

Child Labor in the US



Bowling alley boys. Many of them work past midnight setting pins. New Haven, Conn.¹



Slide 9 Additional Child Labor Pictures by Lewis Hine

ProSafety for the Culinary Arts

Child Labor in the US



One of the spinners in Whitnel Cotton Mill. She was 51 inches (4ft 3in) high. Has been in the mill one year. Sometimes works at night. Whitnel, NC¹

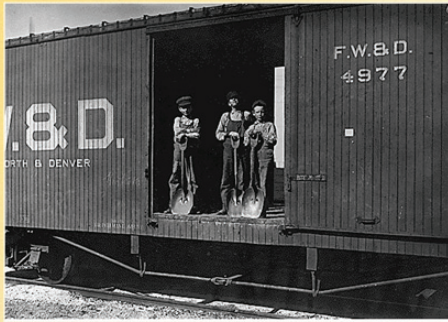


Spinning room, Cornell Mill. Fall River, Mass.¹

Slide 10 Additional Child Labor Pictures by Lewis Hine

ProSafety for the Culinary Arts

Child Labor in the US



Three young boys with shovels standing in doorway of a Fort Worth & Denver train car.¹



Boy running "Trip Rope" in mine. Welch, WV, September 1908

Slide 11 Additional Child Labor Pictures by Lewis Hine

ProSafety for the Culinary Arts

2. Ask students for their observations about the pictures, including the jobs, and working conditions.
3. Point out that it was not until 1938, when the first child labor laws were passed. These laws are still the basis for the current child labor laws .
4. Explain to the class that teens have important legal rights on the job. Child labor laws are in place help to protect young workers from becoming injured on the job and providing them with workplace rights. The child labor laws cover all minors, until they turn 18 years old.

Labor Laws & Their Agencies

1. Show PowerPoint slide 12. Tell students the name of the federal government agency that is responsible for enforcing workplace safety and health regulations is called the Occupational Health and Safety Administration (OSHA). Most people typically refer to it as OSHA.

National Level Enforcement Agency

Occupational Safety and Health Act

Passed in 1970

Created OSHA



OSHA

Occupational Safety & Health
Administration

US Department of Labor

Creates and enforces workplace
safety and health regulations

Slide 12

ProSafety for the Culinary Arts

2. Show PowerPoint slide 13. Tell students that there are some states, such as Washington State, where a state agency is responsible for enforcing health and safety regulations instead of OSHA. In Washington State this agency is called the Washington State Department of Labor and Industries (L&I). Many people refer to this agency as L&I. When federal and state regulations are different, the rules that provide the most protection to workers will apply.

National Level Enforcement Agency

Occupational Safety and Health Act

Passed in 1970
Created OSHA



OSHA

Occupational Safety & Health
Administration
US Department of Labor
Creates and enforces workplace
safety and health regulations

Slide 12

ProSafety for the Culinary Arts

3. Tell students that anyone who is working in the restaurant or hospitality industry either as a manager or employee must be familiar with these government agencies and workplace health and safety regulations.

Review brochure—*Teens at Work: Facts for Employers, Parents, and Teens* brochure (5 minutes)

1. Distribute handout B *Facts for Employers, Parents and Teens* or copies of the same brochure that is available from the Washington State Department of Labor & Industries. Contact your local Labor & Industries office to obtain copies of brochure for your students.
2. Point out the key topics covered in the handout. Tell students this is a summary of their workplace health and safety rights. Tell them to keep this sheet in their binders, as they will use the information during the next several units.

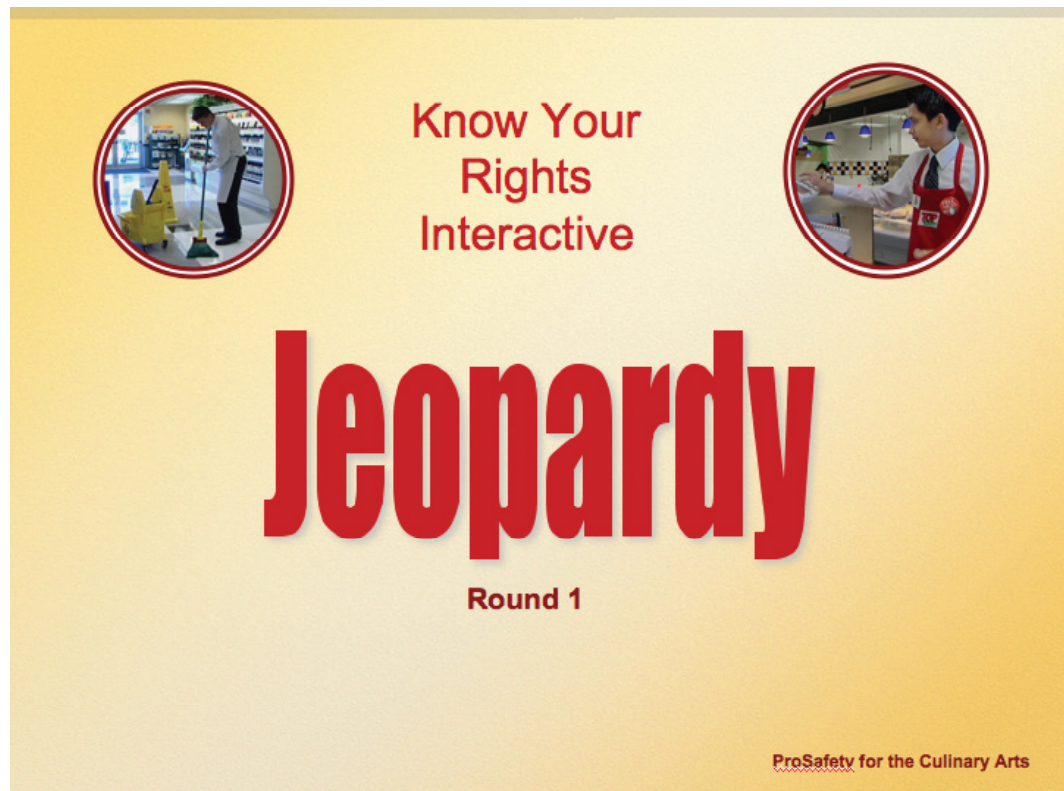
C. Labor Law Jeopardy Game—Activity Option 1, or

D. Labor Law Bingo—Activity Option 2

After reviewing the handout with your students, use one of the following activity options to help your students become familiar with the labor laws and worker rights. The first activity option is a labor law jeopardy game. The second activity option is labor law bingo.

Labor Law Jeopardy Game

1. Explain to the class that they will now play a game to review key information about health and safety and labor laws.
2. Divide the class into teams of 3 to 5 participants each. You may want to have individual team members try to memorize a specific section of the handout and become “subject matter experts.” You may want to have them individually read through the sheet independently for a couple of minutes prior to going through the Jeopardy game activity.
3. Have each team pick a team name. Write the team names across the top of a flipchart or chalkboard, making a column for each team for scorekeeping. The instructor can keep score or ask for a volunteer to be scorekeeper.
4. Project the PowerPoint file with the Jeopardy game.





Note: To use the interactive PowerPoint game board, select a category on the board by clicking on it. After the question comes up, have the team answer the question. After they have answered, click directly on the question and the answer will appear. Click on the home button at the bottom of the screen to return to the main game board for the next round of questions.

Jeopardy Game Rules

Then explain the rules:

- Teams may refer to student handout A *Are You A Working Teen?* to find answers during the game.
- The first team will pick a category and dollar amount from the game board. The instructor will ask the corresponding question.
- The team gets approximately 30 seconds to discuss the question and come up with an answer.
- If the first team answers correctly, they get the dollar amount for that question. The scorekeeper will record it in their column on the flipchart or chalkboard. Then the next team picks a category and dollar amount.
- If the first team answers incorrectly, the next team in order will be called on to answer the same question. This will continue until a team gets the correct answer. They win the dollar amount. There is no penalty for incorrect answers.

Note: Don't call on another team if the question is True or False.

- If all the teams miss a question, the instructor should give the correct answer.
 - Whether a team gets the correct answer or the instructor gives it, take time to explain the answer. Sometimes there are several possible correct answers, or more complete answers.
5. Play the game. At the end of the game, total up the dollar amounts each team has won. Award a prize to the winning team.
 6. You may want to have students use the *Labor Law Jeopardy Answer Sheet* (handout B) blank game board grid to record their answers.

D. Labor Law Bingo Game

1. As an alternative activity to the interactive jeopardy game, you can also cover information on labor laws and worker rights using this modified version of bingo. Students can work individually or in teams.

Labor Law Bingo Set-Up

1. Explain that the class will play Labor Law Bingo to review key information about health and safety and labor laws.
2. Instead of calling out bingo numbers, the teacher will ask questions about labor laws in Washington State. Students see if they can find the answers to the questions on their bingo cards.
3. Tell your students that most (though not all) of the answers to the questions are based on information that can be found on their handout or brochure.
4. If you wish students to play in teams, divide them into groups of 2 or 3. Students may also play individually.
5. Distribute bingo cards. Use variety of the cards (all ten, if possible). If each card will be used only once, students can mark squares with a pen. If cards will be used with multiple classes, have students cut or rip small pieces of paper to use as bingo markers.
6. Using handout D *Labor Law Bingo Questions and Answers*, read questions to the class. Mark each question as you read it, or make a list of the numbers of the questions you read, so you can confirm student wins.

Labor Law Bingo Rules

7. Then explain the rules:

- After the instructor reads a question about labor laws, students check if the correct answer is on their bingo card. If so, they mark or cover the square that contains the answer.
- The square in the middle of the game card is “free” and counts as a correct answer.
- A team or individual wins when they mark five squares in a row, horizontally, vertically or diagonally.
- The winner(s) calls bingo.
- The winning team reads off its answers to the class (to make sure the answers were really called out).

8. Play the game.

9. When a team calls bingo, have them read their answers aloud to make sure they are correct. If their answer is incorrect, provide them with the right answer. *Note:* some questions have more than one answer.

10. (Optional) Distribute small prizes to members of the winning team, or prizes to all students and a larger prize to the members of the winning team.

Activity E. Know Your Rights Post-Test

1. Distribute copies of handout F *Know Your Rights Post-Test* to students at the end of the unit.
2. Collect the post-test right after its completion. Do not let the students keep the post-test.
3. Handout G *Pre- and Post-Tests Teacher Answer Key* is provided to help you evaluate your students work on the test. The answer key provides possible examples of correct answers.

Name _____ Date _____ Period _____

1 What year was the first child labor law passed? _____

2 What is the purpose of child labor laws?

3 Child labor laws apply to all workers under the age of _____ ?

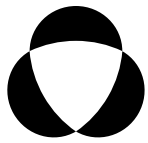
4 How late can a 16- or 17-year old minor work on a school night? _____

5 The amount of time that the law allows teens to work during the week depends on whether or not school is in session.
 True
 False

6 Name two tasks, which might be found in food service, that no worker under age 18 is allowed to do in Washington State.
Task: _____
Task: _____

7 How old must you be to clean a meat slicer? _____

8 In Washington State, what agency is responsible for enforcing the health and safety regulations and the child labor laws?



Teens at Work: Facts for Employers, Parents and Teens

Many Washington employers hire workers under the age of 18 to work in restaurants, grocery stores and offices, among other non-agricultural jobs.

This brochure answers many questions employers, teen workers and parents have about non-agricultural work rules, permits and conditions for working minors. These requirements also apply to teens working in their family's non-agricultural business.

If you have questions this brochure does not answer, visit www.Teenworkers.Lni.wa.gov, e-mail TeenSafety@Lni.wa.gov or call your local Department of Labor & Industries (L&I) office.

The information in this brochure covers all industries other than Agriculture.

What does an employer have to do to employ minors?

Post a current minor work permit endorsement

Employers are responsible for getting a minor work permit endorsement for each work site where they employ minors. They can get one with the Master Business License application. This application can be obtained through the Department of Licensing or any L&I office. The Master Business License with current minor work permit endorsement must be posted, and renewed every year.



Keep specific information on file for each minor worker

An employer must have the following information about each minor worker on file at the minor's work site:

Proof of age

A copy of one of the following is required:

- Birth certificate
- Driver's license
- Baptismal record
- Notarized statement from parent or legal guardian

Personal data

Name, address, date of birth and a copy of the minor's Social Security card.

Employment description

Earliest and latest work hours, total number of hours of work per week and a complete description of duties.

A parent/school authorization form from each minor worker

L&I gives this form to the employer. It is also available on L&I's web site at www.Lni.wa.gov/forms/pdf/700002af.pdf

The parent/school authorization form must be completed by the employer, signed by the parent/guardian, and by a school representative if the student is working during the school year. It must be kept on file at the minor's work site. The employer needs to renew the parent/school authorization form when it expires every year in September.

How old do kids have to be to work?

Kids have to be 14 years old to work at non-agricultural jobs. Under limited circumstances and with permission from the county superior court, a youth younger than 14 may be employed.

What is the minimum wage for minor workers?

The minimum wage for 16- and 17-year-old workers is the same as for adults. Minors under 16 may be paid 85 percent of the state minimum wage.

What about meal and rest breaks?

Fourteen- and 15-year-old workers may not work more than four hours without a 30-minute uninterrupted meal period. The meal period must be separate from, and in addition to rest breaks. These minors must be provided a paid rest break of at least 10 minutes for every two hours worked. When working a four-hour period, they cannot be required to work more than two hours without either a 10-minute rest break or a 30-minute meal period.

Sixteen- and 17-year-old workers are entitled to an uninterrupted meal period of at least 30 minutes when working more than five hours a day. These minors are entitled to at least a 10-minute paid rest break for each

four hours worked. They must receive a rest break at least every three hours.

When can 16- and 17-year-olds work extra hours?

If there is “good cause” why a 16- or 17-year-old needs to work more hours per week than shown on the table below, a variance is possible.

Special variance – up to 28 hours per week

Many older teens have a reduced school schedule or have shown that they are able to work additional hours on top of their school schedule and extracurricular activities. The parents and the school can grant permission to work up to eight extra hours during the school week. They must complete the special variance section of the Parent/School Authorization form, which is available online at www.Lni.wa.gov/forms/pdf/700002af.pdf or by calling 1-866-219-7321.

Regular variance – more than 28 hours per week

If the extra hours provided by the special variance are not enough, the business can pursue a regular variance with L&I. The employer originates the request. The form is available at www.Lni.WorkplaceRights/Techworkers/Hours/Variations

What hours are teens under 18 allowed to work in non-agricultural jobs?

Hours and schedules minors are permitted to work in non-agricultural jobs

	Hours per day	Hours per week	Days per week	Begin	Quit
14-15 year-olds					
School weeks	3 hours (8 hours Sat.-Sun.)	16 hours	6 days	7 a.m.	7 p.m.
Non-school weeks	8 hours	40 hours	6 days	7 a.m.	7 p.m. (9 p.m. June 1 to Labor Day)
16-17 year-olds					
School weeks	4 hours (8 hours Fri.-Sun.)	20 hours	6 days	7 a.m.	10 p.m. (Midnight Fri.-Sat.)
School weeks with a special variance from school	6 hours (8 hours Fri.-Sun.)	28 hours	6 days	7 a.m.	10 p.m. (Midnight Fri.-Sat.)
Non-school weeks	8 hours	48 hours	6 days	5 a.m.	Midnight

Notes:

1. An adult must supervise minors working after 8 p.m. in service occupations, such as restaurants and retail businesses.
2. Overtime rules apply for all hours worked over 40 in one week.
3. These rules also apply to home-schooled teens.

Are there exemptions from the rules covering hours of work?

A 16- or 17-year-old may work non-school hours during the school year if he/she is married, a parent, possesses a certificate of educational competence (GED), is registered in accredited college courses or is emancipated under Washington State law.

What work activities are teens prohibited from doing in non-agricultural jobs?

Experience has shown some jobs are potentially hazardous for young workers. Washington State and federal laws spell out which jobs are prohibited for minor workers.

IMPORTANT: All of the following duties are prohibited regardless of the type of industry.

This list includes only the main highlights of the child labor regulations. Refer to WAC 296-125-030 for more detail.

All minors under 18 are prohibited from doing the following work in any industry:

Prohibited duties common to restaurants, delis and grocery stores

- Operating meat slicers or powered bakery equipment such as a Hobart mixer.
- Regular driving of motor vehicles to make deliveries, such as pizza delivery. (No driving on public roads for those 16 or under)
- Driving a forklift.
- Working at heights greater than 10 feet off the ground or floor level.
- Loading, operating or unloading of paper balers and compactors.
- Work in freezers, meat coolers and in preparing meats for sale.
- Slaughtering, meat packing or food processing.
- Working alone past 8 p.m. without supervision by someone 18 years or older who is on the premises at all times.

Prohibited duties common to construction-related activities

- Roofing – All work on or around a roof.
- Working at heights greater than 10 feet off the ground or floor level.
- Wrecking and demolition.

- Elevators, hoists and cranes.
- Flagging.
- Trenching or excavating.
- Boilers or in engine rooms.
- Power-driven woodworking machines.
- Earth-moving machines.
- Explosives.
- Mining.

Other prohibited duties

- 17-year-olds may drive only under very limited circumstances.
- Firefighting.
- Logging and sawmill work.
- Selling candy, flowers, or other items to motorists on a public roadway.
- Manufacturing of brick, tile and similar products.
- Jobs where exposures require the use of respiratory protection or hearing protection.
- Work in saunas or massage parlors.
- Nurses' aide or nurses' assistant, unless the minor is in a state-certified training program.
- Jobs with possible exposure to bodily fluids, or radioactive and hazardous substances.

Additional prohibited duties for minors under age 16 (WAC 296-125-033)

- House-to-house sales.
- Cooking and baking.
- Operating or cleaning meat slicers.
- Any power-driven machinery.
- Construction.
- Manufacturing.
- Processing operations.
- Public messenger.
- Amusement parks.
- Loading or unloading trucks.
- Transportation, warehouse, storage and work around conveyors.
- Ladders and scaffolds, including window washing.
- Maintenance and repair in gas stations.



What are the penalties for violating non-agricultural child labor laws?

Permit revocation

L&I can revoke an employer's minor work permit if proper working conditions are not being met or if there are conditions that are detrimental to the health, safety or welfare of minor workers.

Penalties

L&I can assess civil penalties up to \$1,000 and criminal penalties on employers in violation of child labor laws. The size of the civil penalty depends on the severity of the violation.

Violations that result in the death or permanent disability of a child may result in a Class C felony charge. An employer who knowingly or recklessly violates child labor laws may be charged with a gross misdemeanor.

Under federal law, child labor violations by employers may be subject to a civil penalty up to \$11,000 for each minor worker.

Employer checklist

Here's a checklist of what an employer needs when hiring a minor:

- A minor work permit endorsement
 - A signed parent/school authorization form
 - Proof of minor's age
 - Personal data and employment description
-



In Spanish (en Español)

This publication is available in Spanish from the Department of Labor & Industries' Web site: www.Lni.wa.gov/IPUB/700-022-999.pdf

en Español

Esta publicación está disponible en español en el sitio del Internet del Departamento de Labor e Industrias: www.Lni.wa.gov/IPUB/700-022-999.pdf

For more information

E-mail TeenSafety@Lni.wa.gov, call your local L&I office or call toll-free 1-866-219-7321.

For information on federal laws, contact the U.S. Department of Labor, Wage and Hour Division, at 206-398-8039.

www.youthrules.dol.gov
www.osha.gov/SLTC/teenworkers

 **On the Web:** Visit the L&I Web site at:

www.TeenWorkers.Lni.wa.gov

Other formats for persons with disabilities are available on request. Call 1-800-547-8367. TDD users, call 360-902-5797. L&I is an equal opportunity employer.

	Rights on the Job	Dangerous Work & Work Permits	Hours for Teens & Working Safely	Job Injuries & Getting Help
\$100				
\$200				
\$300				
\$400				
\$500				

Note: Page numbers following Questions 1–22 refer to Master 2.1 Teens at Work. Answers to Questions 23–27 are **not** found in Master 2.1.

- 1 How many hours can 14- and 15-year olds work on a school day?
 - 3 hours, p. 2
- 2 How many hours can a 16- and 17-year olds work on a school day?
 - 4 hours, p. 2
- 3 At what age can a worker be a cook in a restaurant kitchen?
 - 16 years old, p. 3
- 4 In most cases, how old do you have to be to drive a car as part of the job?
 - 18 years old, p. 2
- 5 What is the maximum number of days in a week someone under age 18 can work?
 - 6 days, p. 2
- 6 During the school year, what is the total number of hours per week 14- and 15-year olds can work?
 - 16 hours, p. 2
- 7 During summer vacation, what is the total number of hours per week 14- and 15-year olds can work?
 - 40 hours, p. 2
- 8 During the school year, what is the total number of hours per week 16- and 17-year olds can work?
 - 20 hours, 28 in special cases with permission from the school district, p. 2
- 9 During summer break, what is the total number of hours per week 16- and 17-year olds can work?
 - 48 hours, p. 2

- 10** During the school year on a weekend, what is the longest shift 16- and 17-year olds can work?
- 8 hours, p. 2
- 11** How late can 16- and 17-year olds work on the evening before a school day?
- 10 PM, p. 2
- 12** How late can 16- and 17-year olds work on Friday and Saturday nights?
- Midnight, p. 2
- 13** How early can a 16 year old start work during summer break?
- 5:00 AM, p. 2
- 14** During the school year, how late can 14- and 15-year olds work?
- 7:00 PM, p. 2
- 15** During summer break, how late can 14- and 15-year olds work?
- 9:00 PM, p. 2
- 16** On a school day, when is the earliest time workers under age 18 can start work in the morning?
- 7:00 AM, p. 2
- 17** Who can you contact if your employer doesn't pay minimum wage or assigns you illegal hours?
- Washington State Department of Labor & Industries, p. 3
- 18** What form signed by your parent or guardian does your employer need to keep on file before you can begin working?
- Parent / School Authorization Form, pages 1, 3
- 19** How many feet above ground level can a worker under age 18 perform work?
- 10 feet above ground or the floor, p. 2

20 You are 16 or 17 years old. How long of a meal break should you get if you work a 5-hour shift?

- 30 minutes, p. 2

21 Name a task a worker can not do if they are younger than age 16?

- cooking or baking, loading or unloading trucks, house-to-house sales, p. 3

22 Name a job a worker can not do until they are age 18?

- operating or cleaning meat slicers, flagging, working with power-driven machines, p. 3

Answers to the following questions may **not** found in the student hand-out/brochure. Use these questions to test student knowledge on workplace safety regulations and safe work practices.

23 Who must pay for your medical care if you get hurt on the job?

- Your employer, through Workers' Compensation. Depending on the situation, you may also be entitled to lost wages

24 What is a responsibility workers have?

- Report hazards to supervisor, know your rights, use safety equipment, follow safety rules.

25 Name a job hazard that may not affect your health right away, but may have effects later.

- repetitive motion, noise
























26 What does Workers' Compensation pay for?

- medical treatment, lost wages
























27 Name one way to protect workers from slippery floors?

- use non-slip floor mats, clean up spills immediately


















Labor Law Bingo Card #1

 3 hours	Employer, Through Workers' Compensation	 Report Hazards to Your Supervisor	 16 years old	 5:00 AM
 Working with Power-Driven Machines	 4 hours	 9 AM	 Cooking or Baking	 Clean Up Spills Immediately!
 10:00 PM	 6 days	FREE	 7:00 AM	 20 hours
 Labor & Industries	 48 hours	 18 years old	 Noise	 Midnight
 40 hours	 10 feet Above Floor/Ground	 30 minutes	 7:00 PM	 16 hours

























Labor Law Bingo Card #2

 4 hours	 9 PM	 Loading & Unloading Trucks	 7:00 PM	 6 days
 Use Non-Slip Floor Mats	 Parent/School Authorization	 16 hours	 10 Feet above Floor/Ground	 Flagging Traffic
 7:00 AM	 20 hours	FREE	 30 minutes	 18 years old
 40 hours	 Medical Treatment, lost wages	 3 hours	 16 years old	 Midnight
Employer, Through Workers' Compensation	 5:00 AM	 Repetitive Motion	 8 hours	 Know Your Rights as an Employee
















Labor Law Bingo Card #3

 18 years old	 20 hours	Employer, Through Workers' Compensation	 48 hours	 Midnight
 5:00 AM	 6 days	 4 hours	 9:00 PM	 Cooking or Baking
 8 hours	 Working with Power-Driven Machines	FREE	 16 years old	 Labor & Industries
 7:00 PM	 Use Safety Equipment	 3 hours	 7:00 AM	 30 minutes
 Parent/School Authorization Form	 10:00 PM	 Clean Up Spills Immediately!	 40 hours	 Repetitive Motion
























Labor Law Bingo Card #4

 16 years old	 Operating or Cleaning Meat Slicers	 8 hours	 Labor & Industries	 Midnight
 7:00 PM	 20 hours	 Use Safety Equipment	 10 Feet Above Floor/Ground	 16 hours
 Medical Treatment, Lost Wages	 Parent/School Authorization Form	FREE	 7:00 AM	 3 hours
 Use Non-Slip Floor Mats	 40 hours	 9:00 PM	 4 hours	 10:00 PM
 5:00 AM	 48 hours	 Noise	 18 years old	 30 minutes























Labor Law Bingo Card #5

 18 years old	 7 AM	 40 hours	 Traffic Flagging	 20 hours
 9:00 PM	 Clean Up Spills Immediately!	 4 hours	 10 Feet Above Floor/Ground	 7:00 PM
 16 hours	 Cooking or Baking	FREE	 48 hours	 16 years old
Employer, Through Workers' Compensation	 3 hours	 6 days	 Medical Treatment, Lost Wages	 10:00 PM
 30 minutes	 Repetitive Motion	 Midnight	 Labor & Industries	 8 hours























Labor Law Bingo Card #6

 16 hours	 Noise	 7 PM	 16 years old	 4 hours
 7:00 AM	Employer, Through Workers' Compensation	 3 hours	 10:00 PM	 Loading or Unloading Trucks
 Follow Safety Rules	 20 hours	FREE	 6 days	 Medical Treatment, Lost Wages
 Labor & Industries	 18 years old	 Midnight	 Working with Power-Driven Machinery	 30 minutes
 9:00 PM	 Clean Up Spills Immediately!	 8 hours	 5:00 AM	 10 Feet Above Floor/Ground
























Labor Law Bingo Card #7

 Report Hazards to Your Supervisor	 Midnight	 Medical Treatment, Lost Wages	 30 minutes	 18 years old
 20 hours	 Noise	 Operating or Cleaning a Meat Slicer	 Labor & Industries	 5:00 AM
 16 years old	 3 hours	<p>FREE</p>	 8 hours	 6 days
 7:00 PM	 Use Non-Slip Floor Mats	 40 hours	 9:00 PM	 4 hours
 Parent/School Authorization Form	 10:00 PM	 Loading or Unloading Trucks	 48 hours	<p>Employer, Through Workers' Compensation</p>

























Labor Law Bingo Card #8

 20 hours	 Cooking or Baking	 7:00 AM	 Clean Up Spills Immediately!	 16 hours
Employer, Through Workers' Compensation	 16 years old	 Labor & Industries	 4 hours	 5:00 AM
 Noise	 30 minutes	FREE	 Medical Treatment, Lost Wages	 Operating or Cleaning Meat Slicers
 7:00 PM	 Parent/School Authorization Form	 40 hours	 18 years old	 Midnight
Know Your Rights as an Employee	 6 days	 10:00 PM	 3 hours	 10 feet Above Floor/Ground

Labor Law Bingo Card #9

 Parent/School Authorization Form	 3 hours	 Labor & Industries	 Traffic Flagging	Employer, Through Workers' Compensation
 48 hours	 Operating or Cleaning a Meat Slicer	 7:00 PM	 16 years old	 40 hours
 16 hours	 Clean Up Spills Immediately!	FREE	 Midnight	 20 hours
 Repetitive Motion	 7:00 AM	 10 Feet Above Floor/Ground	 4 hours	 18 years old
 6 days	 30 minutes	 8 hours	 Use Safety Equipment	 10:00 PM

Labor Law Bingo Card #10

 10:00 PM	 10 Feet Above Floor/Ground	 8 hours	 Cooking or Baking	 Midnight
 30 minutes	 Labor & Industries	 5:00 AM	 6 days	 16 years old
 Follow Safety Rules	 7:00 PM	FREE	 Working With Power-Driven Machines	 Use Non-Slip Floor Mats
 3 hours	 Repetitive Motion	 40 hours	 18 years old	 4 hours
 Parent/School Authorization Form	 20 hours	 7:00 AM	 16 hours	 Medical Treatment, Lost Wages

Name _____ Date _____ Period _____

1 What year was the first child labor law passed? _____

2 What is the purpose of child labor laws?

3 Child labor laws apply to all workers under the age of _____ ?

4 How late can a 16- or 17-year old minor work on a school night? _____

5 The amount of time that the law allows teens to work during the week depends on whether or not school is in session.

True

False

6 Name two tasks, which might be found in food service, that no worker under age 18 is allowed to do in Washington State.

Task: _____

Task: _____

7 How old must you be to clean a meat slicer? _____

8 In Washington State, what agency is responsible for enforcing the health and safety regulations and the child labor laws?

Instructor Note: This answer key provides possible examples of correct answers. The answers are not exhaustive and may include additional correct answers.

- 1 What year was the first child labor law passed?
 - 1938
- 2 What is the purpose of child labor laws?
 - To help protect young workers from becoming injured on the job and to provide them with workplace rights.
- 3 Child labor laws apply to all workers under the age of _____ ?
 - 18
- 4 How late can a 16- or 17-year old minor work on a school night?
 - 10:00 PM
- 5 The amount of time that the law allows teens to work during the week depends on whether or not school is in session.
 - True
- 6 Name two tasks, which might be found in food service, that no worker under age 18 is allowed to do in Washington State.
 - Work with a meat slicer
 - Work with a power bakery mixer
 - Work with powered machinery/tools
 - Driving to make food deliveries
 - Working alone after 8:00 PM
- 7 How old must you be to clean a meat slicer?
 - 18
- 8 In Washington State, what agency is responsible for enforcing the health and safety regulations and the child labor laws?
 - Department of Labor & Industries
 - L&I

Making Restaurant Jobs Safer



Unit 4 Overview

This unit introduces three key strategies that can be used to reduce or eliminate hazards from the workplace. The three main control methods emphasized in the lesson are: removing the hazard, improving work policies and procedures, and using protective clothing and equipment. The lesson emphasizes which methods are more effective than others. Using scenarios based on real incidents that have occurred in restaurants, students play a competitive brainstorming game to introduce these concepts. Following the game, handouts are included to provide optional mini lessons on ways to prevent the most common restaurant injuries.

Activity A. Student Pre-Test—Making Restaurant Jobs Safer

Students complete the pre-test as a measure of what they already know about injury prevention strategies before the lesson is taught.

Activity B. Introduction to Controlling Job Hazards

Using a discussion format, students are introduced to the three methods of controlling workplace hazards (removing the hazard; improving work policies and procedures; and using protective clothing and equipment). Students also learn that of these three control methods, which are more effective and provide more protection to the worker.

Activity C. \$25,000 Safety Pyramid Game

Using a game, students brainstorm examples of controls that could be implemented to prevent potential workplace accidents from occurring. This game utilizes accident scenarios taken from real restaurant accidents. Students earn points based on the types of controls they identify.

Activity D. Preventing Restaurant Hazards Mini Lessons (Optional Activity)

Using the handouts to guide you, provide more in-depth instruction on how to prevent the most common restaurant injuries. Topics include; preventing slips and falls, avoiding burns, fryer safety, and knife safety.

Activity E. Student Post-Test—Making Restaurant Jobs Safer

Students complete a post-test as a measure of what they have learned as a result of presenting unit 4.

Washington State Essential Academic Learning Requirements (EALRs)

Health and Fitness

- 2.2 Understand the concept of control and prevention of disease
- 2.3 Acquire skills to live safely and reduce health risks
- 3.1 Understand how environmental factors affect one's health
- 3.2 Gather and analyze health information
- 3.3 Use social skills to promote health and safety
- 4.1 Analyze health and safety information

Reading

- 1.1 Use word recognition and meaning skills to read and comprehend text
- 1.3 Read fluently, adjusting reading for purpose and material
- 2.1 Comprehend important ideas and details
- 3.4 Read for career applications

Communication

- 2.1 Communicate clearly to a range of audiences
- 3.1 Use language to interact effectively and responsibly with others
- 3.2 Work cooperatively as a member of a group
- 3.3 Seek agreement and solutions through discussion
- 4.4 Analyze how communication is used in career settings

Social Studies (Civics)

- 2.2 Understand the function and effect of law
- 4.1 Understand individual rights and their accompanying responsibilities

Science

- 2.2 Apply science knowledge and skills to solve problems or meet challenges
- 3.2 Know that science and technology are human endeavors, interrelated to each other, to society, and to the workplace

Making Restaurant Jobs Safer

Time

45 minutes

Materials

- Flipchart or whiteboard and markers
- PowerPoint slides (1–6)
- Computer and projector
- Game board score sheet
- Post-it notes (a different color for each team)
- Watch or timer
- Prizes

Handouts

- A. Making Restaurant Jobs Safer Pre-Test
- B. Making Restaurant Jobs Safer Post-Test
- C. Making Restaurant Jobs Safer Pre- and Post-Test Answer Key
- D. Preventing Slips and Falls
- E. Avoiding Burns
- F. Fryer Safety
- G. Safe Knife Handling

Learning Objectives

By the end of this lesson students will be able to:

- Describe the three main ways to reduce or eliminate hazards at work.
- Explain which methods are most effective in controlling hazards.

Preparing to Teach This Lesson

Before you present this lesson:

1. Make copies of handout A *Making Restaurant Jobs Safer Pre and Post-Tests*.
2. Obtain a flipchart and markers, or use a white board.
3. Locate the PowerPoint slides for the unit on your CD and review. Prior to teaching the activity review the stories for each game round.
4. For the \$25,000 Safety Pyramid Game, draw a game board in advance on flipchart paper as pictured in section C, and tape it to the wall or put it up on the board.
5. Obtain pads of Post-it notes (a different color for each team), a watch or timer, and prizes (such as candy).

Detailed Instructor's Notes

Activity A. Making Restaurant Jobs Safer Pre-Test (Handout A)

Procedure:

1. Distribute copies of handout A, *Making Restaurant Jobs Safer Pre-Test*, to students prior to introducing any of the material in unit 4.
2. Collect the pre-test right after its completion. Keep it on file until the *Post-Test* is completed at the end of unit 4.
3. Answers to the pre- and post-test can be found in handout C, *Making Restaurant Jobs Safer Pre- and Post-Test Answer Key*.
4. Collect the pre-test and keep it on file with the post-test.

Activity B. Introduction to Controlling Job Hazards

1. On a piece of flipchart paper or on the board, create a table with two columns. Head the left column "Hazards" and the right column "Possible Solutions."
2. Pick one job hazard commonly found in restaurant work settings. Write it in the "Hazards" column of the table. (For example, you might write "slippery floors.")
3. Ask the class: How can this workplace hazard can be reduced or eliminated?
4. As students suggest answers, write them in the "Possible Solutions" column next to the hazard. Possible solutions for slippery floors might include the following:
 - Put out caution signs
 - Clean up spills quickly
 - Install slip-resistant flooring
 - Use floor mats
 - Wear slip resistant shoes or shoe covers
 - Install grease guards on equipment to keep grease off the floor.
5. Explain to the class that there are often several ways to control a hazard, but some are better than others. Hold a class discussion about the three main control methods:
 - Remove the hazard
 - Improve work policies and procedures
 - Use protective clothing and equipment.

Note: Because the purpose of this lesson is to simply use it as a brainstorming session for your students, they are not expected to know specific details (e.g., how to appropriately use personal protective equipment).

6. Use PowerPoint slide 1 and the sections below to help explain the three control methods in more detail. After you discuss a method, apply it to the list you created on the chart or board, as indicated.

Controlling Hazards: Key Points

- First Choice: Remove the hazard
 - Use safer chemicals
 - Put guards around hot surfaces
- Next Choice: Improve work policies and procedures
 - Give workers safety training
 - Assign enough people to do the job safely
- Last Choice: Use protective clothing and equipment
 - Wear gloves
 - Use a respirator

Slide 1

ProSafety for the Culinary Arts

Remove the Hazard

The best control measures remove the hazard from the workplace altogether or keep it isolated away from workers so it can't hurt anyone. This way, the workplace itself is safer, and all the responsibility for safety doesn't fall on individual workers.

Here are some examples:

- Use safer chemicals and get rid of hazardous ones
- Store chemicals in locked cabinets away from work areas
- Use machines instead of using jobs by hand
- Have guards around hot surfaces

1. Ask the class:

"Which of the solutions on the flipchart example really get rid of the hazard of slippery floors?"

2. Students should answer that installing slip-resistant flooring, floor mats and grease guards are items on the list that really remove the hazard.
3. On the flipchart, put a "1" next to these solutions.

Improve Work Policies and Procedures

If you can't completely eliminate a hazard or keep it away from workers, good safety policies and procedures can reduce your exposure to hazards.

Here are some examples:

- Require safety training on how to work around hazards
- Regular breaks to avoid fatigue
- Assigning enough people to do the job safely (e.g., lifting)

1. Ask the class:

“Which of the solutions for slippery floors on the flipchart involve work policies and procedures?”

2. Students should answer that putting up caution signs and cleaning up spills quickly are in this category.
3. On the flipchart put a “2” next to these solutions.

Use Protective Clothing and Equipment

Personal protective equipment (often called “PPE”) is the least effective way to control hazards. However, you should use it if it is all you have.

Here are some examples:

- Gloves, steel-toed shoes, hard hats
- Respirators, safety glasses, hearing protectors

1. Ask the class:

“Why should personal protective equipment (PPE) be considered the solution of last resort?”

2. Answers may include the following:

- PPE doesn't get rid of or minimize the hazard itself
- Workers may not want to wear it because it can be uncomfortable, hot, and may make it hard to communicate or do work
- PPE must fit properly and be used consistently at the right time to work
- PPE must be right for the particular hazard, such as the right respirator cartridge or glove for the chemical being used

3. Ask the class:

“Which of the solutions for slippery floors on the flipchart involve protective clothing and equipment?”

4. Students should answer that wearing slip-resistant shoes is in this category.

5. On the flipchart, put a “3” next to this solution.

When you have finished marking the three categories on the flipchart, your completed table will look something like this:

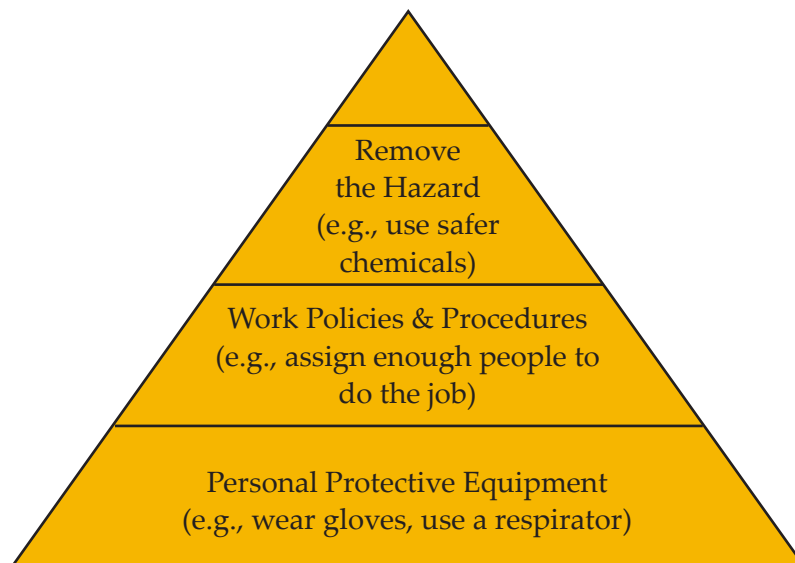
Hazard	Possible Solutions
Slippery floors	Put out caution signs (2) Clean up spills quickly (2) Install slip-resistant flooring (1) Use floor mats (1) Wear slip-resistant shoes (3) Install grease guards on equipment (1)

Tell students that they will learn more about these control methods during the next activity. They will play a game called the \$25,000 Safety Pyramid.

Activity C. \$25,000 Safety Pyramid Game

Note: If you wish, you can present this material as a class discussion instead of in a game format. Show PowerPoint slides 2–6 to the class. For each slide, ask students for their ideas about possible ways to prevent the injuries described.

1. If you are presenting the material as a game, draw a game board like the one below on the board or on a piece of flipchart paper, and tape it to the wall.



\$25,000 Safety Pyramid Game Rules

2. Explain that in each round of the game, you will read aloud a true story about a youth who got injured at work. Students will work in teams. Teams should think of themselves as safety committees, responsible for finding ways to control the hazard that caused the injury described.

Notice that the pyramid divides solutions into three categories:

- Remove the Hazard (often called engineering controls)
 - Work Policies (often called administrative controls)
 - Personal Protective Equipment (PPE).
3. Select teams of 3–5 participants each. Ask each team to come up with a team name. Record team names on the board or on a sheet of flipchart paper, where you will also keep track of the points. Give a different color Post-it note pad to each team.
 4. Go over the game rules; because this game often causes teams to become quite competitive, it is very important to go over the rules before playing the first round.
 - Explain that this is a fast-paced game and time counts. After you read each story, the teams will have one minute (you may want to give them longer) to come up with solutions and post them on the game board.
 - One team member should be chosen as the “writer” for the team. Each solution the team comes up with should be written on a separate Post-it note. Another team member should be chosen as a “runner” who will post the team’s notes in the correct categories on the game board.
 - Emphasize that in order to get points, their answers must be written in complete sentences. This will help eliminate ambiguous or vague answers and make your role as the judge easier. Let the teams know that if their answers are incomplete you have the option of not counting them.
 - Tell the class that you will decide whether each solution is a good one. To be valid, the solution must relate to the story, be realistic, and be specific about the solution (for example, not just PPE, but what kind of PPE).
 - Remember that some solutions may fall in more than one category. The same solution written on two Post-its placed in two categories should count once. Tell the class that in some cases there may be no good solutions in some of the categories. Explain that if teams put a good solution in the wrong category, you will move that Post-it to the proper category and give them the points.

- Explain that, after each round, you will tally the points. Each valid solution in the “Remove the Hazard” category is worth \$2,000; each valid solution in the “Work Policies” category is worth \$1,000 and in the “Personal Protective Equipment” category, \$500, because these are usually less protective solutions or solutions more prone to failure.

Practice Round: Jamie’s Story


Note: Let your students know that all of these scenarios are based on real accidents that were reported to the Department of Public Health in the State of Massachusetts.

1. Conduct a practice round. Project PowerPoint slide 2 and read the story aloud to the class. For this practice round, teams should not bother writing down solutions, but should just call out their answers. Confirm with the students which category on the pyramid their solution belongs to. Add any solutions the class misses.

Show PowerPoint slide 2. Read the story aloud.

Examples of Teen Work Injuries

Jamie’s Story



Age: 17

Job: Dishwasher

Injury: Dishwashing chemical splashed in eye

Why do you think this happened?

What could have prevented Jamie from getting hurt?

Note: This was a real incident reported by the Massachusetts Dept. of Public Health

Slide 2
ProSafety for the Culinary Arts

Jamie is a 17-year-old dishwasher in a hospital kitchen. To clean cooking pans, she soaks them in a powerful chemical solution. She uses gloves to protect her hands and arms. One day, as Jamie was lifting three large pans out of the sink at once, they slipped out of her hands and back into the sink. The cleaning solution splashed all over the side of her face and got into her right eye. She was blinded in that eye for two weeks.

2. Ask the class:

“What solutions can you think of that might prevent this injury from happening again?”

Suggested answers:

Remove the Hazard (\$2000 per correct answer)

- Substitute a safer cleaning product.
- Use disposable pans.
- Use a dishwashing machine.

Work Policies (\$1000 per correct answer)

- Have workers clean one pan at a time.
- Give them training about how to protect themselves from chemicals.

Personal Protective Equipment (\$500 per correct answer)

- Goggles.

3. Begin the game. Play as many rounds as it takes for a team to reach \$25,000. When a team wins, award prizes.

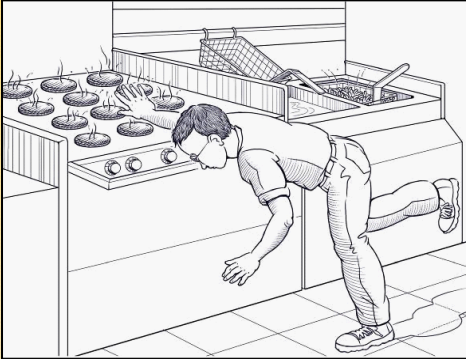
4. At the end of each round, review the solutions teams have posted and total the points for valid answers. You can identify a team's solutions by the color of its post-it notes. Add any solutions the teams missed.

Round 1: Billy's Story

Show PowerPoint slide 3. Read the story aloud.

Examples of Teen Work Injuries

Billy's Story

A black and white line drawing of a young man in a kitchen. He is leaning forward, having just slipped on a greasy spot on the floor. His right hand is reaching out to grab a metal bar on the counter, but he has missed it and his hand is touching a hot grill. There are several pans on the stove behind him, and a french fry basket is hanging from the counter. The floor is tiled.

Age: 16
Job: Fast food worker
Injury: Slipped on greasy floor

Why do you think this happened?
What could have prevented Billy from getting hurt?

Note: This was a real incident reported by the Massachusetts Dept. of Public Health

Slide 3**ProSafety for the Culinary Arts**

Billy is a 16-year-old who works in a fast food restaurant. One day Billy slipped on the greasy floor. To stop his fall, he tried to grab a bar near the grill. He missed it and his hand touched the hot grill instead. He suffered second degree burns on the palm of his hand.

Ask the teams:

“What solutions can you think of that might prevent this injury from happening again?”

Give the teams one minute to write down their solutions and put them on the board. Then compare them to the suggested answers below.

Remove the Hazard (\$2000 per correct answer)

- Design the grill so the bar is not so close to the grill.
- Cover the floor with a non-skid mat.
- Install non-skid flooring.
- Put a shield on the grill when not in use to prevent people from accidentally touching it.
- Put a cover on the french-fry basket so grease won't splatter out.

Work Policies (\$1000 per correct answer)

- Have workers immediately clean up spilled grease.
- Design the traffic flow so workers don't walk past the grill.

Personal Protective Equipment (\$500 per correct answer)


- Non-skid shoes.
- Gloves.

Round 2: Terry's Story

Show PowerPoint slide 4. Read the story aloud.

Examples of Teen Work Injuries

Terry's Story



Age: 16
Job: Deli clerk
Injury: Cut finger on meat slicer

Why do you think this happened?
What could have prevented Terry from getting hurt?

Note: This was a real incident reported by the Massachusetts Dept. of Public Health

Slide 4**ProSafety for the Culinary Arts**

Terry is a 16-year-old who works in the deli department at a grocery store. Her supervisor asked her to clean the meat slicer, although she had never done this before and had never been trained to do it. She thought the meat slicer was turned off before she began cleaning it. Just as she started to clean the blades, the machine started up. The blade cut a finger on Terry's left hand all the way to the bone.

Ask the teams:

"What solutions might prevent this injury from happening again?"

Have the teams post their solutions and compare them to the suggested answers below.

Remove the Hazard (\$2000 per correct answer)

- There should be a guard on the machine to protect fingers from the blade.
- There should be an automatic shut-off on the machine.

Work Policies (\$1000 per correct answer)

- There should be a rule that the machine must be unplugged before cleaning.
- No one under 18 should be using or cleaning this machine because it violates child labor laws.

Personal Protective Equipment (\$500 per correct answer)


- Cut-resistant gloves.

Round 3: James' Story

Show PowerPoint slide 5. Read the story aloud.

Examples of Teen Work Injuries

James' Story



Age: 16
Job: Pizza shop employee
Injury: Repetitive motion injury

Why do you think this happened?
What could have prevented James from getting hurt?

Note: This was a real incident reported by the Massachusetts Dept. of Public Health

Slide 5 **ProSafety for the Culinary Arts**

James is a 16-year-old who works in a busy pizza shop. His job is to pat pizza dough into pans. He prepares several pans per minute. Lately he has noticed that his hands, shoulders, and back are hurting from the repetitive motion and standing for long periods of time.

Ask the teams:

“What solutions can you think of that might prevent this musculoskeletal strain?”

Have the teams post their solutions and compare them to the suggested answers below.

Remove the Hazard (\$2000 per correct answer)

- Provide a chair or stool for sitting while doing this task.

Work Policies (\$1000 per correct answer)

- Vary the job so no one has to make the same movements over and over.
- Provide regular breaks.

Personal Protective Equipment (\$500 per correct answer)


- None.

Round 4: Stephen’s Story

Show PowerPoint slide 6. Read the story aloud.

Examples of Teen Work Injuries

Stephen’s Story



The illustration shows a young man in a white t-shirt and pants, leaning forward to lift a large, heavy-looking box from a wooden pallet. The pallet has several other boxes stacked on it. The man's back is arched, and his right leg is extended for balance, suggesting a loss of control or strain during the lift.

Age: 17

Job: Restaurant worker

Injury: Hurt back while loading boxes

Why do you think this happened?

What could have prevented Stephen from getting hurt?

Note: This was a real incident reported by the Massachusetts Dept. of Public Health

Slide 6**ProSafety for the Culinary Arts**

Stephen is a 17-year-old who works in the back end of a restaurant. One day while unloading a heavy box from a delivery truck onto a pallet, he slipped and fell. He felt a sharp pain in his lower back. He was embarrassed, so he got up and tried to keep working. It kept bothering him, so he finally went to the doctor. He had to stay out of work for a week to recover. His back still hurts sometimes.

Ask the teams:

“What solutions can you think of that might prevent this injury from happening again?”

Have the teams post their solutions and compare them to the suggested answers below.

Remove the Hazard (\$2000 per correct answer)

- Use a mechanical lifting device.
- Pack boxes with less weight.
- Unload trucks in a sheltered area so workers aren’t exposed to weather, wind, or wet surfaces.

Work Policies (\$1000 per correct answer)

- Assign two people to do the job.
- Train workers how to lift properly.
- Enforce a policy that teens never lift over 30 pounds at a time, as recommended by the National Institute for Occupational Safety and Health (NIOSH).

Personal Protective Equipment (\$500 per correct answer)

- Wear non-slip shoes.

(*Note:* A recent NIOSH study found that back belts do not help. For more information see www.cdc.gov/niosh/belting.html.)

Tally the dollar amounts. Determine the winners and hand out prizes.

Activity D. Preventing Restaurant Hazards Mini Lessons (Optional Activity)

1. After playing the safety pyramid game with your students, use the following handouts to help reinforce how the most common types of injuries that occur in restaurants and food service can be prevented.
2. Using the handouts as a guide, provide your students with more in-depth instruction on the following topics; preventing slips and falls, avoiding burns, fryer safety, and knife safety.

Making the Job Safer: Key Points

- Dept of Labor & Industries (L&I) requires all employers to provide a safe workplace.
- It's best to get rid of a hazard completely, if possible.
- If your employer can't get rid of the hazard, there are usually many ways to protect you from it.

Slide 7

ProSafety for the Culinary Arts

Activity E. Making Restaurant Jobs Safer Post-Test

1. Distribute copies of handout A *Making Restaurant Jobs Safer Post-Test* to students at the end of this unit.
2. Collect the post-test right after its completion. Do not let the students keep the post-test.
3. Handout C *Pre- and Post-Test Teacher Answer Key* is provided to help you evaluate your students work on the test. The answer key provides possible examples of correct answers.

Name _____ Date _____ Period _____

There are three primary ways to control or reduce a workplace hazard so that the workers are protected. Some of these methods are more effective than others.

Directions: For each example below, mark an X in the box to show which level of protection it would provide the worker.

Most Protective	Moderately Protective	Least Protective	
--------------------	--------------------------	---------------------	--

Having the worker wear personal protective equipment to protect them from the hazard.

Completely removing or isolating the worker away from the hazard.

Establishing a workplace policy and procedure that minimizes the person from being exposed to the hazard.

Substituting a hazardous cleaning product with a new cleaning product that is less toxic.

Setting up and enforcing a workplace policy that requires all employees to clean up spills immediately after they happen.

Wearing gloves and safety glasses when working with a cleaning product that irritates the workers skin.

Name _____ Date _____ Period _____

There are three primary ways to control or reduce a workplace hazard so that the workers are protected. Some of these methods are more effective than others.

Directions: For each example below, mark an X in the box to show which level of protection it would provide the worker.

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Establishing a workplace policy and procedure that minimizes the person from being exposed to the hazard.

Substituting a hazardous cleaning product with a new cleaning product that is less toxic.

Setting up and enforcing a workplace policy that requires all employees to clean up spills immediately after they happen.

Wearing gloves and safety glasses when working with a cleaning product that irritates the workers skin.

PREVENTING SLIPS AND FALLS

FOOTWEAR

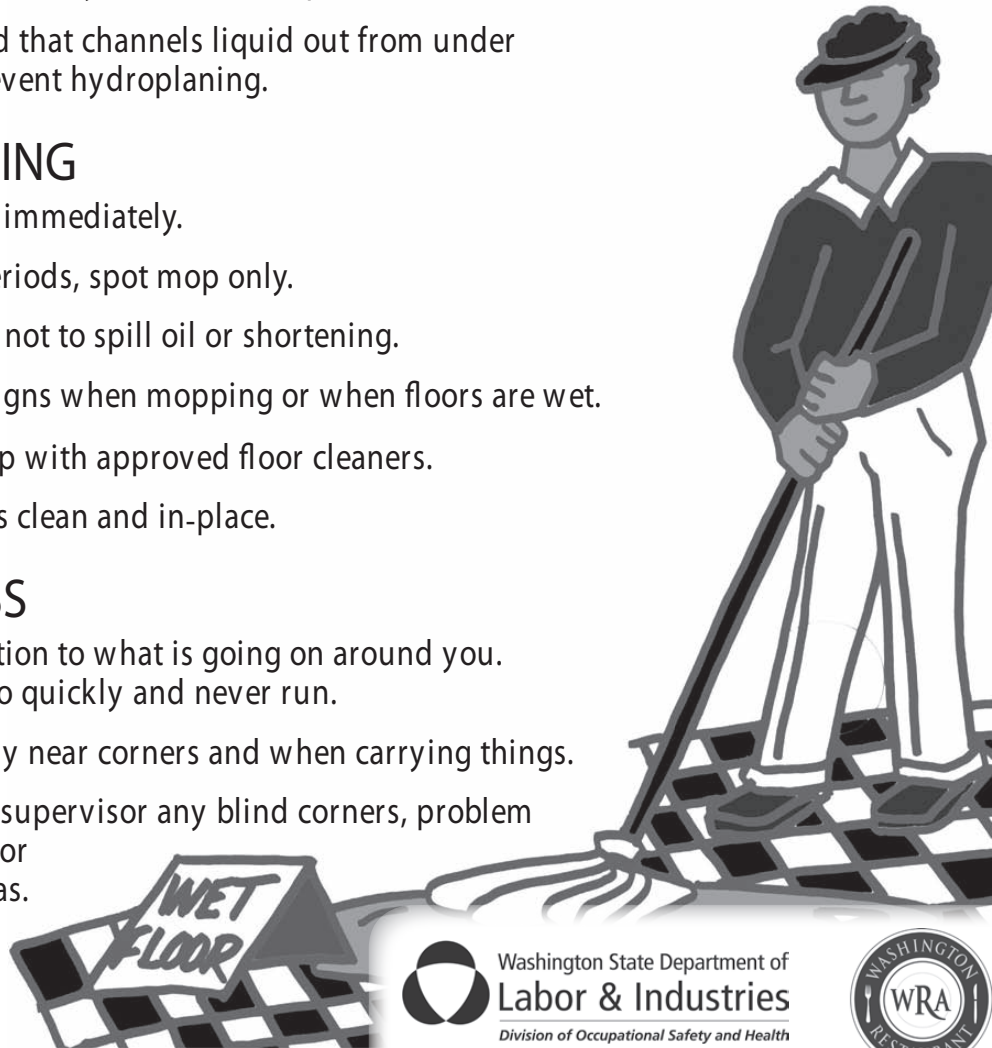
- Wear sturdy shoes with slip-resistant soles and low heels; no leather soles, open toe, platform, or high heels.
- Shoes should be laced and tightly tied.
- Avoid porous fabrics such as canvas, which won't protect your feet from spills and burns.
- Look for a tread that channels liquid out from under the shoe to prevent hydroplaning.

HOUSEKEEPING

- Clean up spills immediately.
- During rush periods, spot mop only.
- Be very careful not to spill oil or shortening.
- Place caution signs when mopping or when floors are wet.
- Use a clean mop with approved floor cleaners.
- Keep floor mats clean and in-place.

AWARENESS

- Pay close attention to what is going on around you. Don't move too quickly and never run.
- Move cautiously near corners and when carrying things.
- Report to your supervisor any blind corners, problem floor surfaces, or hazardous areas.

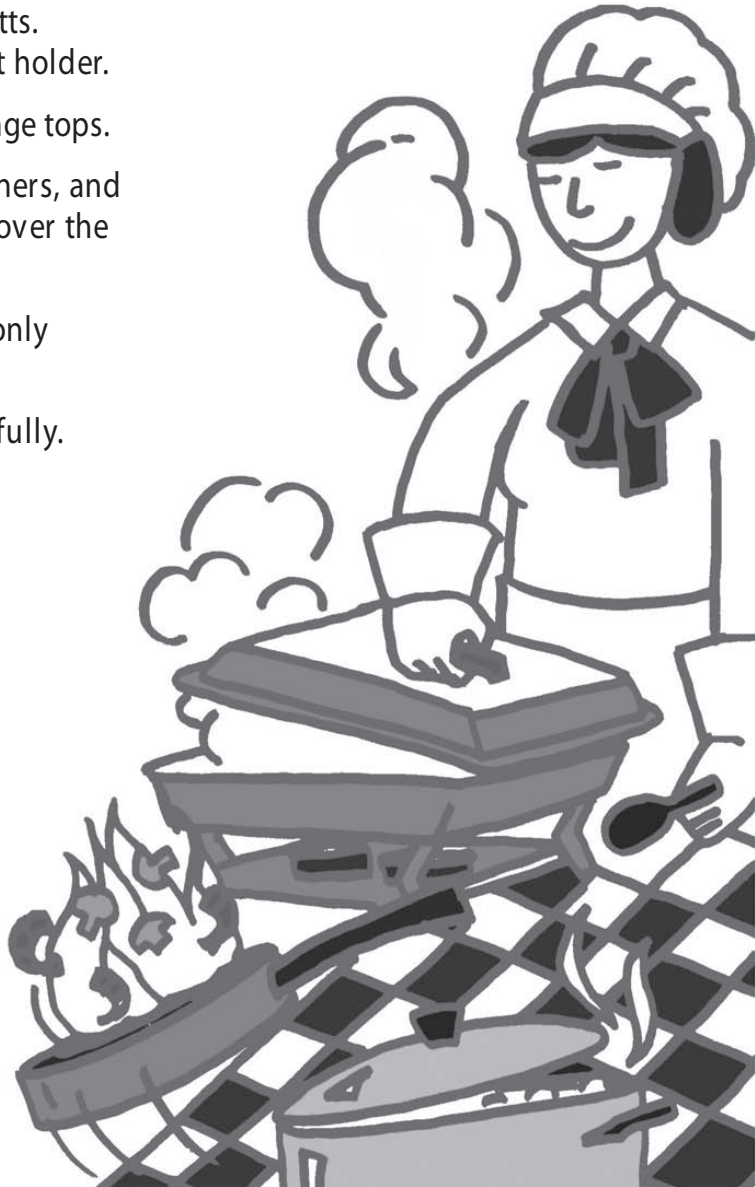


Washington State Department of
Labor & Industries
Division of Occupational Safety and Health



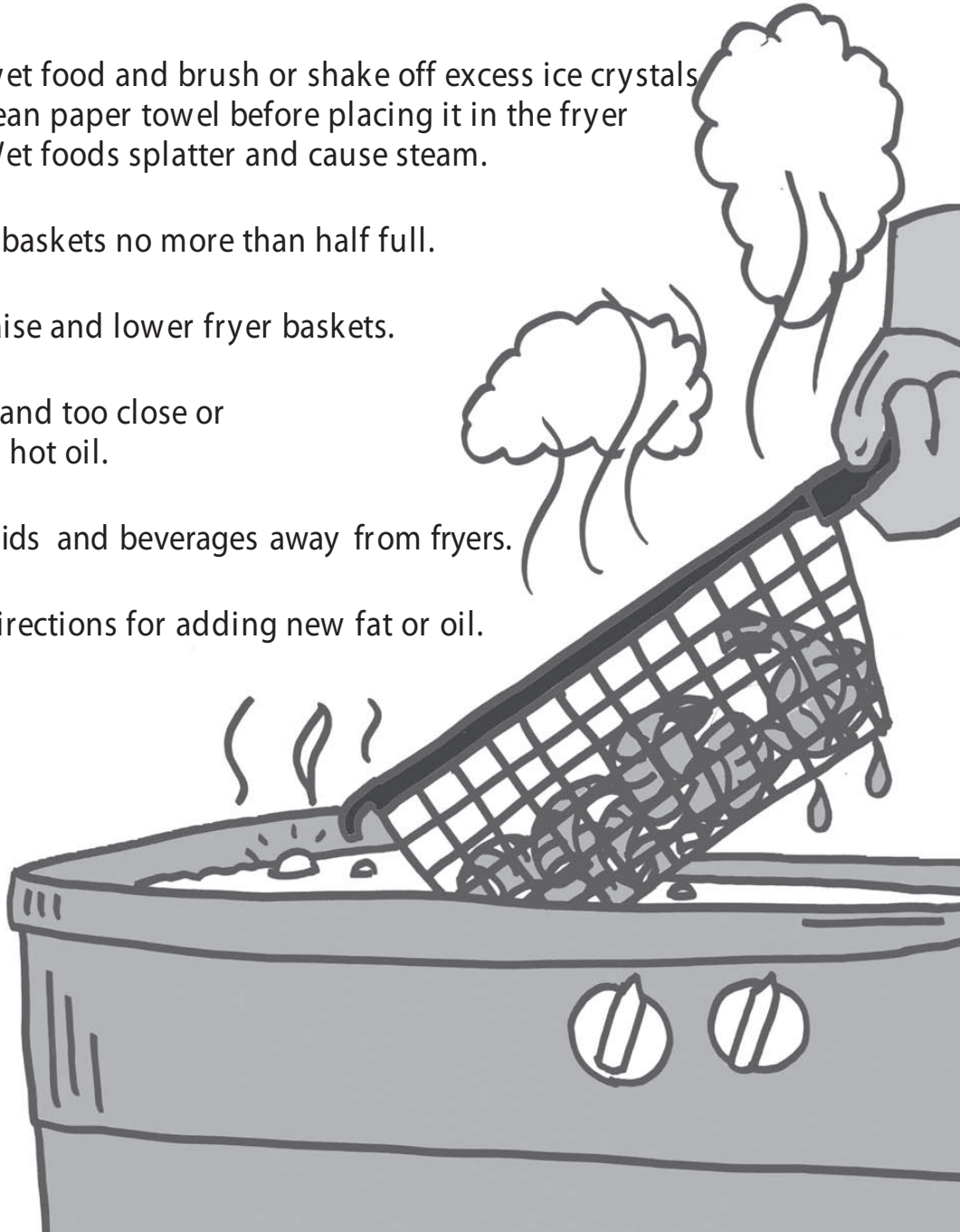
TEN STEPS FOR AVOIDING BURNS

1. Use pot holders, gloves and mitts.
Never use wet material as a pot holder.
2. Avoid overcrowding on the range tops.
3. Set pot handles away from burners, and make sure they don't stick out over the edge of the range.
4. Adjust burner flames to cover only the bottom of a pan.
5. Check hot foods on stoves carefully.
6. Place sealed cooking pouches in boiling water carefully to avoid splashing.
7. Never leave hot oil or grease unattended.
8. Ask for help when moving or carrying a heavy pot of simmering liquid off the burner.
9. Do not use metal containers, foil, or utensils in a microwave oven.
10. Use hot pads and be careful when removing food and food containers from the microwave.
Lift lids carefully to allow steam to escape.



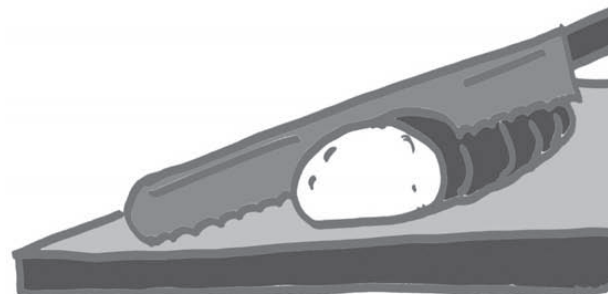
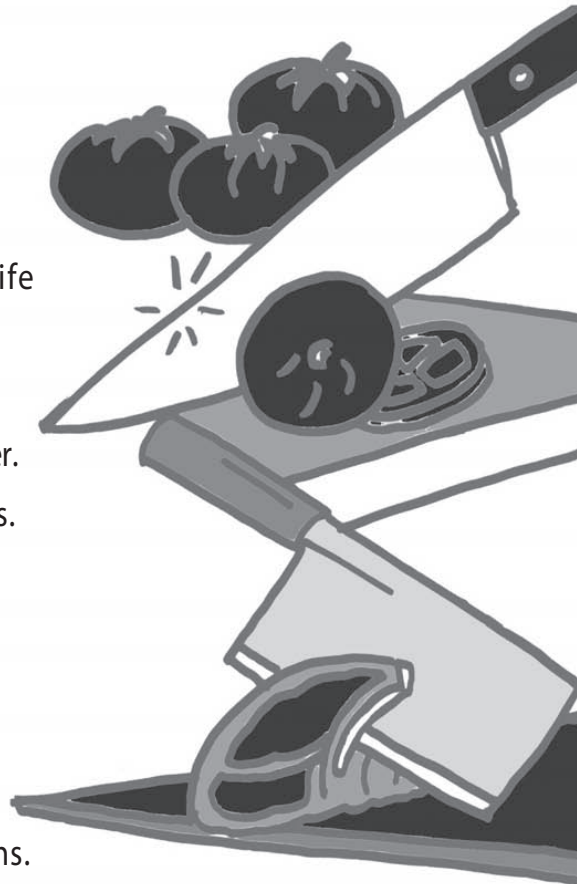
FRYER SAFETY

- Dry off wet food and brush or shake off excess ice crystals with a clean paper towel before placing it in the fryer basket. Wet foods splatter and cause steam.
- Fill fryer baskets no more than half full.
- Gently raise and lower fryer baskets.
- Do not stand too close or lean over hot oil.
- Keep liquids and beverages away from fryers.
- Follow directions for adding new fat or oil.



TEN SAFE HANDLING HINTS FOR KNIVES

1. Keep knives sharpened, and let other staff know when knives are newly-sharpened.
2. Never touch knife blades.
3. Use a knife only for its intended purpose; use the appropriate knife for the cutting job.
4. Place a damp cloth under a cutting board to prevent slipping of the board.
5. When interrupted, stop cutting and place knife down on a flat and secured surface. Never place knives near the edge of a countertop.
6. Never leave a knife soaking in a sink of water.
7. Let a falling knife fall. Step back, warn others. Do not try to catch the knife.
8. Carry knives with the cutting edge angled slightly away from your body.
9. To hand a knife to someone else, place it down on a clean surface and let the other person pick it up.
10. Store knives properly in racks or knife sheaths.



Communicating Workplace Problems



Unit 5 Overview

This purpose of this unit is to help students develop the skills needed to effectively speak-up for themselves in a work setting. Students are first introduced to some of the basic steps they need to take to effectively communicate a problem to their supervisor. This is followed by a role play scenario where students try to resolve a workplace safety problem with their supervisor.

Activity A. Student Pre-Test—Communicating Safety Problems

Students complete the pre-test as a measure of what they already know about injury prevention strategies before the lesson is taught.

Activity B. Introduction: Steps in Problem Solving

Through a discussion format, students are introduced to some the steps they need to follow in order to effectively communicate a workplace problem with their supervisor.

Activity C. Role play: Chris’s Story

In this activity students work together in small groups to come up with a solution to a workplace problem using a workplace scenario. After reading through the scenario students try to come up with a different ending to the story to resolve the situation.

Activity D. Wrap-up and Evaluation

This summarizes the steps students need to take into account before speaking to a supervisor to resolve a workplace problem.

Activity E. Student Post-Test—Communicating Safety Problems

Students complete a post-test as a measure of what they have learned as a result of presenting unit 5.

Washington State Essential Academic Learning Requirements (EALRs)

Health and Fitness

- 1.2 Safely participates in the developmentally appropriate physical activities
- 2.2 Understand the concept of control and prevention of disease
- 2.3 Acquire skills to live safely and reduce health risks
- 3.1 Understand how environmental factors affect one’s health

- 3.2 Gather and analyze health information
- 3.3 Use social skills to promote health and safety
- 3.4 Understand how emotions influence decision-making
- 4.1 Analyze health and safety information

Reading

- 1.1 Use word recognition and meaning skills to read and comprehend text
- 2.1 Comprehend important ideas and details
- 2.2 Expand comprehension by analyzing, interpreting and synthesizing information and ideas
- 3.2 Read to perform a task
- 3.4 Read for career applications

Communication

- 2.1 Communicate clearly to a range of audiences
- 2.2 Develop content and ideas
- 2.3 Use effective delivery
- 2.4 Use effective language and style
- 3.1 Use language to interact effectively and responsibly with others
- 3.2 Work cooperatively as a member of a group
- 3.3 Seek agreement and solutions through discussion
- 4.1 Analyze how communication is used in career settings

Social Studies (Civics)

- 2.2 Understand the function and effect of law
- 4.1 Understand individual rights and their accompanying responsibilities

Communicating Workplace Problems to Your Supervisor

Time

45 minutes

Materials

- Board or flipchart and markers
- PowerPoint slides (1–3)
- Copies of Handouts B and C

Handouts

- A. Communicating Workplace Problems Pre-Test
- B. Chris's Story
- C. Role Play Solution Planning Sheet
- D. Communicating Workplace Problems Post-Test
- E. Communicating Workplace Problems Pre- and Post-Test Teacher Answer Key

Learning Objectives

By the end of this lesson students will be able to:

- Apply safety and child labor laws to real life situations.
- Discuss several appropriate ways to approach a supervisor about a problem.

Preparing to Teach This Lesson

Before you present this lesson:

1. Locate PowerPoint slides for unit 5 *Communicating Safety Problems* on your PowerPoint slides CD and review them.
2. Have extra copies of the L&I Brochure: *Teens at Work: Facts for Employers, Parents, and Teens* (Same as handout A used in unit 3), in case students haven't saved their copies from the previous lesson.
3. Photocopy copies of handout B *Chris's Story* and Handout C *Role Play Solution Planning Sheet*.
4. If using the pre- and post-tests, photocopy handouts A and E.

Detailed Instructor's Notes

Activity A. Communicating Safety Problems Pre-Test (Handout A)

Procedure:


1. Students complete a pre-test to measure their knowledge about communicating workplace safety problems prior to exposure to the curriculum. Distribute copies of handout A, *Communicating Safety Problems Pre-Test*, to students prior to introducing any of the material in unit 5.
2. Collect the pre-test after its completion. Keep on file until the Post-Test is completed.
3. Answers to the pre- and post-tests can be found on Handout F *Communicating Safety Problems Pre- and Post-Test Teacher Answer Key*.

Activity B. Introduction: Steps in Problem Solving

1. Explain to students that the goal of this lesson is to learn how to effectively communicate with a supervisor about health and safety or other problems in the workplace.
2. First, ask students the following question:
“Has anyone had any kind of problem at work, or a problem that someone you know has had, that you want to share with the class?” (It does not need to be a health and safety problem.)
3. Then ask those who responded:
“If so, what steps did you or the person take to solve this problem?”
4. Ask the whole class:
“What other steps do you think someone with this problem could take?”
5. As students answer, make a list on the board of the steps they mention. Although you will be listening to the students’ particular experiences when making this list, try to keep the steps you list general enough to apply to a range of possible problems.
6. Show PowerPoint slides 1 and 2. This shows some of the steps involved in solving workplace problems (both safety problems and other kinds). Discuss each of these steps in more detail.

Steps in Problem Solving

- 1** Define the problem
 - Be able to clearly describe the problem
- 2** Get advice from a parent, teacher or co-worker
- 3** Choose your goals
 - Think about what needs to happen to fix the problem
 - Write down possible solutions
 - Decide which solution is best
- 4** Know your rights
 - Become familiar with the hours you are allowed to work and the tasks you are not allowed to perform



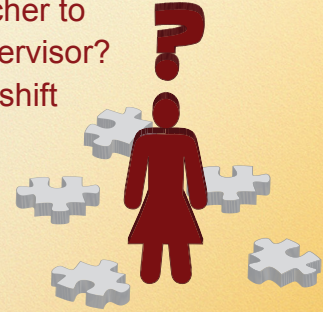
Slide 1

ProSafety for the Culinary Arts

Steps in Problem Solving

5 Decide the best way to talk to the supervisor

- Would I feel more comfortable approaching my supervisor alone or with a co-worker?
- Would I like my parent, guardian or teacher to come with me when I meet with my supervisor?
- When is a quiet or slow time during the shift when my supervisor would be the least busy or distracted?



6 If necessary, contact an outside agency for help

- If you continue to have trouble after talking with your supervisor, you may need to contact the Department of Labor & Industries.

Slide 2

ProSafety for the Culinary Arts

- **Define the problem or problems:** Being able to describe the problem clearly is the first step toward solving it.
- **Get advice from a parent, teacher, or co-worker:** If there is a union at the workplace, the student may also want to ask them to help.
- **Choose your goals:** Students should think about what needs to happen to fix the problem; write down possible solutions.
- **Know your rights:** Students should become familiar with the hours they are allowed to work and the tasks that teens are not allowed to perform. Students should also become familiar with their safety rights.
- **Decide the best way to talk to the supervisor:** What should be discussed? Who should go along?
- **If necessary, contact an outside agency for help:** If the student continues to have trouble after talking to the supervisor, the student may need to call the appropriate government agency.

Activity C. Role Play: Chris's Story (30 minutes)

1. Pass out copies of student handout B *Chris's Story*.
2. Ask for volunteers to play the roles of Chris, Mr. Johnson, and Dana. Have the volunteers come to the front of the class and read their parts aloud to **the class**.

3. Ask students what laws were violated in the story. Suggest they look at the Labor & Industries brochure used in unit 3 if necessary. As volunteers answer, write their responses on the board.

Possible answers include the following:

- Chris was not given information about the cleaning chemicals.
 - The employer didn't give Chris protective clothing (gloves).
 - No worker under 18 may use a meat slicer.
 - No one who is 14 or 15 may work that late on a school night.
 - Some students may interpret Mr. Johnson's comments as a threat to fire Chris if she won't stay and work. An employer may not threaten to fire someone because they won't do something illegal.
4. Divide the class into groups of 3–6 students Use groups of mixed ages if possible.
 5. Explain that each group should come up with an alternate ending to Chris's Story, showing what Chris could have done about the health and safety problems. Assign each group one issue in the story to focus on (for example, working too late, working around chemicals, or using the meat slicer).
 6. Encourage groups to think about these questions:
How should Chris approach the supervisor about this problem?
What are the different ways the supervisor might respond?
Where else could Chris get help?
 7. Groups may refer to handout A if necessary. Explain to the students that they will be role-playing the alternate endings they've come up with; they should assign parts, decide roughly what each person will say, and take notes if necessary.
 8. After about 15 minutes, bring the class back together.
 9. Ask several of the groups (or all, if there is time) to act out their alternate endings to the *Chris's Story* skit.

Possible endings include the following:

- Chris asks a co-worker, friend, parent, or teacher for advice.
- Chris tells the supervisor she is uncomfortable with the late hours and prohibited duties.
- Chris asks a union or community organization for information on workers' rights.

- Chris quits the job because of the long hours or other inappropriate requests.
- Chris refuses to use the meat slicer because, by law, he/she is too young.
- Chris files a complaint with OSHA or the labor law enforcement agency.

10. Ask the class to comment on how effective each group's ending is.

Questions to consider include the following:

How serious is the problem?

Is it urgent to get it corrected?

Will any of these approaches endanger Chris's job?

Which approaches will be most effective in solving the problem?

11. Review the problem-solving steps from activity A, step 3 of this lesson.


Activity D. Wrap-up and Evaluation

1. This lesson has focused on how to speak up effectively at work when there is a problem. It's important for students to know their rights, but it's also important for them to think through how they want to approach a supervisor with a problem. It's usually helpful to talk the situation over first with parents, teachers, co-workers, union representatives, or another trusted person—and then plan out the conversation. If necessary, there are agencies that can help you, like OSHA or the federal or state labor law enforcement agency.

Show PowerPoint slide 3.

Summing It Up

- **Know your rights**
 - The L&I brochure on teen labor laws is an important resource. Show it to your friends and parents.
- **Know your responsibilities**
 - It's your responsibility to follow safety rules and to report any problems you see.
- **Know your employer's responsibilities**
 - Your employer must keep the workplace safe and give you safety training.
- **Know how to solve problems**
 - Plan what you are going to say ahead of time
 - Come up with some possible solutions
 - Resources include co-workers, friends, parents, teachers, and government agencies like the Department of Labor & Industries



Slide 3 **ProSafety for the Culinary Arts**

Remember:

- Know your rights.
- Know your responsibilities.
- Know that your employer has a legal responsibility to keep your workplace safe.
- Know how to solve problems as they arise.

Encourage students to ask their employers about the procedures for bringing up problems they run into at work—before the problems occur. If you are responsible for placing students in jobs, this may be a topic you want to raise with employers.

Remind students that their employers have a responsibility to provide them with a safe workplace and to give them specific training about hazards on their job.

Name _____ Date _____ Period _____

As an employee it is important to know how to appropriately communicate with your supervisor if you encounter a problem in the workplace.

List three things that you need to consider ahead of time before talking to your supervisor to help you effectively communicate your problem and increase the odds that your supervisor will listen to your concern.

1. _____

2. _____

3. _____

Scene: Sandwich shop. Chris is a 15-year-old high school student. Mr. Johnson is her supervisor, and Dana is one of Chris's co-workers. It is Thursday evening.

Mr. Johnson: Chris, Andre just called in sick so I need you to work extra hours. I'd like you to stay until 10 tonight.

Chris: But Mr. Johnson, I have a test tomorrow and I need to get home to study.

Mr. Johnson: I'm really sorry, but this is an emergency. If you want to work here you have to be willing to pitch in when we need you.

Chris: But I've never done Andre's job before.

Mr. Johnson: Here's what I want you to do. First, go behind the counter and take sandwich orders for a while. Ask Dana to show you how to use the meat slicer. Then, when it gets quiet, go mop the floor in the supply closet. Some of the cleaning supplies have spilled and it's a real mess.

Later: Chris gets the mop and goes to the supply closet.

Chris: Hey, Dana! Do you know what this stuff spilled on the floor is?

Dana: No idea. Just be careful not to get it on your hands. You really should wear gloves if you can find any. Andre got a rash from that stuff last week.

Developing Your Role Play

1. Discuss with the class what laws are being violated here.
2. Work in your small group to come up with a different ending to the story. Choose one problem in the story to focus on. Think about these three questions:

How and when should Chris approach the supervisor about these problems?

What are the different ways the supervisor might respond?

Where else can Chris get help?

3. Practice role-playing your ending with your group. You will perform for the class later.

Role Play Solution Planning Sheet

Directions:

Work in your small group to come up with a different ending to the story. Your group will be role-playing your alternate story ending. Assign parts to your group members. Decide what each person will say, and write it down on the back of this worksheet.

Step 1

Choose one problem in the story to focus on.

1. What is the problem your group will be focusing on? *(Note: your teacher may assign your group the problem to focus on.)*

Step 2

To better help you plan what to say, think about these questions before writing out your solution to the skit.

1. What laws were being violated in this scenario?

2. How and when should Chris approach the supervisor about the problem?

3. What are the different ways Chris's supervisor might respond?

4. Where else can Chris get help?

Step 3

Using the back of this worksheet to decide what each character will say and write out the dialog for your characters. Use this as your script for the role-play.

Name _____ Date _____ Period _____

As an employee it is important to know how to appropriately communicate with your supervisor if you encounter a problem in the workplace.

List three things that you need to consider ahead of time before talking to your supervisor to help you effectively communicate your problem and increase the odds that your supervisor will listen to your concern.

1. _____

2. _____

3. _____

As an employee it is important to know how to appropriately communicate with your supervisor if you encounter a problem in the workplace.

List three things that you need to consider ahead of time before talking to your supervisor to help you effectively communicate your problem and increase the odds that your supervisor will listen to your concern.

Possible Answers

1. Clearly define and identify the problem you are having in the workplace by clearly describing the problem.
2. Get advice from a parent, teacher or co-worker ahead of time.
3. Come up with a solution ahead of time that would fix the problem.
4. Become familiar with what your workplace rights are.
5. Decide on the best way to talk to your supervisor:
 - schedule an appointment ahead of time
 - meet with them during a quiet or slow time during the shift
 - decide if you want a co-worker, parent, guardian, or teacher present when you meet.
6. Contact an outside agency for help.

Part 1: Introduction to Sexual Harassment in the Workplace



Acknowledgements

Many of the activities in this unit have been adapted from curriculum developed by other authors or organizations. We would like to acknowledge the following:

- *Confronting Sexual Harassment: Learning Activities for Teens* by Russell Sabella and Robert Myrick. Educational Media Corporation, 1995.
- *Flirting or Hurting?: A Teachers Guide on Student-to-Student Sexual Harassment in Schools* by Nan Stein and Lisa Sjostrom. NEA Professional Library Publication, National Education Association, 1994.
- *Teens Sexual Harassment* by the Northwest Woman's Law Center Legal Rights Education Subcommittee, 1998.
- *Sexual Harassment and Teens: A Program for Positive Change* by Susan Strauss. Free Spirit Publishing, 1992.
- *Sexual Harassment on the Job Cartoon*. Labor and Occupational Safety and Health Program. University of California, Los Angeles, 1997.

We would also like to acknowledge the individuals who contributed to the development of this unit.

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Terri Colbert, Program Management, WA State Workforce Training and Education Coordinating Board

Unit 6 Overview

Part 1

Activity A. Student Pre-Test— Sexual Harassment in the Workplace

Students complete a Pre-Test as a measure of what they already know about sexual harassment in the workplace before the lesson is taught.

Activity B. Going Too Far: What Is Sexual Harassment

Students investigate the differences between flirting and sexual harassment. Students try to develop a definition for sexual harassment, then compare their definition to the legal definition of sexual harassment.

Part 2

Activity C. Sexual Harassment Law—Then & Now (optional)

This activity is particularly relevant to students studying business law. Students look at help wanted ads from a 1964 Washington newspaper and compare them to today's want ads. Students also examine a timeline of sex discrimination and sexual harassment laws and major court cases.

Activity D. Evaluating Workplace Sexual Harassment

Students evaluate different workplace scenarios, trying to determine if sexual harassment has occurred.

Activity E. Stopping Sexual Harassment

Students learn about the possible steps to take if one is being sexually harassed, and provide advice to someone else who is experiencing sexual harassment at work. Three activity options are available, each emphasizing a different skill (writing, speaking, or drawing).

Activity F. Student Post-Test— Sexual Harassment in the Workplace

Students complete a post-test as a measure of what they have learned as a result of presenting unit 6.

Washington State Essential Academic Learning Requirements (EALRs)

Communication

- 1.1 Focus attention
- 1.2 Listen and observe to gain and interpret information

- 2.1 Communicate clearly to a range of audiences for different purposes
- 2.2 Develop content and ideas
- 2.3 Use effective delivery
- 2.4 Use effective language and style
- 3.1 Use language to interact effectively and responsibly with others
- 3.2 Work cooperatively as a member of a group
- 3.3 Seek agreement and solutions through discussion
- 4.4 Analyze how communication is used in career settings

Social Studies

- 2.2 Understanding the function and effect of law
- 4.1 Understand individual rights and their accompanying responsibilities

Reading

- 1.3 Build vocabulary through wide reading
- 2.1 Demonstrate evidence of reading comprehension
- 2.3 Expand comprehension by analyzing, interpreting and synthesizing information
- 3.1 Read to learn new information
- 3.3 Read for career applications

Writing

- 2.1 Write for different audiences
- 2.2 Write for different purposes
- 2.3 Write for career applications

Health and Fitness

- 2.2 Acquire skills to live safely and reduce health risks
- 3.1 Understand how environmental factors affect one's health
- 3.2 Gather and analyze health information
- 3.3 Use social skills to promote health and safety in a variety of situations
- 3.4 Understand how emotions influence decision-making

Part 1: Introduction to Sexual Harassment in the Workplace

Learning Objectives

By the end of this lesson students will be able to:

- To increase knowledge pertaining to sexual harassment in the workplace, including legal and personal consequences.
- To understand what workplace sexual harassment is and what it is not.
- To identify and differentiate between the two types of workplace sexual harassment: “quid pro quo” and “hostile work environment.”
- To understand steps employees can take in response to sexual harassment at work.

Preparing to Teach This Lesson

Before you present this lesson:

1. Make copies of handouts for each student.
2. Obtain flipchart paper and markers for each group of students.
3. Review PowerPoint slides for unit 6.

Special Note to Teachers

Due to the sensitive nature of the topic of sexual harassment, you may need to seek permission from your principal or school district before presenting these activities to your students.

The topic of sexual harassment can sometimes be both sensitive and controversial. Discussion of sexual harassment topics may make both you as the teacher as well as your students uncomfortable, so it is important to present the topic with sensitivity. Some students may feel nervous or embarrassed by the topic. Students may tell jokes, become disruptive, or make light of the topic because they are uncomfortable. For this reason, in your role as the teacher it is important that neither you nor your students make jokes or make light of the subject of sexual harassment.

Bringing up the subject of sexual harassment may cause students to approach you with concerns about sexual harassment or more serious issues in their own lives.

Time

50 minutes

Materials

- Computer and projector
- PowerPoint slides (1–14)
- Flipchart paper and markers

Handouts

- A. Sexual Harassment in the Workplace Pre-Test
- B. Sexual Harassment Pre- and Post-Test Answer Key
- C. Sexual Harassment Definition (optional)
- D. What is Sexual Harassment
- E. Types of Sexual Harassment (optional)

If this does occur, it is important that you know what resources are available in your district, and who to refer the student to for further support.

It is important that students feel it is safe to share these concerns with you, even if you don't feel comfortable with this topic.

This lesson introduces workplace sexual harassment in context of young workers' health and safety on the job. The activities focus on understanding workplace sexual harassment and the law, evaluating workplace situations, and identifying how to respond to sexual harassment at work.

The topic of sexual harassment in the workplace is often included in orientation programs for new employees at many large companies. However, young workers may not receive this training because they enter the job on a part-time basis, or as part of an internship or work-based learning experience. Many teenagers find their first jobs with small businesses that most likely do not have a formalized sexual harassment policy or training programs.

As teenagers enter the workforce, they are vulnerable to becoming targets of sexual harassment for many reasons. Young workers are at a power and age disadvantage in comparison to their older supervisors or other co-workers. Young workers often are not familiar with sexual harassment laws and do not know their rights. And often, young workers are either afraid to speak out about a problem at work, or do not possess the skills to do so. It is important to recognize that any worker, regardless of job title, age, sexual orientation or gender, may become involved in sexual harassment, either as the harasser or as the target of harassment.

Detailed Instructor's Notes

Activity A.

Sexual Harassment in the Workplace Pre-Test

Procedure:

1. Distribute copies of handout A, *Sexual Harassment in the Workplace Pre-Test*, prior to introducing any of the material.
2. Collect the pre-test after its completion. Keep on file until the post-test is completed.
3. Answers to the pre- and post-tests can be found on Handout B *Sexual Harassment Pre- and Post-Test Answer Key*.
4. Collect the pre-test and keep it on file with the post-test.

Activity B.

Going Too Far: What is Sexual Harassment?

In this activity, students investigate the differences between flirting and sexual harassment. Students try to develop a definition for sexual harassment,

and then compare their definition to the legal definition of sexual harassment. They also investigate the three different ways that sexual harassment may occur and learn to recognize the differences between quid pro quo and hostile work environment sexual harassment.

Flirting vs. Harassing

1. Break the class into four groups and give each group a piece of flipchart paper and a pen. Assign one of the following topics below to each of the four groups. Have them put that as the heading on their chart paper.
 - Examples of flirting behaviors
 - Examples of sexually harassing behaviors
 - What flirting feels like
 - What sexual harassment feels like
2. Have each group come up with examples for of their topic and list them on their piece of flipchart paper.
3. After five minutes, or when the students have stopped writing, reconvene the class. Ask one person in each group to share their list with the class.

Sample student answers:

Examples of flirting behaviors	Examples of sexually harassing behaviors
Winking	Calling profane names
Making eye contact	Making threats
Calling by a nickname	Unwanted pinching, grabbing, patting, pressing, etc.
Joking and teasing	Following someone or blocking their way
Passing fun notes	Making lewd gestures or drawings

What Flirting Feels Like	What Sexual Harassment Feels Like
Silly, good-natured, playful	Threatening, scary
It feels nice to be noticed, boosts self-esteem	Uncomfortable, uneasy, unwanted
I feel attracted to this person	Disgusting or demeaning, feels bad
I feel in control, it is wanted, it is mutual	I can't believe this just happened
Exciting, feels good	Embarrassing, other person seemed in control

Defining Sexual Harassment

1. As a class or in small groups, use the lists the students created to develop a definition of “sexual harassment.” The students may have some difficulty developing a definition that they agree upon. Point out that sexual harassment is full of subtleties and gray areas, which can make it difficult to clearly define and identify. Show students slide 1. The following questions may be helpful in developing a definition:
 - What makes flirting different from sexual harassment?
 - Is it easy or difficult to tell the difference?
 - How can you tell when the line has been crossed between a flirting behavior and a harassing behavior?
 - Are the feelings of the person experiencing the harassment important?
2. Once the class has developed their definition for sexual harassment, write it down on the board or a piece of flipchart paper.

Use the following questions to develop a definition for sexual harassment:

- 1 What makes flirting different from sexual harassment?
- 2 Is it easy or difficult to tell the difference?
- 3 How can you tell when the line has been crossed between a flirting behavior and a harassing behavior?
- 4 Are the feelings of the person experiencing the harassment important?

Slide 1

Prosafety Culinary Arts Curriculum

3. Next, share the legal definition of workplace sexual harassment using slides 2 and 3 Sexual Harassment Definition. You may also want to give them a copy of handout C *Sexual Harassment Definition*. The longer definition is from the Equal Employment Opportunity Commission, the federal agency responsible for overseeing sexual harassment and sex discrimination laws. The shorter definition provides a summarized definition that

you may want to use with students who read at a lower level, or can be used whenever you want to refresh students' understanding of workplace sexual harassment.

Sexual Harassment Definition:



Official EEOC* definition

“Unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature constitutes sexual harassment when submission to or rejection of this conduct explicitly or implicitly affects:

- An individual's employment,
- Unreasonably interferes with an individual's work performance,
- Or creates an intimidating, hostile, or offensive work environment.”

*The Equal Employment Opportunity Commission (EEOC) is the federal agency responsible for overseeing workplace sexual harassment regulations and compliances with the law.

Slide 2

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Sexual Harassment Definition

Or in other words, workplace sexual harassment is...

“Any unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature.”

Slide 3

Prosafety Culinary Arts Curriculum

4. Ask the students to consider how the official definition differs from their own definition. Did their definition include some variations of the three required criteria for harassment in the EEOC definition? Sexual harassment is often judged using the criteria that the behavior must be:
 - unwanted,
 - unwelcome, and
 - repeated (unless severe).
5. Did the students' definition include physical, verbal and visual forms of harassment? Do the students feel like the legal definition is complete? What would they add to it?

Physical, Verbal and Visual Sexual Harassment

1. Show slide 4. Refer back to the definition of sexual harassment. The definition specifies sexual advances, requests for sexual favors, and other conduct of a sexual nature. Each of these methods of harassment can be carried out through **physical, verbal and visual behaviors**.

Sexual Harassment Is:

Verbal or **Visual** or **Physical**

conduct of a sexual nature that is

Unwelcome

Unwanted

Repeated

Slide 4 Prosafety Culinary Arts Curriculum

2. As a class, ask students to come up with some examples of physical, verbal and visual harassment. Write the student responses on the board or chart paper. *Alternative option:* You may want to ask students to write their responses on a slip of paper and turn them in to you. This allows you to screen the responses and “translate” them before writing them on the

board. Only you know the culture of your classroom and if students will be able to handle this activity appropriately.

- Some of the examples may clearly seem like harassment to some students, while to others they may seem like flirting. Refer to the lists the students made in the earlier activity and the definition of sexual harassment. Sexual harassment is in the eye of the beholder, so if the target feels harassed, then the behavior may be classified as harassment.

Sample student answers:

Visual Harassment	Verbal Harassment	Physical Harassment
Posting pictures of nude or scantily clad people	Calling someone degrading names of a sexual nature	Making lewd gestures (licking lips suggestively, gyrating hips, etc.)
Passing notes with lewd drawings	Spreading sexual rumors	Following someone or blocking his or her way so a person can't get away
Hanging a calendar with nude pictures	Commenting on someone's sexual abilities, body parts or clothing	Unwanted grabbing pinching, kissing, or pressing up against someone
Graffiti of a sexual nature in bathrooms or locker rooms, especially when targeting a specific person	Telling or emailing jokes of a sexual nature	Exposing private body parts including mooning & flashing (exposing buttocks, breasts or genitals)
Wearing a t-shirt with sexually explicit pictures or graphics	Howling, catcalling or whistling	Pulling off clothing. Flipping up skirts. Bra snapping

Two Types of Sexual Harassment

- Show slide 5. Explain that while sexual harassment may be carried out through physical, verbal or visual behaviors, the outcomes of these behaviors fit within two categories. The Equal Employment Opportunity Commission recognizes two types of workplace sexual harassment: **quid pro quo** and **hostile work environment**. Physical, verbal and visual harassment can be a part of both quid pro quo and hostile work environment harassment. You may also want to hand out copies of handout E, *Types of Sexual Harassment*, that also covers this information.

There are two types of sexual harassment as defined by the government and the courts

Quid pro quo

Hostile work environment

Slide 5

Prosafety Culinary Arts Curriculum

2. Pass out copies of handout D, *What is Sexual Harassment?* Ask students to read the handout and review it with them.
3. Show slide 6. Point out that “Quid Pro Quo” means “This for That.” This usually involves a supervisor or person in authority who uses threats or promises of rewards in exchange for sexual favors. You may want to hand out copies of Handout E *Types of Sexual Harassment* to review this with your students.

Quid Pro Quo

Quid pro quo means **this for that**

This usually involves a supervisor, employer or co-worker who uses threats or promises of rewards in exchange for sexual favors.

Slide 6

Prosafety Culinary Arts Curriculum

4. Show slide 7 to provide examples of threats that could be used in exchange for sexual favors.

Quid Pro Quo

Examples of threats

Not getting hired

Getting fired or a bad evaluation

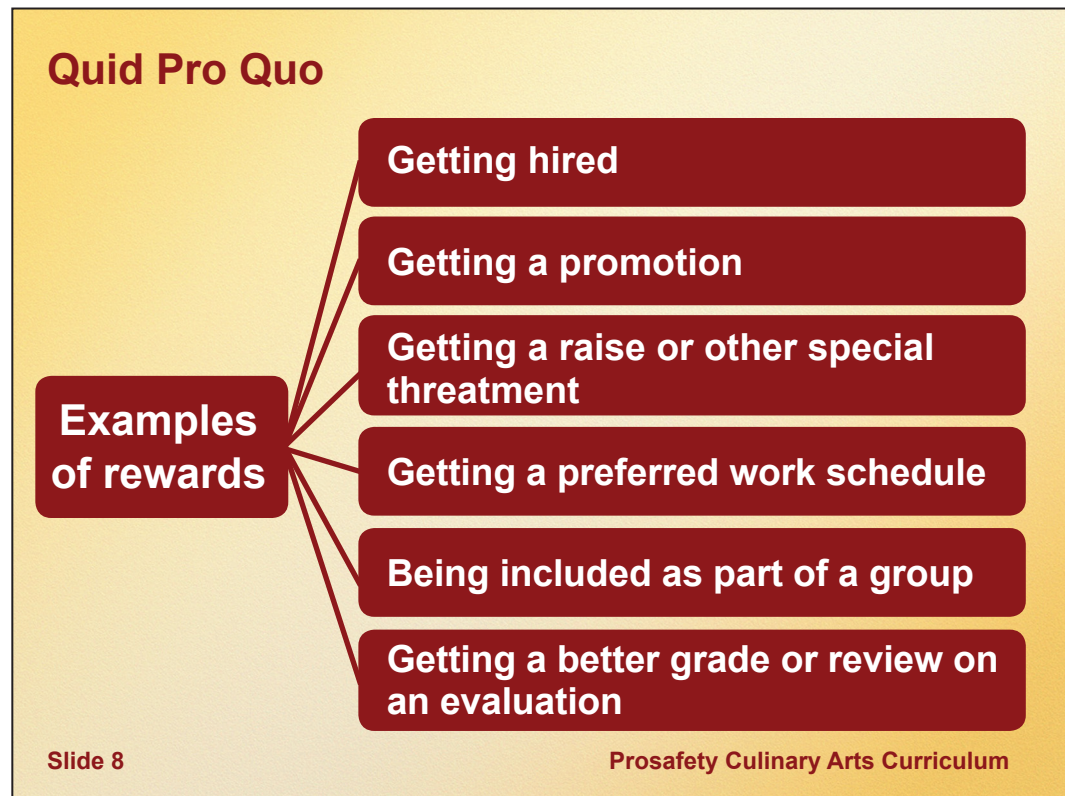
Not getting a raise or promotion

Being excluded from a group

Slide 7

Prosafety Culinary Arts Curriculum

5. Show slide 8 to provide examples of rewards that could be used in exchange for sexual favors



Hostile Work Environment

1. Show slide 9. A hostile work environment can be caused by repeated actions, comments, or objects that create an intimidating, hostile, or offensive work environment. The behavior does not have to be repeated to be considered sexual harassment if it is a severe incident, such as sexual assault.

Hostile Work Environment

- Caused by repeated **actions, comments, or objects** that create an **intimidating, hostile, or offensive** work environment.
- The behavior does not have to be repeated to be considered sexual harassment if it is a **severe** incident.



Slide 9

Prosafety Culinary Arts Curriculum

2. Show slide 10. Discuss the different examples of conditions that can cause a hostile work environment.

Hostile Work Environment

Examples:

- Regular use of sexually offensive language
- Sexual jokes
- Sexual gestures
- Sexual pictures or graphic calendars
- Lewd notes
- Sexual graffiti
- Screen saver with nude or scantily clad bodies
- E-mails with sexual jokes, pictures or comments
- One incident of sexual assault

Slide 10

Prosafety Culinary Arts Curriculum

3. Read aloud the two scenarios from slides 11 and 12 *Work Environment Scenarios A and B*. Ask the students which scenario is an example of quid pro quo and which scenario is an example of hostile work environment.

Harassment Scenario A

Jillian works in a garage as a mechanic apprentice. She has wanted to work on engines for as long as she can remember. In the shop, there are many nude centerfolds and calendars with pictures of scantily clad women. In the only restroom, the walls are covered with sexually explicit graffiti. Her male co-workers rarely use her first name, but refer to her by “sugar” or “honey.” No one touches her in any way. She is embarrassed, but does not say anything to her co-workers because she really wants to fit in with the guys in the shop. Lately though, Jillian dreads going to work. She worries that if she continues with this career, she will always have to put up with this kind of work environment.



Slide 11

Prosafety Culinary Arts Curriculum

Harassment Scenario B

Ann Marie got a summer job waiting tables at a restaurant during the lunch shift. One day, while Anne Marie is on her break at a table in the back of the restaurant, her manager Mike sits down with her. Mike asks her to go out with him that night. When she says she already has plans, Mike says, “You know, I could find a spot for you on the dinner shift. You could get much bigger tips.” Anne Marie has been hoping for a spot on the dinner shift since she first got hired, but she does not want to get involved with her boss. She is upset and turns him down.



Slide 12

Prosafety Culinary Arts Curriculum

4. Have students identify what actions or behaviors from the scenarios qualify it as either hostile work environment or quid pro quo. Show slides 13 and 14 for suggested answers.

Harassment Scenario A: Answer Key

Scenario A

Q What type of sexual harassment is this?

A Hostile work environment

Q What actions or behaviors qualify this as this type of harassment?

A Pictures of nude women on the walls.

Sexually offensive graffiti is on the walls.

Co-workers refer to her with pet names like “sugar” and “honey.”



Slide 13

Prosafety Culinary Arts Curriculum

Harassment Scenario B: Answer Key

Scenario B

Q What type of sexual harassment is this?

A Hostile work environment

Q What actions or behaviors qualify this as this type of harassment?

A Her manager suggests that she would get better tips if she wore a shorter skirt. Her manager suggests that she would get a better work schedule if she accepts his proposition.



Slide 14

Prosafety Culinary Arts Curriculum

Name _____ Date _____ Period _____

Short Answer

1. There are **three** conditions that cause a behavior or action to be considered as sexual harassment. Circle the three conditions that cause a behavior or action to be considered sexual harassment. The behavior or action must be:
 - a. Embarrassing
 - b. Occasional
 - c. Unwelcome
 - d. Unpleasant
 - e. Witnessed by someone else
 - f. Repeated/persistent
 - g. Amusing to someone
 - h. Unwanted

2. Sexual harassment can be carried out through physical, visual or verbal behaviors. For each behavior listed, identify the type of harassment.

Behaviors	Verbal	Physical	Visual
a. Groping/pinching	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Touching or slapping someone's butt	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Whistling/catcalls	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Sexually suggestive email	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Sexually suggestive joke	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Nude pictures in the workplace	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Lewd gestures	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. Putting a hand on someone's thigh/leg	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

3. Give one example of a threat that could be used in quid pro quo harassment.

4. Give one example of a **reward** that could be used in quid pro quo harassment.

5. If someone is being sexually harassed, list two different ways they could protect themselves.

a.

b.

6. Identify whether the statements below are true or false (T for True and F for False).

- | | | |
|---|---|---|
| a. Sexual harassment in the workplace is illegal in all 50 states. | T | F |
| b. If you are being sexually harassed, you must confront the person who is harassing you. | T | F |
| c. Your employer can legally fire you for complaining about sexual harassment at work. | T | F |
| d. It is your employer's responsibility to protect you from sexual harassment at work. | T | F |
| e. A single non-threatening act, like asking a co-worker for a date, could be sexual harassment. | T | F |
| f. An employee must be physically touched in order for an incident to count as sexual harassment. | T | F |
| g. Sexual harassment laws only protect women. | T | F |

Short Answer

1. There are **three** conditions that cause a behavior or action to be considered as sexual harassment. Circle the three conditions that cause a behavior or action to be considered sexual harassment. The behavior or action must be:
 - a. Embarrassing
 - b. Occasional
 - c. Unwelcome
 - d. Unpleasant
 - e. Witnessed by someone else
 - f. Repeated/persistent
 - g. Amusing to someone
 - h. Unwanted
2. Sexual harassment can be carried out through physical, visual or verbal behaviors. For each behavior listed, identify the type of harassment.

Behaviors	Verbal	Physical	Visual
a. Groping/pinching	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
b. Touching or slapping someone's butt	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
c. Whistling/catcalls	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Sexually suggestive email	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Sexually suggestive joke	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Nude pictures in the workplace	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
g. Lewd gestures	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
h. Putting a hand on someone's thigh/leg	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

3. Give one example of a threat that could be used in quid pro quo harassment.

Example of a threat

- Not getting a raise
- Getting a better/worse work schedule
- Getting your hours cut
- Not getting promoted

4. Give one example of a **reward** that could be used in quid pro quo harassment.

Example of a reward

- Getting a raise
- Getting a promotion
- Getting mor work hours
- Getting a better work schedule

5. If someone is being sexually harassed, list two different ways they could protect themselves.

a. Tell a :

- Friend
- Parent
- Teacher
- Human Resources office
- Keep a written log of the incidents

b. Call the Equal Employment Opportunity Commission (EEOC)

6. Identify whether the statements below are true or false (T for True and F for False).

- | | |
|---|---|
| a. Sexual harassment in the workplace is illegal in all 50 states. | T |
| b. If you are being sexually harassed, you must confront the person who is harassing you. | F |
| c. Your employer can legally fire you for complaining about sexual harassment at work. | F |
| d. It is your employer's responsibility to protect you from sexual harassment at work. | T |
| e. A single non-threatening act, like asking a co-worker for a date, could be sexual harassment. | F |
| f. An employee must be physically touched in order for an incident to count as sexual harassment. | F |
| g. Sexual harassment laws only protect women. | F |

Sexual Harassment Definition



Equal Employment Opportunity Commission (EEOC)

Federal agency responsible for
overseeing workplace sexual
harassment regulations and
compliance with laws.

Sexual Harassment (legal definition)

Unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature constitutes sexual harassment when submission to or rejection of this conduct explicitly or implicitly affects:

- An individual's employment
- Unreasonably interferes with an individual's work performance
- Creates an intimidating, hostile or offensive work environment

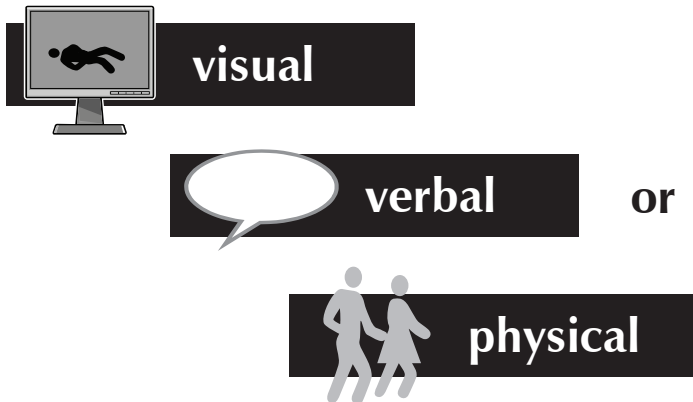
EEOC Facts About Sexual Harassment

In other words...

Any unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature.

What Is Sexual Harassment?

Sexual harassment is



conduct of a sexual nature that is

**unwanted,
unwelcome
and repeated.**

- A single incident can also be considered to be sexual harassment if it is severe (e.g., sexual assault).
- Harassers may be co-workers, supervisors or even people from outside the company, such as clients or customers.
- While most sexual harassment occurs when men harass women, sexual harassment can happen between anyone, including people of the same gender. While a single incident should be reported, it will not be considered sexual harassment unless the harassment is ongoing, or unless the single act was a severe incident, such as sexual assault.

How do you know if you are being harassed?

If something of a sexual nature at work is making you feel

upset,

embarrassed,

or uncomfortable,

you may be experiencing **sexual harassment.**

Sexual harassment is defined by its **impact, not its intent.**

So, it does not matter what the harasser

meant

by a comment,

what matters is how it makes you

feel.

People often react to sexual harassment in similar ways. You may experience any of the following emotional and physical signs, or may feel something entirely different.

- A sense of dread
- Anxiety
- Fear or anger
- Inability to concentrate
- Loss of interest in work or school
- Stomach ache or headaches
- Humiliation or embarrassment
- Depression or hopelessness
- Dread going to work
- Loss of interest in family or friends



There are two types of sexual harassment as defined by the government and the courts.

One type is called

Quid Pro Quo

which means

This **for** **That**

This usually involves a supervisor, employer or co-worker who uses threats or promises of rewards in exchange for sexual favors.

Examples of Threats	Examples of Rewards
<ul style="list-style-type: none"> • Not getting hired • Getting fired or a bad evaluation • Not getting a raise or promotion • Being excluded from a group 	<ul style="list-style-type: none"> • Getting hired • Getting a promotion • Getting a raise or other special treatment • Getting a preferred work schedule • Being included as part of a group • Getting a better grade or review on an evaluation



There are two types of sexual harassment as defined by the government and the courts.

One type is called

Hostile Work Environment

It is caused by

**repeated actions,
comments,
or objects**

that create an **intimidating,
hostile,
or offensive** work environment.

The behavior does not have to be repeated to be considered sexual harassment if it is a severe incident.

Examples:

- Regular use of sexually offensive language
- Sexual jokes
- Sexual gestures
- Sexual pictures or graphic calendars
- Lewd notes
- Sexual graffiti
- Screen saver with nude or scantily clad bodies
- E-mails with sexual jokes, pictures or comments
- One incident of sexual assault

Part 2: Preventing and Confronting Sexual Harassment



Acknowledgements

Many of the activities in this unit have been adapted from curriculum developed by other authors or organizations. We would like to acknowledge the following:

- *Confronting Sexual Harassment: Learning Activities for Teens* by Russell Sabella and Robert Myrick. Educational Media Corporation, 1995.
- *Flirting or Hurting?: A Teachers Guide on Student-to-Student Sexual Harassment in Schools* by Nan Stein and Lisa Sjostrom. NEA Professional Library Publication, National Education Association, 1994.
- *Teens Sexual Harassment* by the Northwest Woman's Law Center Legal Rights Education Subcommittee, 1998.
- *Sexual Harassment and Teens: A Program for Positive Change* by Susan Strauss. Free Spirit Publishing, 1992.
- *Sexual Harassment on the Job Cartoon*. Labor and Occupational Safety and Health Program. University of California, Los Angeles, 1997.

We would also like to acknowledge the individuals who contributed to the development of this unit.

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Unit 6 Overview

Part 1

Activity A. Student Pre-Test— Sexual Harassment in the Workplace

Students complete a Pre-Test as a measure of what they already know about sexual harassment in the workplace before the lesson is taught.

Activity B. Going Too Far: What Is Sexual Harassment

Students investigate the differences between flirting and sexual harassment. Students try to develop a definition for sexual harassment, then compare their definition to the legal definition of sexual harassment.

Part 2

Activity C. Sexual Harassment Law—Then & Now (optional)

This activity is particularly relevant to students studying business law. Students look at help wanted ads from a 1964 Washington newspaper and compare them to today's want ads. Students also examine a timeline of sex discrimination and sexual harassment laws and major court cases.

Activity D. Evaluating Workplace Sexual Harassment

Students evaluate different workplace scenarios, trying to determine if sexual harassment has occurred.

Activity E. Stopping Sexual Harassment

Students learn about the possible steps to take if one is being sexually harassed, and provide advice to someone else who is experiencing sexual harassment at work. Three activity options are available, each emphasizing a different skill (writing, speaking, or drawing).

Activity F. Student Post-Test— Sexual Harassment in the Workplace

Students complete a post-test as a measure of what they have learned as a result of presenting unit 6.

Washington State Essential Academic Learning Requirements (EALRs)

Communication

- 1.1 Focus attention
- 1.2 Listen and observe to gain and interpret information

- 2.1 Communicate clearly to a range of audiences for different purposes
- 2.2 Develop content and ideas
- 2.3 Use effective delivery
- 2.4 Use effective language and style
- 3.1 Use language to interact effectively and responsibly with others
- 3.2 Work cooperatively as a member of a group
- 3.3 Seek agreement and solutions through discussion
- 4.4 Analyze how communication is used in career settings

Social Studies

- 2.2 Understanding the function and effect of law
- 4.1 Understand individual rights and their accompanying responsibilities

Reading

- 1.3 Build vocabulary through wide reading
- 2.1 Demonstrate evidence of reading comprehension
- 2.3 Expand comprehension by analyzing, interpreting and synthesizing information
- 3.1 Read to learn new information
- 3.3 Read for career applications

Writing

- 2.1 Write for different audiences
- 2.2 Write for different purposes
- 2.3 Write for career applications

Health and Fitness

- 2.2 Acquire skills to live safely and reduce health risks
- 3.1 Understand how environmental factors affect one's health
- 3.2 Gather and analyze health information
- 3.3 Use social skills to promote health and safety in a variety of situations
- 3.4 Understand how emotions influence decision-making

Part 2: Preventing and Confronting Sexual Harassment

Learning Objectives

By the end of this lesson students will be able to:

- To increase knowledge pertaining to sexual harassment in the workplace, including legal and personal consequences.
- To understand what workplace sexual harassment is and what it is not.
- To identify and differentiate between the two types of workplace sexual harassment: “quid pro quo” and “hostile work environment.”
- To understand steps employees can take in response to sexual harassment at work.

Preparing to Teach This Lesson

Before you present this lesson:

1. Make copies of any needed handouts for each student.
2. Review PowerPoint slides to determine which scenarios are most appropriate for your students.

Detailed Instructor’s Notes

Activity C

Sexual Harassment Law—Then and Now (Optional Activity)

This activity is particularly relevant to students studying business law, but is also relevant to all students. The activity provides students with a historical overview of sex discrimination and sexual harassment law in the United States. Students look at help wanted ads from a 1964 Washington paper as an example of acceptable forms of job discrimination prior to the implementation of the Civil Rights Act. Students also examine a timeline of sex discrimination and sexual harassment laws and major court cases.

Time

30 minutes

Materials

- Computer and projector
- PowerPoint slides (16–22)

Handouts

G. Help Wanted Ads

H. Sexual Harassment and the Law

Help wanted ads from current newspapers

Help Wanted Ads

1. Pass out copies of handout G, *Help Wanted Ads*, one per student. These ads are all taken from the want ads section of the Seattle Daily Times from January 1964. Alternately you can also show them slides 16 and 17.

Help Wanted Ads

(Seattle Daily Times, January 1964)

Men Wanted
Assist. Manager. Young men, under 28.
Better Income. National Concern offers opportunity for married man, 25-46 with car. Earn as you learn. Full or part time.
Opportunity. Alert married man to service established customers. We train you to earn better than average income.
Married. 25 to 40. High school graduate. Guaranteed salary plus commission.
Superintendent. Fast growing aggressive machinery manufacturer requires a man for plant superintendent. Applicants should

state age, health status, number of years of experience and telephone number.
Will Interview young men under 45, preferably unmarried and with wholesome distribution experience.
Verifiers. Neat appearing men to verify sold phone orders.
Physically Active retired man. Part-time outside work. Downtown.
Boy wanted as helper. Room, board, wages. Driver's license required.
Aetna Life Insurance has career opportunity for two executive salesman. Married, resident of Seattle or suburbs. Finest training provided.

Unencumbered, free to travel.
Sales Ladies. We need 3 Specialty Sales Ladies for demonstration of entirely new kitchen appliance. Must be neat, 21 to 38 years, own automobile, be bondable and in excellent health. Call in person for interview.
Motel Maid. Live-in furnished apartment. 30-45 years.
Telephone Girl. Experienced appointment girl between 25-50 to work in our office. Must be bondable, have late model car.
Attractive Bar Maid to work evening, size 10 to 14, age 21 to 28.
Refined Woman to work as fashion stylist, selling high style costume jewelry.

Slide 16 Prosafety Culinary Arts Curriculum

Help Wanted Ads

(Seattle Daily Times, January 1964)

Women Wanted
Young Ladies, 21 to 30. If you are neat and have a pleasant personality, I may have a job for you. Work in outside order department of national organization.
Girl for Spokane Street Office. Must type and do bookkeeping. Requires young, highly intelligent person. Reply giving complete resume and grade points.
Office Manager. Prefer some college education plus office supervisory experience. Must be well groomed with good appearance. Minimum age 35.
Mature Woman to assist care of semi-invalid wife. Live-in. Non-smoker.

Unencumbered, free to travel.
Sales Ladies. We need 3 Specialty Sales Ladies for demonstration of entirely new kitchen appliance. Must be neat, 21 to 38 years, own automobile, be bondable and in excellent health. Call in person for interview.
Motel Maid. Live-in furnished apartment. 30-45 years.
Telephone Girl. Experienced appointment girl between 25-50 to work in our office. Must be bondable, have late model car.
Attractive Bar Maid to work evening, size 10 to 14, age 21 to 28.
Refined Woman to work as fashion stylist, selling high style costume jewelry.

Slide 17 Prosafety Culinary Arts Curriculum

2. Either working individually or in small groups, ask students to examine the want ads. Also have copies of help wanted ads from current newspapers for students to look at for a comparison.
3. Tell students to answer the questions on handout G. Allow several minutes for students to write down their answers to the questions. Alternately you can show slide 18, and cover the questions as a class.

Help Wanted Ads: Questions

Compare the help wanted ads from 1964 to help wanted ads from a current newspaper. Answer the questions below.

- 1 How do these help wanted ads differ from today's employment ads?
- 2 What qualifications and characteristics are listed in these want ads that you would not find in an ad today?
- 3 Why would this wording not be used today?

Slide 18

Prosafety Culinary Arts Curriculum

Your students might notice some of these things about the want ads:

- Jobs are classified according to whether a woman or a man is wanted for the job.
- Jobs are restricted to certain age ranges.
- Some jobs may be specific to married, unmarried, widowed, unencumbered (without children, spouse or elderly parents) or retired applicants.
- Many jobs require the applicant to provide information on their health status or to be in excellent health.
- Some jobs require specific physical traits, such as appearing neat, attractive, or fitting within a size range.

Sexual Harassment Law

1. Pass out Handout H, *Sexual Harassment and the Law*. Focus on the front of the handout first. Show slide 19. Point out to students that the laws that

regulate sexual harassment in school are different than the laws that regulate it in the workplace. Next point out that there are federal, state and local laws that govern sexual harassment in the workplace.

Sexual Harassment and the Law

Sexual harassment at work

- Federal: Civil Rights Act of 1964, Title VII
- State: Washington State Law Against Discrimination (RCW 49.60)
- Local ordinances

Sexual Harassment at school

- Education Amendments to the Civil Rights Act of 1972, Title IX

Slide 19

Prosafety Culinary Arts Curriculum

2. Point out that the concept of both sex discrimination and sexual harassment is fairly recent. Since the Civil Rights Act of 1964, many changes have occurred in the workplace to help ensure the equal opportunities of workers. It is important to note that before sexual harassment was defined legally and laws concerning it were passed, sexual harassment in the workplace was not illegal. At the time these want ads were printed, it was not illegal to require gender or age as a hiring criteria.
3. Using the timeline in the handout and showing slides 20 through 22, point out the five major laws and rulings that brought about and clearly defined sexual harassment as we know it today (*These are marked by an asterisk). In the Teacher Resources, internet addresses are provided where you can also access summaries or full texts of the major sexual harassment laws.

Sexual Harassment and the Law

Title VII of the Civil Rights Act of 1964

Prohibits discrimination based on sex, race, color, national origin and religion.

Title IX of the 1972 Education Amendments to the Civil Rights Act

Prohibits discrimination on the basis of sex among students and staff in schools and colleges receiving federal funding. It requires educational institutions to create anti-sexual harassment policies and procedures.

1963

1964*

1965

1972

Equal Pay Act of 1963

States that men and women in the same job for the same employer must be paid the same wage, except for merit, seniority and other factors not related to the gender.

Federal Executive Order 11246

Requires affirmative action for federal contractors based on sex, race and national origin.

Slide 20

Prosafety Culinary Arts Curriculum

Sexual Harassment and the Law

EEOC's Final Amendment to Guidelines on Discrimination Because of Sex

Sexual harassment is recognized as a form of sex discrimination. The federal definition of sexual harassment is created and the term "sexual harassment" is first used legally.

Continental Can vs. Minnesota

The Minnesota Supreme Court ruled that an employer is liable for sexual harassment and must take action to correct the problem.

U.S. Supreme Court identification of Quid Pro Quo and Hostile Work Environment. Meritor Savings Bank v. Vinson.

Ruled that Quid Pro Quo sexual harassment is a form of sex discrimination under Title VII and that allowing an environment of sexual harassment is illegal. This case caused many companies to add "unwelcome" and "unwanted" into their sexual harassment policies.

1973

1980*

1982

1986*

Washington State Law Against Discrimination (49.60.030 RCW)

Prohibits discrimination based on sex, race, creed, color, national origin, families with children, marital status, age or disability in Washington State. The law gives the legal right to sue an employer for hostile work environment or quid pro quo sexual harassment or sex discrimination.

Huebschen v. Wisconsin Dept. of Health & Social Services.

Ruled that employees cannot be made to submit to sexual advances as a condition of employment. Also ruled that an organization is liable for the actions of its supervisors.

Slide 21

Prosafety Culinary Arts Curriculum

Sexual Harassment and the Law

Robinson v. Jacksonville Shipyard Inc. Ruled that posting pornographic material at work is a type of hostile work environment sexual harassment.

Civil Rights Act of 1991. States that a victim of sexual harassment can attempt to recover damages from his or her employer.

Rene v. MGM Grand Hotel, 2002. The 9th Circuit Court ruled that same-sex sexual harassment is prohibited under Title VII.

Roberts v. Dudley, 2000. The Washington State Supreme Court ruled that a wrongful discharge claim on the grounds of sexual harassment can be valid even if the employer has fewer than eight employees.

1989

WA State Governor's Executive Order EO 89-01. Requires anti-sexual harassment policy investigation and training by Washington State entities.

1991

1998

2000/02

U.S. Supreme Court ruled that under Title VII...

- **Faragher v. City of Boca Raton**...employers may have to pay damages when a supervisor is responsible for hostile work environment sexual harassment, even if the employer was not aware of the harassment.
- **Burlington Industries v. Ellerth** ...employers who do not respond reasonably to a sexual harassment complaint can be held financially liable.
- **Oncale v. Sundowner Offshore Services.** ...employees are protected from being sexually harassed in the workplace by people of the same sex.

Slide 22 Prosafety Culinary Arts Curriculum

4. You may want to use the following questions to get students thinking about the impacts that these laws and rulings have had on today's workplace.
- What were some of the challenges your parents or guardians may have faced when they were employed in their first job? What about your grandparents?
 - How does the workplace nowadays compare to what it was like back then?
 - Are there any ways in which these sexual harassment laws have had an impact on what you do in the workplace?

Activity D

Evaluating Workplace Scenarios

In this activity, students evaluate different workplace scenarios, trying to determine if sexual harassment has occurred, either by working in small groups or as a whole class.

Option D1: Small Group or Individual Activity

In Option D1, students work in small groups to discuss workplace scenarios and present their findings to the class.

1. Slides 23–36 *Workplace Scenarios* contain a variety of scenarios from which to choose. You are strongly encouraged to review the scenarios ahead of time to determine their appropriateness for your students.
2. Choose three scenarios for the students to evaluate. Scenarios can be used in any order. Make copies of the scenarios you select and to give them to each group of students.
3. Break students into small groups with no more than two or three students per group. Hand out a copy of handout I, *Workplace Scenarios Discussion Questions*, to each group of students. Students may also need to refer to handout C, *Sexual Harassment Definitions* (used in the earlier lesson).
4. Students will evaluate the three workplace scenarios using the legal definition of sexual harassment from handout C, *Sexual Harassment Definitions*. In their small groups, have the students answer the questions on handout I, *Workplace Scenarios Discussion Questions*.
5. After students are finished evaluating their scenarios, bring their attention back to the whole class. Beginning with the first scenario, ask one group to share their answers. Then, ask the class if the other groups agree or disagree with their analysis. If any groups disagree, ask them to justify their reasons. You can use handout J, *Workplace Scenarios–Teacher Answer Key*, to provide additional arguments and reasons not covered by the students' discussion.
6. Continue this process with the next two scenarios.

Time

20–30 minutes

Materials

- Computer and projector
- PowerPoint slides (23–36)

Handouts

- C. Sexual Harassment Definition (from part 1)
- I. Workplace Scenarios Discussion Questions
- J. Workplace Scenarios–Teacher Answer Key

The complexities of sexual harassment law can make it difficult to determine whether or not sexual harassment has occurred. As new cases are decided by the courts, the interpretation of sexual harassment law continues to evolve. For example, same gender harassment is recognized as sexual harassment in some parts of the country, but not everywhere.

Scenario 1

Keiko has been working at the front desk at a hotel for a year. She really enjoys her job and has been promised a raise. Her boss Dave, who is much older than her, has implied that Keiko will only receive the raise if she agrees to go out with him.



Slide 23

Prosafety Culinary Arts Curriculum

Scenario 2

The local electronics plant is the biggest employer in town. Everyone eats lunch in the same room during break. All workers have to pass through a hallway in order to get to the lunch room. Frequently, a group of male workers hangs out in the hallway and makes comments about the female workers' appearance as they pass by. They rate the women on a scale of 1 to 10.



Slide 24

Prosafety Culinary Arts Curriculum

Scenario 3

Julia got an internship working at a veterinarian hospital where she helps with animal care. Libby is constantly telling dirty jokes about both men and women to the hospital staff. Julia doesn't find the jokes funny, but just tries to ignore them.



Slide 25

Prosafety Culinary Arts Curriculum

Scenario 4

Aaron is 19 years old. He works at a hardware store, helping load lumber and boxes into customers' vehicles. Aaron's co-worker, Frank constantly calls Aaron a "wimp" or a "fag." Several times, Frank has even slapped Aaron on the butt as he walked by. When Aaron told Frank to stop touching him, Frank said, "Isn't that what you want, fag? Aaron is angry and can't stand to be around Frank anymore.



Slide 26

Prosafety Culinary Arts Curriculum

Scenario 5

Nisha was recently hired to work for a small internet company. Lyle, one of her co-workers, downloaded a screen saver on his computer, which displays a famous modern-art painting. One part of the painting shows a nude female body. Nisha must walk by Lyle's desk many times a day, and cannot help but see the screen saver when she passes by. Nisha leaves an anonymous note on his computer monitor when he is not there asking him to remove the offensive screen saver. When Lyle gets back to his desk he is surprised by the note, since he doesn't consider the painting to be offensive.



Slide 27

Prosafety Culinary Arts Curriculum

Scenario 6

For the past 6 months, Corey has worked as a lifeguard at the city swimming pool. Corey often comes into work late. The pool manager, Helena, has told Corey several times that he needs to get to work on time. One afternoon, she asks Corey to come to her office. She closes the door, motions for him to sit down, and then says, "Corey, I have to be honest. I'm a little disappointed. You are a great lifeguard, but you keep coming in late. Under normal circumstances, I would probably fire you, as it sets a bad example." At this point, she stands behind him and starts running her hands along his shoulders and through his hair. "However, I'd be willing to overlook that you come in late, if you would stop by my house tonight and..." Corey is surprised by Helena's behavior, but doesn't want to lose his job.



Slide 28

Prosafety Culinary Arts Curriculum

Scenario 7

Mariah works in shipping and receiving and is known as “one of the boys.” She likes to hang out with the guys, uses obscene language, and always has a dirty joke. Even though you work in Customer Service, you need to work and interact with Mariah on a regular basis when processing customer orders. Though you sometimes find her behavior to be offensive, you don’t say anything because you don’t think it is worth stirring up trouble in the warehouse.



Slide 29

Prosafety Culinary Arts Curriculum

Scenario 8

Your supervisor just called you into his office to inform you that two of your co-workers have just made a complaint about you, saying that you have been sexually harassing them. They give examples of you putting your arm around them, and interrupting their work with dirty jokes. You are surprised by their allegation. You just wanted to have a little fun at work.

Slide 30

Prosafety Culinary Arts Curriculum

Scenario 9

Keith who is 19 and good looking, is the only man who works with the secretarial staff at the law office. Trisha and Thanh have been hanging around his desk and flirting with him. They ask a lot of questions about his personal life and want to know if he has a girlfriend.



Trisha sometimes pats Keith on the behind and says “Nice butt.” Keith doesn’t know what to do. He doesn’t want to share information about his personal life and doesn’t think it is any of their business. Keith is frustrated with the women’s constant questioning and touching and is having trouble focusing on his job. When he asks his supervisor Beth for help, she says he should get used to this kind of behavior if he is going to work in an office full of women.

Slide 31

Prosafety Culinary Arts Curriculum

Scenario 10

Candice is a carpenter’s apprentice working with an all male crew. She gets along with everyone on the crew except for Bob. He seemed to have it out for her from the day she started to work.



As time went on, someone sabotaged one of her projects and hid her tools. Due to the tampering, she was unable to complete her project on time, which made her look bad. Candice heard that Bob also caused problems for the last apprentice, Adam.

Slide 32

Prosafety Culinary Arts Curriculum

Scenario 11

You are working as a sales clerk in a clothing store. You have been working there for six months. The store owner, Mr. Lee, likes to hold one-on-one weekly meetings with you. Each time you meet with him, he closes his office door and sits down close to you. As he talks, he often touches your shoulder and pats your knee. You move away from him as best you can in the small office, but he moves closer to you and keeps trying to touch you. During one meeting, Mr. Lee leans over and pulls his chair closer to you. He says, "You don't have to be so shy around me, you know. I've been thinking about making you the assistant-manager. We could get to know each other a lot better that way." You feel a little scared, but manage to say, "I'll have to think about it."



Slide 33

Prosafety Culinary Arts Curriculum

Scenario 12

Brandi works part-time in the office of a large fertilizer company. She gets along well with most of her co-workers. However she is having a difficult time with the way Jose acts toward the women in the office. Jose always seems to be in a bad mood. Several times Brandi has had to ask Jose for an important file, but he always says he needs it and can't give it to her. He told her that he wouldn't understand the documents anyways, as she's just a "dumb girl." Now Brandi has been waiting for over a week for the file, and she is date on her deadline for the project. Yesterday, Jose came into Brandi's office and accused her of stealing his cell phone. When he started yelling at her, she asked him to stop, then tried to leave the room. Jose stepped in front of the door and would not let her leave. When she told several female co-workers about the incident at lunch, she found out that he has yelled at them before, too. Brandi has also noticed that Jose does not behave this way toward the men in the office.

Slide 34

Prosafety Culinary Arts Curriculum

Scenario 13

Natasha used to take the bus home from work. A couple of weeks ago, her supervisor, Josh, started giving her a ride home. One afternoon they stopped by a park on the way home. Josh asked Natasha if he could kiss her and she was flattered, so she said yes. From then on, they regularly stopped on the way home for kissing sessions. Although she still feels flattered by Josh's attention, she would have stopped the drives if he wasn't her supervisor. She wants to stop accepting rides home from Josh, but she is afraid he'll get upset and that she'll lose her job. She never told that she wanted to him to stop kissing her. She voluntarily continued to go on drives with him and did not inform him that his requests were unwelcome. He never threatened to fire her.

Slide 35

Prosafety Culinary Arts Curriculum

Scenario 14

Jin Soo works at a produce stand, along with Reggie and Craig. Over the past month, she frequently overhears the guys making comments about the female customers' bodies. One day she overhear Reggie say to Craig, "Did you see the rack on that chick? She's a real piece of work!" Jin Soo couldn't stand it any longer. She told Reggie and Craig she was offended by their comments and wanted them to stop talking about the customers like that. Both Reggie and Craig apologized to her. However the next day, she once again heard Reggie make another similar comment, in a deliberately loud voice. She feels angry and helpless and doesn't know what else to do.



Slide 36

Prosafety Culinary Arts Curriculum

Option D2: Large Group Activity

Where Do You Stand?

In Option D2, the whole class reviews workplace scenarios. Then, each student expresses his or her opinion by standing along a continuum stretched across a classroom wall.

1. Slides 23–36 Workplace Scenarios are provided for this activity. You are encouraged to review the scenarios ahead of time and choose ones that are most appropriate for your students. Scenarios can be used in any order.
2. Create a continuum along one wall of the classroom. At one end of the wall post a sign that says “Strongly Agree.” Post a sign in the middle of the wall that says “Uncertain” and a sign at the opposite end that says “Strongly Disagree.”



3. Tell the students that you will read a series of scenarios, each depicting a workplace situation. Students try to decide whether or not they think the actions in the scenario are an example of sexual harassment. You may need to remind students of the legal definition of workplace sexual harassment using handout C, *Sexual Harassment Definitions*.
4. Project the scenarios you have selected from slides 23–36 and read the scenario out loud to the class.
5. Ask students “Do you feel this is an example of sexual harassment in the workplace? If yes, move towards the **strongly agree** sign. If no, move towards the **strongly disagree** sign. If you are not really sure, you can stand anywhere between the signs that matches how you feel.” For example, if a student believes that the scenario is not an example of sexual harassment, she should stand close to the “Strongly Disagree” sign.
6. Once the students have all found a place along the continuum, ask a few students to explain their reasoning for choosing their spot. For example, if students are scattered along the continuum, ask one student on each end and one in the middle to explain their thinking. If the students are

Time

20–30 minutes

Materials

- Scotch tape
- Copies of *Where Do You Stand Signs* (Strongly Agree, Uncertain, Strongly Disagree)
- PowerPoint slides (23–36)

Handouts

- J. Workplace Scenarios–Teacher Answer Key

all clumped along the same end of the continuum, then ask students to explain why they feel so strongly about their decision.

7. If there are students standing at the “Uncertain” sign, ask them to listen to the other students’ explanation of their reasoning, and then choose one side of the continuum before you go on to the next scenario.
8. Using handout J, *Workplace Scenarios—Teacher Answer Key*, review the justification for why each scenario is or is not considered an example of sexual harassment. Allow time for questions before moving onto the next scenario.
9. Activity E will help students understand what to do if sexual harassment occurs in the workplace.

Time

15–20 minutes

Materials

- PowerPoint slides (37–43)

Handouts

- K. Stopping Sexual Harassment
- L. Sexual Harassment on the Job Cartoon

Activity E

Stopping Sexual Harassment

In this activity, students learn about the possible steps to take if one is being sexually harassed, and provide advice to someone else who is experiencing sexual harassment at work. Three activity options are available, each emphasizing a different skill (writing, speaking, or drawing).

Sexual Harassment on the Job

1. Hand out copies of handout L, *Sexual Harassment on the Job Cartoon* to students.

Alternately you can show slide 37. Select three students to read aloud the script for the three characters in the story to the class.

- Mr. Roberts—The lecherous boss
- Denise—The employee
- Sandra—Denise’s friend/co-worker

Sexual Harassment on the Job Scenario



Slide 37



Prosafety Culinary Arts Curriculum

- After reading the story, have the class discuss how Denise resolved the situation. Ask the following questions:
 - Why might some people not report or confront someone who is sexually harassing them?
 - What behaviors or actions of the boss make this an example of sexual harassment?
 - What are examples of good things that Denise did in response to this harassment at work?
 - What would you have done differently?
- Pass out copies of handout K, *Stopping Sexual Harassment*.
- Go over the steps that can be taken if someone is being sexually harassed at work. Ask students if they can think of any other ways that they could deal with a case of sexual harassment at work? Show slides 38 through 40 as you go through the handout.
- Emphasize the State and Federal agencies to contact, and the statute of limitations for each agency, as listed on handout K.

Stopping Sexual Harassment

Steps to stop sexual harassment

- Find out employers' policies and procedures and follow them to file a complaint
- Let your family, co-workers, teachers and friends know what is happening at work and ask for their support.
- Keep a written record of the incidents. (What happened? When did it happen? Where did it occur? Who witnessed it, if anyone? How did it make you feel?)
- Start a buddy system. Ask a trusted co-worker to help you avoid situations where you would be alone with the harasser.
- Look for witnesses or other co-workers who are also targets of the harassment, if any.
- File a complaint with your union, if you have one.



Slide 38

Prosafety Culinary Arts Curriculum

Stopping Sexual Harassment

How to file a complaint

- 1 Check your employer's policies and procedures. Follow the procedures if possible.
- 2 To file a complaint with Washington State agency, contact:

Washington State Human Rights Commission

www.hum.wa.gov

Ph: 1-800-233-3247

TTY: 1-800-300-7525

Local Headquarters in Olympia, Seattle, Spokane and Yakima.

A complaint must be filed within 180 days of the most recent act of discrimination. The employer must have at least 8 employees.

Slide 39

Prosafety Culinary Arts Curriculum

Stopping Sexual Harassment

How to file a complaint

- 3 Consult a lawyer.
- 4 To file a complaint with a federal agency, contact:

U.S. Equal Employment Opportunity Commission (EEOC)
www.eeoc.gov

Seattle District Office

Federal Office Building, 909 First Avenue, Suite 400 Seattle, WA 98104-1061

Ph: 206-220-6883 or 1-800-669-4000

TTY: 206-220-6882 or 1-800-669-6820

A complaint must be filed within 300 days of the most recent act of discrimination. The employer must have at least 15 employees.

Slide 40

Prosaafety Culinary Arts Curriculum

Stopping Sexual Harassment

Option E1: Dear Maggie (writing)

In Option E1, students work in pairs playing the role of newspaper advice columnists and write a response letter to someone who is experiencing sexual harassment at work.

1. Students can work in pairs for this activity. Pass out one copy of handout M, *Please Help*, to each group. The handouts include different letters written to a fictional advice columnist about a sexual harassment scenario. The students should choose which letter they want to respond to. Then, they play the role of the advice columnist and write a letter back which provides information and suggests steps on what the writer should do in response to the harassment.

Option E2: Phone Helpline (speaking)

In Option E2, students work in pairs, playing the roles of a person staffing a telephone helpline and a helpline caller. The students give verbal advice to a person who is experiencing sexual harassment at work. Alternately you could show slides 41 through 43 in place of handout M.

Time

10–15 minutes

Materials

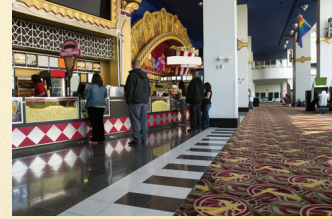
- PowerPoint slides (41–43)

Handouts

- K. Stopping Sexual Harassment (for reference)
- M. Please Help
- N. Please Help—Teacher Answer Key

Scenario 1

I am a 17 year old male and work at a movie theater. I have been dating my supervisor, Ellie, for seven months. I don't want to be involved with Ellie anymore. I have tried to break up with her, but she doesn't want to end our relationship. Ellie told me that I better be nice to her or she'll find someone new to take my job. I am really worried that Ellie will fire me if I do break up with her. What should I do?



—Sean

Slide 41

Prosafety Culinary Arts Curriculum

Scenario 2

I am a 16 year old female. I work as a stocker at a grocery store. I've been having a problem with this guy I work with. Jeremy keeps asking me to go out with him, even though I keep telling him no. Last week, I told another co-worker, Carrie, about how Jeremy won't leave me alone. Carrie told me that the same thing has been happening to her, but that Jeremy seems harmless and she likes the attention. She told me that I shouldn't be so sensitive. I'm having a hard time working around Jeremy and just want him to leave me alone. Am I being too sensitive? What should I do?



—Aiesha

Slide 42

Prosafety Culinary Arts Curriculum

Scenario 3

I am an 18 year old male. I was hired two months ago as a delivery driver for a florist shop. I am the only guy who works at the store. Whenever I enter the store to pick up my next order, the cashier and floral arrangers stop what they are doing and hang around me. They ask questions about what kind of girl I like and make jokes about wanting to kiss me. I overheard the cashier talking on the phone to a friend, referring to me as “their sexy delivery boy.” At first I didn’t mind the attention, but now it is getting annoying. Last week, I asked the store owner if she would talk to the employees about the way I am being treated. The owner laughed and said, “The girls like you, Eddie. You should be flattered. You just need to get used to working around women.” I just want to do my job. What should I do?



—Eddie

Slide 43

Prosafety Culinary Arts Curriculum

1. Students can work in pairs for this activity. Pass out one copy of handout *M, Please Help*, to each group. The handout includes examples of different people who are calling a phone helpline for advice about a sexual harassment situation at work.
2. Have one student in the group play the role of the helpline volunteer and the other student play the role of the caller. Using the handout, the caller reads aloud one of the advice questions. The helpline volunteer should then reply by offering information and suggesting steps on what the caller should do next in response to the harassment.
3. You may want to have the students who are playing the helpline volunteer write a brief outline to help them organize their thoughts before answering the caller’s question.
4. After the students are finished with their helpline conversation, ask the students to switch roles and choose another advice question. Each student should have an opportunity to play the role of the caller and of the helpline volunteer.

Time

10–15 minutes

Materials

- Colored pens or pencils

Handouts

- K. Stopping Sexual Harassment (for reference)
- L. Sexual Harassment on the Job Cartoon (for examples)
- O. Blank Cartoon Panels

Option E3: Cartoon Format (drawing)

In Option E3, students work in pairs to create a cartoon that shows a workplace sexual harassment situation, and provides information and advice on how to respond to the situation.

1. Students can work in pairs for this activity. Pass out one copy of handout O, *Blank Cartoon Panels*, to each pair. The handout has panels for students to create their own story with cartoon-format graphics and words. The top of the page provides information on a workplace sexual harassment situation to give students a starting point.
2. Each pair should use the blank panels to draw a workplace sexual harassment scenario, building upon the information provided about the two characters. Students need not be good artists; stick figures are fine. Use dialog bubbles to indicate who says what in the cartoon.
3. Students should show how the characters respond to the situation. At the bottom of the page, students should provide a list of steps that they recommend the character take in response to the harassment.
4. Let the students know that they do not have to fill all of the panels on the handout.

Time

5–10 minutes

Handouts

- P. Sexual Harassment in the Workplace Post-Test
- B. Sexual Harassment Pre- and Post-Test Teacher Answer Key (found in Part 1)

Activity F Post-Test

Students complete a post-test as a measure of what they have learned as a result of Unit 6.

1. To get an idea of what the students have learned as a result of the lesson on Sexual Harassment, have the students complete handout P, *Sexual Harassment in the Workplace Post-Test*.
2. Handout B, *Sexual Harassment Pre- and Post-Test Teacher Answer Key* (found in part 1), is provided to help you evaluate the student's work on the test. It provides examples of the kinds of correct answers students may provide. However, the list is not exhaustive and student answers may vary.

Name _____ Date _____ Period _____

Compare the help wanted ads from 1964 to help wanted ads from a current newspaper. Answer the questions below.

1. How do these help wanted ads differ from today's employment ads?

2. What qualifications and characteristics are listed in these want ads that you would not find in an ad today?

3. Why would this wording not be used today?

PEOPLE PLUS
Restaurant Exp'd server & chef. These skills Chef. Bakery. Kitchen exp. Interim exp. for the past 3 yrs. Call 425-475-2581. www.businessscorers.com

COMMERCIAL COOKING OPENS
We have openings in both day and night shifts. You must have a minimum of 1 to 2 yrs. of restaurant line cooking experience. Must be able to work full time. Starting wages of \$12/hr. Please see our Web site at www.stockpot.com.

FINANCIALLY STABLE AND STRONG STOCK MARKET PERFORMER
We have career opportunities throughout the PUGET SOUND market. In order to qualify, you must:

Men Wanted

Assist. Manager. Young men, under 28.

Better Income. National Concern offers opportunity for married man, 25-46 with car. Earn as you learn. Full or part time.

Opportunity. Alert married man to service established customers. We train you to earn better than average income.

Married. 25 to 40. High school graduate. Guaranteed salary plus commission.

Superintendent. Fast growing aggressive machinery manufacturer requires a man for plant superintendent. Applicants should state age, health status, number of years of experience and telephone number.

Will Interview young men under 45, preferably unmarried and with wholesome distribution experience.

Verifiers. Neat appearing men to verify sold phone orders.

Physically Active retired man. Part-time outside work. Downtown.

Boy wanted as helper. Room, board, wages. Driver's license required.

Aetna Life Insurance has career opportunity for two executive salesman. Married, resident of Seattle or suburbs. Finest training provided.

STORAGE ROOM CLERK
Looking for a fun and exciting place to work this summer?

Instant Gratification!

FINANCIALLY STABLE AND STRONG STOCK MARKET PERFORMER
We have career opportunities throughout the PUGET SOUND market. In order to qualify, you must:

Instant Gratification!
For customers who crave fresh in a convenient store and people who hunger to sup-

PEOPLE PLUS
Restaurant Exp'd server & chef. These skills Chef. Bakery. Kitchen exp. Interim exp. for the past 3 yrs. Call 425-475-2581. www.businessscorers.com

COMMERCIAL COOKING OPENS
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FINANCIALLY STABLE AND STRONG STOCK MARKET PERFORMER
We have career opportunities throughout the PUGET SOUND market. In order to qualify, you must:

Women Wanted

Young Ladies, 21 to 30. If you are neat and have a pleasant personality, I may have a job for you. Work in outside order department of national organization.

Girl for Spokane Street Office. Must type and do bookkeeping. Requires young, highly intelligent person. Reply giving complete resume and grade points.

Office Manager. Prefer some college education plus office supervisory experience. Must be well groomed with good appearance. Minimum age 35.

Mature Woman to assist care of semi-invalid wife. Live-in. Non-smoker. Unencumbered, free to travel.

Sales Ladies. We need 3 Specialty Sales Ladies for demonstration of entirely new kitchen appliance. Must be neat, 21 to 38 years, own automobile, be bondable and in excellent health. Call in person for interview.

Motel Maid. Live-in furnished apartment. 30-45 years.

Telephone Girl. Experienced appointment girl between 25-50 to work in our office. Must be bondable, have late model car.

Attractive Bar Maid to work evening, size 10 to 14, age 21 to 28.

Refined Woman to work as fashion stylist, selling high style costume jewelry.

STORAGE ROOM CLERK
Looking for a fun and exciting place to work this summer?

Instant Gratification!

FINANCIALLY STABLE AND STRONG STOCK MARKET PERFORMER
We have career opportunities throughout the PUGET SOUND market. In order to qualify, you must:

Instant Gratification!
For customers who crave fresh in a convenient store and people who hunger to sup-

Federal and state laws, as well as some city ordinances, prohibit sexual harassment both in the workplace and in school.

Sexual Harassment at Work

Federal Law

In the workplace, regulations for sexual harassment fall under Title VII of the Civil Rights Act of 1964. Title VII of the Civil Rights Act of 1964 prohibits discrimination in employment on the basis of sex, race and other factors. The U.S. Equal Employment Opportunity Commission (EEOC) enforces Title VII.

Sexual harassment is considered a form of sex discrimination. Therefore, the only behaviors covered by Title VII are ones that only target one sex and can be considered a form of sex discrimination. If a behavior targets men and women equally, then it will not be considered as sex discrimination or sexual harassment.



State Law

The Washington State Law Against Discrimination (RCW 49.60) considers sexual harassment to be an illegal form of sex discrimination in employment. The Washington State Human Rights Commission handles complaints under this law.



Local Ordinances

Some local ordinances also prohibit sexual harassment in the workplace, including the cities of Seattle, Tacoma and Spokane.

Sexual Harassment at School

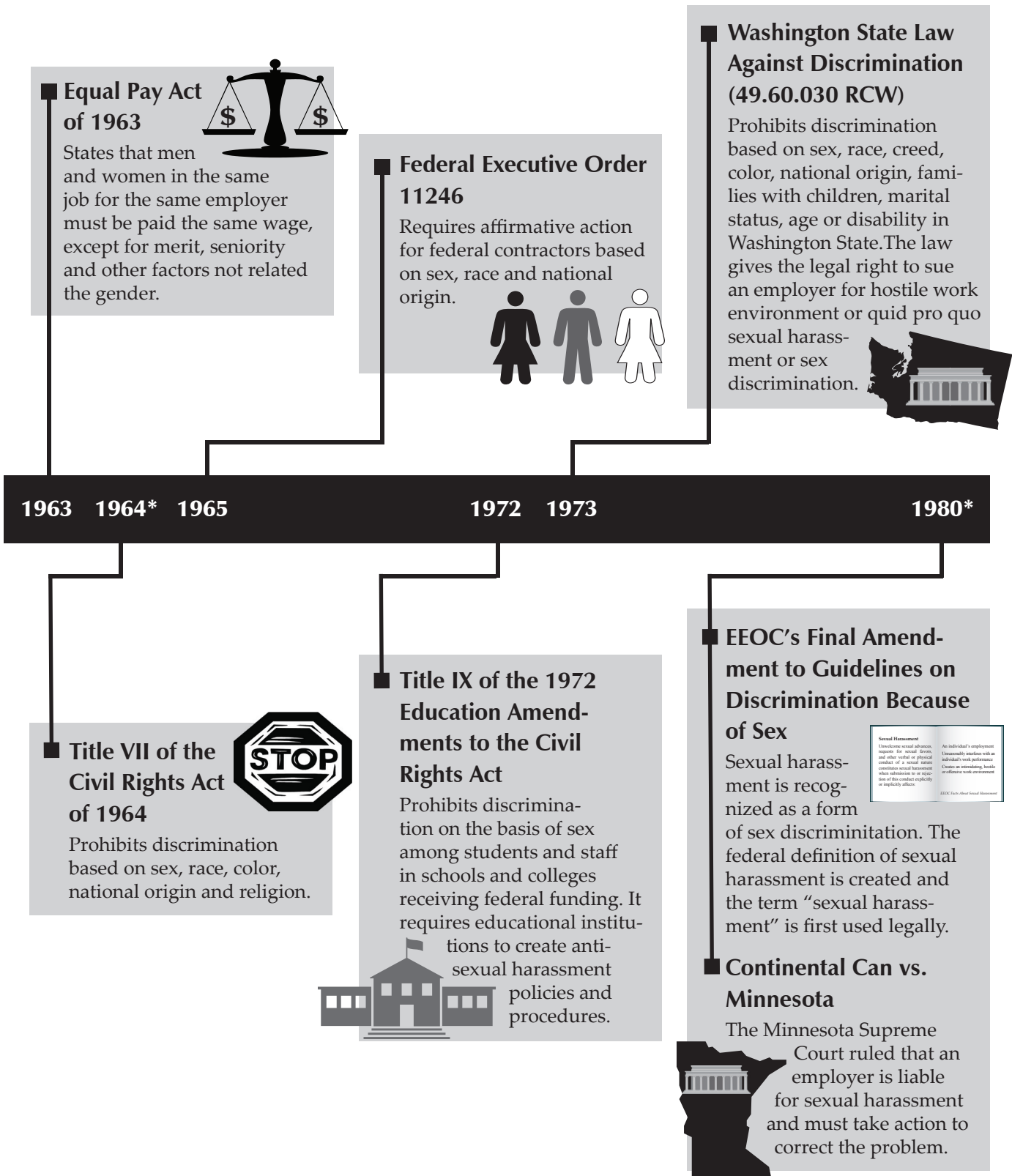
Regulations for sexual harassment in schools fall under a different set of guidelines than in the workplace. In a school setting the regulation falls under Title IX of the Education Amendments to the Civil Rights Act of 1972. Title IX had a major impact on school athletic programs because it mandated that girls and boys have equal access to all school programs, including sports. In recent years, Title IX has been used to protect students from sexual harassment at school.



Child Abuse Laws

Sexual harassment may be considered a criminal offense under child abuse laws, if the behavior targets a minor.

<http://www.capaa.wa.gov/childabuse.html>



Huebschen v. Wisconsin Dept. of Health & Social Services

Ruled that employees cannot be made to submit to sexual advances as a condition of employment. Also ruled that an organization is liable for the actions of its supervisors.



WA State Governor's Executive Order EO 89-01

Requires anti-sexual harassment policy investigation and training by Washington State entities.



Rene v. MGM Grand Hotel, 2002

The 9th Circuit Court ruled that same-sex sexual harassment is prohibited under Title VII.



Roberts v. Dudley, 2000

The Washington State Supreme Court ruled that a wrongful discharge claim on the grounds of sexual harassment can be valid even if the employer has fewer than eight employees.



1982

1986*

1989

1991

1998

2000/02

U.S. Supreme Court identification of Quid Pro Quo and Hostile Work Environment

Meritor Savings Bank v. Vinson. Ruled that Quid Pro Quo sexual harassment is a form of sex discrimination under Title VII and that allowing an environment of sexual harassment is illegal. This case caused many companies to add "unwelcome" and "unwanted" into their sexual harassment policies.



Robinson v. Jacksonville Shipyard Inc.

Ruled that posting pornographic material at work is a type of hostile work environment sexual harassment.



Civil Rights Act of 1991

States that a victim of sexual harassment can attempt to recover damages from his or her employer.



U.S. Supreme Court ruled that under Title VII...



Faragher v. City of Boca Raton: employers may have to pay damages when a supervisor is responsible for hostile work environment sexual harassment, even if the employer was not aware of the harassment.

Burlington Industries v. Ellerth: employers who do not respond reasonably to a sexual harassment complaint can be held financially liable.

Oncale v. Sundowner Offshore Services: employees are protected from being sexually harassed in the workplace by people by people of the same sex.

Name _____ Date _____ Period _____

Either individually or in small groups, evaluate each workplace scenario and try to decide the following things. If you need to, refer back to the legal definition of sexual harassment.

Workplace Scenario # _____

1. Is this sexual harassment? _____
2. If yes, is it an example of *quid pro quo* or *hostile work environment*?

3. What behaviors tell you that it is or isn't? _____
4. Who is the harasser? _____
5. Who is the target? _____
6. What can or should the target do? _____
7. How would you feel if you were the target in this situation? _____

Workplace Scenario # _____

1. Is this sexual harassment? _____
2. If yes, is it an example of "quid pro quo" or "hostile work environment"?

3. What behaviors tell you that it is or isn't? _____
4. Who is the harasser? _____
5. Who is the target? _____
6. What can or should the target do? _____
7. How would you feel if you were the target in this situation? _____

Workplace Scenario # _____

1. Is this sexual harassment? _____
2. If yes, is it an example of “quid pro quo” or “hostile work environment”?

3. What behaviors tell you that it is or isn’t? _____
4. Who is the harasser? _____
5. Who is the target? _____
6. What can or should the target do? _____
7. How would you feel if you were the target in this situation? _____

Workplace Scenarios

Scenario 1

Keiko has been working at the front desk at a hotel for a year. She really enjoys her job and has been promised a raise. Her boss Dave, who is much older than her, has implied that Keiko will only receive the raise if she agrees to go out with him.

Scenario 2

The local electronics plant is the biggest employer in town. Everyone eats lunch in the same room during break. All workers have to pass through a hallway in order to get to the lunch room. Frequently, a group of male workers hangs out in the hallway and makes comments about the female workers' appearance as they pass by. They rate the women on a scale of 1 to 10.

Scenario 3

Julia got an internship working at a veterinarian hospital where she helps with animal care. Her co-worker Libby has an off-color sense of humor. Libby is constantly telling dirty jokes about both men and women to the hospital staff. Julia doesn't find the jokes funny, but just tries to ignore them.

Scenario 4

Aaron is 19 years old. He works at a hardware store, helping load lumber and boxes into customers' vehicles. Aaron's co-worker, Frank, constantly calls Aaron a "wimp" or a "fag." Several times, Frank has even slapped Aaron on the butt as he walked by. When Aaron told Frank to stop touching him, Frank said, "Isn't that what you want, fag?" Aaron is angry and can't stand to be around Frank anymore.

Scenario 5

Nisha was recently hired to work for a small internet company. Lyle, one of her co-workers, downloaded a screen saver on his computer, which displays a famous modern-art painting. One part of the painting shows a nude female body. Nisha must walk by Lyle's desk many times a day, and cannot help but see the screen saver when she passes. Nisha leaves an anonymous note on his computer monitor when he is not there asking him to remove the offensive screen saver. When Lyle gets back to his desk he is surprised by the note, since he doesn't consider the painting to be offensive.

Scenario 6

For the past 6 months, Corey has worked as a lifeguard at the city swimming pool. Corey often comes into work late. The pool manager, Helena, has told Corey several times that he needs to get to work on time. One afternoon, she asks Corey to come into her office. She closes the door, motions for him to sit down, and then says, "Corey, I have to be honest. I'm a little disappointed. You are a great lifeguard, but you keep coming in late. Under normal circumstances, I would probably fire you, as it sets a bad example." At this point, she stands behind him and starts running her hands along his shoulders and through his hair. "However, I'd be willing to overlook that you come in late, if you would stop by my house tonight and...." Corey is surprised by Helena's behavior, but doesn't want to lose his job.

Scenario 7

Mariah works in shipping and receiving and is known as "one of the boys." She likes to hang out with the guys, uses obscene language, and always has a dirty joke. Even though Nancy works in Customer Service, she needs to work and interact with Mariah on a regular basis when processing customer orders. Though Nancy sometimes finds her behavior to be offensive, she doesn't say anything because she doesn't think it is worth stirring up trouble in the warehouse.

Scenario 8

Your supervisor just called you into his office to inform you that two of your co-workers (a male and a female) have just made a complaint about you, saying that you have been sexually harassing them. They give examples of you putting your arm around them, and interrupting their work with dirty jokes. You are surprised by their allegation. You just wanted to have a little fun at work.

Scenario 9

Keith, who is 19 and good looking, is the only man who works with the secretarial staff at a law office. Trisha and Thanh have been hanging around his desk and flirting with him. They ask a lot of questions about his personal life and want to know if he has a girlfriend. Trisha sometimes pats Keith on the behind and says "Nice butt." Keith doesn't know what to do. He doesn't want to share information about his personal life and doesn't think it is any of their business. Keith is frustrated with the women's constant questioning and touching and is having trouble focusing on his job. When he asks his

supervisor Beth for help, she says he should get used to this kind of behavior if he is going to work in an office full of women.

Scenario 10

Candice is a carpenter's apprentice working with an all-male crew. She gets along with everyone on the crew except for Bob. He seemed to have it out for her from the day she started work. As time went on, someone sabotaged one of her projects and hid her tools. Due to the tampering, she was unable to complete her project on time, which made her look bad. Candice heard that Bob also caused problems for the last apprentice, Adam.

Scenario 11

You are working as a sales clerk in a clothing store. You have been working there for six months. The store owner, Mr. Lee, likes to hold one-on-one weekly meetings with you. Each time you meet with him, he closes his office door and sits down close to you. As he talks, he often touches your shoulder and pats your knee. You move away from him as best you can in the small office, but he moves closer to you and keeps trying to touch you. During one meeting, Mr. Lee leans over and pulls his chair closer to you. He says, "You don't have to be so shy around me, you know. I've been thinking about making you the assistant-manager. We could get to know each other a lot better that way." You feel a little scared, but manage to say, "I'll have to think about it."

Scenario 12

Brandi works part-time in the office of a large fertilizer company. She gets along well with most of her co-workers. However, she is having a difficult time with the way Jose acts toward the women in the office. Jose seems to always be in a bad mood. Several times, Brandi has had to ask Jose for an important file, but he always says that he needs it and can't give it to her. He told her that she wouldn't understand the documents anyways, as she's just a "dumb girl." Now Brandi has been waiting for over a week for the file, and she is late on her deadline for the project. Yesterday, Jose came into Brandi's office and accused her of stealing his cell phone. When he started yelling at her, she asked him to stop, then tried to leave the room. Jose stepped in front of the door and would not let her leave. When she told several female co-workers about the incident at lunch, she found out that he has yelled at them before, too. Brandi has also noticed that Jose does not behave this way toward the men in the office.

Scenario 13

Natasha used to take the bus home from work. A couple weeks ago, her supervisor, Josh, started giving her a ride home. One afternoon, they stopped by a park on the way home. Josh asked Natasha if he could kiss her and she was flattered, so she said yes. From then on, they regularly stopped on the way home for kissing sessions. Although she still feels flattered by Josh's attention, she would have stopped the drives if he wasn't her supervisor. She wants to stop accepting rides home from Josh, but she is afraid he'll get upset and that she'll lose her job. She never told him that she wanted him to stop kissing her. She voluntarily continued to go on drives with him and did not inform him that his requests were unwelcome. He never threatened to fire her.

Scenario 14

Jin Soo works at a summer produce stand, along with Reggie and Craig. Over the past month, Jin Soo frequently overhears the guys making comments about the female customers' bodies. One day, she overheard Reggie say to Craig, "Did you see the rack on that chick? She's a real piece of work!" Jin Soo couldn't stand it any longer. She told Reggie and Craig that she was offended by their comments and wanted them to stop talking about the customers like that. Both Reggie and Craig apologized to her. However, the next day, Jin Soo once again heard Reggie make another similar comment, in a deliberately loud voice. Jin Soo feels angry and helpless and doesn't know what else to do.

Scenario 1

Keiko has been working at the front desk at a hotel for a year. She really enjoys her job and has been promised a raise. Her boss, Dave, who is much older than her, has implied that Keiko will only receive the raise if she agrees to go out with him.

1. Is this sexual harassment? **Yes**
2. If yes, is it an example of *quid pro quo* or *hostile work environment*? **Quid pro quo**

If no, why is it not a case of sexual harassment? **N/A**

3. What behaviors tell you that it is an example of this type of harassment?

Keiko's boss, Dave, has implied that she will only receive a raise if she goes out with him.

He is offering a reward in exchange for dating him.

4. Who is the harasser? **Dave**
5. Who is the target? **Keiko**
6. What can or should the target do in this situation?

Write down in a notebook what Dave said to her, when and where he said it and how it made her feel.

Let someone else know what Dave said to her.

Tell Dave that she cannot go out with him because she is uncomfortable dating a supervisor.

Make a formal complaint to Dave's supervisor or the Human Resources department.

7. How would you feel if you were the target in this situation?

Uncomfortable, frustrated, intimidated, angry, wanting to put a stop to it

Scenario 2

The local electronics plant is the biggest employer in town. Everyone eats lunch in the same room during break. All workers have to pass through a hallway in order to get to the lunch room. Frequently, a group of male workers hangs out in the hallway and makes comments about the female workers' appearance as they pass by. They rate the women on a scale of 1 to 10.

1. Is this sexual harassment? **Yes**
2. If yes, is it an example of *quid pro quo* or *hostile work environment*? **Hostile work environment**
If no, why is it not a case of sexual harassment? **N/A**
3. What behaviors tell you that it is an example of this type of harassment?
Only the female workers are targeted.
Comments are made about their appearance.
The females are rated by the males when they pass by.
The behavior is repeated.
4. Who is the harasser? **Males in the hallway.**
5. Who is the target? **Females passing through the hallway.**
6. What can or should the target do in this situation?
Talk to the other women and try to work together to respond to the situation.
Write down what is being said by the men, when and where they are saying it, and who is saying it.
Report the issue to the company's human resources office and the manager of the company.
7. How would you feel if you were the target in this situation?
Angry, embarrassed, afraid of walking down the hallway, wanting the men to stop their offensive behavior.

Scenario 3

Julia got an internship working at a veterinarian hospital where she helps with animal care. Her co-worker Libby has an off-color sense of humor. Libby is constantly telling dirty jokes about both men and women to the hospital staff. Julia doesn't find the jokes funny, and just tries to ignore them.

1. Is this sexual harassment? **No**
2. If yes, is it an example of *quid pro quo* or *hostile work environment*? **N/A**
If no, why is it not a case of sexual harassment? **Libby doesn't target a specific gender, so her behavior is not a form of sex discrimination.**
Her jokes are about both men and women, and she tells the jokes to

everyone on staff. Her behavior may be annoying, but it isn't sexual harassment.

3. What behaviors tell you that it is an example of this type of harassment?

N/A

4. Who is the harasser? N/A

5. Who is the target? N/A

6. What can or should the target do in this situation?

Even though the situation is not sexual harassment, Julia could ask Libby not to tell those jokes in her presence. Julia could also talk to her supervisor about Libby's behavior.

7. How would you feel if you were the target in this situation?

Annoyed, embarrassed, wanting to get Libby to change her behavior.

Scenario 4

Aaron is 19 years old. He works at a hardware store, helping load lumber and boxes into customers' vehicles. Aaron's co-worker, Frank, constantly calls Aaron a "wimp" or a "fag." Several times, Frank has even slapped Aaron on the butt as he walked by. When Aaron told Frank to stop touching him, Frank said, "Isn't that what you want, fag?" Aaron is angry and can't stand to be around Frank anymore.

1. Is this sexual harassment? **Maybe**

2. If yes, is it an example of *quid pro quo* or *hostile work environment*?

While this may seem like sexual harassment, the laws relating to same-sex sexual harassment are still evolving. While there are some state laws and local ordinances that prohibit same-sex sexual harassment, this is not necessarily the case in all parts of the country.

If no, why is it not a case of sexual harassment? N/A

3. What behaviors tell you that it is an example of this type of harassment?

N/A

4. Who is the harasser? **Frank**

5. Who is the target? **Aaron**

6. What can or should the target do in this situation?

Whether or not Frank's behavior is harassment, whether or not it is considered sexual harassment and should be reported. Frank's behavior is inappropriate for the workplace and is affecting Aaron's ability to do his job. Aaron should report the problem to his direct supervisor or the store manager.

7. How would you feel if you were the target in this situation?

Angry, wanting Frank to stop

Scenario 5

Nisha was recently hired to work for a small internet company. Lyle, one of her co-workers, downloaded a screen saver on his computer, which displays a famous modern-art painting. One part of the painting shows a nude female body. Nisha must walk by Lyle's desk many times a day, and cannot help but see the screen saver when she passes by. Nisha leaves an anonymous note on his computer monitor when he is not there asking him to remove the offensive screen saver. When Lyle gets back to his desk he is surprised by the note, since he doesn't consider the painting to be offensive.

1. Is this sexual harassment? **No**
2. If yes, is it an example of *quid pro quo* or *hostile work environment*? **N/A**

If no, why is it not a case of sexual harassment? **N/A**

3. What behaviors tell you that it is an example of this type of harassment?
N/A

4. Who is the harasser? **N/A**

5. Who is the target? **N/A**

6. What can or should the target do in this situation?

Nisha could politely ask Lyle in person if he could select a different screen saver.

7. How would you feel if you were the target in this situation?

Embarrassed, wanting the situation to change

Scenario 6

For the past 6 months, Corey has worked as a lifeguard at the city swimming pool. Corey often comes into work late. The pool manager, Helena, has told Corey several times that he needs to get to work on time. One afternoon, she asks Corey to come into her office. She closes the door, motions for him to sit down, and then says, "Corey, I have to be honest. I'm a little disappointed. You are a great lifeguard, but you keep coming in late. Under normal circumstances, I would probably fire you, as it sets a bad example." At this point, she stands behind him and starts running her hands along his shoulders and through his hair. "However, I'd be willing to overlook that you come in late, if you would stop by my house tonight and..." Corey is surprised by Helena's behavior, but doesn't want to lose his job.

1. Is this sexual harassment? **Yes**
2. If yes, is it an example of *quid pro quo* or *hostile work environment*? **Quid pro quo**

If no, why is it not a case of sexual harassment? **N/A**

3. What behaviors tell you that it is an example of this type of harassment?

Helena implies that she won't fire Corey if he gives her a good reason. Her actions imply that she is thinking of something of a sexual nature. This is an example of making a threat (firing him) in exchange for a sexual relationship.

Helena rubs Corey's shoulders and runs her hands through his hair.

Helena is his boss and is using her power over Corey's job to try to get what she wants from him.

4. Who is the harasser? **Helena**
5. Who is the target? **Corey**
6. What can or should the target do in this situation?

Corey should tell Helena that he will show up at work on time from then on and be sure to do so.

Corey could also tell Helena that he does not want a relationship with her.

Corey could report the situation to Helena's boss.

7. How would you feel if you were the target in this situation?

Confused, worried about my job, wanting Helena to stop the behavior

Scenario 7

Mariah works in Shipping and Receiving and is known as “one of the boys.” She likes to hang out with the guys, uses obscene language, and always has a dirty joke. Even though Nancy works in Customer Service, she needs to work and interact with Mariah on a regular basis when processing customer orders. Though Nancy sometimes finds her behavior to be offensive, she doesn’t say anything because she doesn’t think it is worth stirring up trouble in the warehouse.

1. Is this sexual harassment? **No**

2. If yes, is it an example of *quid pro quo* or *hostile work environment*? **N/A**

If no, why is it not a case of sexual harassment?

Because Mariah is not targeting a specific person or group. She acts the same with everyone.

3. What behaviors tell you that it is an example of this type of harassment?
N/A

4. Who is the harasser? **N/A**

5. Who is the target? **N/A**

6. What can or should the target do in this situation?

Nancy could let Mariah know that she would prefer that Mariah not tell inappropriate jokes while Nancy is working with her.

7. How would you feel if you were the target in this situation?

Annoyed

Scenario 8

Your supervisor just called you into his office to inform you that two of your co-workers (a male and a female) have just made a complaint about you, saying that you have been sexually harassing them. They give examples of you putting your arm around them, and interrupting their work with dirty jokes. You are surprised by their allegation. You just wanted to have a little fun at work.

1. Is this sexual harassment? **Probably not**

2. If yes, is it an example of *quid pro quo* or *hostile work environment*? N/A

If no, why is it not a case of sexual harassment?

Your behavior wasn't targeting a specific co-worker or a specific gender. However, if the jokes targeted a specific gender, such as always being degrading to women, then your behavior may possibly be considered sexual harassment. Even if the behavior does not constitute illegal sexual harassment, you could still be disciplined or even fired for inappropriate or unprofessional behavior.

3. What behaviors tell you that it is an example of this type of harassment?
N/A

4. Who is the harasser? N/A

5. Who is the target? N/A

6. What can or should the target do in this situation?

The co-workers can talk to you directly, asking you not to touch them or tell dirty jokes.

7. How would you feel if you were the target in this situation?

Irritated, wanting the behavior to stop

Scenario 9

Keith, who is 19 and good looking, is the only man who works with the secretarial staff at a law office. Trisha and Thanh have been hanging around his desk and flirting with him. They ask a lot of questions about his personal life and want to know if he has a girlfriend. Trisha sometimes pats Keith on the behind and says "Nice Butt." Keith doesn't know what to do. He doesn't want to share information about his personal life and doesn't think it is any of their business. Keith is frustrated with the women's constant questioning and touching and is having trouble focusing on his job. When he asks his supervisor Beth for help, she says he should get used to this kind of behavior if he is going to work in an office full of women.

1. Is this sexual harassment? **Yes**
2. If yes, is it an example of *quid pro quo* or *hostile work environment*? **Hostile work environment**

If no, why is it not a case of sexual harassment? N/A

3. What behaviors tell you that it is an example of this type of harassment?

Trisha and Thanh constantly question Keith even though he does not want them to.

Trisha touches Keith's behind.

His boss, Beth, said that if he was going to work in an office full of women, he just needed to get used to Trisha and Thanh's behavior.

4. Who is the harasser? **Trisha and Thanh, maybe even Beth.**

5. Who is the target? **Keith**

6. What can or should the target do in this situation?

He let his supervisor know that he was uncomfortable with his co-workers' behavior, but Beth wasn't helpful. He could talk with Beth's supervisor, or talk to the human resources department.

He should let Trisha and Thanh know that he would prefer they not ask personal questions of him during work hours—or at all.

He could confront Trisha, asking her not to touch him.

Since Beth didn't help prevent this harassment from continuing, Keith should keep a written record of what has happened, including the important facts. If the harassment continues, he can use this record as proof of ongoing harassment.

7. How would you feel if you were the target in this situation?

Frustrated, helpless, wanting the behavior to stop, mistrust of my supervisor

Scenario 10

Candice is a carpenter's apprentice working with an all-male crew. She gets along with everyone on the crew except for Bob. He seemed to have it out for her from the day she started work. As time went on, someone sabotaged one of her projects and hid her tools. Due to the tampering, she was unable to complete her project on time, which made her look bad. Candice heard that Bob also caused problems for the last apprentice, Adam.

1. Is this sexual harassment? **No**

2. If yes, is it an example of *quid pro quo* or *hostile work environment*? **N/A**

If no, why is it not a case of sexual harassment?

Because the harassment is not sexual in nature or a form of sex discrimination. Bob's harassment is not targeted toward Candice because she is female. Perhaps he doesn't like apprentices.

3. What behaviors tell you that it is an example of this type of harassment?
N/A

4. Who is the harasser? N/A

5. Who is the target? N/A

6. What can or should the target do in this situation?

Candice should let her supervisor know about her project being tampered with and her tools being hidden. That way her supervisor will understand why her project may be late. Also, then the supervisor can be aware of the problem in the shop.

7. How would you feel if you were the target in this situation?

Angry, frustrated, wanting the behavior to stop

Scenario 11

You are working as a sales clerk in a clothing store. You have been working there for six months. The store owner, Mr. Lee, likes to hold one-on-one weekly meetings with you. Each time you meet with him, he closes his office door and sits down close to you. As he talks, he often touches your shoulder and pats your knee. You move away from him as best you can in the small office, but he moves closer to you and keeps trying to touch you. During one meeting, Mr. Lee leans over and pulls his chair closer to you. He says, "You don't have to be so shy around me, you know. I've been thinking about making you the assistant-manager. We could get to know each other a lot better that way." You feel a little scared, but manage to say, "I'll have to think about it."

1. Is this sexual harassment? **Yes**

2. If yes, is it an example of *quid pro quo* or *hostile work environment*? **Quid pro quo**

If no, why is it not a case of sexual harassment? N/A

3. What behaviors tell you that it is an example of this type of harassment?

Mr. Lee keeps touching your shoulder and pats your knee, even when you try to move away from him.

Mr. Lee suggests that if he makes you assistant-manager, he will be able to get to know you better. His actions seem to be of a sexual nature. This is an example of offering a reward (promotion) in exchange for a sexual relationship.

He pulls his chair closer to you when you move away.

4. Who is the harasser? **Mr. Lee**

5. Who is the target? **You**

6. What can or should the target do in this situation?

Keep a written record of Mr. Lee's behavior, including what happened, when, where, how you felt, and what happened when you tried to move away from him.

Let a co-worker know what is happening to you during your meetings, and ask that they join you for your weekly meetings so you don't have to be alone with Mr. Lee.

Ask Mr. Lee to keep the office door open during your meetings.

Tell Mr. Lee that you are not comfortable with him touching you or sitting so close.

If the behavior does not stop, consider filing a report with the Washington State Human Rights Commission.

7. How would you feel if you were the target in this situation?

Confused, frustrated, intimidated, wanting the behavior to stop

Scenario 12

Brandi works part-time in the office of a large fertilizer company. She gets along well with most of her co-workers. However, she is having a difficult time with the way Jose acts toward the women in the office. Jose seems to always be in a bad mood. Several times, Brandi has had to ask Jose for an important file, but he always says that he needs it and can't give it to her. He told her that she wouldn't understand the documents anyway, as she's just a "dumb girl." Now Brandi has been waiting for over a week for the file, and she is late on her deadline for the project. Yesterday, Jose came into Brandi's

office and accused her of stealing his cell phone. When he started yelling at her, she asked him to stop, then tried to leave the room. Jose stepped in front of the door and would not let her leave. When she told several female co-workers about the incident at lunch, she found out that he has yelled at them before, too. Brandi has also noticed that Jose does not behave this way toward the men in the office.

1. Is this sexual harassment? **No, but it is sex discrimination.**

2. If yes, is it an example of *quid pro quo* or *hostile work environment*? **N/A**

If no, why is it not a case of sexual harassment? **The behavior is not sexual in nature.**

3. What behaviors tell you that it is an example of this type of harassment?

Jose's behavior is not sexual in nature. He only targets the females in the office. Therefore, it is a form of sex discrimination.

Jose is uncooperative with female employees and withholds the file from Brandi.

Jose tells Brandi she wouldn't understand the documents because she is a "dumb girl."

Jose yelled at Brandi and blocked the door preventing her from leaving the room.

Jose has yelled at other women in the office, but not the men.

4. Who is the harasser? **Jose**

5. Who is the target? **Brandi**

6. What can or should the target do in this situation?

Brandi should keep a written record of Jose's behavior, including what happened, when, where, how she felt, and who witnessed it.

Brandi should report Jose's behavior to her supervisor and/or the company's human resources department.

Brandi should talk to other co-workers about the problem and see who else has been affected by his behavior.

If the behavior does not stop, Brandi could consider filing a report with the Washington State Human Rights Commission.

7. How would you feel if you were the target in this situation?

Scared, angry, helpless, wanting the behavior to stop

Scenario 13

Natasha used to take the bus home from work. A couple weeks ago, her supervisor, Josh, started giving her a ride home. One afternoon, they stopped by a park on the way home. Josh asked Natasha if he could kiss her and she was flattered, so she said yes. From then on, they regularly stopped on the way home for kissing sessions. Although she still feels flattered by Josh's attention, she would have stopped the drives if he wasn't her supervisor. She wants to stop accepting rides home from Josh, but she is afraid he'll get upset and that she'll lose her job. She never told him that she wanted him to stop kissing her. She voluntarily continued to go on drives with him and did not inform him that his requests were unwelcome. He never threatened to fire her.

1. Is this sexual harassment? **Yes**

2. If yes, is it an example of *quid pro quo* or *hostile work environment*? **Quid pro quo**

If no, why is it not a case of sexual harassment? **N/A**

3. What behaviors tell you that it is an example of this type of harassment?

A behavior can be considered unwelcome and unwanted, even if you go along with it. Natasha is not legally obligated to confront Josh directly. It is Josh's responsibility as a supervisor to not engage in behaviors that could be considered as sexual harassment.

4. Who is the harasser? **Josh**

5. Who is the target? **Natasha**

6. What can or should the target do in this situation?

Natasha should let Josh know how she feels. She should also stop accepting rides home from him.

She can report the situation to Human Resources.

7. How would you feel if you were the target in this situation?

Confused, worried, wanting the behavior to stop, guilty

Scenario 14

Jin Soo works at a summer produce stand, along with Reggie and Craig. Over the past month, Jin Soo frequently overhears the guys making comments about the female customers' bodies. One day, she overheard Reggie say to Craig, "Did you see the rack on that chick? She's a real piece of work!" Jin Soo couldn't stand it any longer. She told Reggie and Craig that she was offended by their comments and wanted them to stop talking about the female customers like that. Both Reggie and Craig apologized to her. However, the next day, Jin Soo once again heard Reggie make another similar comment, in a deliberately loud voice. Jin Soo feels angry and helpless and doesn't know what else to do.

1. Is this sexual harassment? **Yes**
2. If yes, is it an example of *quid pro quo* or *hostile work environment*? **Hostile work environment**

If no, why is it not a case of sexual harassment? **N/A**

3. What behaviors tell you that it is an example of this type of harassment?
**Reggie makes comments about the female customers' bodies.
Reggie continues to make comments, even after being asked to stop.**
4. Who is the harasser? **Reggie (Craig is participating, but isn't the actual harasser)**
5. Who is the target? **Jin Soo and the female customers**
6. What can or should the target do in this situation?

Jin Soo should talk to her supervisor about the problem.

Jin Soo could ask Reggie to stop one more time, letting him know that she is serious and will take action if he does not stop.

Jin Soo could keep a written record of Reggie's comments, including what he says, when he says it, and who hears it.

7. How would you feel if you were the target in this situation?
Helpless, angry, frustrated, wanting the behavior to stop

Dealing with Workplace Sexual Harassment

Everyone is different and will choose to deal with the harassment in his or her own way. How you choose to deal with sexual harassment will vary depending on the situation. There is no one correct way to respond to each situation. Some of the ideas below may be helpful for you to decide what would work best for the situation.

If you feel that it is safe to do so, let the harasser clearly know that you do not like their behavior or comments. You may speak to the harasser directly by saying something such as, "What you are doing is inappropriate and makes me uncomfortable. Please stop immediately." You are not legally bound to confront the harasser. You can take action without confronting the harasser.

Steps to Stop Sexual Harassment



- 1 Find out your employer's policies and procedures for sexual harassment and follow them to file a complaint.
- 2 Let your family, co-workers, teachers and friends know what is happening at work and ask for their support.
- 3 Keep a written record of the incidents. Limit your notes to the facts and your physical and emotional response to the harassment. Be sure to keep any evidence of the harassment, such as notes, photos or email messages. Make your notes during breaks or at home; do not make notes during work time or on a work computer. Try to record your notes as soon after the incident as possible so that your memory of it is fresh. Record the following information for each incident:
 - What happened?
 - When did it happen?
 - Where did it occur?
 - Who witnessed it, if anyone?
 - How did it make you feel?
 - Look for witnesses or other co-workers who are also targets of the harassment, if any.
 - Start a buddy-system. Ask a trusted co-worker to help you avoid situations where you would be alone with the harasser.
 - File a complaint with your union, if you have one.

How to File a Complaint



Many people never report that they are being harassed because they are afraid that the complaint will not do any good, or that there will be retaliation from the harasser. Sometimes people feel ashamed, embarrassed or afraid that no one will believe them. Employers must investigate reports of sexual harassment. It is illegal for someone to be fired or punished for making a complaint.

1

Check your employer's policies and procedures. Follow the procedures if possible.

2

To file a complaint with a Washington state agency, contact:

Washington State Human Rights Commission

www.hum.wa.gov

Tel: 1-800-233-3247 (se habla español) TTY: 1-800-300-7525

Local headquarters in Olympia, Seattle, Spokane, and Yakima.

A complaint must be filed within 180 days of the most recent act of discrimination. The employer must have at least eight employees.

3

Consult a lawyer.

In Washington, a lawsuit can be filed in state court without first filing a complaint with the Human Rights Commission. In most cases the suit must be filed within three years of the most recent act of discrimination.

4

To file a complaint with a federal agency, contact:

U.S. Equal Employment Opportunity Commission

www.eeoc.gov

Seattle District Office, Federal Office Building

909 First Avenue, Suite 400, Seattle, WA 98104-1061

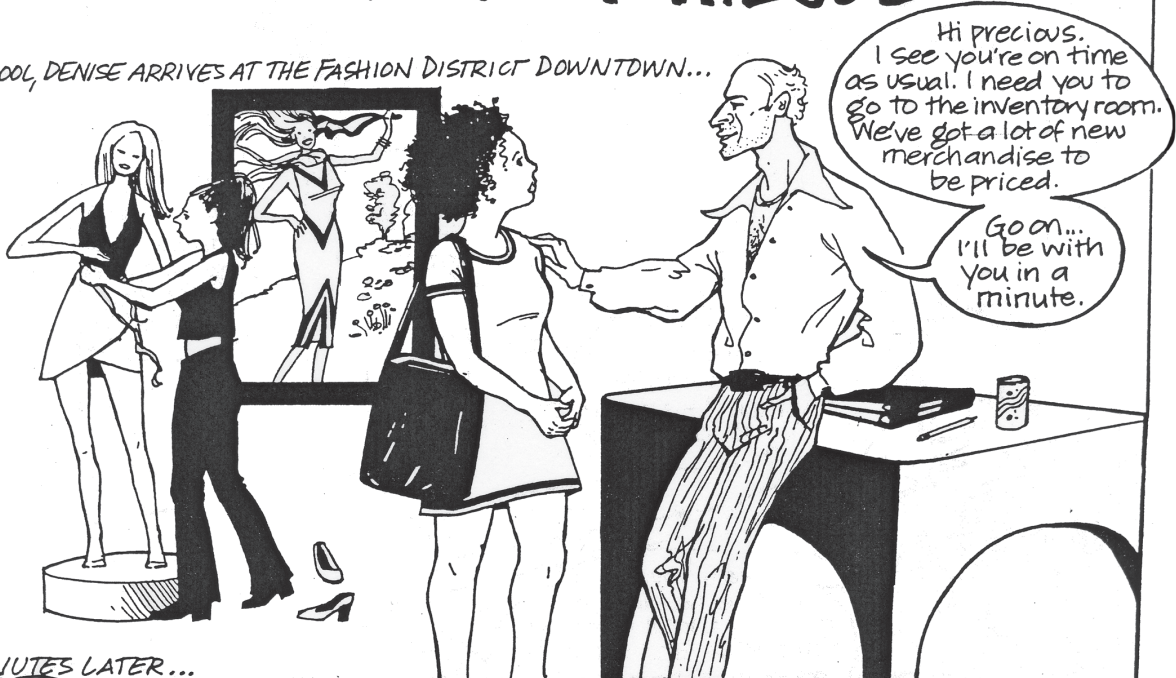
Tel: 206.220.6883 or 1.800.669.4000 TTY: 206.220.6882 or 1.800.669.6820

A complaint must be filed with the EEOC within 300 days of the most recent act of discrimination. The employer must have at least 15 employees. The EEOC will either try to help the parties reach a voluntary settlement, bring a lawsuit on behalf of the complainant, or allow the complainant to file a private lawsuit against the employer.

SEXUAL HARASSMENT ON THE JOB

Produced by the UCLA-LOSH Program
1001 Gayley Avenue, Los Angeles, CA 90024

AFTER SCHOOL, DENISE ARRIVES AT THE FASHION DISTRICT DOWNTOWN...



A FEW MINUTES LATER...





Scenario 1

I am a 17 year old male and work at a movie theater. I have been dating my supervisor, Ellie, for seven months. I don't want to be involved with Ellie anymore. I have tried to break up with her, but she doesn't want to end our relationship. Ellie told me that I better be nice to her or she'll find someone new to take my job. I am really worried that Ellie will fire me if I do break up with her. What should I do?

—Sean

Scenario 2

I am a 16 year old female. I work as a stocker at a grocery store. I've been having a problem with this guy I work with. Jeremy keeps asking me to go out with him, even though I keep telling him no. Last week, I told another co-worker, Carrie, about how Jeremy won't leave me alone. Carrie told me that the same thing has been happening to her, but that Jeremy seems harmless and she likes the attention. She told me that I shouldn't be so sensitive. I'm having a hard time working around Jeremy and just want him to leave me alone. Am I being too sensitive? What should I do?

—Aiesha

Scenario 3

I am an 18 year old male. I was hired two months ago as a delivery driver for a florist shop. I am the only guy who works at the store. Whenever I enter the store to pick up my next order, the cashier and floral arrangers stop what they are doing and hang around me. They ask questions about what kind of girl I like and make jokes about wanting to kiss me. I overheard the cashier talking on the phone to a friend, referring to me as "their sexy delivery boy." At first I didn't mind the attention, but now it is getting annoying. Last week, I asked the store owner if she would talk to the employees about the way I am being treated. The owner laughed and said, "The girls like you, Eddie. You should be flattered. You just need to get used to working around women." I just want to do my job. What should I do?

—Eddie

Please Help

Use this Answer Key for the Dear Maggie or the Telephone Help Line activities. Your students' answers will vary. The information below about each scenario may be helpful for assessing students' work on these activities.

Scenario 1

1. Is this sexual harassment? **Yes**
2. If yes, is it an example of *quid pro quo* or *hostile work environment*? **Quid pro quo**
3. What can or should the target do in this situation?

Sean could talk to Ellie about their relationship both inside and outside of work, and how to keep them separate.

Sean could keep a written record of Ellie's comments, including what she says, when she says it, and who hears it.

Sean could consider making a complaint to his employer, the Washington State Human Rights Commission or the EEOC if her threats continue or if she does actually fire him.

Scenario 2

1. Is this sexual harassment? **Maybe**
2. If yes, is it an example of *quid pro quo* or *hostile work environment*? **Hostile work environment**
3. What can or should the target do in this situation?

Aiesha should tell her supervisor about the situation.

Aiesha should document what Jeremy was doing to her, what her response was, when it happened, and if she told her supervisor she should document that information as well.

She could also ask Jeremy to quit asking her (more than just saying no) and that she was feeling harassed by his behavior.

Scenario 3

1. Is this sexual harassment? **Maybe**
2. If yes, is it an example of *quid pro quo* or *hostile work environment*? **Hostile work environment**
3. What can or should the target do in this situation?

Eddie could talk to his supervisor again, telling her that he is uncomfortable with his co-workers' behavior and he needs her to take his complaint seriously.

Eddie could keep a written record of what is happening at work.

If the harassment does not stop, and if the owner does not take action, Eddie may want to make a complaint to the Washington State Human Rights Commission if the employer has at least 8 employees.

Name _____ Date _____ Period _____

Scenario

Ellen is 17 and works at gardening store. Her manager, Ben, has been bothering her by:

- Telling her that he'll give her a raise if she goes out with him.
- Threatening that if she makes him mad, he might not be able to find enough work to keep her on staff.

Directions: Draw a story in cartoon format in the blank panels on the back. Your story should show the interaction between Ellen and Ben. You may not need to use all of the panels, or you may need to continue your cartoon onto another piece of paper if you need more room. Be sure to show how Ellen responds to the situation.

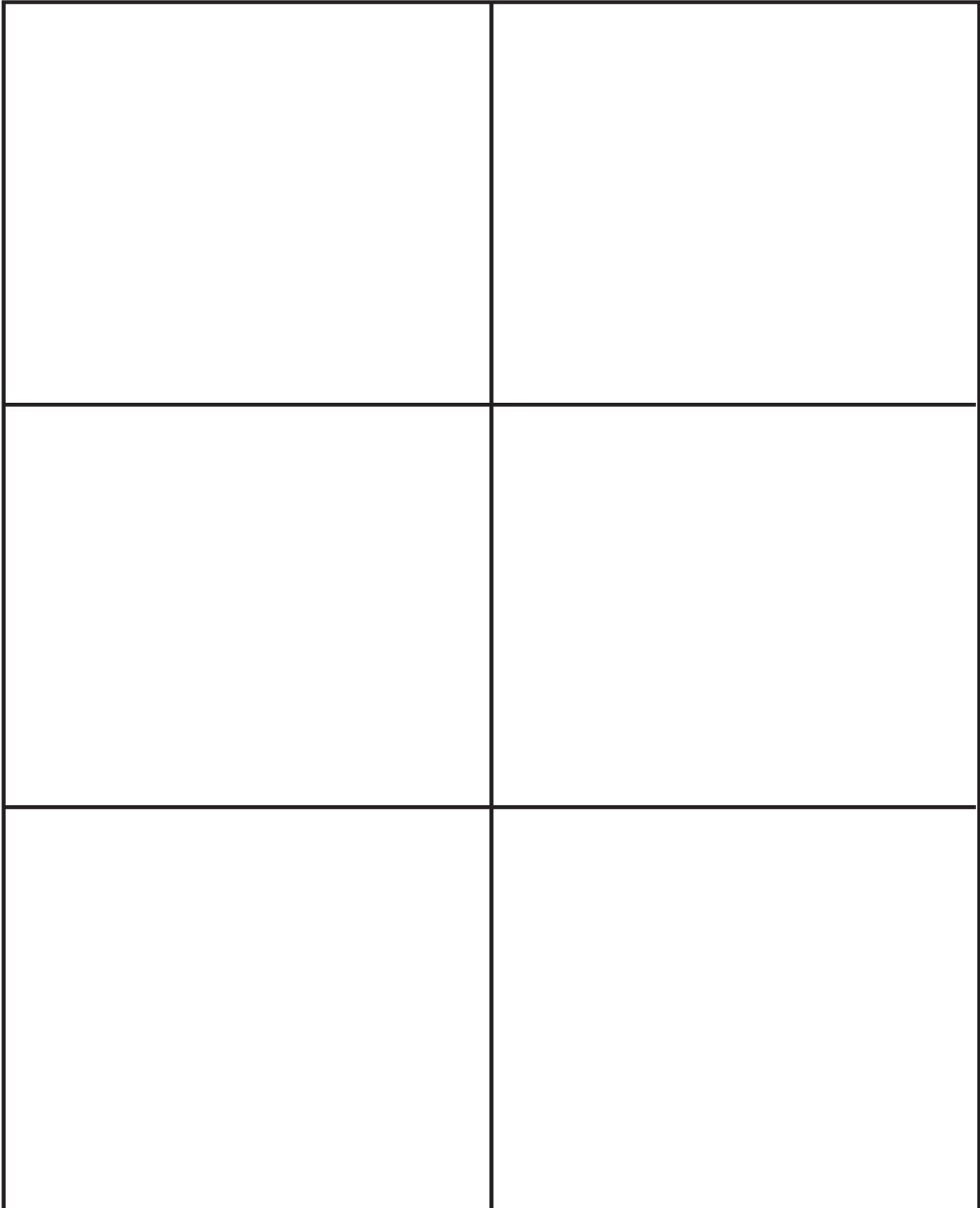
Summarize what steps Ellen can take in response to the harassment.

1. _____

2. _____

3. _____

4. _____



Name _____ Date _____ Period _____

Short Answer

1. There are **three** conditions that cause a behavior or action to be considered as sexual harassment. Circle the three conditions that cause a behavior or action to be considered sexual harassment. The behavior or action must be:
 - a. Embarrassing
 - b. Occasional
 - c. Unwelcome
 - d. Unpleasant
 - e. Witnessed by someone else
 - f. Repeated/persistent
 - g. Amusing to someone
 - h. Unwanted

2. Sexual harassment can be carried out through physical, visual or verbal behaviors. For each behavior listed, identify the type of harassment.

Behaviors	Verbal	Physical	Visual
a. Groping/pinching	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Touching or slapping someone's butt	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Whistling/catcalls	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Sexually suggestive email	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Sexually suggestive joke	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Nude pictures in the workplace	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Lewd gestures	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. Putting a hand on someone's thigh/leg	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

3. Give one example of a threat that could be used in quid pro quo harassment.

4. Give one example of a **reward** that could be used in quid pro quo harassment.

5. If someone is being sexually harassed, list two different ways they could protect themselves.

a. _____

b. _____

6. Identify whether the statements below are true or false (T for True and F for False).

- | | | |
|---|---|---|
| a. Sexual harassment in the workplace is illegal in all 50 states. | T | F |
| b. If you are being sexually harassed, you must confront the person who is harassing you. | T | F |
| c. Your employer can legally fire you for complaining about sexual harassment at work. | T | F |
| d. It is your employer's responsibility to protect you from sexual harassment at work. | T | F |
| e. A single non-threatening act, like asking a co-worker for a date, could be sexual harassment. | T | F |
| f. An employee must be physically touched in order for an incident to count as sexual harassment. | T | F |
| g. Sexual harassment laws only protect women. | T | F |

Introduction to Workplace Ergonomics



Unit 7 Overview

This unit introduces your students to basic ergonomics information and concepts that are relevant to workers of all ages and to all types of workplaces. Students are introduced to ergonomic risk factors by watching a DVD. Students then participate in some simple hands-on activities where they experience and try to apply some of these basic ergonomic concepts.

Activity A. Introduction: Why Is This Subject Important?

This section gives both the instructor and their students a brief overview of what ergonomics is and why it is important for all workers, including teen workers.

Activity B. DVD and Discussion

Students view the video *Dr. Ergo*, which introduces them to different ergonomic risk factors found in all jobs and workplaces.

Activity C. Experiencing Injury Risk Factors

Students participate in hands-on activities that help to demonstrate some ergonomic risk factors. The first activity compares the strength of a power grip versus a pinch grip. It is followed by an activity where students look at posture, force and effort while lifting and holding a box.

Activity D. Practice Safe Lifting: Lifting Loads at the Pizzeria

In this activity students practice safe lifting, while the other students evaluate their technique. Students will also lift and hold a box in different positions, and evaluate the physical effort required to lift and hold the box using a rating scale.

Activity E. Analyzing a Task for Ergonomic Hazards (Optional)

In this activity, teams of students evaluate the ergonomic risk factors for specific job tasks using a risk factor checklist.

Washington State Essential Academic Learning Requirements (EALRs)

Health and Fitness

- 1.2. Safely participates in a variety of developmentally appropriate physical activities. Incorporates safety procedures into activities and individual fitness plans for leisure and employment.
- 2.3. Acquire skills to live safely and reduce health risks.
- 3.1. Understand how environmental factors affect one's health (air, water, noise, chemicals). Assess how the environment impacts choosing healthy places to live, work, and recreate.
- 3.2. Gather and analyze health information. Solve a health and fitness problem or issue:
 - List alternative courses of action.
 - Choose the course that most fully addresses the needs and requirements of the situation.
 - Back up the choice with evidence.
 - Evaluate the outcome.
- 4.1 Analyze health and safety information. Investigate the health and fitness requirements for occupational/career areas of interest.

Communication

- 3.2 Work cooperatively as a member of a group
- 3.3 Seek agreement and solutions through discussion

Reading

- 3.1 Read to learn new information
- 3.3 Read to perform a task

Introduction to Workplace Ergonomics

Learning Objectives

By the end of this lesson students will be able to:

- Define the terms ergonomics and work-related musculoskeletal disorders.
- Explain the risk factors for musculoskeletal injuries.
- Give at least three examples of work situations where young workers may be at risk for injury.
- Identify two ergonomic solutions to reduce the risk factors for musculoskeletal injuries.
- Describe and demonstrate the proper way to lift a load.

Preparing to Teach This Lesson

Before you present this lesson:

1. Locate DVD on CD. Preview the DVD prior to showing to students.
2. Make copies of handouts A, *Four Steps to Proper Lifting*, and B, *Proper Lifting Evaluation*.
3. Collect boxes for lifting exercises and two reams of office paper per student group.

Detailed Instructor's Notes

Activity A.

Introduction: Why is this subject important? (5 minutes)

1. As a warm-up discussion ask students:

What does the word "ergonomics" mean?

Ergonomics is the study of how the human body performs tasks, and how to design equipment, or organize the task, to best fit our body's abilities and limits. In the workplace, this means fitting the job to the worker.

A good example of the early use of ergonomics was in designing the cockpits of airplanes. When you're flying miles above the earth at very high speeds, you want to make sure the controls, visibility, and comfort

Time

65 minutes

Materials

- DVD: *Ergonomics Awareness*
- DVD player and TV or LCD projector (with speakers)
- Two to three empty boxes
- Reams of office paper
- Unsharpened pencils

Handouts

- A. Four Steps to Proper Lifting
- B. Proper Lifting Evaluation
- C. Ergonomic Checklist

are as good as they can be so pilots can do their work safely and make the right decisions.

In more typical workplaces, it means setting up the worksite to meet the needs of the workers. In ergonomics, the worker is the central figure. When worksites are designed to suit the needs of the worker there are fewer cases of work-related musculoskeletal disorders (WMSDs), fewer days absent, higher productivity, and more comfortable workers.

2. *Why is ergonomics important?*

Injuries that result from poor ergonomics are some of the most common and frequent kinds of injuries, and they are found in all kinds of workplaces and occupations. Many of these are musculoskeletal injuries, which we commonly refer to as strains and sprains. These often affect the back but other body parts are also involved such as hands and wrists, shoulder, neck, and knee.

The rise in the use of computers has contributed to a dramatic increase in injuries due to ergonomic factors. We don't yet know what a lifetime of working on a personal computer does to the body, because we only have about 25 years of experience. Ergonomic-related injuries can be serious and disabling.

Young people who get back injuries are more likely to have lifelong back problems, which can limit both work and recreational activities.

Using the principles of ergonomics, it is possible to reduce the risk of injury.

Activity B.

DVD and Discussion (25 minutes)

1. Explain that the class will now watch a 14-minute DVD, *Ergonomics Awareness*, created by the Washington State Department of Labor and Industries.

Ask students to keep in mind these questions while they watch the DVD:

- a. What are the key ergonomic risk factors?
 - b. What kinds of jobs have you done that involve these risk factors?
 - c. What kinds of changes can be made to protect workers from these risks?
2. Show the DVD.
 3. After showing the DVD, discuss the following questions with the class:
What are the key ergonomic risk factors?
 - Working in awkward positions

- Using high hand force
- Performing repetitive motions
- Using the hand or knee to make repeated impacts
- Heavy, frequent or awkward lifting
- Exposure to moderate to high levels of vibration
- Standing too long in one position
- Mechanical pressure (leaning against a hard edge)

What kinds of jobs have you done that involve these risk factors?

- Construction: lifting, vibrating tools, awkward positions, pinch grips
- Office work: repetitive keyboarding, lifting, sitting in one position for a long time
- Restaurant work: lifting, standing for long periods, repetitive kitchen work
- Other

4. Explain that the class will discuss these jobs and risks in more detail, along with possible solutions, in a later activity.

Activity C.

Experiencing Injury Risk Factors (15 minutes)

Certain body positions and postures are naturally stronger than others. Two exercises will demonstrate this for the hands/wrists and the lower back.

Strong and Weak Grips

Grip Strength Tug-o-War

Students pair off and compete in a tug-o-war competition using pencils. Two separate comparisons will illustrate the difference between 1) a pinch grip competing with a power grip and 2) a neutral wrist competing with a bent wrist posture. Students compare their strength using both techniques.

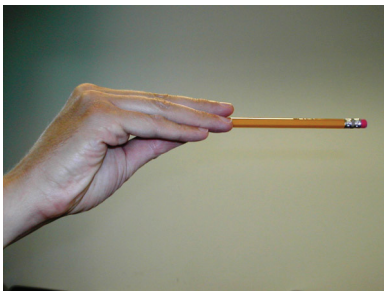


Fig. A



Fig. B



Fig. C

1. The first student holds the pencil in a pinch grip as in figure A. The other student tries to pull the pencil out of the grip. Then the first student holds the pencil in a power grip, figure B. The other student again tries to pull the pencil out of the first student's hand.

Ask students:

Which was easier to pull out, the pinch grip or the power grip? Why?

What does that tell you about doing a task with the hand in a pinch grip rather than a power grip?

The power grip is the stronger grip since all of the fingers and palm are supporting the pencil.

2. Reverse roles and have the second student hold the pencil as in B (power grip with a straight wrist). Now the first student tries to pull it out. Now hold the pencil the same way but bend the wrist forward (down) as far as you can. Student 2 now tries to pull it out again.

Ask students:

Which was easier to pull out this time, straight wrist or bent wrist?

For the student holding the pencil what did it feel like trying to hold it with the wrist bent so far?

The straight wrist is stronger, which is the neutral posture for the wrist. Holding the wrist bent and trying to grip is uncomfortable.

Posture, Force, and Effort

Students will lift and hold a box in four positions: without a box, close to their body, midway from their body, and low/away from their body. Following the directions on part 1 of Handout A, *Four Steps to Proper Lifting*, students will assess posture, fatigue, and strength using a 1–10 scale. To set up for this activity, you will need to place two reams of office paper in each box. One ream of office paper weighs approximately five pounds.

Safety Note: Students with back or shoulder injuries should either not participate actively or lift only one ream of paper.



Activity D.

Practice Safe Lifting: Lifting Loads at the Pizzeria (20 minutes)

1. Divide students into groups of 2–4. Present them with this scenario:

You have a new job working in the kitchen of a pizzeria. Every morning boxes of ingredients are delivered to the back door of the kitchen. One of your job duties is to move these boxes into the kitchen. At the end of your shift, you also have to empty all the trash cans and carry the garbage to the dumpster behind the shop. After three weeks on the job, you have noticed that your back has started to feel sore and tired by the end of your shift.

Give students copies of Handout A, *Four Steps to Proper Lifting* and B, *Proper Lifting Evaluation*.

2. Give each group two or three empty boxes. Tell them their task is to practice lifting and moving the boxes using the techniques from the handout. After reading *Four Steps to Proper Lifting*, each person takes a turn lifting the boxes and moving them to a location you specify. The other students in the small group use the safe lifting checklist from part two of Handout B, *Proper Lifting Evaluation* to evaluate the lift.
3. After everyone is done and you get back together as one group, discuss how it felt to use the proper lifting techniques. The students may say that it feels funny bending the knees and lifting with the legs. Emphasize that many lifting tasks are not as straightforward as lifting compact boxes. Materials are often bulky, odd-shaped, and too heavy for any one person to lift safely. Sometimes what you're lifting is a person, as in a hospital or nursing home. Here lifting with your knees may be impossible. Therefore it's very important to look for solutions that go beyond proper body

movement to protect the health of your back. There are ways to change the workplace or the task to make lifting easier. Ask the students to think of some of these types of changes.

Some examples:

- Store boxes off the ground so they are at a height between the knees and the shoulders, in order to avoid high or low lifts.
- Have orders delivered in smaller (lighter) boxes.
- Use two people to lift.
- Use cranes, dollies, or other lifting devices.

Leave students with the message that good back care is important on and off the job, but it's always important to look at the job and equipment as well as what you can do yourself to protect your back.

Note: If students suggest wearing back belts, tell them that NIOSH (the National Institute for Occupational Safety and Health) does not recommend them. Back belts do not specifically protect the back and may even be hazardous themselves. They may give people the false impression that they can lift more than they should. Following safe lifting techniques is always essential.

Activity E. (Optional)

Analyzing a Task for Ergonomic Hazards (15 minutes)

1. Divide the class into groups of three or four. Assign each group one of the jobs mentioned in the previous discussion or a job shown below. Give students Handout C, the *Ergonomics Checklist*.
2. Ask each group to identify all the possible ergonomic risks involved in that job, using the checklist. Suggest that one person in the group mime different aspects of the job, so that the others can observe and identify possible risks. Ask each group to report back the following information:
 - All ergonomic risk factors
 - At least three possible changes that could be made to address those risks.
3. Bring the class back together. Ask each group to report back on their findings.
4. Review key points.

FOUR STEPS TO PROPER LIFTING

1. SIZE UP THE LOAD

- Use a hand truck if possible.
- Get help if you need it.
- Check for slivers, nails, exposed staples.
- Use gloves if necessary.
- Make sure you have a clear path to where you are moving it to.



2. LIFT

- Bring the load as close to you as possible before lifting.
- Lift with your legs, not your back.
- Keep your head up, your back straight and bend at your hips.



3. MOVE

- Keep the load close to your body.
- Look where you are going.
- Shift your feet to turn, don't twist your body.



4. GET SET AND LOWER





- When setting a load down, let your leg muscles carry it down.
- Make certain your fingers and toes are clear before setting the load down.



Posture, Force, and Effort

Each partner will take turns lifting and holding the box in different positions. Use the Physical Effort Rating Scale to fill out the table. For each position, provide the Physical Effort Rating and write down where in your body you felt discomfort or fatigue after holding the position for 15 seconds.

Physical Effort Observations

Position		Partner 1	Partner 2
<p>No box</p> <p>Pretend as if you have a box to lift and follow the basic procedure. Stand for 15 seconds before lowering.</p>		<p>Rating</p> <p>Discomfort/fatigue:</p>	<p>Rating</p> <p>Discomfort/fatigue:</p>
<p>Box held close</p> <p>Lift and then hold the box close, about 1–2" in front of your body at waist level. Do not allow the box to touch or rest on your body. Hold for 15 seconds and then lower the box.</p>		<p>Rating</p> <p>Discomfort/fatigue:</p>	<p>Rating</p> <p>Discomfort/fatigue:</p>
<p>Box held at the middle distance with slight bend in elbows</p> <p>Lift and then hold the box 8–10" in front of you with elbows bent. Hold for 15 seconds and then lower the box.</p>		<p>Rating</p> <p>Discomfort/fatigue:</p>	<p>Rating</p> <p>Discomfort/fatigue:</p>
<p>Box held low and far away</p> <p>Hold the box in front of you, about 10–12" off the ground. Hold for 15 seconds and then lower the box.</p>		<p>Rating</p> <p>Discomfort/fatigue:</p>	<p>Rating</p> <p>Discomfort/fatigue:</p>

Physical Effort Rating Scale

Use this scale to answer the questions above.

- | | |
|--------------------------|-----------------------|
| 10. Very, very difficult | 5. Moderate effort |
| 9. Very difficult | 4. Little effort |
| 8. Difficult | 3. Very little effort |
| 7. Somewhat difficult | 2. Easy |
| 6. A little difficult | 1. No effort |

Safety Note: If lifting and holding the box with two reams of paper is too heavy for you, feel free to remove one ream of paper from the box.








Safe Lifting Checklist

Watch your fellow students lift the boxes. See if they follow the safe lifting method. Help them if they miss a step.

Did they...	Yes	No
Know where the boxes will be placed?	<input type="checkbox"/>	<input type="checkbox"/>
Check for obstacles and clear a path before moving the material?	<input type="checkbox"/>	<input type="checkbox"/>
Check the weight of the load before lifting it?	<input type="checkbox"/>	<input type="checkbox"/>
Have two or more people lift (or use a lift device) if necessary?	<input type="checkbox"/>	<input type="checkbox"/>
Avoid twisting while carrying?	<input type="checkbox"/>	<input type="checkbox"/>
Keep the load as close as possible to the body?	<input type="checkbox"/>	<input type="checkbox"/>
Lift with the legs and not with the back?	<input type="checkbox"/>	<input type="checkbox"/>
Lift the load slowly, avoiding fast jerky movements?	<input type="checkbox"/>	<input type="checkbox"/>
Use their leg and back muscles by bending their knees when setting the load down?	<input type="checkbox"/>	<input type="checkbox"/>

Comments

Ergonomics Checklist

Does the job include any of the following?		Yes	No	Not sure
	Repetitive bending or turning the wrist in any direction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Frequent reaching forward, behind, or out to the side with one or both arms stretched out	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Repeating the same motion over and over	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Frequent pinching, pulling or using force	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Lifting above shoulder height	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Wearing gloves that are too big or too small	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Lifting with forceful throwing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Ergonomics Checklist

Does the job include any of the following?	Yes	No	Not sure
 <p>Exertion of force in awkward postures (to the side, overhead, extended reaches)</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
 <p>Lifting objects off the floor</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
 <p>Handling or hard-to-grasp tools or equipment (Poor handhold? Items difficult to reach?)</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
 <p>Regularly pressing hands or arms on sharp edges</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
 <p>Hand tool vibration</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
 <p>Cold temperatures</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
 <p>Pace of work set by machines</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Adapted from Massachusetts Department of Public Health