**Foundations: UNIT 1: History**

**Homeland Sciences I: UNIT 3: Risk**

**Homeland Sciences II: UNIT 1 or 2: Sociology or Case Study**

**AJ I: UNIT I or IV: Social and Political Issues**

**AJ II: UNIT II: Non-traditional Crime**

**Essential Question:** How does perception of risk impact emergency management? How does gender impact risk perception?

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| **Lesson Title** | **Gender and Risk Perception** |
| **Key Points** | * Studies show that gender impacts risk perception, leadership styles and followership. * Case studies permit us to learn lessons others have learned without making the same choices. * Diversity in Emergency Management teams is an advantage for preparation, planning, mitigation, response and recovery. |
| **Objective(s)** | After the session students will (be able to):   * Recognize how diverse points of view lead to better data analysis, decision making and planning. * List characteristics, including gender, that are attributed to groups of people and understand how profiling or assumptions may lead to missed opportunity. * Discuss how diversity can be cultivated in a team, company or stakeholder committee. |
| **Resources** | Bell Law Cast Study: Takata Air Bags  <https://bell-law-kc.com/consumer-case-study-takata-airbags/>  Takata Airbag Slide Deck  <https://www.slideshare.net/GervanWilliams/takata-airbag-scandal-a-case-of-ethical-dilemma-final>  Takata Airbag Prezi  <https://prezi.com/lxhppsi2g7as/takata-case-study/> |

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| **Engagement (Time in min):** Opportunity to leverage prior learning or relate lesson to current events or issues relevant to students or issues. |
| **Warm-up:**  Use the Takata Airbag slide deck or Prezi to introduce students to the ethical dilemma facing profit motivated companies. How might differing points of view help address such dilemmas?  What would motivate non-profit entities to make a choice that challenges ethical concerns?  (Teachers elicit theories about peer pressure, public relations, fear of the press, profit losses and limited resources and the impact of those pressures on decision making). |
| **Exploration ( min):** Facilitate transition to lesson objectives. Materials and text references. Questions to be ponder. |
| How did the authors of the presentation believe that diversity impacted the decisions made by the Takata company?  What other pressures were at play?  Discuss the Abstract of the Journal articles: Research methods rely on sample size and statistical analysis. How do these reports, for example Risk Perception in Adolescents, based on less than 200 students in the UK reflect the population at large?  What are the weaknesses of a survey that asks students how they feel about risk and consequences? Does it make a difference if students could answer anonymously? What about when the questions are asked at school? How reliable are self-reflections?  Are students familiar with Likert scales? What are the limitations? |
| **Explanation (min):** Teacher descriptions, definitions and guidance for students’ understanding of the lesson. |
| Teacher Notes: Divide the class into 2 groups. Each group will create a 5 question sample test about fears using a Likert scale. (Common human fear such as heights, spiders or snakes, the dark are examples).  What happens when attempts to fix a problem (mitigation) cause and increase in risk greater than the disaster or emergency might have created? What remedies are available to those impacted by the mitigation action? (Civil lawsuits, criminal charges)  How can courts evaluate who is at fault? (probable cause, evidence seizure, —data on fatalities in car accidents v. injuries from accidental deployment of mitigation equipment/airbags). |
| **Elaboration ( min):** Activity that either allows students to assimilate information or apply skills to a problem. Can be combined with an assignment for assessment/Evaluation. |
| Students, individually or in groups, read one of these articles about the Takata Airbags and report back to the class on the salient points.  <https://www.nytimes.com/2016/08/27/business/takata-airbag-recall-crisis.html>  <http://fortune.com/2017/03/06/takata-air-bag-recall/>  <https://www.reprisk.com/content/5-publications/4-case-studies/4-takata/reprisk-case-study-takata-corp.pdf>  Teachers elicit understanding of factors contributing to decision making; peer pressure, time limits, workplace hierarchy. The NYTimes article indicates:   * economic pressure-Takata facing bankruptcy * regulatory pressure –little oversite or industry standards * public relations   What about probably cause for suspecting negligence:   * explosions at the Takata plant caused by the very same chemicals indicated in the air bag dangers. * allegations of altering test results * conflict of interest due to evaluations of the air bags carried out by the company that competed with Takata for the air bag contract with GM   Fortune references reports about the Chevrolet Corvair in the 1960’s in which cost decisions made by executives disregarded potential dangers of Corvair rolling over at speed. The article references the Challenger crash in which employee concerns were disregarded. In both cases publicity can cause irreparable damage to a company that has an associated cost.  The Rep Risk Case Study includes a timeline –similar to the slide deck-that indicates an independent tester and an initial recall of 30 million vehicles was not enough to prevent greater injury. (over 100 million vehicles affected.)  <http://businessethicscases.blogspot.com/2017/04/takata-faulty-airbags-cause-largest.html>  Buisiness Ethics Cases emphasizes the individualist viewpoint as a contributing factor in decisions to maximize profits. Laws were broken by failure to report problems to authorities. This article applies several ethical theories to evaluate where Takata went wrong.  Teachers can point out difference in group reports based on using different sources of information. Discuss motivations of report authors, any missing pieces of information from different sources, and the cross over from fact to opinion when it occurs. |
| **Evaluation (10 min):** full range of options at teacher discretion from open ended reflective assignment to using text book review questions for grading. Consider self or peer review if elaboration activity is not graded. Consider Homework assignment. |
| **Closing:** Should governments control what private companies do? When people are injured or even killed, how should governments react? How should the community hold a corporation or people employed by the corporation accountable?  Assessment choice: Homework or Discussion  Using the resources from this lesson answer the following:   * Did Takata the corporation do anything wrong? * Did people at Takata commit any crimes? * What was Takata’s consequence? * What should happen to those involved?   *Alternatively have students respond to the questions on slide 9 or 11 of the slide deck.*  (Questions elicit an understanding of corporations as legal “people” and how paying fines or serving jail time are decided through civil or criminal procedures.) |