

Career and Academic Connections

A Division of  OKLAHOMA
CareerTech

GUIDE FOR Tours and Field Trips

WORK-BASED LEARNING TOOLKIT

*This Guide is
Recommended
for Grades:*

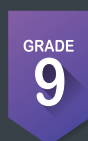
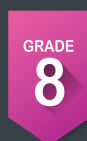




TABLE OF CONTENTS

Developing Workplace Tours/Field Trips

Introduction..... 3

Workplace Partner Checklist for Workplace Tour Development..... 4

Student Checklist for Workplace Tour Development 5

Teacher Checklist for Workplace Tour Development..... 6

Before the Workplace Tour Development..... 7

During the Workplace Tour Development..... 8

After the Workplace Tour Development 9

Tools..... 11-18

Fact Sheets 19-23

Tasks..... 24-25



INTRODUCTION

This guide will help you develop workplace tours and field trips that interest and benefit students, workplace partners and teachers.

Workplace Tour Development Recommendations

A workplace tour is a career awareness activity in which students visit a workplace, learn about the business, meet employees, ask questions and observe work in progress. Tours and field trips can also include institutions of higher learning or technology centers. It is conducted at a workplace for small groups of students and should involve preparation in the classroom, including research by the student. All workplace tours should include structured activity before, during and after the experience. These activities help ensure that all involved parties have meaningful, productive experiences that result in enriched student learning. Proper planning and preparation, attention to legal and safety details, maximization of learning potential and communication and support for the student and workplace host will help ensure success.



WORKPLACE PARTNER CHECKLIST

for Workplace Tour Development

Use this checklist as a quick reference to ensure you have completed all the steps needed to have a successful tour.

Before the Workplace Tour

- Register on **Connect 2 Business** to promote tours at your workplace.
<https://okcg-c2b.kuder.com/>
- Let the teacher know who the main contact is, emergency phone numbers at the workplace and the best place for parking and building entry.
- Plan to arrange the tour around all aspects of the industry.
- Determine a structure for the tour that will allow students to be in small groups.
- Consider how students can speak to employees with different levels of responsibility

During the Workplace Tour

- Provide safety orientation to the tour group.
- Provide a panel of employees for the tour group to talk to, consisting of different levels of responsibility.

After the Workplace Tour

- Complete and return the **Work-Based Learning Program Evaluation**.



STUDENT CHECKLIST

for Workplace Tour Development

Use this checklist as a quick reference to ensure you have completed all the steps needed to have a successful tour.

Before the Workplace Tour

- Research the company or organization that you will visit.
- Assess how a workplace tour can support your ICAP goals.
- Find out how to dress and act appropriately at this particular workplace.
- Get **Work-Based Learning Permission** form signed.
- Turn in signed **Work-Based Learning Permission** form.
- Develop questions with teacher about the work, career opportunities and connections to academics at this workplace.

During the Workplace Tour

- Pay close attention to safety issues at the workplace.
- Know your prearranged small groups to experience the most of tour.
- Think about what you need to know to determine if careers in this industry are for you.
- Listen carefully as other students are asking questions so as not to repeat questions.
- Prepare to maximize your learning by listening and learning from tour guide. Take notes to document experience.

After the Workplace Tour

- Use your notes for individual and group reflection exercises.
- Participate in classroom activities that will help you think about the value of the workplace tour.
- Write thank you-notes to workplace host. Electronic methods are acceptable.
- Discuss the next step in learning about careers.
- Complete a **Work-Based Learning Program Evaluation**.



TEACHER CHECKLIST

for Workplace Tour Development

Use this checklist as a quick reference to ensure you have completed all the steps needed to have a successful tour.

Before the Workplace Tour

- Review the **Workplace Tour Fact Sheet**.
- Assess how a workplace tour can support your teaching and curriculum goals.
- Select appropriate businesses for tours based on students' ICAPs and your course curriculum.
- Confirm logistics and make student aware of workplace standards.
- Collect signed **Work-Based Learning Permission** forms.
- Prepare students to maximize their learning.
- Check with district to secure transportation and any procedures that need to be followed.

During the Workplace Tour

- Ensure that students receive instruction in workplace safety.
- Arrange for students to experience the tour in small groups.
- Expose students to **all aspects of the industry**.
- Arrange for students to speak to employees with different levels of responsibility.
- Prepare students to maximize their learning.

After the Workplace Tour

- Provide individual and group reflection exercises.
- Help students make the connection between academics and the workplace.
- Have students write thank-you notes to workplace host.
- Support students in determining the next step in learning about careers.
- Use employer and student feedback to inform continuous improvement.
- This experience along with the documentation could be used to document ICAP Work- Based Learning activities. Make sure to forward documentation to the ICAP coordinator.



BEFORE

the Workplace Tour Development

Review the Workplace Tour Fact Sheet.

The **Workplace Tour Fact Sheet** is a quick reference guide that outlines the work-based learning experience.

Assess how a workplace tour can support your teaching and curriculum goals.

Workplace tours can provide the context for your curriculum that will help students understand the application of academic concepts to a workplace situation. Workplace tours provide exposure to careers and jobs and help students build occupational knowledge.

Select appropriate businesses for tours.

Workplace tours are ideal opportunities to connect academic learning to the world of work. Using the students' ICAP goals and your academic subject to find the businesses that will provide the most support and best learning experience. **OKCareerGuide.org** has a **Connect 2 Business** section can also be a tool to find local business.

Confirm logistics.

Ensure transportation arrangements are made for students and staff. District policies about automobile and bus transportation and other options are in the **Transportation for Work-Based Learning Fact Sheet**. Check with the contact person at the workplace to ensure logistical details are arranged.

Locate the proper building entry and make sure that staff at the school site have a phone number at the workplace where the group can be reached in an emergency. Confirm dress requirements for the tour and ensure that any special accommodations needed for students and staff are arranged in advance.

Confirm how many students and staff will be attending and share the information with the workplace host.

Collect signed Work-Based Learning Permission forms.

Written permission is required for all workplace tours.

Prepare students to maximize learning.

Helping students develop a context for the workplace tour maximizes their learning once they are at the workplace. There are several ways to do this.

- Discuss expectations for the experience and what the students may learn beforehand.
- Discuss behavioral expectations that will allow students to make the most of the activity.
- Discuss what students know about the company and how the industry affects them.
- Support students in research of the company and the industry so they can ask meaningful questions during the workplace tour.
- Have students prepare questions and individual learning objectives that they would like to accomplish during the workplace tour.
- Introduce frameworks and materials that will help students organize what they learn at the workplace. These frameworks include the SCANS¹ skills and "All Aspects of an Industry."

Tools

- All Aspects of an Industry
- Student Job Shadow Expectations Sheet
- Work-Based Learning Permission Form
- Workplace Safety Curricula

Fact Sheets

- Transportation for Work-Based Learning
- Workplace Tour



DURING

the Workplace Tour Development

Ensure that students receive instruction in workplace safety.

Safety is a critical concern when bringing students to the workplace. Have the workplace host include a safety talk in his or her opening remarks. Students should be provided with appropriate safety gear and equipment for the workplace tour. When you provide safety instruction prior to the visit, you can instruct students to look for potential hazards during the tour. In addition to being a crucial safety measure, this instruction can raise students' awareness about safety in other environments. A classroom discussion after the tour is an important part of this process.

Arrange for students to experience the tour in small groups.

When possible, arrange for students to tour in smaller groups (three to six students). This allows students to become comfortable with their guide and maximizes the likelihood that they will ask questions and engage in dialogue. A rotating agenda for the day with different groups participating in several kinds of activities and interacting with different employees is ideal.

Expose students to all aspects of the industry.

All Aspects of an Industry provides a handy framework for a workplace tour. In addition to helping workplace hosts think about how to design a wide range of exposures for students, an all aspects of an industry structure for the tour provides students who may not be interested in a career in this particular field to learn about roles and issues that are common to all industries. A workplace tour can be structured so that students spend some time in each department or unit of the workplace learning about the issues that are important to them. The **All Aspects of an Industry Investigative Interview** tool can be used as part of a workplace tour.

Arrange for students to speak to employees with different levels of responsibility.

Whether a student has aspirations to earn a college degree, pursue an industry certificate or get technical training, the workplace tour can expose him or her to people with various levels of responsibility and education. Whenever possible, ensure that students have an opportunity to see the wide variety of career opportunities at the workplace. Also whenever possible, allow time during the tour to do a panel discussion where student can ask more questions.

Tools

- All Aspects of an Industry
- All Aspects Investigative Interview
- B-Safe Safety Checklist
- Informational Interview

Fact Sheets

- Addressing Sexual Harassment in the Workplace
- Laws Pertaining to the Employment of Students
- Occupational Safety and Health Administration



AFTER

the Workplace Tour Development

Provide individual and group reflection exercises.

Reflection promotes self-awareness and personal assessment and helps students to internalize the learning that has happened during the tour. When you provide for adequate reflection, you ensure that students have the opportunity to examine the experience so that they can form understanding of the workplace and extend that understanding to other situations. Reflection helps students to own the knowledge they have acquired. “Building the Classroom Connection” provides more information about reflection and several ideas on how to structure activities in the classroom.

Help students make the connection between academics and the workplace.

It is important that students have the opportunity to make the connection between their studies and the workplace tour. You can have students work individually or in groups to develop a matrix that shows the connection between the classes they are enrolled in and skills required at the workplace.

Write a thank-you letter to the workplace host.

Thank-you letters from students let your workplace partners know that you value their participation in the learning process. Classroom reflection activities work well as a lead-in to writing thank-you notes to the workplace host. Corresponding with workplace partners provides important literacy practice for students and promotes workplace partner participation in the future.

Support students in determining their next steps in learning about careers.

Workplace tours provide students an opportunity to discover the elements of building a career. After a workplace tour and reflection activities, students can articulate the next level of questions that this visit has inspired, identify other workplaces they would like to visit and make the educational plans they need to move toward the career of their choice.

Use employer and student feedback to inform continuous improvement process.

Students and workplace tour hosts can provide feedback on the experience that will help you support the activity more effectively in the future. Use feedback to refine your program, communication plan or support activities. Workplace tours can be low stress and high impact when structured carefully to support student learning, workplace partner participation and your own curriculum goals for your class.

Tools

- Work-Based Learning Program Evaluation



TABLE OF CONTENTS

Tools

Workplace Partner Checklist for Workplace Tour Development.....11

Student Checklist for Workplace Tour Development12

Teacher Checklist for Workplace Tour Development.....13

All Aspects Of an Industry.....14

B-Safe Safety Checklist15

Tour/Field Trip Permission Form16

Tour/Field Trip Program Evaluation17

Workplace Safety Curricula18

Personalization of Tools Instructions

The tools are designed so that your school or organization can insert your logo and contact information into the header and footer. The tools themselves are fillable forms that that can be extracted from the document to be uploaded to other sources to be filled out by students and workplace partners.



TOOLS

Workplace Partner Checklist for Workplace Tour Development

Use this checklist as a quick reference to ensure you have completed all the steps needed to have a successful tour.

Before the Workplace Tour

- Register on Connect 2 Business to promote tours at your workplace.
<https://okcg-c2b.kuder.com/>
- Let the teacher know who the main contact is, emergency phone numbers at the workplace and the best place for parking and building entry.
- Plan to arrange the tour around all aspects of the industry.
- Determine a structure for the tour that will allow students to be in small groups.
- Consider how students can speak to employees with different levels of responsibility.

During the Workplace Tour

- Provide safety orientation to the tour group.
- Provide a panel of employees for the tour group to talk to, consisting of different levels of responsibility.

After the Workplace Tour

- Complete and return the **Work-Based Learning Program Evaluation**.



TOOLS

Student Checklist for Workplace Tour Development

Use this checklist as a quick reference to ensure you have completed all the steps needed to have a successful tour.

Before the Workplace Tour

- Research the company or organization that you will visit.
- Assess how a workplace tour can support your ICAP goals.
- Find out how to dress and act appropriately at this particular workplace.
- Get **Work-Based Learning Permission** form signed.
- Turn in signed **Work-Based Learning Permission** form.
- Develop questions with teacher about the work, career opportunities and connections to academics at this workplace.

During the Workplace Tour

- Pay close attention to safety issues at the workplace.
- Know your prearranged small groups to experience the most of tour.
- Think about what you need to know to determine if careers in this industry are for you.
- Listen carefully as other students are asking questions so as not to repeat questions.
- Prepare to maximize your learning by listening and learning from tour guide. Take notes to document experience.

After the Workplace Tour

- Use your notes for individual and group reflection exercises.
- Participate in classroom activities that will help you think about the value of the workplace tour.
- Write thank you-notes to workplace host. Electronic methods are acceptable.
- Discuss the next step in learning about careers.
- Complete a **Work-Based Learning Program Evaluation**.



TOOLS

Teacher Checklist for Workplace Tour Development

Use this checklist as a quick reference to ensure you have completed all the steps needed to have a successful tour.

Before the Workplace Tour

- Review the **Workplace Tour Fact Sheet**.
- Assess how a workplace tour can support your teaching and curriculum goals.
- Select appropriate businesses for tours based on students' ICAPs and your course curriculum.
- Confirm logistics and make students aware of work place standards.
- Collect signed **Work-Based Learning Permission** forms.
- Prepare students to maximize their learning.
- Check with district to secure transportation and any procedures that need to be followed.

During the Workplace Tour

- Ensure that students receive instruction in workplace safety.
- Arrange for students to experience the tour in small groups.
- Expose students to **all aspects of the industry**.
- Arrange for students to speak to employees with different levels of responsibility.
- Prepare students to maximize their learning.

After the Workplace Tour

- Provide individual and group reflection exercises.
- Help students make the connection between academics and the workplace.
- Have students write thank-you notes to workplace host.
- Support students in determining the next step in learning about careers.
- Use employer and student feedback to inform continuous improvement.
- This experience along with the documentation could be used to document ICAP Work- Based Learning activities. Make sure to forward documentation to the ICAP coordinator.



TOOLS

All Aspects of an Industry

This tool identifies nine aspects that are common to any enterprise. Students should gain experience and understanding of the associated concepts and skills to be successful.

- 1. Planning:** How an organization plans (including goals and objectives); type of ownership (public or private); relationship of the organization to economic, political and social contexts; assessment of needs.
 - a. Strategic planning
 - b. Goals/objectives
 - c. Assessment
- 2. Management:** Structure and process for effectively accomplishing the goals and operations of the organization using facilities, staff, resources, equipment and materials.
 - a. Organizational structure
 - b. Corporate culture
 - c. Mission statement
- 3. Finance:** Accounting and financial decision-making process, method of acquiring capital to operate, management of financial operations including payroll.
 - a. Capital acquisitions
 - b. Financial operations
- 4. Technical and Production Skills:** Basic skills in math, communications, computer, time management and thinking; specific skills for production; interpersonal skills within the organization.
 - a. Basic academic skills
 - b. Team player skills
 - c. Specific production skills
- 5. Underlying Principles of Technology:** Technological systems used in the workplace and their contributions to the product or service of the organization.
 - a. Technology in the workplace
 - b. Continued professional training
 - c. Community activities and issues
 - d. Organization's involvement in the community
 - e. Workplace safety
- 6. Labor Issues:** Rights of employees and related issues; wages, benefits and working conditions.
 - a. Job descriptions
 - b. Employees' rights and responsibilities
 - c. Role of labor organizations
- 7. Community Issues:** Impact of the company on the community, impact of the community on the organization.
 - a. Community activities and issues
 - b. Organization's involvement in the community
- 8. Health, Safety and Environment:** Practices and laws affecting the employee, the surrounding community and the environment.
 - a. Regulatory issues
 - b. Workplace safety
- 9. Personal Work Habits:** Nontechnical skills and characteristics expected in the workplace.
 - a. Positive attitude
 - b. Personal fitness and appearance
 - c. Readiness to work

TOOLS

B-Safe Safety Checklist

Thank you for providing a tour/field trip learning opportunity for students. The safety of each student is extremely important. Please complete the safety checklist below and review safety procedures with each student.

	Yes	No	N/A
Housekeeping – Are work areas clean? Is trash removed at least daily? Is combustible trash in approved containers?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Floors/Aisles – Are floor surfaces smooth? Are aisles clear of tripping hazards? Are minimum-width aisles maintained?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Stairs/Ramps – Is sufficient lighting provided and functioning? Are handrails provided and properly secured? Are ramps and inclines provided with nonslip surfaces?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ladders – Are steps and rungs free of cracks or breaks? Are spreaders and hinges working properly? Are safety feet in use?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Storage – Is the area sufficiently laid out? Do corners have unobstructed views? Are products piled in an orderly and stable manner?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Machines/Equipment – Are standard guards provided and used? Are machines and equipment in safe operating condition and maintained per manufacturer’s recommendations? Are warning signs against unauthorized use secured to machines?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Material Handling – Is material handling equipment provided and used?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Hand Tools – Are hand tools in safe condition, free of wear and well-maintained? Are the right tools being used for the job? For hand-held power tools, are hazard warning signs securely fixed to tools?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Electrical – Are machines and power equipment properly grounded? Is a lockout system being used for maintenance of machines? Are extension cords free of cracks or breaks?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Lighting – Is sufficient lighting provided and functioning? Is emergency lighting provided, tested and functional?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Personal Protective Equipment – Is PPE provided and used where needed? Is it maintained in good and sanitary condition?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
First Aid – Are individuals identified and trained to provide first aid? Are first aid facilities provided? Are first aid supplies properly stocked and clean? Are emergency response procedures posted?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Fire Extinguishers – Are types of extinguishers clearly marked and accessible? Are extinguishers in working order and with current service tags?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Exits – Are exits identified, clearly marked and accessible? Are evacuation routes posted for employees to read?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Boilers/Pressure Vessels – Are certificates of inspection (if required) current? Are safety devices regularly tested?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Employee Training – Are all employees trained in proper safety techniques? Are all employees trained in use of safety equipment? Are all employees trained in hazards or hazardous materials?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
General – Is a file maintained on inspection reports of outside agencies? Are files documented and confirmed that recommendations of those agencies are completed?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



TOOLS

Tours/Field Trips Permission Form

I hereby give permission for _____ to attend the _____ work-based learning activity

from ____/____/____ to ____/____/____ : ____ a.m./p.m. to ____ : ____ a.m./p.m.
(Dates) (Times)

I understand this work-based learning activity is sponsored by _____ at _____ High School.

Transportation will be (check one): Own car By private auto By rented vehicle

Other _____

I realize that neither the school nor the faculty members are to be responsible or liable for any accidents that may occur.

Signature of Parent/Guardian: _____
(Date)

Printed Name of Parent/Guardian: _____

Emergency Phone Number: () _____

TOOLS **Tours and Field Trips Program Evaluation**

_____ Public Schools appreciates your feedback and reflection on ythe Tour/Field Trip experience. This evaluation is designed for all partners in the Tour/Field Trip experience. Please select N/A for any question that is not applicable to you or the Tour./Field Trip experience you participated in.

I am a: Student This was a: Tour Field Trip
 Teacher/Coordinator Other: _____
 Workplace Partner/Supervisor *(please identify)*

Please rate the following:	Strongly Disagree	Disagree	Agree	Strongly Agree	N/A
The Tour/Field Trip materials I received were helpful for preparing and supporting the Tour/Field Trip experiences.					
The guides were helpful in planning and coordinating this experience.					
I was made aware of the safety before the Tour/Field Trip.					
I did not fine any unsafe areas during the Tour/Field Trip experience or in the transportation to and from the experience.					
The class discussion before the Tour/Field Trip experience made me aware of what to expect during the experience					
The learning objectives were refined by the worksite and instructor to meet the needs of the students and their ICAP					
I understand how academics connects to activities experienced at the workplace.					
I have started my Individual Career and Academic Plan (ICAP) and this experience will help guide my ICAP.					
Program materials in the toolkit were helpful for preparing and supporting Tours and Field Trips.					
I understood my role in working with the teacher.					
I understood my role in working with the worksite.					
I understood my role in working with the student.					
I received adequate support from the teacher.					
I received adequate support from the worksite.					
I was able to meet regularly with teacher and/or supervisor.					
The Tour/Field Trip was very informative and has supported decisions me in my ICAP decisions.					
The classroom was used to support reflection of the Tour/Field Trip experiences through discussion and question planning.					
Time at the workplace were interesting and challenging.					
I enjoyed this experience and would like to offer/participate in Tours/ Field Trips again.					

Additional Comments:

Send completed evaluation to:



TOOLS

Workplace Safety Curricula

The Labor and Occupational Health Program has tools available to help high school teachers introduce students to health and safety on the job. Its curricula and fact sheets (some available in Spanish) teach teens the basics in an interactive and interesting way. Although this curriculum was developed for California, the lessons can be easily adapted to other areas. All of the job hazards covered in the lessons address federal child labor laws. The following curricula can help you to maximize learning and support safety of your students in work-based learning experiences.

Work Safe! A Curriculum for Youth Employment Programs

This is designed to help job training programs and work experience educators teach teens about health and safety on the job in a fun and interesting way. It includes four main units and four alternative units intended for youth with cognitive disabilities. Each unit has learning objectives, teaching instructions, visual aids and student handouts. The curriculum includes a 10-minute video, *Teens: The Hazards We Face in the Workplace*.

Three-ring binder, 186 pages, with 10-minute video.

Teens Working in Agriculture: An ESL Curriculum for High School Students

It includes six lessons for use in ESL classes. Materials are similar to *Teens, Work and Safety* but present farm health and safety information while building language skills. It covers basic agricultural health and safety concepts and is designed to be incorporated into high school intermediate level ESL classes in rural communities. Materials include seven-minute video, *Teens Working in Agriculture*; learning objectives; vocabulary lists; teaching instructions; overheads; and student handouts.

Three-ring binder, 120 pages, with seven-minute video.

Teens, Work and Safety: A Curriculum for High School Students

It includes separate lesson plans for use with three academic subjects—English, science and U.S. government—as well as lesson plans for use in any class. Each unit has learning objectives, teaching instructions, visual aids and student handouts. These units provide a way to present health and safety information while building academic skills appropriate to those particular subject areas.

Three-ring binder, 350 pages, with 12-minute video.

The above information on health and safety in the workplace was provided by the Labor Occupational Health Program, a community outreach program at the University of California, Berkeley. The LOHP's work addresses today's health and safety needs in nearly every industry, from health care to agriculture to construction.

For more information on these programs, contact the LOHP at (510) 642-5507 or write to Labor Occupational Health Program, University of California, 2223 Fulton Street, 4th Floor, Berkeley, CA 94720-5120. You can also visit https://www.dir.ca.gov/dosh/dosh_publications/FactForEmployers.html.



FACT SHEETS

Workplace Tour

A workplace tour is a career awareness activity in which students visit a workplace, learn about the business, meet employees, ask questions and observe work in progress. It is conducted at a worksite for small groups of students and should involve preparation in the classroom as well as research by the students.

Workplace Tours are Designed to Promote:

- Exposure to careers and jobs.
- Building occupational knowledge.

Success Factors:

- Tours to support ICAP goals
- Exposure to all aspects of the industry
- Tours set up for small groups
- Prepares students for the work environment
- Identifies education or training required and skills needed for various occupations
- Reflection opportunities after the workplace tour

Key Legal, Safety and Health Issues

- Relevant company safety and health rules should be reviewed.
- School-sponsored workplace tours are usually considered field trips. School district policies regarding transportation and liability insurance apply.
- Students and teachers participating in workplace tours should receive relevant safety instruction and gear (e.g., eye goggles, hard hat, gloves).



FACT SHEETS

Addressing Sexual Harassment in the Workplace

Sexual harassment is a barrier to creating meaningful work-based learning opportunities. Successful experiences depend on positive interactions between students and regular employees at the workplace. Both students and employers must be educated about sexual harassment. They must know what constitutes sexual harassment, what to do if it occurs and what recourse is available. Education is the first step to prevention.

Quid Pro Quo Harassment

Any conduct on behalf of the employer that reasonably causes an employee to feel pressured to enter a sexual or romantic relationship as an employment condition can be quid pro quo harassment.

Hostile Environment

Sexual advances or romantic overtures do not have to occur for a hostile environment to exist. Such an environment arises when management is not attentive to sexual jokes, leering, displays of pornography or sexually suggestive images, sexual banter between employees or unwanted touching. An employee participating in conduct suggested by a superior—whether laughing at a dirty joke or giving into sexual pressure—is not enough to prove conduct was welcome by the employee. A superior should not initiate such conduct, because even if a relationship is consensual at one point, it will be difficult to prove once a subordinate says otherwise.

What Students Should Do if Sexual Harassment Occurs

1. If a student is harassed, he or she should report it immediately. As an employee, the student is not expected to tell his or her harasser directly, but should tell someone in management and his or her teacher/coordinator without hesitation.
2. If the student participated in the conduct passively, perhaps by not saying anything, it does not make the conduct welcome, and the student should report it. Waiting only increases the chances that it will happen again.
3. If the student feels uncomfortable, but is not sure if the unwanted behavior of a superior constitutes harassment, he or she should not hesitate to ask. One person's standards of what is appropriate may not be considered appropriate by another.

Regulatory Authority

For federal laws on sexual harassment and information on reporting an incident, visit https://www.eeoc.gov/laws/types/sexual_harassment.cfm.



FACT SHEETS

Laws Pertaining To Students

Unpaid Work-Based Learning Experiences

Students participating in unpaid work-based learning experiences, such as job shadows, field trips to a workplace and career awareness and exploration activities are not considered employees. Although child labor laws do not apply in these situations, every effort should be made to ensure that students are placed in safe workplaces, receive sufficient training and are doing or observing tasks with adequate supervision. Internships that are unpaid experiences must be carefully structured and closely monitored to ensure that the test of the Fair Labor Standards Act is being met.

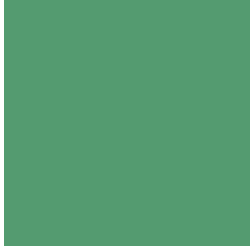
Health and Safety

Whether or not a student in a work-based learning experience is considered in an employment relationship, the Occupational Safety and Health Act regulations that apply to the workplace also apply to the student. The school contract and employer have to define the health and safety issues at the worksite and coordinate how the necessary safety instruction will be delivered to students. See the Occupational Safety and Health Administration fact sheet¹ in this toolkit for more information.

Tasks Students Can and Cannot Do

The state and federal child labor laws specify the tasks students may and may not do for pay. The chart below indicates the tasks that students can and cannot do at different ages. Different rules apply to agricultural work. OSHA, the federal agency that enforces safety and health laws in workplaces, does not use age as a criterion, so all OSHA standards apply to student employees.

¹US DOL Fact Sheet No. 013, Employment Relationship Under the Fair Labor Standards Act



FACT SHEETS

Occupational Safety and Health Administration

The mission of the Occupational Safety and Health Administration is to save lives, prevent injuries and protect the health of America's workers. To accomplish this, federal and state governments must work in partnership with the more than 100 million working men and women and the 6.5 million employers who are covered by the Occupational Safety and Health Act of 1970.

Services

OSHA and its state partners have approximately 2,100 inspectors, plus complaint discrimination investigators, engineers, physicians, educator's standards writers and other technical and support personnel spread among more than 200 offices throughout the country. This staff establishes protective standards, enforces those standards and reaches out to employers and employees through technical assistance and consultation programs.

The Functions of OSHA

OSHA adopts and enforces workplace safety and health standards to protect workers from work-related injuries and illnesses. The Compliance Office conducts inspections in response to employee complaints or as part of a targeted inspection program initiated by OSHA to ensure that workers and the public are protected from safety hazards. OSHA also has compliance assistance specialists who can provide general information about OSHA standards and compliance assistance resources. They respond to requests for help from a variety of groups. There is one compliance assistance specialist in each OSHA area office in states under federal jurisdiction. They are available for seminars, workshops and speaking events. They promote cooperative programs, such as consultation programs, the voluntary protection programs, the Strategic Partnerships Program and the Alliance Program. They also promote OSHA's training resources and the tools available on the OSHA website.

Employee Rights Under OSHA

All employees, including student employees, are entitled to receive information and training about the specific hazards on the job, to report hazards without reprisal and to have hazards corrected under OSHA.



FACT SHEETS

Transportation for Work-Based Learning

District Transportation:

Check the district policy for using district transportation.

- **Parent Permission:**

Parent permission is required whenever a student leaves campus to be transported to a work-based learning experience.

- **Insurance Coverage:**

The district fleet policy covering bodily injury and personal injury protection extends coverage to students, employees and sponsors involved in authorized activity transportation. Will need to check if using transportation other than district vehicles.

Teacher Drivers:

Check district policy.

Public Transportation:

Check district policy.

Alternative Transportation Options:

If your school's budget cannot accommodate district transportation cost, several community partners have offered to assist with the transportation issues regarding work-based learning. Check district policy before using.

TASKS

14- and 15-Year Olds

Can Do

- Office and clerical work.
- Cooking at soda fountains, lunch counters, snack bars or cafeteria serving counters.
- Cashiering, selling, modeling, art work, work in advertising departments, window trimming and comparative shopping.
- Price marking and tagging by hand or by machine, assembling orders, packing and shelving.
- Bagging and carrying out customers' orders.
- Errand and delivery work by foot, bicycle and public transportation.
- Clean-up work, including the use of vacuum cleaners and floor waxers and maintenance of grounds.
- Kitchen work, including the operation of machines and devices such as dishwashers, toasters, dumbwaiters, popcorn poppers, milk shake blenders and coffee grinders.
- Work in connection with cars and trucks if confined to the following:
 - Dispensing gasoline and oil.
 - Courtesy service.
 - Car cleaning, washing and polishing.
- Cleaning vegetables and fruits and wrapping, sealing, labeling, weighing, pricing and stocking in areas physically separate from areas where meat is prepared for sale and outside freezers or meat coolers.
- Any other tasks not prohibited by law.

Cannot Do

- Processing occupations such as filleting of fish, dressing poultry, cracking nuts.
- Laundering as performed by commercial laundries and dry cleaning.
- Cooking (except at soda fountains, lunch counters, snack bars or cafeteria serving counters) and baking.
- Occupations in manufacturing, mining or processing.
- Operation or tending of hoisting apparatus or of any power-driven machinery.
- Occupations in connection with
 - Transportation of people or property by rail, highway, air, on water, pipeline or other means.
 - Communications and public utilities.
- Construction, including repair performed on transportation media or at the actual construction site.
- Use of power-driven mowers or cutters.
- Work involving the use of pits, racks or lifting apparatus or involving the inflation of any tire mounted on a rim equipped with a removable retaining ring.
- Work in connection with maintenance or repair of machines or equipment or performed in or about boiler or engine rooms.
- All work requiring the use of ladders, scaffolds or their substitutes.
- Occupations that involve operating, setting up, adjusting, cleaning, oiling or repairing power-driven food slicers and grinders, food choppers and cutters and bakery-type mixers.
- Work in freezers and meat coolers and all work in preparation of meats for sale.
- Loading and unloading goods to and from trucks, railroad cars or conveyors.
- All occupations in warehouses except office and clerical work.
- Anything 16- and 17-year-olds cannot do.



TASKS

16- and 17-Year Olds

Can Do

- Anything 14- and 15-year-olds can do.
- Occasional and incidental driving of automobiles during daylight hours.
- Cooking including when food is prepared out of plain sight of customers.
- Pump gas at a gas station as well as perform some mechanical work.
- Clean, wash and polish cars.
- Work as a messenger for any telephone, telegraph or other messenger company in the distribution or delivery of goods or messages.
- Sell door-to-door.
- Work in manufacturing or processing (e.g., food processing, commercial laundry, dry cleaning).
- Any other tasks not prohibited by law.

Cannot Do

- Occupations in or about establishments' manufacturing or storing of explosives or articles containing explosive components.
- Driving large vehicles or functioning as an outside helper on large vehicles.
- Coal mining and logging occupations.
- Use power-driven woodworking, metal forming, punching or shearing machines.
- Operate cranes, derricks or hoists.
- Operate power-driven paper processing, meat processing or bakery machines.
- Occupations in roofing, excavation, wrecking, demolition and ship-breaking operations.

Resources

For information on federal laws and guidelines, contact the U.S. Department of Labor Wage and Hour Division at (913) 551-5721.

Other Resources

OSHA Teen Worker's Website, <https://www.osha.gov/youngworkers/index.html>

Fair Labor Standards Act and Minimum Wage and Overtime Hours Under the Fair Labor Standards Act, <https://www.dol.gov/whd/flsa/>

U.S. Department of Labor Website About Teen Workers,
<https://www.osha.gov/youngworkers/index.html>
<https://www.dol.gov/general/topic/youthlabor/statelaborlaws>

Employment Relationship Under the Fair Labor Standards Act,
<https://www.dol.gov/whd/regs/compliance/whdfs13.pdf>