YOUTH @ WORK

Talking Safety

A Safety & Health Curriculum for Young Workers

Iowa Edition

CDC NIOSH
Centers for Disease Control and Prevention
National Institute for Occupational Safety and Health

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DEPARTMENT OF HEALTH AND HUMAN SERVICES
Centers for Disease Control and Prevention
National Institute for Occupational Safety and Health

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Foreword

The National Institute for Occupational Safety and Health (NIOSH) proudly presents *Youth@Work—Talking Safety.* This curriculum provides a foundation in workplace safety and health. The curriculum addresses the National Health Education Standards (NHES), and the Characteristics of an Effective Health Education Curriculum, as outlined by the Centers for Disease Control and Prevention (CDC). For more information, see the Appendix, starting on page 291. The curriculum works well for career technical classes or to meet career technical education (CTE) requirements.

Working for several years, a group of partners dedicated to reducing occupational injuries and illnesses among youth produced *Talking Safety*. *Youth@Work—Talking Safety* is based upon the curricula *WorkSafe!*, developed by the Labor Occupational Health Program (LOHP) at the University of California, Berkeley, and *Safe Work/Safe Workers*, developed by the Occupational Health Surveillance Program at the Massachusetts Department of Public Health (OHSP-MDPH) and the Education Development Center, Inc. (EDC), in Newton, Massachusetts. Those products were produced under grants from NIOSH as well these organizations: the Occupational Safety and Health Administration (OSHA), U.S. Department of Labor; Massachusetts Department of Industrial Accidents; Maternal and Child Health Bureau, Health Resources and Services Administration; and Liberty Mutual Insurance Company.

We developed the activities in the *Talking Safety* curriculum by consulting with thousands of teachers and staff from general high schools. We also worked with school-to-work, work-experience, and vocational education programs, and the *California WorkAbility* program, which serves students with cognitive and learning disabilities. The activities have been thoroughly pilot-tested and used by thousands who teach basic occupational safety and health skills to teens. These include high school teachers, job trainers, university researchers and academics, and work-experience coordinators around the country.

In 2004, NIOSH committed to putting an occupational safety and health (OSH) curriculum into U.S. high schools. As part of this effort, the States' *Career Clusters Initiative*, which runs under the guidance of the National Association of State Directors of Career Technical Education Consortium (NASDCTEc), joined the partnership. The *Talking Safety* curriculum was evaluated in 16 schools across 10 states during the 2004–2005 school year. The 2004 version reflected the input from all of the teachers, administrators, and partners who participated in that evaluation.

In 2010, NIOSH began a thorough redesign of *Youth@Work—Talking Safety*, to update the look and make it easier to deliver within a traditional high school setting. As part of this effort, the curriculum was aligned with the NHES, which provide a foundation for health education curricula across the United States at both the state and local levels. This updated version of *Talking Safety* represents the sustained efforts of NIOSH and its partners to develop a dynamic, fun, effective curriculum that will keep teens safe at work—now and throughout their lives.

Overview

Millions of teens in the United States work. Recent statistics show that 1.6 million U.S. teens, ages 15 through 17, are employed. Surveys suggest that 80% of teens have worked by the time they finish high school. Although work provides many benefits for young people, it can also be dangerous. Every year, nearly 59,800 teens, ages 15 through 17, get injured on the job seriously enough to seek emergency room treatment. In fact, teens are twice as likely to be injured at work than are adult workers. We also know that those under age 15 suffer high rates of occupational injuries, but accurate numbers are unavailable.

As new workers, adolescents are likely to be inexperienced and unfamiliar with many of the tasks required of them. Yet despite teen workers' high injury rates on the job, safety at work is usually one of the last things they worry about. Many of teens' most positive traits—energy, enthusiasm, and a need for increased challenge and responsibility—can cause them to take on tasks they are not prepared to do safely. They may also be reluctant to ask questions or make demands on their employers.

Health and safety education is key to preventing injury among working teens, and it provides them with important job and life skills they need, now and in the future. Although workplace-specific training is critical, young people also need to learn and practice general health and safety skills that they will carry with them from job to job. Teens should be able to see the hazards in any workplace. They should understand how hazards can be controlled, what to do in an emergency, what rights they have on the job, and how to speak up effectively when problems arise at work.

School- and community-based programs that place youth in jobs offer an important venue for teaching these skills. One national program that recognizes the importance of including these skills as part of the educational experience is the *Career Cluster Initiative*, developed by the U.S. Department of Education Office of Vocational and Adult Education (OVAE) and currently being started in a number of states. OVAE identified 16 career clusters that include the major job opportunities in today's workforce. Examples of clusters are finance, architecture and construction, and health science. (For a complete list of career clusters, see www.careertech.org.) Each cluster has a curriculum framework and a set of core knowledge and skills students should master, which includes workplace health and safety.

About *Youth@Work—Talking Safety*

Today's complex, global work environments require young people to develop skills that meet 21st century challenges. Working safely is one of the vital life and career skills necessary for becoming a successful and fully-functioning participant in the new economy.

This curriculum teaches core health and safety skills and knowledge, covering basic information relevant to any occupation at any stage of work life.

The learning activities in this curriculum should raise awareness among young people about workplace safety and health and give them the career readiness skills they need to become active participants in creating safe and healthy work environments, now and throughout their lives.

The activities highlight hazards and prevention strategies from a wide variety of workplaces. The materials are flexible. They may be used as a standalone curriculum or may be included into other safety programs. Teachers who have used this curriculum have said the material was an excellent introduction to other safety instruction, such as the Occupational Safety and Health Administration (OSHA) 10-hour course or safety instruction. They also said it could be used to enhance other safety programs. Educators can tailor the curriculum to students in a specific career cluster or to common jobs held by their students, by selecting the workplace examples and scenarios provided that are most relevant to that career cluster.

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Visit the NIOSH website to download the PowerPoint slides for this curriculum.

www.cdc.gov/NIOSH/talkingsafety

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Youth@Work—Talking Safety was based on materials originally authored by Diane Bush, Robin Dewey, and Betty Szudy of the Labor Occupational Health Program (LOHP) and Christine Miara of the Education Development Center (EDC). Dr. Frances Beauman from the Illinois Office of Educational Services at Southern Illinois University was an additional contributor.

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Technical reviewers included Dr. Letitia Davis, Massachussetts Department of Public Health (MDPH); Mary Miller, Washington State Department of Labor and Industries; Elise Handelman, OSHA; and representatives of professional and educational organizations such as the American Industrial Hygiene Association, the American Society of Safety Engineers, and the National Safety Council. Additional reviewers of the revised curriculum include: Lester Claravall, Oklahoma Department of Labor; Peter Hunt, CDC; Dr. Laurel Kincl, Oregon State University; Jennifer Levin, DOL; Susan McQuade, New York Committee for Occupational Safety and Health (NYCOSH); MaryAnn Medeiros, OSHA; Helen Moss, University of Oregon; Ashley Nelson, Environmental Protection Agency (EPA); Beatriz Pazos and Sara Rattigan, MDPH; Dr. Kimberly Rauscher, West Virginia University; Lisa Schnall, U.S. Equal Employment Opportunity Commission (EEOC); and Ernie Weiss, DOL.

Chi-Yun Lau created new illustrations for the curriculum and Sam Howell was the graphic designer. Dr. Lisa Meloncon, University of Cincinnati, advised on the curriculum design.

Dr. Cynthia Symons and Liz Fettrow, Kent State University, helped align the curriculum with the National Health Education Standards (NHES).

The curriculum includes a 4-minute video, *Teen Workers: Real Jobs, Real Risks (Mallory's Story)*, produced and directed by Darren Linker, Department of Environmental and Occupational Health Sciences, School of Public Health, University of Washington in cooperation with Mary Miller, Employment Standards Program, Washington State Department of Labor and Industries (2009).

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East Valley Institute of Technology, Mesa, AZ

Tampa Bay Technical High School, Tampa, FL

Mid Florida Tech, Orlando, FL

West Florida High School of Advanced Technology, Pensacola, FL

Professional/Technical Education Center (PTEC), Boise, ID

Herrin High School, Herrin, IL

Kankakee Valley High School, Wheatfield, IN

Millcreek Center, Olathe, KS

Landry High School, New Orleans, LA

Mandeville High School, Mandeville, LA

Walker High School, Walker, LA

Lewis & Clark Career Center, St. Charles, MO

Whitmer High School, Toledo, OH

Lenape Technical School, Ford City, PA

State College Area School District & CTE Center, State College, PA

States' Career Clusters Initiative

"The National Association of State Directors of Career Technical Education Consortium (NASDCTEc) applauds NIOSH for being a long-standing supporter and partner of Career Technical Education. Through its *Youth@Work—Talking Safety* curriculum, NIOSH demonstrates its commitment to the goals and standards that are part of the National Career Clusters® Initiative and the Common Career Technical Core."—Kimberly A. Green, Executive Director, NASDCTEc/NCTEF.

For more information, go to www.careertech.org.

YOUTH @ WORK

Talking Safety

Introduction

Introduction

Youth@Work—Talking Safety is a fun and engaging curriculum that helps teachers and school/community-based job placement staff educate young people about the basics of job safety and health. The curriculum presents essential information and career-readiness skills through a focus on eight core competencies. The transferable skills gained through the *Talking Safety* curriculum will help students stay safe and healthy now and throughout their lives. All eleven lessons are designed for a 45-minute class period. Some sessions fit the time frame quite comfortably, while others require that the teacher move along at a quick pace.

Youth@Work—Talking Safety: Eight Core Competencies

Students:

1. **Recognize that, while work has benefits, all workers can be injured, become sick, or even be killed on the job. Workers need to know how workplace risks can affect their lives and their families.**

2. **Recognize that work-related injuries and illnesses are predictable and can be prevented.**

3. **Identify hazards at work, evaluate the risks, and predict how workers can be injured or made sick.**

4. **Recognize how to prevent injury and illness. Describe the best ways to address workplace hazards and apply these concepts to specific workplace problems.**

5. **Identify emergencies at work and decide on the best ways to address them.**

6. **Recognize employer and worker rights and responsibilities that play a role in safe and healthy work.**

7. **Find resources that help keep workers safe and healthy on the job.**

8. **Demonstrate how workers can communicate with others—including people in authority roles—to ask questions or report problems or concerns when they feel unsafe or threatened.**

Talking Safety's Lessons

Lesson 1, *Young Worker Injuries,* assesses students' current knowledge of job safety and legal rights. It also emphasizes the impact a job injury can have on a young person's life and introduces students to the idea that work-related injuries and illnesses are predictable and can be prevented.

Lesson 2 (and 2B), *Finding Hazards,* develops an understanding of the common health and safety hazards that teens may face on the job.

Lesson 3 (and 3B), *Making the Job Safer,* explains measures that can reduce or remove hazards on the job. It also shows students how to get more information about specific hazards they may face and how to control them.

Lesson 4 (and 4B), *Emergencies at Work,* introduces students to the types of emergencies that may occur in a workplace and how the employer and workers should respond to them.

Lesson 5 (and 5B), *Know Your Rights and Responsibilities,* focuses on the legal rights all workers have under health and safety laws, the special rights young workers have under child labor laws, and the government agencies and other resources that can help. These lessons also help students understand their responsibilities on the job and how they can protect themselves and others from injury. Be sure to obtain the version of this curriculum that is specific to your state, because some laws and agency names vary from state to state. Download from: www.cdc.gov/NIOSH/talkingsafety.

Lesson 6 (and 6B), *Taking Action,* develops skills to help young people speak up effectively if a problem arises at work.

Teachers have many options when using this curriculum. The eleven 45-minute lessons (six core lessons plus five supplemental, "B" lessons) contain several activities to teach the key skills and concepts. The core content can be covered in six 45-minute periods. In most cases, the five "B" lessons can be considered optional. They may be simpler, with minimal or no reading required, to meet the needs of a broader range of students, or they may provide an extension or deeper review of that lesson's content. If you only have one class period to devote to this topic, you can use Lesson 1 to provide your students with an overview of vital workplace safety and health concepts.

Curriculum Contents

The curriculum includes detailed lesson plans, student handouts, a 4-minute video titled *Teen Workers: Real Jobs, Real Risks (Mallory's Story)*, and PowerPoint slides. Instructors can use overheads instead of PowerPoint slides by printing the presentation in "Overhead" mode (in the PowerPoint [2010] program, under the Design tab, go to Page Set Up; in the drop-down box that says Slides Sized For, scroll down and select Overheads).

Each lesson contains the following sections:

Lesson Plan: Gives a summary of the activities included and the time required for each activity.

Student Objectives: Outlines what the students will learn in each lesson.

Key Points to Keep in Mind: Provides important concepts that teachers can draw on as they move through the lesson.

Preparation: Gives a list of steps for instructors to follow as they get ready to teach the lesson (such as obtain equipment, photocopy materials).

Detailed Instructor's Notes: Offers complete teaching instructions for each section, including valuable teaching cues that help the instructor move smoothly through the lesson.

Teacher Background Notes: Provides supplementary information to teachers on the content contained in the lesson. A letter (A, B, etc.) is placed in the Instructor's Notes whenever additional background material is provided at the end of the lesson that should be referenced. Teachers should read the Teacher Background Notes before teaching each session; they may also want to refer to them during class.

Each core and supplementary lesson begins with an introductory discussion, followed by two or three participatory learning activities for teaching the concepts of that lesson. At least one of the learning activities in each lesson is basic, with minimal or no reading required, and is designed to meet the needs of all students. Several of these activities have been developed for and pilot tested with students who have cognitive and learning disabilities.

We invite teachers to tailor the sessions and lessons to best serve their students. For instance, we recommend choosing scenarios and case studies that are most relevant to the class. We also encourage teachers to create new scenarios or role-plays for students. Instructors should look through all the activities that make up each lesson and select the activities they feel will be most effective for their students. The curriculum is flexible and offers many alternatives from which to choose.

Many of the lessons include a homework assignment. Any of these assignments may be omitted at the discretion of the instructor.

Instructional Methods

The curriculum uses a variety of instructional approaches to engage students and provide opportunities for active learning:

- Mini lecture
- Class discussion
- Brainstorming
- Role-playing
- Games
- Small-group work
- Cooperative-group work
- Student self-directed activities
- Situation analysis
- Illustration analysis
- Case studies
- Simulations
- Self-assessment activities

LESSON 1

Young Worker Injuries

Help students understand that workplace injuries are common, can change their lives forever, but are also predictable and preventable.

YOUTH @ WORK

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Lesson Plan

Help students understand that workplace injuries are common, can change their lives forever, but are also predictable and preventable.

Step 1

Introduce students to the topic of young worker safety.

5 minutes

Class discussion

Step 2

Find out how much students already know about workplace health and safety and workers' rights.

15 minutes

Job Safety Quiz, small group work, class discussion

Step 3

Discuss hazards teens may encounter in the workplace.

20 minutes

Video presentation: *Teen Workers: Real Jobs, Real Risks (Mallory's Story)*

Class discussion (if time permits, discuss real stories of teens hurt at work; brainstorm typical teen jobs)

Step 4

Describe the goals of the *Talking Safety* curriculum.

5 minutes

Mini lecture

Student Objectives

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

Describe how workplace injuries can affect a young person's life.

Understand the relationship between hazards at work and health.

Explain why it is important to pay attention to workplace safety and health.

Understand that all workers are at risk for injury on the job.

Recognize that workplace injuries and fatalities do happen to teens and could happen to them.

Recognize that work-related injuries and illnesses are predictable and can be prevented.

Question popular assumptions about why workplace injuries and illnesses occur (Most workplace injuries and illnesses are caused by unsafe environments—not human error.)

***Talking Safety* Core Competencies: 1, 2**

National Health Education Standards (NHES): #1, #2, #3, #5 (refer to the Appendix on page 291 for more information)

Key Points to Keep in Mind

Throughout the curriculum, we use the term "injury" or "incident" rather than "accident."

An "accident" happens randomly, by chance, and you can't predict or avoid it. On the other hand, you can predict or avoid an "injury" or "incident." Employers must make their workplaces safe, but young people also have a big role to play in keeping themselves healthy and safe on the job.

Many young people believe that, "If you get hurt at work, it's your fault."

They often blame the victim, rather than looking at all the things that may have added up to cause the injury. *Talking Safety* will teach students how injuries can and do happen every day to young people—just like them.

When talking about (in Section 1) the real news stories of young people hurt or killed at work, students may find fault or blame.

Admit that these thoughts are normal. Tell them that the best way to prevent work injuries is to (a) find all the problems that caused the injury, and (b) make plans to prevent injuries, including speaking up effectively.

When asked what they would do if injured on the job, teens learning this material often respond, "I would sue my boss."

Workers generally can't sue their employers in civil court for on-the-job injuries. By law, most employers in the United States must carry workers' compensation insurance. For on-the-job injuries, workers' compensation is usually the only way to get help.

Students should understand that a work injury can change their lives forever.

Preparation

Read

Teacher Background Notes Section A and Section B at the end of this lesson (on pages 18–21)

Set Up

A PowerPoint presentation for slides 1–19 on a computer (with projector)

Preview

The video provided, *Teen Workers: Real Jobs, Real Risks (Mallory's Story)*, on YouTube: https://youtu.be/jy9YDD1LTiI

PowerPoint slides 1–19

Obtain

A flipchart and markers (or use a whiteboard and markers)

A DVD player and TV (or use a computer with internet access)

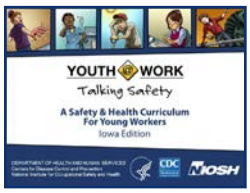
Photocopy

Student Handout No. 1, *Job Safety Quiz* (on page 205), for each student

Instructor Notes: **Step 1**

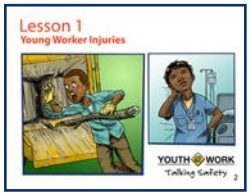
Introduce students to the topic of young worker safety.

5 minutes



Show PowerPoint slide 1.

Explain that you will teach a series of classes about staying safe at work.



Show PowerPoint slide 2.

Explain that many teens have jobs, and that all types of workplaces have hazards.

Explain that work-related injuries and illnesses are predictable and can be prevented.

Inform students that in this series of classes they will learn about important job health and safety topics.

Show PowerPoint slide 3 and review the topics listed.

- Ways young workers can be hurt on the job.
- Ways to predict and prevent workplace injuries.
- Common health and safety hazards on the job.
- Ways to reduce or control workplace hazards.
- Emergencies in the workplace and how to respond.
- What to do if you see something at work that could hurt you or make you sick.
- What legal rights and responsibilities young people have at work.

Show PowerPoint slide 4.

Start a "warm-up" discussion. Ask students the six questions on slide 4.

- "How many of you have ever had a job?"
- "Where did you work?"
- "What did you do?"
- "Have you ever been hurt at work, or do you know someone who has?"
- "Have you ever been uncomfortable with a task you've been asked to do at work?"
- "Have you ever had any health and safety training at work?"

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

Tell students that one of the reasons all workers are at risk for being injured at work is because there are hazards (dangers) on the job.

Write the definition of the word "hazard" on the flipchart or whiteboard:

"A hazard is anything at work that can hurt you, either physically or mentally."

Explain that the class will talk more about hazards in the workplace, after they watch a video about a working teen who was injured on the job.

Instructor Notes: **Step 2**

Find out how much students already know about workplace health and safety and workers' rights.

15 minutes

JOB SAFETY QUIZ

CHECK THE CORRECT ANSWER.

1

2

3

4

5

Introduce the *Job Safety Quiz*.

Explain that we will find how much students already know about workplace health and safety and workers' rights by taking a brief quiz.

Give everyone a copy of Student Handout No. 1, *Job Safety Quiz*.

Break the class into small groups of four-to-six students.

Go from group to group to see how they are doing.

Bring the class back together after 5 minutes.

Job Safety Quiz

- The law says your employer must give you a safe and healthy place to work.
  - ☑ True
  - ☐ False
- The law limits how late you can work on a school night if you are under 16.
  - ☑ True
  - ☐ False
- If you are 16 years old, you can drive a car on public streets as part of your job.
  - ☐ True
  - ☑ False

Job Safety Quiz (continued)

- If you are injured on the job, your employer must pay for your medical care.
  - ☑ True
  - ☐ False
- How often do teens get injured on the job in the United States?
  - ☐ One every day
  - ☐ One every hour
  - ☑ One every 9 minutes

Show PowerPoint slides 5 and 6. Ask the first question.

Call on the first group's reporter. Have the student read the first question, give the group's answer, and explain it. Allow the class to briefly discuss the answer.

Left-click on the mouse (or press enter, or use a remote) to show the correct response (a red check mark will appear in the space to the left of the answer).

Call on other groups, in turn, until they have answered all five questions.

Show the correct answers for each question on PowerPoint slides 5 and 6.

Job Safety Quiz — Questions and Discussion Points

1

True or False?

The law says your employer is responsible for providing you a safe and healthy place to work.

True.

This may include training you how to do your job safely. OSHA (the Occupational Safety and Health Administration) makes sure employers follow workplace health and safety laws, and OSHA may make your employer train you about the hazards of your job.

2

True or False?

The law limits how late you may work on a school night if you are under 16.

True.

The federal law says that if you are 14 or 15, you can work only until 7 p.m. on a school night. Some states also have rules about how late you can work if you are 16 or 17. Child labor laws protect teens from working too late, too early, or too long.

3

True or False?

If you are 16 years old, you can drive a car on public streets as part of your job.

False.

Teens who are 16 can't drive a car or truck on public streets as part of their job. Federal law does allow teens who are 17 to drive in very limited situations. Some states do not allow anyone under 18 to drive on the job. Child labor laws protect teens from doing dangerous work by listing the types of jobs and work activities that youth under age 18 may NOT perform.

4

True or False?

If you're injured on the job, your employer must pay for your medical care.

True.

If you get hurt on the job, the law says your employer must provide workers' compensation benefits. These include medical care for your injury.

5

How often do teens get injured on the job in the United States?

___One every day ___One every hour ___One every 9 minutes

(Approximately) one every 9 minutes.

Close to 60,000 teens, ages 15 through 17, are treated each year in hospital emergency rooms for work-related injuries and illnesses. Only a third of injuries receive treatment in emergency rooms, so it is likely that about 180,000 teens suffer work-related injuries each year. About 37 teens (ages 17 and under) in the United States die each year from job-related injuries.[1] Young people are often hurt at work because of equipment that isn't safe, or because of stressful conditions. Young workers also may not get enough safety training and supervision.

Tell students they will learn more about these topics during this training.

1 Based on 10-year average, 1998–2007. http://www.cdc.gov/mmwr/preview/mmwrhtml/mm5915a2.htm. For current year statistics, see: http://www.cdc.gov/niosh/topics/youth/chartpackage.html

Instructor Notes: **Step 3**

Discuss hazards teens may encounter in the workplace.

20 minutes

Show PowerPoint slide 7.

Tell your students they will now watch a 4-minute video called *Teen Workers: Real Jobs, Real Risks (Mallory's Story)*. The video tells one girl's story of suffering a workplace injury that changed her life and the lives of her family forever. It can be viewed at https://youtu.be/jy9YDD1LTiI

Ask students to keep in mind these questions as they watch the video:

- "What are some factors that contributed to this incident?"
- "What could have kept Mallory from being hurt?"
- "How might this affect Mallory's future life choices?"

Show the video.

Have the class discuss the video when it's over.

Ask students to list what they think were the main messages.

What did Mallory want them to know?

Let volunteers answer.

Here are some possible messages from the video:

- Teens do get injured at work.
- Teen injuries can have a significant effect on their lives and families.
- Teens often blame themselves when they are hurt at work. Instead, they should look at the hazards that cause injuries.
- Teens should speak up and ask questions if something at work worries them.
- Employers have a responsibility to make the workplace safe for workers.
- Teens have rights on the job.
- Hazards on the job can be reduced and injuries can be prevented.

Explain how work injuries can affect a young person's life.

Remind the class that work-related injuries and illnesses are predictable and can be prevented. Talk about a real news story from your state (or read to the class at least one of the eight stories in the Teacher Background Notes Section A, pages 18–20).

Show the corresponding PowerPoint slides 8 through 15.

For each story you read, ask students the questions below:

- "Why do you think this happened?"
- "What could have kept this person from being hurt?"
- "How might this affect the teen's daily life?"

Record their responses on a flipchart or whiteboard. (You don't need to discuss the answers now.) Tell the students that they will learn more about these issues during the training.

Show PowerPoint slide 16.

Tell the class that young workers are two times more likely to be injured than adult workers.

Ask students to brainstorm a list of typical teen jobs.

Show PowerPoint slide 17.

Work as a class to try to place the jobs students listed into the correct industry categories. For example, a fast food worker is part of the Leisure and Hospitality sector. (The table in Teacher Background Notes Section B, page 21, gives more examples.)

Show PowerPoint slide 18, to reveal where teens are injured at work.

Tell students that teens get hurt most often in the industries where the most young people work. Almost 7 of every 10 working teens have jobs in Leisure and Hospitality (which includes fast food restaurants) and Retail, so most injuries happen in these sectors.

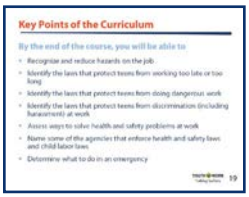
Instructor Notes: **Step 4**

Describe the Goals of *Talking Safety*

5 minutes

Tell students that these lessons will help keep them from becoming part of the injury statistics. They will learn about workplace health and safety, as well as teen workers' rights on the job.

Let students know they will draw maps showing hazards in the workplace, do role playing, and play games (like *Labor Law Bingo*).



Show PowerPoint slide 19.

Review the seven points presented there.

By the end of the course, students will be able to:

- Recognize job hazards and reduce them.
- Know the laws that protect teens from working too late or too long.
- Know the laws that protect teens from doing dangerous work.
- Know the laws that protect working teens from discrimination and harassment.
- Decide how to solve health and safety problems at work.
- Name some of the agencies that enforce health and safety laws and child labor laws.
- Decide what to do in an emergency.

Conclude Lesson 1 by reminding students about these main points:

- All workers are at risk for being hurt on the job, and all jobs have hazards. But teens are more likely than any other age group to get hurt or killed at work.
- If you're a teen, you're twice as likely as an adult to get hurt on the job. In the United States, a teenager is injured on the job every 9 minutes.
- Injuries are not accidents. Workplace injuries can be predicted and prevented.
- Most workplace injuries and illnesses are caused by unsafe environments—not human error.
- A work injury or illness can change your life forever! You can—and must—learn about risks and hazards at work and take action to protect yourselves and others.

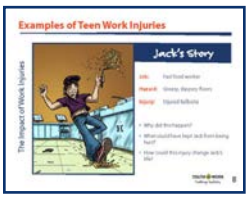
Homework

Assign students to find three child labor laws that pertain to working teens in your state. Have them e-mail them to you before the next class, or write them down and turn them in at the start of the next class. You can direct students to look for information on their state labor department's website or on the U.S. Department of Labor's site (www.dol.gov). Let students know that they will learn, in depth, about their rights and responsibilities as teen workers in Lessons 5 and 5B.

Teacher Background Notes: **Section A**

Real Stories of Teens Injured or Killed at Work

All stories are based on injuries that actually happened.



Show PowerPoint slide 8.

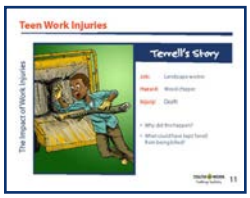
Jack worked in the kitchen of a fast food restaurant in the evenings, after school, and on weekends. One Friday afternoon, Jack had to work the fryer. At one point, Jack walked across the floor, carrying a basket of french fries. He didn't see a slick spot on the tile, and he slipped and fell. He landed on his tailbone and was seriously hurt. Jack has pain that won't go away, and he has trouble walking and sitting.

Show PowerPoint slide 9.

Antonio, age 17, worked for a neighborhood builder. One day he was carrying a 12-foot roof rafter along the top of an unfinished house. He backed into an unguarded chimney hole and fell 28 feet to a concrete cellar floor below. He survived, but the fall cracked three bones in his back. His injury forced him to spend the next 3 months locked in a "clamshell" brace from his neck to his hips. Because of his age, he shouldn't have been doing this dangerous work in the first place.[1]

Show PowerPoint slide 10.

Angela, age 16, did a lot of homework on the computer and spent time every day e-mailing and texting her friends. She also worked 3 hours a day after school typing data for a direct mail company. Angela was paid by "piece work." This means she got paid for how much work she did, and not the time she spent doing it. She never took breaks. Her fingers started feeling numb, and in the mornings she woke up with a burning feeling in her wrist. Angela's doctor said she had severe repetitive stress injury (RSI). This happens when you type in an awkward position, over and over again. The motion damages muscles, tendons, and nerves. Now she has to wear braces on her wrists and can't work on a computer for more than 15 minutes at a time. Angela's high school has someone take notes in class for her.



Show PowerPoint slide 11.

Terrell was a 15-year-old boy who found work with a landscape company when he moved to Maryland with his family. After only a week on the job, he was told to help grind up tree branches, using a motorized wood chipper. As he fed tree trimmings into the machine, Terrell got tangled in some large branches. The machine pulled him into the feed chute and killed him. A co-worker found his body soon after. He shouldn't have been doing this work because of his age.[1]

Show PowerPoint slide 12.

Cody, age 16, worked on his family's farm during the summer. One day Cody drove a tractor down a narrow gravel road. The tractor had no seatbelt or roll bar. He moved too close to the right edge of the road and drove into a ditch. This made the tractor roll over. When Cody had felt what was happening, he tried to jump, but his boot got caught between the seat and fender. The tractor's left tire crushed Cody's legs, leaving him paralyzed from the waist down.[2]

Show PowerPoint slide 13.

Lindsey, a high school sophomore, worked the front counter of a small local pizza shop after school and on weekends. One Friday night, she worked alone with Brayden, a senior at her school. Brayden was often rude to Lindsey, and he would even bully her in front of customers. This night, Lindsey stood up to Brayden and talked to him to stop bullying her. She told him she would tell their boss. Brayden yelled at Lindsey and pushed her. Lindsey fell and hit her head on a nearby table. Lindsey managed to get up and run outside. She quickly dialed 911 from her cell phone. The police arrived and arrested Brayden. Lindsey had a bump on her head and a lot of other bruises. She still cries a lot and feels sad, and she sometimes can't sleep because of what happened.

Show PowerPoint slide 14.

Anna, age 15, worked in a smoothie and juice shop. One day, her 34-year-old manager, Dan, began making inappropriate comments about Anna's body in front of other employees. Dan also used foul language around her and told dirty jokes. Though Dan's behavior made her uncomfortable, Anna noticed that none of her co-workers seemed to have a problem with it. Eventually, Dan began to brush against Anna when he walked past or put his arm around her shoulders or waist. One night, Dan invited Anna to his house for dinner. When she refused, Dan became angry, accusing Anna of being a "tease." The next day, Anna got word that she had been fired from her job for "poor performance." Anna felt confused and upset. She blamed herself for what happened.

Show PowerPoint slide 15.

Logan, a 14-year-old high school freshman, worked summers on his grandfather's dairy farm. He often used a tractor to pull the feed wagon, which had a large, turning screw that mixed the feed. The screw was connected by a metal bar to a power source at the back of the tractor. The bar spun rapidly between the tractor and the wagon, and it was not guarded. One day, Logan noticed a problem with the wagon. He left the tractor running and got off to get a closer look. As Logan reached across the bar, his shirt sleeve got caught. Logan's entire body quickly became wrapped around the powerful, spinning shaft. Another farm employee saw what happened and rushed over to help. By the time the ambulance arrived, Logan was unconscious. He woke up in the hospital to discover that he had broken his neck and that his right arm had been torn off at the shoulder.[2]

1. Instructor Note: Federal law prohibits teenagers under age 18 from working in dangerous or hazardous jobs (such as working with powered equipment; doing roofing, excavation, or demolition; driving a forklift; or working in logging or mining).

2. These stories recognize that many youth work informally on family farms and are not covered under federal child labor laws.

Teacher Background Notes: **Section B**

Industry Categories for Typical Teen Jobs

Industry	Some Typical Teen Jobs*
Leisure and Hospitality	Waiter, host, table busser, dishwasher, barista, amusement park concession worker, golf course caddy, zoo/museum/movie theater worker, actor, performer
Retail	Cashier, grocery store shelf stocker, clothing/jewelry/toy/sporting goods store salesperson
Other Services	Car wash worker, child care provider, pet sitter/dog walker, lawn care provider, parking lot attendant, janitor, nursing aide, life guard
Manufacturing, Construction, Transportation	Construction, manufacturing, or transportation company office worker; if at least age 16, construction laborer (with restrictions), packing house worker
Information, Finance, Insurance	Internet company, radio or television station, bank, or insurance company clerical worker
Agriculture, Forestry	Farm, greenhouse, or nursery worker

* Federal law prohibits teenagers under age 18 from working in dangerous or hazardous jobs (such as working with powered equipment; doing roofing, excavation, or demolition; driving a forklift; or working in logging or mining). The laws for 14- and 15-year-olds are more restrictive than the laws for workers 16 and older. The laws that cover youth who work in agriculture are different from those that govern younger workers in non-farm jobs and are not covered in this curriculum. Many states also have laws prohibiting teenagers under age 18 from working in dangerous or hazardous jobs. Students will learn more about labor laws and restrictions that pertain to work in the non-farm sector in Lessons 5 and 5B.

Your Notes for Lesson 1: Young Worker Injuries

LESSON 2

Finding Hazards

Help students identify a variety of health and safety hazards at typical worksites where young people find employment.

YOUTH @ WORK

Talking Safety

Lesson Plan

Help students identify a variety of health and safety hazards at typical worksites where young people find employment.

Step 1

Define the term "job hazard."

10 minutes

Brainstorming, class discussion

Step 2

Identify workplace health and safety hazards on typical teen job sites.

10 minutes

Find the Hazards activity, class discussion

Step 3

Examine the hazards in a typical teen workplace.

20 minutes

Hazard Mapping activity*, small group work, class discussion

* For students with cognitive disabilities or limited English proficiency, you may wish to teach an expanded version of the *Find the Hazards* activity in lieu of using the *Hazard Mapping* activity.

Step 4

Review and summarize the main points of the lesson.

5 minutes

Mini lecture

Student Objectives

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

See hazards that exist in workplaces and predict the harm they may cause.

Understand the differences between various categories (types) of workplace hazards.

Identify ways to get information about chemicals used at work.

Explain that some workplace hazards are obvious, but others are not.

Construct a detailed hazard map of a hypothetical workplace or visually identify the health and safety hazards in an example hazard map.

Organize hazards by category.

Analyze and rank hazards with regard to (1) potential risk of injury from hazard, and (2) potential severity of injury from hazard.

***Talking Safety* Core Competencies: 2, 3, 7**

National Health Education Standards (NHES): #1, #7, #8 (refer to the Appendix on page 291 for more information)

Key Points to Keep in Mind

Some job hazards are more obvious than others. This means that some hazards can be easily seen (such as a sharp blade) while others can't (such as stress). Some hazards can hurt you now (such as hot grease), while others may cause health problems in the future (such as noise).

Your students should know how to identify different types of hazards on a variety of worksites. This will help them to better protect themselves against possible injury on any job.

Teens should understand concepts of "susceptibility" (How likely is it that this can hurt me?) and "severity" (If this hurts me, how bad could it be?). Knowing these concepts makes them more likely to pay attention to job hazards and to work safer.

Talking about potential risks and severity of injuries from a variety of hazards can help raise awareness and shape constructive beliefs about the value of workplace safety and health.

Whether a student works in an office, on a farm, in a retail shop, or in a restaurant, all workplaces have hazards that can be identified and corrected.

Students should be aware of hazards on the job so that they can recognize potential health and safety problems. In recognizing these problems, workplace injuries and illnesses can be predicted and prevented.

In the *Find the Hazards* activity in this lesson, students often bring up the concept of customer safety and workplace training that some young people receive—especially in food service jobs—that pertains to this issue.

Although customer safety is important, the focus of this lesson—and of the curriculum—is on the safety and health of the worker.

Preparation

Read

Teacher Background Notes Section A and Section B at the end of this lesson (on pages 39–41)

Set Up

A PowerPoint presentation for slides 20–29 on a computer (with projector)

Preview

PowerPoint slides 20–29

Obtain

A flipchart and markers, or use a whiteboard and markers

A set of colored markers or pens (black, red, green, blue, orange) for each small group of three or four students (*Hazard Mapping* activity)

Choose

One of the four *Find the Hazards* pictures (Student Handouts 2–5, on pages 207–213). You will have time to complete only one.

Photocopy

The *Find the Hazards* picture you selected (from Student Handouts 2–5: Fast Food Restaurant, Grocery Store, Office, Gas Station). Have one copy for each student.

The answer sheet for each student (on page 215).

Instructor Notes: **Step 1**

Define the term "job hazard."

10 minutes

Introduce the lesson using PowerPoint slide 20.

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

Explain that some job hazards are obvious, but others are not. This means that some hazards can be easily seen (such as a sharp blade) while others can't (such as stress). Some hazards can hurt you now (such as hot grease), while others may cause health problems in the future (such as noise). In order to be better prepared to be safe on the job, it is necessary to understand how to identify different types of hazards.

Show PowerPoint slides 21 and 22.

Inform the class that hazards can be divided into four categories. Write these as column headings on a flipchart page or whiteboard.

Explain:

Safety hazards, such as hot surfaces or slippery floors, which can cause immediate accidents and injuries.

Chemical hazards, which are gases, vapors, liquids, or dusts that can harm your body. Examples include cleaning products and pesticides.

Biological hazards, which are living things that can cause conditions such as flu, HIV/AIDS, hepatitis, Lyme disease, and tuberculosis (TB). Examples include bacteria, viruses, and molds. In the workplace, you can be exposed through contact with used needles, sick children, or sick animals, for example.

Other health hazards, which are other harmful things that can injure you or make you sick. Examples include noise and repetitive movements.

Ask students to think about places they have worked or about familiar workplaces (such as restaurants, stores, theaters, offices).

Have students call out possible job hazards and say whether each one is a safety hazard, chemical hazard, biological hazard, or other health hazard.

List each hazard in the matching column beneath the headings you wrote, to create a chart.

Your completed chart may be similar to this sample below. Students may confuse the *effects* of hazards with the hazards themselves. They may mention "cuts" instead of knives, which cause the cuts. The *cause* is the hazard and should be listed on the chart. If students give effects rather than 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
Ladders	Solvents	Molds	Radiation
Machines	Acids	Animal diseases	Heat or cold
Sharp knives	Asbestos	Bird diseases	Repetitive movements
Hot grease	Lead	Insect-borne diseases	Awkward posture
Unsafe electrical 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	Discrimination/ harassment
Cluttered work areas	Poor air quality		Stress
Falling objects	Gasoline		
Violence			
Areas too dark or too light			

Talk more about chemicals. Ask the class the following questions to prompt discussion:

"How can chemicals get inside your body?"

Answer: Chemicals can get inside your body when you breathe them in, swallow them, or get them on your skin.

"How can chemicals harm you?"

Answer: Chemicals can cause many different kinds of symptoms, such as skin rashes and irritation, dizziness, and breathing problems. They can also have health effects such as burns, increase the chances of serious diseases such as cancer, or cause failure of a vital organ such as the liver. Some chemicals may cause symptoms right away and other health problems that show up later in life. This is especially likely if you use certain chemicals for a long time.

"What are some ways to find out how a chemical product might harm you and how to protect yourself from it?"

Answer: When you use a product that contains chemicals (such as a cleaning solution or a pesticide), it's important to know what kinds of health effects the chemical can cause and how to protect yourself. If you already have asthma or some other health problem, this information can be especially important.

To find out more about the chemicals in a product, you can do the following:

- Check the label.
- Ask your supervisor.
- Get training.
- Call a resource agency or check its website.
- Look at the Safety Data Sheet (SDS) for the product.

Show PowerPoint slide 23.

Explain to the class that SDSs are information sheets that manufacturers must send to companies along with their chemical products. They tell you what is in the product, how it can harm you, and how to protect yourself.

SDSs are important for workers since they describe the hazards of working with a chemical product in a workplace. Workers should review the SDS for all chemicals they come into contact with at work. The formats of SDSs can vary, but they convey the same basic information.

Instructor Note: See OSHA's web site for more information on Safety Data Sheets (SDSs): http://go.usa.gov/jjpd

Ask the class:

"Who are SDSs for?"

Listen to the students' responses. Make sure the following points are discussed. SDSs are meant for:

- Employees who may be exposed to a chemical hazard at work.
- Employers who need to know the proper methods for storage and use of hazardous chemicals.
- Emergency responders such as firefighters, hazardous material crews, emergency medical technicians, and emergency room personnel.

Explain to the class:

The Occupational Safety and Health Administration (OSHA) is the federal government agency that enforces worker health and safety laws. Some states also have state OSHA programs.

Visit the OSHA website to see if your state has its own program.
https://www.osha.gov/dcsp/osp/index.html

OSHA says that workers have a right to get information about the chemicals used in their workplace. Employers must train workers in how to use those chemicals safely and what to do if there is a chemical spill or other chemical emergency. The Environmental Protection Agency (EPA) also regulates the use of chemicals. They enforce the laws that protect our air, water, and soil from contamination.

OSHA requires employers to let their workers see and copy Safety Data Sheets (SDSs) for every chemical used or stored at the workplace. (Teacher Background Notes Section A, page 39, provides more information on SDSs.)

Instructor Notes: **Step 2**

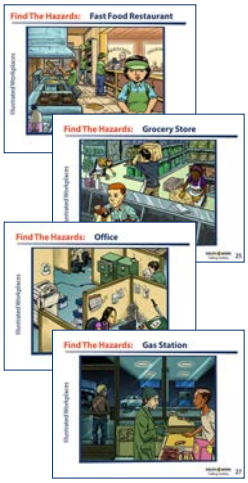
Identify workplace health and safety hazards on typical teen job sites (*Find the Hazards* activity).

10 minutes

Hand out materials. Pass out the *Find the Hazards* picture you selected (from Student Handouts 2–5). You will have time to complete only one picture. Also give students a colored marker, highlighter, or pen.

Explain the activity. Students should look at the workplace shown in the handout. They should try to find and circle as many safety or health hazards as they can.

Give students a couple of minutes to find hazards in the picture. Tell them they also should think about how each hazard could harm them if they were working at this job site. They will be asked about this later.



Show PowerPoint slides 24–27, which correspond with the picture that students looked at on their handouts.

Have student volunteers list the hazards they saw in the picture.

List the hazards on the board or on a flipchart.

Ask the students if they can think of other hazards that the volunteers didn't find. Or are there possible hazards in the workplace that are not shown in the picture? As students answer, add these additional hazards to the list. If the class misses any hazards, point them out.

Teacher Background Notes Section B, on pages 40–41, contains a list of possible hazards in each of the four workplaces depicted. Alternatively, you can select workplaces specifically relevant to your program or the experiences of your students.

Instructor Notes: **Step 3**

See the hazards in a typical teen workplace (*Hazard Mapping* activity).

20 minutes

(Instructor's note: For students with cognitive disabilities or limited English proficiency, the *Find the Hazards* activity may be more appropriate than the *Hazard Mapping* activity. Thus, instead of *Hazard Mapping*, you might have your class complete all four pictures provided in Student Handouts 2–5.)

Show PowerPoint slide 28.

Divide the class into groups of three or four students. Tell students that they will work with their group to draw hazard maps. Each group will choose or be assigned a different type of workplace and will draw a simple floor plan showing a typical workplace of that type. They will mark the location and type of hazards that may be found in that workplace. You and your students can choose places where young people often work, such as fast food restaurants, grocery stores, offices, gas stations, swimming pools, and coffee shops.

Assign or have the groups select the type of workplace they will draw.

Give each group a large sheet of flipchart paper and five colored markers (black, red, green, orange, blue).

Explain that groups should draw their floor plans with a black marker. The floor plan should show rooms, work areas, furniture, equipment, work processes, doors, and windows. Explain that the floor plan can be very simple.

Ask each group to mark the location of various hazards on their floor plans.

Using the following color code can help reinforce the categories of hazards. It's not necessary to color code the categories if it seems too complicated. Slide 28 provides a sample of a finished map.

- Red to show safety hazards
- Green to show chemical hazards
- Orange to show biological hazards
- Blue to show other health hazards

Ask the groups to show how dangerous each hazard is.

They can highlight hazards they consider especially serious or severe by coloring them more prominently or marking them with a symbol.

Ask that each group choose someone to present the map to the entire class later.

The presenters should prepare to explain to the class what they think are the major hazards in this workplace.

Answer any questions, and let the groups begin work.

Circulate among the groups.

Ask questions, and make suggestions as appropriate. Challenge the students to think beyond obvious hazards. After about 10 minutes, bring the class back together.

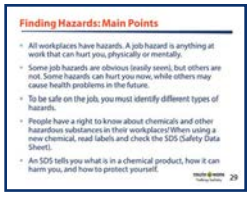
Have each group's presenter explain the group's map, including what they see as the most serious hazard in each category (red, green, orange, blue).

List any hazards people mention that were not previously listed on the chart created during the Introduction.

Instructor Notes: **Step 4**

Review the main points of the lesson.

5 minutes



Show PowerPoint slide 29.

Conclude Lesson 2 by reminding students about these main points:

- All workplaces have hazards. A job hazard is anything at work that can hurt you, either physically or mentally.
- Some job hazards are obvious (easily seen), but others are not. Some hazards can hurt you now, while others may cause health problems in the future.
- To be safe on the job, you must be able to identify different types of hazards, which include safety, chemical, biological and other hazards. It's important to remember that the cause (of a work injury) is the hazard; the effect of the hazard is the injury itself. For example a meat slicer is the cause (hazard) and a cut is the effect (injury).
- People have a right to know about chemicals and other hazardous substances used in their workplaces! When using a new chemical, it's important to read labels and check the SDS (Safety Data Sheet) for the product.
- An SDS tells you what is in a chemical product, how it can harm you, and how to protect yourself.

Homework

Give students photocopies of the three *Find the Hazards* pictures (Student Handouts 2–5) that you did not use in class. Ask the students to take them home and circle the hazards in each picture (following the color model you used in class). Students should think about the hazards they found in each scene and how serious each hazard is.

Ask students to choose a picture they can use to create a safety campaign for young workers. They can make a poster warning teen employees of possible job hazards (at that location). As an alternative, students can create a poem, case study, or other activity that they see relevant to advocating for a safer workplace for young people. Take a few minutes at the beginning of the next class (if you are teaching Lesson 2B) to showcase one or two of the most creative submissions.

Teacher Background Notes: **Section A**

SDSs in depth

Teachers who wish to explore the topic of SDSs in depth with students may refer to the Massachusetts Department of Public Health's Food Service Safety Curriculum, Student Handout 2, available through the website below.

http://go.usa.gov/jWnR

After going to this website scroll down to the second page to find Student Handout 2. Student Handout 2 provides a step-by-step guide on how to read an SDS, as well as an example of an actual SDS (for ethanol). You may wish to go through some of the key points on the SDS with students and see if they can identify ethanol as alcohol.

Teacher Background Notes: **Section B**

Below are lists of hazards present in each illustrated workplace:

Fast Food Restaurant

Pictured

- Hot grill or oven
- Steam
- Fire
- Hot food or liquids
- Hot grease
- Knives
- Heavy lifting
- Slippery floor
- Cleaning chemicals
- Pressure to work fast
- Noise
- Repetitive movements
- Angry customer (potential violence, abuse)

Not pictured:

- Stress
- Electrical hazards
- Sexual harassment
- Biological hazards (viruses, bacteria, mold)
- Robbery/violence

Grocery Store

Pictured

- Heavy lifting
- Box cutter
- Meat slicer
- Cleaning chemicals/ unmarked chemicals
- Repetitive motion
- Bending or reaching
- Standing a lot
- Stress

Not pictured:

- Sexual harassment
- Biological hazards (viruses, bacteria, mold)
- Robbery/violence (angry customers, co-workers)

Office

Pictured

- Repetitive use of keyboard
- Cluttered workplace
- Awkward posture at desk
- Copier and other chemicals
- Stress
- Eye strain
- Paper cutter/scissors
- Hot liquids
- Electrical cord
- Improper chair

Not pictured:

- Sexual harassment
- Indoor air quality
- Violence (angry customer, co-worker)

Gas Station

Pictured

- Gasoline/fumes
- Other chemicals (like solvents)
- Tools and equipment
- Working in dark areas
- Stress
- Moving vehicles
- Working alone at night (robbery)
- Repetitive movements

Not pictured:

- Heavy lifting
- Heat or cold
- Sexual harassment
- Violence (angry customer, co-worker)

Your Notes for Lesson 2: Finding Hazards

LESSON 2B

Finding Hazards

Help students identify health and safety hazards at a real worksite.

YOUTH @ WORK

Talking Safety

Lesson Plan

Help students identify health and safety hazards at a real worksite.

Step 1

Review the key points from the previous lesson.

5 minutes

Mini lecture

Step 2

Search for health and safety hazards in a real workplace.

35 minutes

Hazard Hunt activity, class discussion

Step 3

Review and summarize the main points of the lesson.

5 minutes

Mini lecture

Student Objectives

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

Predict hazards that may be found in typical teen workplaces.

Reflect on the ability to assess a workplace for hazards.

Inspect an actual work environment.

Construct a hazard map identifying potential health and safety hazards.

Report findings orally in a group setting.

***Talking Safety* Core Competencies: 2, 3**

National Health Education Standards (NHES): #1, #3, #4, #5, #8 (refer to the Appendix on page 291 for more information)

Preparation

Review

Lesson 2

Obtain

A flipchart and markers, or use a whiteboard and markers

Photocopy

For the *Hazard Hunt* activity, make enough copies of Student Handout 6 (on page 215) so each pair of students will have one copy.

Arrange

Access to work areas on school grounds

Instructor Notes: **Step 1**

Review the key points from the previous lesson.

5 minutes

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

Explain that some job hazards are obvious, but others are not. In order to be safe on the job, you must be able to identify different types of hazards.

Remind the class that hazards can be divided into four categories:

- Safety hazards.
- Chemical hazards.
- Biological hazards.
- Other health hazards.

Take a few minutes to review the homework assignment from Lesson 2.

Share with the class one or two safety campaigns that the students created.

Instructor Notes: **Step 2**

Search for health and safety hazards in a real workplace (*Hazard Hunt* activity).
35 minutes

Contact the appropriate staff around the school before beginning this activity to ensure their support and cooperation.

Explain that each student will work with a partner on this activity.

Divide the class into pairs.

Explain the activity by telling students that they will now look for health and safety hazards in a real workplace. If allowed by your school, pairs of students will walk to certain areas of the school and try to find hazards there. They will visit (for example) the school kitchen, the school office, and one other area of the school, such as a vocational shop, chosen by the instructor. If the school does not have these facilities, the instructor should select other work areas in the school or arrange to visit nearby workplaces.

Give each pair of students a copy of the *Hazard Hunt* form (Student Handout 6).

Make sure each pair has a pen or pencil.

(Instructor's note: The *Hazard Hunt* activity also can be done as a class activity. Walk through the chosen work areas with students and ask them to point out hazards they see. Discuss as a group how each hazard they find might harm someone.)

Have pairs of students walk through the three selected areas of the school (or other workplace), looking for health and safety hazards.

Ask students to list in the correct section on Student Handout 6 the hazards they find. For each hazard they find, they should also write how the hazard might harm someone working there.

Have students also find these safety items:

- Exits.
- Fire extinguishers.
- Fire alarms.
- Fire hoses or blankets.
- Sprinkler systems.
- Smoke detectors.
- Defibrillators.
- Security cameras and/or lighting,
- SDSs (Safety Data Sheets).
- Safety showers (in the chemistry lab).
- Any other means by which hazards can be controlled or reduced.

Allow about 25 minutes for students to walk through all three work areas.

When they have finished, bring the class back together to report what they found. List on a flipchart or whiteboard what they observed.

Instructor Notes: **Step 3**

Review and summarize the main points of the lesson.

5 minutes

Conclude Lesson 2B by reminding students about these main points:

- All workplaces have hazards. A job hazard is anything at work that can hurt you, either physically or mentally.
- Some job hazards are obvious, but others are not. Some hazards can hurt you now, while others can hurt you in the future.
- To be safe on the job, you must be able to identify different types of hazards, which include safety, chemical, biological and other hazards. It's important to remember that the cause (of a work injury) is the hazard; the effect of the hazard is the injury itself. For example a meat slicer is the cause (hazard) and a cut is the effect (injury).
- People have a right to know about chemicals and other hazardous substances used in their workplaces! When using a new chemical, it's important to read labels and check the SDS (Safety Data Sheet) for the product.

Homework

Have students write a one-page memo reporting their findings from the *Hazard Hunt* activity. They should address their memo to the teacher or administrator in charge of the worksite(s) they investigated.

Optional Activity

Ask students who work to conduct similar "walk-through inspections" of a grocery store, restaurant, or other type of workplace the public can enter. Have them write a one-page paper that describes what they found.

Your Notes for Lesson 2B: Finding Hazards

LESSON 3

Making the Job Safer

Help students understand the three main ways to reduce or eliminate hazards at work. Explain which methods are most effective for controlling hazards.

YOUTH @ WORK

Talking Safety

Lesson Plan

Help students understand the three main ways to reduce or remove hazards at work.

Explain which methods are most effective for controlling hazards.

Step 1

Discuss the best ways to reduce or remove hazards on the job.

10 minutes

Brainstorming, class discussion

Step 2

Learn to control health and safety hazards on real work sites (*$25,000 Safety Pyramid* game).

20 minutes

$25,000 Safety Pyramid game, mini case studies, class discussion

Step 3

Review and summarize the main points of the lesson. Assign the final report (due the second-to-last day of class).

15 minutes

Mini lecture

Student Objectives

By the end of the course, students will be able to:

Describe the three main ways to reduce or remove hazards at work.

Identify and describe specific workplace hazards, their health effects, and methods for controlling them.

Reflect on why some methods of controlling hazards are preferred to others.

Make a plan for controlling hazards in a specific workplace.

Make a list of workplace health and safety resources.

***Talking Safety* Core Competencies: 3, 4, 7**

National Health Education Standards (NHES): #1, #5, #6, #7, #8 (refer to the Appendix on page 291 for more information)

Key Points to Keep in Mind

Workplace hazards can be controlled in many different ways, but some methods are better and more effective than others.

Most workplace injuries and illnesses are caused by unsafe environments—not human error. The best safety measures remove the hazard from the workplace or keep it away from workers. This way, the workplace is safer and you don't have to worry about the hazards that were removed or kept away from you. Good safety rules can also protect you from workplace hazards, though not as well as removing the hazard. Finally, you can use personal protective equipment, such as respirators and safety goggles. Personal protective equipment doesn't work as well to protect you from hazards. You should use personal protective equipment and follow safety rules and procedures when your workplace has hazards that are not particularly well controlled.

However, it's important to keep in mind that some protective equipment can cause its own hazards. For example, respirators need to be fitted to the individual and matched to the agents it is intended to provide protection against. Respirators increase breathing resistance, so some individuals should not wear them.

A hazard can be controlled in more than one way, and sometimes it's best to combine one kind of protection with others.

For example, even if a restaurant kitchen has slip-resistant flooring, workers should still wear slip-resistant shoes to protect themselves even more.

The exercises in this lesson ask students to find ways to prevent workplace injuries.

Students should also know that if that they have a condition that might affect their ability to work, there are laws that might help them. Laws can help you even if your condition or injury wasn't caused by something that happened at work. You may have a right to have your employer make changes in your workplace that allow you to work. This is called "reasonable accommodation." The changes have to be reasonable and not cause too much difficulty or expense for the employer.

Visit the U.S. Equal Employment Opportunity Commission's website for more information:
http://go.usa.gov/jZCH

Preparation

Read

Teacher Background Notes Section A and Section B (on pages 72–89) at the end of this lesson

Set Up

A PowerPoint presentation for slides 30–41 on a computer (with projector)

Preview

PowerPoint slides 30–41

Obtain

A flipchart and markers (or use a whiteboard and markers)

Items for the *$25,000 Safety Pyramid* game:

- 3" x 3" sticky note pads (a different color for each team of four-to-five players, depending on the size of your class).
- A watch or timer.
- Pens or pencils.
- Prizes (such as pencils or candy).
- Masking tape.

Draw

A game board for the *$25,000 Safety Pyramid* game (using markers and flipchart paper or a large piece of poster board, as described in section B). You can also teach this activity without the game. See Step 2.

Photocopy

Student Handouts 7 and 8 (on pages 217–231, one copy for each student)

Instructor Notes: **Step 1**

Discuss the best ways to reduce or remove hazards on the job.

10 minutes

Introduce the lesson using PowerPoint slide 30.

Make a table with two columns on a piece of flipchart paper. Label the left column "Hazards" and the right column "Possible Solutions."

Pick one job hazard from the list that the class made during Lesson 2 (Step 1). (We recommend that you pick "slippery floors.") Write it in the Hazards column of the table. Ask the class this question:

"How can this workplace hazard be removed or reduced?"

Ask students to suggest answers, and write the answers in the Possible Solutions column next to the hazard. Your students might include these solutions for slippery floors:

- Put out "Caution" signs.
- Clean up spills quickly.
- Install slip-resistant flooring.
- Use floor mats.
- Wear slip-resistant shoes.
- Install grease guards on equipment to keep grease off the floor.

Discuss the best ways to reduce or remove hazards on the job.

Ask students to share what they learned during the *Hazard Hunt* activity in the last lesson (if you did this activity). Specifically, ask for volunteers to describe ways they saw hazards being controlled or reduced on the worksite they visited.

Show PowerPoint slide 31.

Tell the class there is more than one way to lessen a hazard, but some ways are better than others.

Hold a class discussion on the three most common control methods: (a) remove the hazard, (b) improve work policies and procedures, and (c) use clothing and equipment that protect against the hazard.

Use slide 31 and the sections below to help explain these methods. After you discuss a method, apply it to the list you created on the flipchart, as indicated.

Remove the Hazard

Tell students that it's best to remove the hazard from the workplace or keep it 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 ways to remove the hazard:

- Use safer chemicals, and get rid of chemicals that cause hazards.
- Use precut vegetables (so a worker doesn't have to use a knife).
- Use machines with proper safeguards instead of doing jobs by hand. (Instructor's note: Although machines may be a good way to remove a hazard, they can also cause new hazards. Laws say that teens younger than 18 must not use some machines—such as power-driven meat-slicers, paper balers, and mechanical lifts. See Student Handout 14 for more information.)
- Have barriers around hot surfaces.

Ask the class the following question:

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

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

Improve Work Policies and Procedures

Explain to students that if you can't completely remove a hazard or keep it away from workers, good safety policies can reduce their exposure to hazards.

Here are some good work policies that protect workers:

- Train workers on how to do their jobs around hazards.
- Give regular breaks to keep workers from getting too tired.
- Assign enough people to do the job safely (such as lifting).

Ask the class this question:

"Which of the solutions for slippery floors on the flipchart use work policies and procedures?"

Students should answer that putting out "Caution" signs and cleaning up spills quickly are in this category. On the flipchart, put a "2" next to these solutions.

Use Clothing and Equipment that Protect Against Hazards

Tell students that personal protective equipment is the least effective way to control hazards. Despite this, they should use personal protective equipment whenever an employer gives it to them. Workers might need personal protective equipment even when other safety measures are in place. (Instructor's note: Some protective equipment can cause its own hazards. For example, respirators need to be fitted to the individual and matched to the agents it is intended to provide protection against. Respirators increase breathing resistance, so some individuals should not wear them.)

Here are examples of personal protective equipment (PPE):

- Gloves, steel-toed shoes, hard hats.
- Respirators, safety glasses, hearing protectors.
- Lab coats or smocks

Ask the class this question:

"Why doesn't personal protective equipment work as well as other safety measures, like removing the hazard or having rules for safety?"

Answers may include:

- It doesn't get rid of the hazard or make the workplace as safe as it can be.
- Workers may not want to wear it because it can be uncomfortable, can be hot, and may make it hard to talk to others or to do work.
- It has to fit right and be used every time, and at the right time, to work.
- It has to be right for the particular hazard, such as the right type of glove, ear plug, or clothing that protects against the chemical being used.

Ask the class this question:

"Which of the solutions for slippery floors on the flipchart involve clothing and equipment that protect against hazards?"

Students should answer that wearing slip-resistant shoes is in this category. Wearing nonslip shoes in an environment (such as a restaurant) where it is hard to control spills can be very effective. On the flipchart, put a "3" next to this solution.

When you have finished marking the three categories on the flipchart, your completed table may look 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)

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

Instructor Notes: **Step 2**

Learn to control health and safety hazards on real work sites (*$25,000 Safety Pyramid* game).

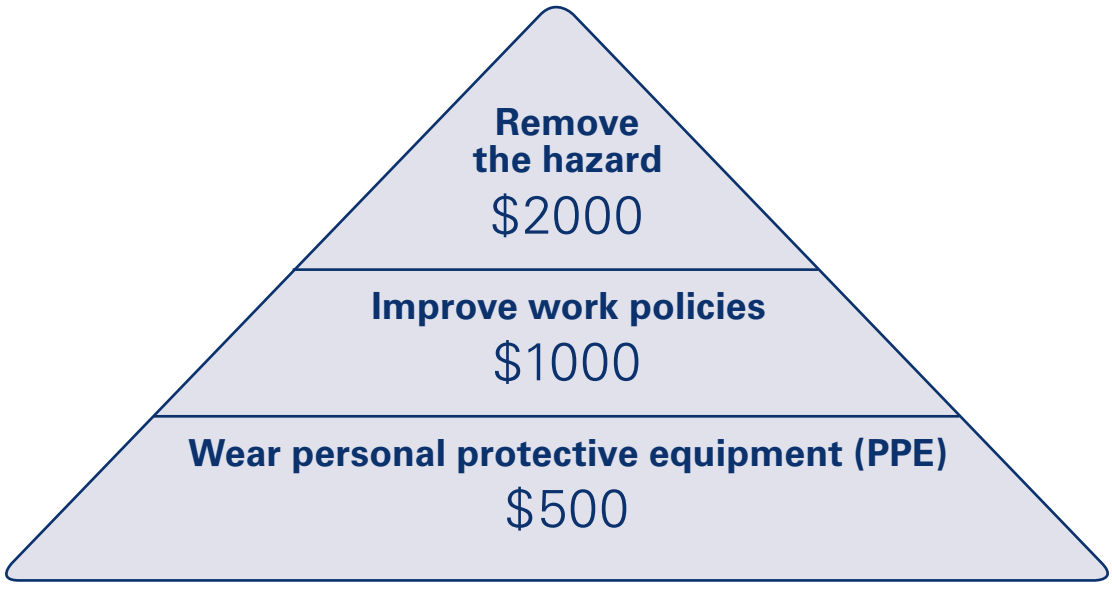
20 minutes

Instructor's note: Review the mini case studies (in the Teacher Background Notes Section A on pages 72–80) and PowerPoint slides 32–40, which go with each story, before teaching this activity. Pick stories that are most relevant to your students, or use your own stories.

You can have your students discuss this material instead of playing the game. If you choose to have them discuss it, show slides 32–40 to the class and ask students for their ideas about ways to prevent the injuries described as you show each slide.

If you have the class play the game, draw a game board like the one below on flipchart paper, and tape it to the wall.

$25,000 Safety Pyramid game



Notice that the pyramid divides solutions into three categories:

- Remove the hazard (often called engineering controls).
- Improve work policies (often called administrative controls).
- Wear personal protective equipment (PPE).

Explain that in each round of the game you will read aloud a true story about a youth who was injured at work.

Tell students they 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. Teams will be given a sticky note pad on which to write their solutions.

Pick teams of three to five students.

Ask each team to come up with a team name. Record team names on the whiteboard or on a sheet of flipchart paper, where you will keep track of the points.

Pass out sticky note pads, with a different color for each team.

Explain that this is a fast-paced game, and time counts. After you read each story, the teams will have one minute to come up with solutions. After the round is over, you will ask the students to post their notes on the game board.

Select (or ask each group to choose) one team member as the "writer" for the team.

Instructor's note: Each solution the team comes up with should be written on a separate sticky note.

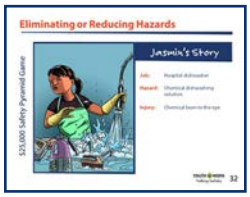
Select (or ask each group to choose) another team member to post the team's notes in the correct categories on the game board after each round.

Let the class know that you will decide whether each solution is a valid one. To be valid, the solution should do the following:

- Relate to the story.
- Be realistic.
- 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 sticky notes placed in two categories should count once. Tell the class that sometimes a category may have no good solution. Explain that if teams put a good solution in the wrong category, you will move that sticky note to the proper category and give them half the points of a valid solution.

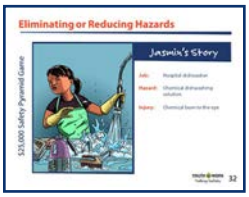
Explain that after each round you will tally the points. Each valid solution in the Remove the Hazard category is worth $2,000. Each valid solution in the Work Policies category is worth $1,000 and the PPE category is worth $500. PPE solutions force the employee to take action, so they are considered the least effective solutions.



Show PowerPoint slide 32.

Have a practice round, using slide 32. For this round, teams don't need to write solutions but should just call out their answers. Add any solutions the class misses.

Practice Round: Jasmine's Story



Read the story aloud:

Jasmine 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 Jasmine 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 2 weeks.

Ask the class the following question:

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

Suggested answers include the following:

- **Remove the Hazard.** Use a different cleaning product that is safer. Use disposable pans. Use a dishwashing machine.
- **Improve Work Policies.** Have workers clean one pan at a time. Give them training about how to protect themselves from chemicals.
- **Wear Personal Protective Equipment.** Goggles.

Begin the game by using the mini case studies in the Teacher Background Notes Section A, on pages 72–80 and PowerPoint slides 33–40. Pick 3 or 4 stories, depending on the time available.

Review the solutions that teams have posted and total the points for valid answers at the end of each round. You can identify a team's solutions by the color of its sticky notes. Add any solutions the teams missed.

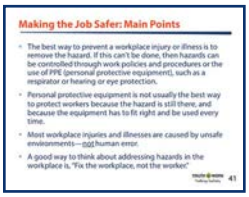
Play as many rounds as it takes for a team to reach $25,000, or as many rounds as you have time to play. When a team wins, award prizes.

Instructor's note: If you wish, you can give students more information on hazards found in typical teen jobs and possible solutions. Copy and distribute Student Handout 7.

Instructor Notes: **Step 3**

Review and summarize the main points of the lesson. Assign the final report (due the second-to-last day of class).

15 minutes



Show PowerPoint slide 41.

Conclude Lesson 3 by reminding students about these main points:

- **The best way to prevent a workplace injury or illness is to remove the hazard.** If this can't be done, then hazards can be controlled through work policies and procedures or the use of PPE (personal protective equipment), such as a respirator or hearing or eye protection.
- Personal protective equipment is not usually the best way to protect workers because the hazard is still there, and because the equipment has to fit right and be used every time.
- Most workplace injuries and illnesses are caused by unsafe environments—not human error.
- A good way to think about addressing hazards in the workplace is, "Fix the workplace, not the worker."

Homework

Final Project (due the second-to-last day of class):

Tell students their final project is to learn how to find information on workplace health and safety hazards and effective ways to deal with them.

Students will research a health and safety problem and write a three- to five-page report (or create a PowerPoint presentation). They will also turn in the completed worksheet (Part A of Student Handout 8). The project is due the second-to-last day of class

Ask students to think about where they would try to find information if they wanted to know about a health and safety problem at work. Suggest examples of problems they might want to find out about, such as wrist pain when using a computer or the hazards of a chemical. Your list may include the following:

Sources in the workplace

- Employer or supervisor.
- Co-workers.
- Union shop steward.
- SDS (Safety Data Sheet) for information on a chemical.
- Labels and warning signs.
- Employee orientation manual or other training materials.
- Written work policies and instructions.

Sources outside the workplace

- Parents or teachers.
- Internet search.
- Government agencies such as OSHA (Occupational Safety and Health Administration), NIOSH (National Institute for Occupational Safety and Health), EPA (Environmental Protection Agency), your state agencies, and your local health department.
- Labor unions.
- Community organizations.
- Workers' compensation insurance companies.
- Employer groups or trade associations.
- University health programs that deal with work or the environment.
- Professional health and safety groups.
- Doctors, nurses, or other health-care providers.

Tell students they will find information about a specific problem in one workplace. They will focus on information available outside the workplace.

Let students know they will need access to a computer with an internet connection, a telephone, or both.

INFO SEARCH

YOUTH@WORK
Talking Safety
Student Handout 8

A. WORKSHEET

You will be assigned one scenario to research from part C of this handout.

ANSWER THE QUESTIONS BELOW:

1 What is the health and safety problem (hazard) in your scenario?

2 What information might you be able to get at the workplace? Where would you get it?

3 Pick three possible sources outside the workplace where you could get information.

These must include at least one government agency and at least one organization or agency that is not part of the government. You can search the internet or request information by phone. If you cannot find resources and need a part B of this handout, however, you do not need to find yourself to keep. Each team member can get information from a different source, or you can work together. Use these sources to answer the following questions.

Short-term health effects. How could this hazard affect your body right away?

Information	Source

Pass out a copy of Student Handout 8 to each student.

Explain that the handout has three sections: (a) Worksheet, (b) Resources: Where to Get Information, and (c) Scenarios. Tell students they must finish Part A and turn it in with their final assignment. Part B will give them ideas about where to go for safety and health information. Part C gives students more information on the specific problem and workplace they will research and write about.

Have students count off from one to six. Assign a different scenario on Handout 8 Part C to each student, corresponding with their number (for instance, students who counted off as number "one" will be assigned scenario one on the handout).

Tell students they have until the second-to-last day of class to research their health and safety problem and write a three- to five-page report on what they found.

Instructor's note: Students can prepare a PowerPoint presentation instead of a written report.

Other project guidelines

Students must do the following:

- Finish Part A of Student Handout 8 (worksheet).
- Use the seven questions they answered on the worksheet as a foundation for their written report.
- Use at least three different sources of information. These must include at least one government agency and at least one organization that is not part of the government. In their reports, students should also discuss which sources of information they found most useful, and why. Some suggested websites and phone numbers appear in Part B of Handout 8. In many cases, the web links provided will take them directly to lists of fact sheets on specific hazards.
- Turn in a three- to five-page written report (or PowerPoint presentation) and the completed worksheet (Part A of Student Handout 8) the second-to-last day of class.

On the second-to-last day of class, time permitting, discuss the reports. Talk about any important points the students may have missed (using the suggested answers in Teacher Background Notes Section B on pages 81–89).

Teacher Background Notes: Section A

Mini case studies for the *$25,000 Safety Pyramid* game

Round 1: Will's Story

Read the story aloud:

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

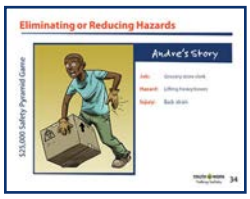
Ask the teams:

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

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

- **Remove the Hazard.** Design the grill so the bar is not so close to the grill. Cover the floor with a nonskid mat. Install nonskid 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.** Have workers immediately clean up spilled grease. Design the traffic flow so workers don't walk past the grill.
- **Personal Protective Equipment.** Have workers wear nonskid shoes and gloves.

Round 2: Andre's Story



Read the story aloud:

Andre is a 17-year-old who works in a grocery store. One day while unloading a heavy box from a truck onto a wooden pallet, he felt a sharp pain in his lower back. Andre tried to keep working. His back kept bothering him, so he finally went to the doctor. Andre had to miss work for a week to recover. His back still hurts sometimes.

Ask the teams:

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

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

- **Remove the Hazard.** 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.** Assign two people to do the job. Train workers how to lift properly. Enforce a policy that teens never lift more than 30 pounds at a time, as recommended by the National Institute for Occupational Safety and Health (NIOSH).
- **Personal Protective Equipment.** Wear nonslip shoes. (Note: A NIOSH study found no evidence that back belts help.)

Ask the class:

"What is the proper way to lift heavy objects?"

Demonstrate the following. Tell the class the rules for safe lifting:

- Don't pick up by yourself objects weighing more than 30 pounds.
- Keep the load close to your body.
- Lift with your legs. Bend your knees and crouch down, keep your back straight, and then lift as you start to stand up.
- Don't twist at your waist. Move your feet instead.

Round 3: Molly's Story

Read the story aloud:

Molly 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. Molly 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 Molly's left hand all the way to the bone.

Ask the teams:

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

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

- **Remove the Hazard.** The machine should have a guard to protect fingers from the blade. The machine should have an automatic shut-off.
- **Work Policies.** A rule should require that the machine be unplugged before cleaning. No one under 18 should use or clean this machine, because doing this kind of work is against child labor laws.
- **Personal Protective Equipment.** Have workers wear gloves that protect against cuts.

Round 4: Chris's Story

Read the story aloud:

Chris works for a city public works department. One hot afternoon, the temperature outside reached 92 degrees. While Chris was shoveling dirt in a vacant lot, he started to feel dizzy and disoriented. He fainted from the heat.

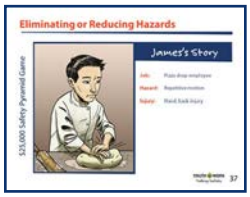
Ask the teams:

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

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

- **Remove the Hazard.** Limit outdoor work on very hot days.
- **Work Policies.** Limit outdoor work on very hot days. Have a cool place to go for frequent breaks. Have plenty of water available. Train workers about heat stress symptoms and how to keep from becoming overheated. Work in teams to watch one another for symptoms of overheating (such as disorientation and dizziness).
- **Personal Protective Equipment.** Have workers wear a hat, to provide shade, and a cooling vest.

Round 5: James's Story



Read the story aloud:

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 James has noticed that his hands, shoulders, and back are hurting from the repetitive motion and standing for long periods.

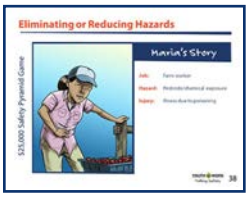
Ask the teams:

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

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

- **Remove the Hazard.** Have adjustable working surfaces, so James can pat the dough at a height that causes less strain on his shoulders and back. For hand strain, use a pizza dough roller—either manual or power-driven—instead of patting by hand (Note: Federal law says that 16- and 17-year-olds may operate, but not set up, adjust, repair, oil, or clean pizza dough rollers/sheeters with proper safeguards. If you are under age 16, you may not operate these machines).
- **Work Policies.** Vary the job so no one has to make the same movements repeatedly. Provide regular breaks.
- **Personal Protective Equipment.** None.

Round 6: Maria's Story



Read the story aloud:

Maria's job is to pick strawberries on a 16-acre farm. One day she was sent into the field too soon after it had been sprayed. No one told her that the moisture on the plants was a highly toxic pesticide. Soon after she began to work, Maria's arms and legs started shaking. When she stood up, she got dizzy and stumbled. She was taken by other farm workers to a nearby clinic. Three weeks later she continues to have headaches, cramps, and trouble breathing.

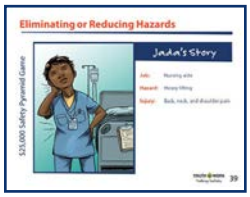
Ask the teams:

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

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

- **Remove the Hazard.** Use pesticide-free farming methods, or use a less toxic pesticide.
- **Work Policies.** Wait the required number of hours or days after the crops are sprayed before having workers re-enter the field. The required wait time should be on the pesticide label. When pesticides are used, the law requires the employer to let workers know. Employers must post warning signs or tell workers. Workers should be trained and informed about chemicals they may be exposed to.
- **Personal Protective Equipment.** Wear gloves and work clothes that protect against the pesticide/s that was/were used. If needed, wear a respirator approved for the individual that provides protection against the pesticide/s used.

Round 7: Jada's Story



Read the story aloud:

Jada works as a nursing aide at a local hospital. She cleans bedpans and sometimes changes sheets, which requires lifting patients. Lately Jada has been feeling twinges in her back when bending over or lifting. She knows she is supposed to get help when lifting a patient, but everyone in the unit is so busy that she is reluctant to ask. At home, as Jada is going to sleep, she often feels shooting pains in her back, neck, and shoulders. These pains seem to be getting worse every day.

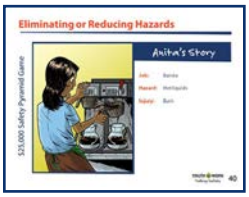
Ask the teams:

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

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

- **Remove the Hazard.** Stop lifting alone. Lift patients only when other people are available to help, or use a mechanical lifting device. Note: Federal Child Labor laws prohibit anyone under the age of 18 to operate patient lifting devices. However, they may move patients as part of a team in which the lift operator is over age 18.
- **Work Policies.** Make sure workers who have already been injured are not required to lift. Have a policy that workers may lift patients only in teams and when using a lifting device. Train workers about ways to safely lift patients.
- **Personal Protective Equipment.** None.

Round 8: Anita's Story



Read the story aloud:

Anita is a 16-year-old barista in a small coffee shop. One morning, the coffee shop was short-staffed because another worker had called in sick. During the breakfast rush, Anita worked the register and took orders from customers while she also hurried to make a new pot of coffee. She didn't realize that the other barista had already started a pot, and she pulled out the brew basket while the machine was brewing. Boiling water and coffee grounds spilled all over her hand, causing second-degree burns. She went to the emergency room for treatment. Anita had to cut down on her day-to-day activities for 3 months, and she still has sensitivity in her hand and scarring from the burn.

Ask the teams:

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

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

- **Remove the Hazard.** The machine might be designed so that the brew basket can't be pulled out when it's in use.
- **Work Policies.** The coffee shop should have a plan for bringing in extra help when someone calls in sick so that they are not understaffed. Only one worker should be assigned to work the coffee maker, so that person can keep track of when coffee is brewing. The boss could make a sign that hangs next to the coffee maker that shows whether it's in use or not.
- **Personal Protective Equipment.** None.

Teacher Background Notes: **Section B**

Final Student Project

Scenario 1: Big Box Foods

Jacob works in a warehouse. He's 17 years old. One day, when he was unloading 40-pound boxes from a wooden pallet, he suddenly felt a sharp pain in his lower back. Jacob had to miss work for a week to recover, and his back still hurts sometimes. He is worried about re-injuring his back, and he tries to be careful, but he wants to find out more about safe lifting and other ways to prevent back injuries.

What is the health and safety problem (hazard) in the scenario?

- Heavy boxes.

What information might you be able to get at the workplace? Where would you get it?

- Get training on proper lifting from the supervisor or a co-worker.
- Get written lifting guidelines from the employer or supervisor.
- Ask for information on available mechanical lifting devices.

What are the short-term health effects?

- Sprain, strain, or muscle tear.

What are the long-term health effects?

- Pain.
- Restricted movement.
- Can't concentrate, because of pain.
- Nerve damage.
- Weakness.
- Likely to be injured again.

What are some possible solutions for the worker and employer?

- Use a spring-loaded or hydraulic pallet that rises (keeps boxes at waist height) as boxes are removed. Instructor's note: This type of machine is NOT power-driven, so it may be used by workers 14 and older. Federal Child Labor laws prohibit anyone under the age of 18 from operating a hydraulic (power-driven) lift.
- Use a forklift or similar equipment so loads don't have to be handled manually. The driver of the forklift MUST be at least 18 years old and properly trained!
- Decrease weight of boxes.
- Get training on safe lifting.
- Ask for help in lifting.
- Request a reasonable accommodation from your employer, such as a limit on the amount of weight you lift (if you're covered under the Americans with Disability Act).

Scenario 2: Aasif's Computer Station

Aasif, age 16, has been working for 6 months as an administrative assistant in a large office. He is the newest employee in the office, and he seems to have all the hand-me-down equipment. His keyboard and mouse sit right on his desktop, along with his computer monitor. The lever to adjust the height of his chair doesn't work anymore. Aasif works at his computer most of the day. He knows at least one person in the office who wears braces on her wrists because they are tender and painful, and she can no longer do many things at home because her grip is so weak. Aasif doesn't want to have any problems like that, and he wants to find out what he can do.

What is the health and safety problem (hazard) in this scenario?

- Repetitive stress at keyboard.

What information could you get at the workplace? Where would you get it?

- Get training and help in setting up the workstation from the supervisor or a co-worker.
- Ask another injured worker what she's learned about how to prevent the injury.
- Get written guidelines from the employer or supervisor on ergonomic setup of computer workstations.

What are the short-term health effects?

- Wrist pain.
- Numbness or tingling.
- Redness and swelling.

What are the long-term health effects?

- Carpal tunnel syndrome.
- Tendinitis.
- Decreased joint motion.
- Inflamed joints.
- Prolonged ache, pain, numbness, tingling, or a burning feeling.

What are some possible solutions for the worker and employer?

- Take frequent breaks ("micro" breaks every 10 minutes; 5- to 10-minute breaks every hour).
- Make sure your posture and position of your body at the workstation are correct.
- Consider the workstation, equipment, and furniture. They should support correct postures. Look at the chair design and height, computer screen height, keyboard height, lighting, glare, and clutter.
- Make sure job demands are reasonable.
- Do exercises to relieve physical stress and strain.

Scenario 3: Dangerous Paint Stripper

Emma, age 15, has a summer job working for the city parks program. She has been using a cleaner called "Graffiti Gone" to remove graffiti from bathrooms. She has to take many breaks, because the chemical makes her throat burn. It also makes her feel dizzy sometimes, especially when the bathrooms don't have very many windows. On the label, she sees that the cleaner has methylene chloride in it. Emma feels like she's managing to get the work done, but she worries about feeling dizzy. She wants to find out more about this chemical, what harm it can cause, and whether there are safer ways to do this work.

What is the health and safety problem (hazard) in this scenario?

- Exposure to methylene chloride in the paint stripper, which causes many health problems and even death.

What information could you get at the workplace? Where would you get it?

- Ask the supervisor or employer for a Safety Data Sheet (SDS).
- Get training from the supervisor or employer about possible health effects and how to work safely with this chemical product.

What are the short-term health effects?

- Irritated nose, throat, and lungs, causing coughing, wheezing, and/or shortness of breath.
- A "narcotic effect" that makes you feel light-headed, dizzy, tired, sick to your stomach, and gives you a headache.
- Your eyes and skin could become irritated, and you could feel burning. Your eyes might be damaged.

What are the long-term health effects?

- May affect the brain, causing memory loss, poor coordination, and reduced thinking ability.
- May damage your liver and kidneys.
- May cause bronchitis.
- May cause long-term skin problems.
- May cause cancer.
- May kill you.

What are some possible solutions for the worker and employer?

- Find a safer cleaner that doesn't use methylene chloride.
- Wear gloves and work clothes that protect against the chemical/s that was/were used. If needed, wear a respirator approved for the individual that provides protection against the chemical/s used.

Scenario 4: Noise at Work

José is 18 years old, and for about a year he has been working for a company that builds prefabricated homes. He spends much of the workday using a power saw. His ears usually ring for a while in the evening, but the ringing seems to clear up by the morning. He is a little worried about whether the noise is damaging his hearing, but it's not that different from how his ears feel after a concert. He wants to find some information on how much noise is bad for his hearing and what he can do.

What is the health and safety problem (hazard) in the scenario?

- Exposure to noise.

What information might you be able to get at the workplace? Where would you get it?

- Ask your employer for any noise level measurements that have been taken.
- Get training on hearing protection from your supervisor.
- Get training on OSHA noise regulations from your employer or supervisor. For example, noise from power saws can be up to 110 decibels. OSHA says that noise louder than 90 decibels can harm your hearing, and you must wear hearing protection for noise this loud and louder. NIOSH warns that noise louder than 85 decibels can harm your hearing, and it recommends that workers avoid the noise or wear hearing protection.

What are the short-term health effects?

- Ringing in your ears that goes away after a while.
- Hearing loss (ears feel plugged) that goes away after a while.
- High blood pressure and other problems related to your heart.

What are the long-term health effects?

- Ringing in your ears that doesn't go away.
- Loss of hearing for certain types or levels of sound. This can lower your quality of your life and make hobbies less fun. This often leads to at least some deafness that hearing aids can't fix.

What are some possible solutions for the worker and employer?

- Find quieter equipment that doesn't make loud noise.
- Use a muffler on the power saw to reduce the noise.
- Wear hearing protection when required.
- Keep workers away from noisy areas as much as possible. Limit the time they are around loud noise.
- Get training on how to manage noisy tools and tasks, and learn how to use hearing protection.
- Measure noise levels and learn which are the noisier tools and tasks.
- Give workers medical exams (hearing tests) to check their hearing each year. Take action if the workers are losing hearing.

Scenario 5: Needles in the Laundry Stack

Kim, age 17, works as an aide in a nursing home. Her best friend, Julia, works in the laundry department. Kim has heard Julia complain about the medical staff, because they can be careless. Used hypodermic needles sometimes show up in the dirty laundry. Kim worries about Julia, but she also thinks the medical staff should do more to protect their co-workers. She wants more information on what can be done.

What is the health and safety problem (hazard) in the scenario?

- Used needles.

What information could you get at the workplace? Where would you get it?

- Get written guidelines from the supervisor or employer for handling used needles.
- Ask to see the employer's log of injuries that workers have received from "sharps."
- Get training for all workers from the supervisor or employer on how to properly handle needles.

What are the short-term health effects?

- The wound might get infected.

What are the long-term health effects?

- Hepatitis, AIDS, or other bloodborne diseases.

What are some possible solutions for the worker and employer?

- Use needles with built-in safety features that decrease the chance of causing an injury. For instance, some needles can retract. Some of these needles retract on their own.
- Give injections with a system that doesn't use needles.
- Make sure sharps disposal containers are available when needed and emptied often.

Scenario 6: Convenience Store Concerns

Shanice, age 17, works in a convenience store. She and the other employees take turns working the closing shift. It makes Shanice nervous to be at the store by herself late at night, but she knows that if she refuses the closing shifts, the owner will just look for someone else to do the job. She carries mace in her purse, and the owner has told her to give up the cash in the cash register if she ever faces a robber. She wants to find out what else she can do to feel safe.

What is the health and safety problem (hazard) in the scenario?

- Threat of violence from robbers or customers.

What information could you get at the workplace? Where would you get it?

- Get training from your supervisor or employer on what to do when you're attacked or threatened with violence.
- Ask your employer about the security measures where you work.
- Ask your employer whether the place you work has ever had security problems.

What are the short-term health effects?

- Possible injury.
- Stress.

What are the possible long-term health effects?

- An injury that will never fully heal.
- Death.
- Stress caused by violence.

What are some possible solutions for the worker and employer?

- Handle cash in a safe way. For example, have locked drop safes and post signs saying that only a little cash is kept in the place you work.
- Make the place you work separate from the public. Employees could work behind a glass window that can stop bullets, or behind higher counters.
- Make sure employees can see well enough. Have good lighting, mirrors, low signs, and windows that are not blocked by anything.
- Have rules about not working alone. Some states make it against the law for workers younger than 18 years old to work alone at night.
- Limit the number of unlocked access points (but keep enough doors unlocked in case of an emergency. For information and guidance, refer to the National Fire Protection Association).
- Use security devices, such as closed-circuit cameras, alarms, panic buttons.
- Get training on how to handle an emergency. Learn how to tell when a situation might turn violent, and how to respond.
- Talk to local law officers about how to start a program to prevent violence.

Your Notes for Lesson 3: Making the Job Safer

LESSON 3B

Making the Job Safer

Reinforce methods for controlling health and safety hazards on real work sites where teens find employment. Describe some occupational safety and health (OSH) jobs.

YOUTH @ WORK

Talking Safety

Lesson Plan

Reinforce methods for controlling health and safety hazards on real work sites where teens find employment.
Describe some occupational safety and health (OSH) jobs.

Step 1

Review the best ways to reduce or remove hazards on the job.

5 minutes

Mini lecture, class discussion

Step 2

Explain what occupational safety and health (OSH) professionals do.

10 minutes

Mini lecture

Step 3

Brainstorm ideas for the students' final project (assigned at the end of Lesson 3).

25 minutes

Brainstorming, class discussion

Step 4

Review and summarize the main points of the lesson.

5 minutes

Mini lecture

Student Objectives

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

Describe the role of occupational safety and health (OSH) professionals in reducing/removing hazards at work.

Describe potential health and safety problems, sources of information, health effects, and solutions for dealing with workplace hazards.

***Talking Safety* Core Competencies: 3, 4, 7**

National Health Education Standards (NHES): #1, #5, #7, #8 (refer to the Appendix on page 291 for more information)

Key Points to Keep in Mind

Use this lesson to encourage students to integrate what they have learned about the following:

- Identifying and controlling hazards.
- Understanding what occupational safety and health (OSH) professionals do.
- Identifying/locating sources of OSH information.
- Addressing real-world health and safety problems in workplaces.

As you are teaching this lesson, look for chances to point out that the "quick fix" is not always the best solution. Conversely, the "best" solution may not always be technologically or financially feasible.

Preparation

Set Up

A PowerPoint presentation for slides 31 and 41 on a computer (with projector)

Preview

PowerPoint slides 31 and 41

Obtain

Large sheets of paper or poster board

Colored markers

Photocopy

Student Handout 9, Occupational Safety and Health (OSH) Careers (on page 233). Have one for each student.

Instructor Notes: **Step 1**

Review the best ways to reduce or eliminate hazards on the job.

5 minutes

Show PowerPoint slide 31.

Remind the class that there are often several ways to control a hazard, but some ways are better than others.

Review with the class the three main control methods: remove the hazard, improve work policies and procedures, and use clothing and equipment that protect against the hazard.

Ask the class about the best control measures to remove the hazard from the workplace, or keep it isolated (away from workers) so it can't hurt anyone. This way, the workplace itself is safer, and individual workers do not have to take all the responsibility for safety.

Explain to students that if you can't completely remove a hazard or keep it away from workers, good safety policies can at least reduce how much you come in contact with the hazard.

Tell students that personal protective equipment (often called "PPE") is the least effective way to control hazards. However, you should use it whenever provided by your employer.

Instructor Notes: **Step 2**

Explain what occupational safety and health (OSH) professionals do.

10 minutes

OCCUPATIONAL SAFETY AND HEALTH (OSH) CAREERS

YOUTH@WORK Talking Safety

Pass out Student Handout 9.

Explain to students that occupational safety and health (OSH) professionals help prevent harm to workers, the environment, and the general public. For example, they might design safe workspaces, study or treat work-related diseases, inspect machines, or test air quality.

Tell your class that OSH professionals work in a variety of settings, from offices, to factories, to mines. Their work varies by industry, workplace, and types of hazards affecting employees.

Provide your class with examples and descriptions of OSH careers:

- **Industrial hygienists** anticipate, recognize, evaluate, communicate, and control exposures in the workplace that may result in injuries or illnesses of workers. They find ways to get health and safety facts to workers and employers, and they develop policies to make workers safer.
- **Occupational health physicians** treat people who are sick or injured because of their jobs. They study illnesses to understand how to identify people who are sick and find better ways to treat them.
- **Occupational health nurses** are registered nurses who look for and prevent health effects caused by work. They treat workers who are sick or injured.
- **Occupational safety and health specialists** develop worker training programs and promote workplace safety and health. They find ways to get health and safety facts to workers and employers, and they develop policies to make workers safer.
- **Safety professionals** anticipate, recognize, evaluate, communicate, and control safety hazards in the workplace to find and correct unsafe conditions and work practices. They give training on ways to improve safety and run safety programs, and they measure and study how well these safety efforts work.
- **Epidemiologists** study patterns of disease, health risks, or injuries in certain groups of people or cultures.
- **Ergonomists** design tools, furniture, machinery, and processes that protect worker health by reducing physical strain, operator fatigue, and discomfort.
- **Occupational health psychologists (OHPs)** work through the field of psychology to improve the quality of work life and to protect and promote the safety, health, and well-being of workers.

Instructor Notes: **Step 3**

Brainstorm ideas for the students' final project (assigned at the end of Lesson 3).
25 minutes

Tell students that you will discuss ideas about their final projects, due the second-to-last class.

Divide the class into small groups of three or four students. Ask the groups to write down some ideas about where they would go to find information about a particular health and safety problem at work (refer back to page 69 for some suggestions).

Also ask them to jot down some examples of problems on the job that they might want to find out about, such as wrist pain when using a computer, back pain when bending or lifting heavy objects, loud noise, burns, slips, trips, and falls (common in restaurants), the hazards of a certain chemical, or workplace violence.

Bring the class back together after 10 minutes.

Give each group 2 to 3 minutes to share their ideas with the class.

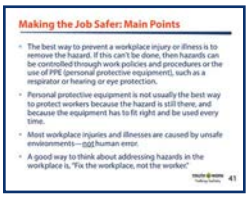
Spend the rest of the time for this step answering any questions about the project.

You can also brainstorm ways to analyze the scenarios in Student Handout 8 Section C (assigned in the last class). Alternatively, as a class, you could work through one of the stories in this handout. (If you choose this activity, do not assign the scenario you use in class for the final report.)

Instructor Notes: **Step 4**

Review and summarize the main points of the lesson.

5 minutes



Show PowerPoint slide 41.

Conclude Lesson 3B by reminding students about these main points:

- **The best way to prevent a workplace injury or illness is to remove the hazard.** If this can't be done, then hazards can be controlled through work policies and procedures or the use of PPE (personal protective equipment), such as a respirator or hearing or eye protection.
- Personal protective equipment is not usually the best way to protect workers because the hazard is still there, and because the equipment has to fit right and be used every time.
- Most workplace injuries and illnesses are caused by unsafe environments—not human error.
- A good way to think about addressing hazards in the workplace is, "Fix the workplace, not the worker."

Your Notes for Lesson 3B: Making the Job Safer

LESSON 4

Emergencies at Work

Inform students about the types of emergencies that can occur on the job and help students develop strategies for responding to emergencies at work.

YOUTH @ WORK

Talking Safety

Lesson Plan

Tell students about the types of emergencies that can occur on the job, and help students develop strategies for responding to emergencies at work.

Step 1

Define the term "emergency." Discuss examples of emergencies that could happen in a workplace.

10 minutes

Brainstorming, class discussion

Step 2

Review and reinforce what to do in the event of different types of workplace emergencies.

30 minutes

Disaster Blaster! game

Step 3

Review and summarize the main points of the lesson.

5 minutes

Mini lecture

Student Objectives

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

Identify a wide range of possible workplace emergencies.

List ways to be prepared for various types of emergencies.

Recognize planning steps that can help young workers deal appropriately with unforeseen situations.

Generate strategies for responding to various emergencies at work.

Demonstrate knowledge (verbally) through the *Disaster Blaster!* game.

***Talking Safety* Core Competencies: 2, 3, 5**

National Health Education Standards (NHES):Standards #1, #3, #5, #7 (refer to the Appendix on page 291 for more information)

Key Points to Keep in Mind

No one expects to wake up one morning, go to work, and face a crisis.

By teaching this lesson, you can help your students understand that workplace emergencies can happen any time, any place, and can affect anyone—including them.

Preparation

Read

Teacher Background Notes at the end of this lesson (on page 115)

Set Up

A PowerPoint presentation for slides 42–44 on a computer (with projector)

Tables for the game, one for each team of four students

Preview

PowerPoint slides 42–44

Obtain

The *Disaster Blaster!* game requires these materials:

- One die for each group of four students.
- Two game pieces for each group of four students (for example, if you have 24 students in your class, you will need a total of six dice and 12 game pieces).
- Prizes (such as candy, pencils, or stickers).

Photocopy

Student Handouts 10 and 11 (*Disaster Blaster!* game board and cards), one copy for each group of four students (for example, if you have 24 students in your class, you will need six copies of Student Handout 10 and six photocopies of Student Handout 11, on pages 235–246)

Cut Out

Disaster Blaster! game cards (each group of four students will need one deck of 36 cards)

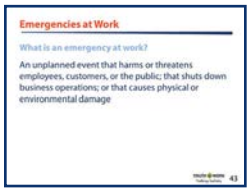
Instructor Notes: **Step 1**

Define the term "emergency." Discuss examples of emergencies that could occur in a workplace.

10 minutes

Show PowerPoint slide 42, and then move on to 43.

Explain to the class that you are now going to talk about emergencies at work.



Give the definition of an emergency:

An emergency is any unplanned event that poses a threat. An emergency can threaten employees, customers, or the public. It might shut down work at a business. It might cause damage, or it could harm the environment.

Explain that emergencies may be natural or man-made.

Ask the class this question:

"What are some emergencies that could happen in a workplace or that could affect the workplace?"

Have students call out examples of emergency events while you write them on the board. Your list may include these emergencies:

Severe illness or injury	Fires	Floods
Hurricanes	Tornadoes	Earthquakes
Power Outages	Chemical Spills	Explosions
Toxic Releases	Terrorism	Violence
Blizzards	Ice Storms	

Explain that the best way to deal with an emergency is to know ahead of time what to do if that kind of emergency happens. To be prepared, you should practice the steps to take. Few people can think clearly in a crisis, so you must think through and practice what to do before there is an emergency.

Tell students that when they start a new job, their employer should let them know about the kinds of emergencies that could happen in that workplace and what they should do to make sure they are safe. OSHA requires some employers to have an Emergency Action Plan. See Teacher Background Notes Section A on page 115. Emergency action plans will be covered in more detail in Lesson 4B, Step 2 (page 124).

Tell your students they should be trained on what to do in an emergency, and they should also take part in practice drills.

Instructor Notes: **Step 2**

Review and reinforce what to do during different types of workplace emergencies (*Disaster Blaster!* game).

30 minutes

Show PowerPoint slide 44 and introduce the game.

Explain that students will be paired up and will play a board game, *Disaster Blaster!*, against another pair of students at their table.

Divide the class into groups of four students.

Have each group split into two teams. Pass out one game board (Student Handout 10), 2 game pieces, one die, and one deck of *Disaster Blaster!* cards (Student Handout 11, cut into 36 cards) to each group.

Explain that teams may not always know the "right" answer to a question asked during the game. Team members should discuss each question and use their best judgment. All players will learn the correct answers while playing the game.

Explain the game directions:

Each team should take turns rolling a die and moving ahead the number of spaces shown. They should follow the instructions written on the spaces for moving around the game board.

Whenever a team's game piece lands on a square with a question mark, the opposing team picks a *Disaster Blaster!* card from the top of the deck and reads the question to the other team.

If the answer given is basically correct, the team rolls again. Explain that, to keep the game moving, each team's turn ends after 2 questions, even if they answer the second question correctly.

If the answer given is incorrect, the answering team's game piece remains on the square until their next turn.

For each question, the opposing team reads the complete answer off the card after the team members whose turn it is provide their answer.

To win the game:

A team must roll the exact number needed to land on the *Home* space and then the team must answer a question correctly. If a team lands on the *Home* space but answers the question incorrectly, then the team loses its turn and must wait until its next turn for a chance to answer another question.

The first team to land on the *Home* space and answer its question correctly wins the game. The team members receive a prize.

Instruct teams to begin playing the game.

Visit the groups to check that students understand the instructions. Give prizes to winning teams or play noncompetitively and reward all with candy or other prizes. (Instructor's note: Safety supply companies or fire stations may donate items with safety slogans, and these may include stickers, pencils, or erasers.)

Instructor Notes: **Step 3**

Review and summarize the main points of the lesson.

5 minutes

Conclude Lesson 4 by reminding students about these main points:

- An emergency is any unplanned event that poses a threat. An emergency can threaten employees, customers, or the public. It might shut down work at a business. It might cause damage, or it could harm the environment.
- The best way to protect yourself and others during an emergency at work is to know—and to practice—what to do if a crisis happens.
- Your employer has a legal duty to train you and to let you know the steps you should take in an emergency.
- A workplace emergency action plan should include information about different kinds of emergencies and how to respond to them. Don't be afraid to ask your boss for this information if he or she does not provide it to you.

Homework

Assign students the task of finding a real news story (from a magazine, newspaper, or the internet) that discusses an emergency at work, similar to the ones discussed in class.

Note the following:

If you are teaching Lesson 4B

Spend 15 minutes of the next class period talking about what students found (see Lesson 4B, Step 3 on page 126).

If you are skipping Lesson 4B

Ask students to write a brief, one-page report on their story. It should answer these questions:

- What is the emergency?
- How did workers respond to the crisis?
- What went right?
- What went wrong?
- What steps should be taken in this workplace to make sure employees are better protected and prepared the next time?

Assign students, as a separate activity, to look up your state's minimum wage. They will need this information for Lesson 5.

Optional Activity

As an alternative homework assignment, you may want to ask students to create something that communicates key emergency preparedness messages to fellow students (similar to public service announcements students may have seen on TV). Examples include a poster, a rap song, a newspaper article, or a series of announcements over the school intercom system. Students may work individually or in small groups.

Teacher Background Notes: **Section A**

EMERGENCY ACTION PLANS

A workplace Emergency Action Plan (see Student Handout 13) should include information about:

- The kinds of emergencies and how to respond.
- Places to meet during an emergency.
- The best ways to get out of a building or move away from danger.
- Emergency equipment and alert systems.
- Key people who will be in charge.
- What to do if someone is hurt.
- What each worker should do.
- Practice drills.

Your Notes for Lesson 4: Emergencies at Work

LESSON 4B

Emergencies at Work

Review and reinforce what students already know about how to react to different types of workplace emergencies.

YOUTH @ WORK

Talking Safety

Lesson Plan

Review and reinforce what students already know about how to react to workplace emergencies.

Step 1

Review the key points from the previous lesson.

5 minutes

Mini lecture

Step 2

Evaluate real-world stories about emergencies that happened at work and how workers responded.

25 minutes

Small group work, class discussion

Step 3

Discuss the news stories students found for homework that deal with workplace emergencies.

10 minutes

Class discussion

Step 4

Review and summarize the main points of the lesson.

5 minutes

Mini lecture

Student Objectives

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

Discuss how workplace emergencies happen every day in every type of job, and how they are not rare events.

Apply lessons learned about workplace Emergency Action Plans.

Reflect on the ability to correctly assess an emergency and choose appropriate actions.

Analyze real-world emergency scenarios and present ideas for better preparedness to the class.

***Talking Safety* Core Competencies: 1, 3, 4, 5**

National Health Education Standards (NHES): #1, #5, #7 (refer to the Appendix on page 291 for more information)

Key Points to Keep in Mind

The most important takeaway from this lesson is that the best way for teens to protect themselves is to know what to do ahead of time if an emergency occurs at work.

Students should take part in all training/practice drills at work. In this way, they will increase their chances of responding appropriately if an emergency arises.

Preparation

Read

Teacher Background Notes Section A and Section B at the end of this lesson (on pages 128–134)

Set Up

A PowerPoint presentation for slides 43 and 45 on a computer (with projector)

Preview

PowerPoint slides 43 and 45

Obtain

A flipchart and markers, or use a whiteboard and markers

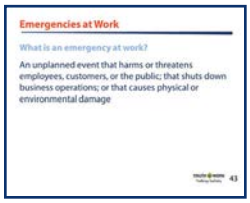
Photocopy

Handouts 12 and 13 (Emergencies in the News, Emergency Action Plans, on pages 247–252) for each student

Instructor Notes: **Step 1**

Review the term "emergency" and the key points of the previous lesson.

5 minutes



Show PowerPoint slide 43.

Explain to the class that you are now going to talk about emergencies at work.

Remind the class about the definition of "emergency":

An emergency is any unplanned event that poses a threat. An emergency can threaten employees, customers, or the public. It might shut down work at a business. It might cause damage, or it could harm the environment.

Explain that emergencies may be natural or man-made.

Point out again that the best way to handle an emergency is to know what to expect and what to do.

Remind students that when they start a new job, their employer should tell them what kinds of emergencies could happen in that workplace. Employers must also provide workers with the procedures (Emergency Action Plan) they should follow to stay safe during a crisis at work. (Refer to Teacher Background Notes Section A on page 128.)

Instructor Notes: **Step 2**

Evaluate real-world stories about emergencies that happened at work and how workers responded.

25 minutes

Ask the class this question:

"What would you want to know in case you were in an emergency at work?"

Students' responses might include these questions:

- What could happen in this emergency and how do I protect myself during it?
- Will an alarm alert me to the emergency? What does it look or sound like?
- Who's in charge during the emergency?
- Where do I go to be safe? How do I get there?
- If someone gets hurt, what should I do?
- Who in the building knows first aid?
- What are my responsibilities?
- How will I know when the emergency is over?

Explain to the students that they will work in their small groups to read news stories about emergencies that occurred at work, and they will learn how workers responded.

Explain that, in their small groups, they will read the story and decide what went well—and what didn't go well. They will then list action items for this workplace to better protect and prepare employees for future emergencies. Groups will present their ideas to the rest of the class.

EMERGENCIES IN THE NEWS

YOUTH@WORK Talking Safety Student Handout 12

STORY 1: Grease fire in restaurant burns employee

A fire erupted at Sunny's Family Restaurant Tuesday night, critically injuring an employee and causing $100,000 in damage to the building. The fire was caused when a frying pan, filled with hot grease, fell off the stove. The pan fell when 19-year-old Jason Miller, a cook at the restaurant for nearly a year, accidentally bumped the burner and attempted to pull out the fire by pouring water on the stove, causing the burning grease to splatter his face, arms, and chest. A co-worker, hearing the commotion, called 911 and yelled for everyone to leave the restaurant immediately. The fire department arrived, extinguished the fire, and attended to the burned employee. The victim was taken to Mercy Hospital with serious injuries.

- What went right in this situation?
- What went wrong in this situation?
- What steps should be taken in this workplace to make sure employees are better protected and prepared the next time?

STORY 2: Robber threatens young employee with gun

A 19-year-old employee of a local convenience store was held up at gunpoint late Thursday, April 12, by a man who entered the store around 10:30 p.m. and approached the clerk while the process of closing the store for the evening. The employee later reported to police that, after emptying the cash register, the robber tied him up and then left with the money. Although the employee was shaken up by the incident, he was not physically injured. The name of the employee is being withheld because of his age.

- What went right in this situation?
- What went wrong in this situation?
- What steps should be taken in this workplace to make sure employees are better protected and prepared the next time?

EMERGENCY ACTION PLANS

YOUTH@WORK Talking Safety Student Handout 13

Planning ahead can reduce the effects of an emergency on workers, the workplace property, and the surrounding community. The Federal government—represented by the Occupational Safety and Health Administration (OSHA)—requires some employers to have an Emergency Action Plan (EAP). In developing an EAP, an employer can figure out what protections are needed and what procedures should be followed in an emergency.

An EAP should be in writing. It should state who is responsible for coordinating emergency response, where chemicals are stored and where Material Safety Data Sheets (MSDSs) for these chemicals are kept, and how to report emergencies to the fire department and other outside responders. The EAP plan should also list measures that will be taken to protect employees (including those with physical disabilities).

Training and drills

Training and regular practice drills should be carried out so that everyone knows what to do during different kinds of emergencies. Workers should be trained so they understand their responsibilities during an emergency. An alarm system and "all clear" announcements, where to gather during an evacuation, what to do during a fire emergency, what to do if there is a chemical spill, and when and how to use emergency equipment.

Alarm systems

Notes must be seen, heard, and understood by all employees.

Shelters and evacuation

The plan should designate inside shelters, exits, evacuation routes and procedures, and outside meeting places. Exit routes must be clearly marked, properly lighted, and wide enough to accommodate workers. Fire and evacuation routes should be checked periodically to be sure they are not blocked. Exits should be of sufficient number, width, and location that workers can rapidly evacuate. An outside meeting place should be designated so employees can be counted after evacuation.

Emergency lighting

Exit routes should have emergency lighting in all areas where work is performed after daylight hours.

Emergency equipment

The plan should provide for installation and testing of appropriate emergency equipment such as building sprinkler systems, fire extinguishers, eyewash systems, and safety showers if chemicals are used.

Procedures to follow when someone is injured

First aid kits should be stocked, as well as trained personnel to use them. Employees should know who is trained in first aid or CPR and where to get medical attention if needed.

For more information on EAPs, visit OSHA's website:

www.osha.gov/SLTC/emergencypreparedness/

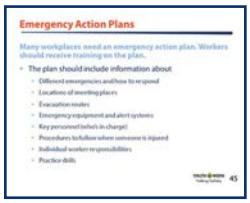
Give copies of Handouts 12 and 13 to each student. Handout 12 is a set of news stories. Handout 13, Emergency Action Plans, describes key elements of emergency preparedness.

Assign a different news story from Handout 12 to each small group. Have groups pick one person to lead the discussion by reading aloud the group's assigned story and the questions below the scenario. Another student should write the group's responses to the questions. A third student will report the group's responses to the class.

Give the small groups about 15 minutes to read their story and answer the questions on Handout 12. If they finish early, they may discuss the other news stories on the handout.

Bring the class back together after 15 minutes. Have the small groups report on their story, their evaluation of how the workers responded, and their ideas for steps to take to better protect and prepare the workers.

Make sure the groups address the points following each story in their presentations. If necessary, address the key points yourself. An answer key is provided in the Teacher Background Notes Section B on pages 129–134.


Emergency Action Plans

Many workplaces need an emergency action plan. Workers should receive training on the plan.

- The plan should include information about
  - Different emergencies and how to respond
  - Locations of meeting places
  - Evacuation routes
  - Emergency equipment and alert systems
  - Key personnel (who's in charge)
  - Procedures to follow when someone is injured
  - Individual worker responsibilities
  - Practice drills

45

Show PowerPoint slide 45.

Help students understand that planning for emergencies is essential. It can reduce the risk of injuries or death. The federal government—represented by the Occupational Safety and Health Administration (OSHA)—requires some employers to have a written Emergency Action Plan. Workers should be trained about what to do in the different kinds of emergencies that could occur. Regular practice drills should also be conducted.

Instructor Notes: **Step 3**

Discuss the homework assignment, for which students found news stories about workplace emergencies.

10 minutes

Remind students that, during the previous class meeting, you read and analyzed stories about emergencies that happened on the job and how workers responded to them.

Ask for a couple of volunteers to talk about the news stories they found for homework.

As the teacher, you should also plan to bring in an article (or two) about real work emergencies. That way, if students are reluctant to participate at first, you can break the ice with your stories. Alternatively, if students do not complete the homework assignment or do not select appropriate articles, you will have backup material to teach this part of the lesson. Have them provide a brief synopsis of their articles.

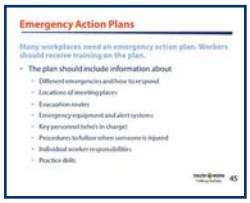
Ask the class the following questions for each story:

- What went right?
- What went wrong?
- What steps should be taken in this workplace to make sure employees are better protected and prepared the next time?

Instructor Notes: **Step 4**

Review and summarize the main points of the lesson.

5 minutes



Tell students that this concludes the lesson on emergency preparedness.

Remind the class that every workplace should have an Emergency Action Plan (refer back to slide 45). The plan should include the information that follows, and workers should receive training on its components:

- Who is in charge during an emergency.
- Where the shelters are.
- What are the best ways to get out.
- Where the places are that people should meet.
- What you should do if someone is hurt.
- Where first aid kits are.
- Who has first aid training.
- How and when practice drills will be held.

Remind students that they have a right to have this information whenever they start a new job.

Conclude Lesson 4B by reminding students about these main points:

- An emergency is any unplanned event that poses a threat. An emergency can threaten employees, customers, or the public. It might shut down work at a business. It might cause damage, or it could harm the environment.
- The best way to protect yourself and others during an emergency at work is to know—and to practice—what to do if a crisis happens.
- Your employer has a legal duty to train you and to let you know the steps you should take in an emergency.
- A workplace emergency action plan should include information about different kinds of emergencies and how to respond to them. Don't be afraid to ask your boss for this information if he or she does not provide it to you.

Homework

Assign students to look up your state's minimum wage. They will need this information for Lesson 5. Minimum wage information can be found at the following link:

http://www.dol.gov/whd/minwage/america.htm

Teacher Background Notes: **Section A**

A workplace Emergency Action Plan should include information about:

- The kinds of emergencies and how to respond.
- Places to meet during an emergency.
- The best ways to get out of a building or move away from danger.
- Emergency equipment and alert systems.
- Key people who will be in charge.
- What to do if someone is hurt.
- What each worker should do.
- Practice drills.

Teacher Background Notes: **Section B**

"Emergencies in the News": Answer Key

Story 1: Grease fire in restaurant burns employee

A fire erupted at Sunny's Family Restaurant Tuesday night, critically injuring an employee and causing $100,000 in damage to the building. The fire started when a frying pan filled with oil, heating on the stove, was left unattended. The fire spread quickly to dish towels hanging nearby. An employee saw the fire and tried to put it out by pouring water on the stove. This caused the burning grease to splatter his face, arms, and chest. A co-worker, hearing the commotion, yelled for everyone to leave the restaurant right away and called 911. The fire department put out the fire and attended to the burned employee. The victim was taken to Mercy Hospital with serious injuries.

What went right?

The co-worker yelled for everyone to leave the restaurant right away and called 911.

What went wrong?

The cook should not have left the stove unattended. Dish towels should not be placed so close to the stove. It doesn't appear the employee who tried to put out the fire was trained. He should not have tried to put out the grease fire with water. A fire extinguisher or baking soda should be used instead. It appears there was no smoke detector or sprinkler system.

What can be done to better protect and prepare employees?

A smoke detector with an alarm and a sprinkler system should be installed. Employees should be trained about the hazards of leaving a stove unattended, what type of fire extinguisher to use, how to use it, and how they should immediately leave the building if a fire begins to get out of control. Once everyone is out of the building, the fire department (911) should be called. Practice drills should be held so everyone knows the evacuation route and where to gather to be sure everyone got out of the building.

Story 2: Robber threatens young employee with gun

A 16-year-old employee of a local convenience store was held up at gunpoint late Thursday night by a masked man demanding money. The employee was working alone, and he was closing the store for the evening. The employee later told police that, after emptying the cash register, the robber tied him up and left with the money. Although the robbery shook up the employee, he was not physically hurt. The name of the employee is being withheld because of his age.

What went right?

The employee cooperated with the robber, which probably kept him from being hurt.

What went wrong?

The robber was able to rob the store and tie up the employee because security measures weren't in place. It is against child labor laws for youth to be working late on a school night.

What can be done to better protect and prepare employees?

Employees, especially young employees, shouldn't be working alone at night. A silent alarm should be in place that would signal police, or a security guard should be on duty. The store should be well lighted and have a security camera. All employees need to be trained in how to respond during a robbery or other threat.

Story 3: Parents praise quick action of local teen

Parents Charlene Cook and Kelly Nelson, who have children attending the Happy Go Lucky Day Care Center, called the *Daily Times* this week to praise the quick action of 17-year-old Tamara Thompson, one of Happy Go Lucky's star employees. Tamara noticed that an entire container of bleach had spilled near the janitor's closet and was giving off fumes in one of the nearby classrooms. Knowing that some of the children have asthma, Tamara walked the children to another teacher's classroom so they wouldn't be exposed. She then rushed back with paper towels to clean up the spill. Unfortunately, Tamara herself suffered breathing problems after cleaning up the bleach and had to be taken to the emergency room to be checked. She is now recovering at home, but she plans to return to work when she feels better.

What went right?

Tamara made sure the children were not exposed to the spill.

What went wrong?

It does not appear Tamara had received training on chemical hazards. Tamara shouldn't have tried to clean up the spill herself without being trained on how to do it properly. Tamara did not use the appropriate personal protective equipment.

What can be done to better protect and prepare employees?

Employees should be trained to leave chemical spills alone. They should tell a supervisor so someone with training and the right personal protective equipment can handle it. Caution tape should be used to secure the area so others can't go near the spill. Every workplace should have the right kind of personal protective equipment for chemicals that workers use. Sometimes, it's best to call the fire department to help with spills.

Story 4: Young construction worker falls from ladder

An 18-year-old house painter who was painting the second story of a house fell off his ladder yesterday, breaking both his legs. He also suffered severe cuts when he caught his arm on a metal fence as he fell. Co-workers rushed to help him and called for an ambulance. Local emergency medical technicians (EMTs) said that the co-workers carried the fallen employee to the front lawn and then applied pressure to the open wound to stop the bleeding.

What went right?

Co-workers called 911. The co-workers knew to apply pressure to the bleeding wound.

What went wrong?

Employees should not have moved the injured worker, because they could have hurt him more by moving him. Only trained employees should give first aid. The employees giving first aid should have put on gloves, if they had them, before touching the bleeding worker.

What can be done to better protect and prepare employees?

Employees should be trained to call 911 or medical staff whenever someone gets hurt. They should be taught not to move a co-worker who might have broken bones, because this can make the injury worse. To stop the bleeding, they should hand the injured worker a bandage to apply to his arm or apply pressure themselves using a thick, clean rag. They should not leave an injured co-worker alone except to call for help. Workers should always have first aid kit close by, and several people should be trained in basic first aid. Items that should be in a first aid kit include bandages, antiseptic, aspirin/pain reliever, thermometer, latex gloves, sunscreen, tweezers, scissors, syrup of ipecac (to cause vomiting), sterile gauze pads, tape, and safety pins.

Story 5: Mother of disabled teen worker questions employer's response during earthquake

Office workers at R&D Business Solutions huddled under desks and doorways as a magnitude 6.1 earthquake shook their building. When the earthquake stopped, the workers followed lighted exit signs to the stairwell. They made it down 10 flights of stairs and outside to the street. Gladys Royce, of Washington Township, has a son, Jason, who is an employee of the company. She complained that her son, who has Down syndrome, was left alone to figure out what to do during and after the earthquake. The employees and supervisors had no idea Jason had stayed on the 11th floor. The company pledges to look at its Emergency Action Plan and make sure the plan prepares and protects all employees, including those who may need more help. (Instructor's note: The U.S. Equal Employment Opportunity Commission [EEOC] offers a *Fact Sheet on Obtaining and Using Employee Medical Information as Part of Emergency Evacuation Procedures*, available at www.eeoc.gov/facts/evacuation.html. This information can help answer the questions for this story.)

What went right?

The building had lighted exit signs. Employees took the stairs instead of the elevator. They didn't panic, so people weren't trampled. The company has a written Emergency Action Plan and will be making changes after evaluating what didn't work well.

What went wrong?

Jason was left alone rather than helped to the staircase. It doesn't look like Jason or the other employees got training or took part in drills so they could practice what to do an earthquake. It doesn't look like the workplace had a plan for a meeting place or a plan for doing a head count to make sure all employees were accounted for.

What can be done to better protect and prepare employees?

Employees should be trained to get under heavy desks during earthquakes. Practice drills should be held so everyone knows the best ways to get out and where to gather for a head count. Someone should be given the task of bringing the daily sign-in sheet to make sure all employees have been accounted for. The company should have a buddy system or some other way of making sure that employees who need more help can leave the building safely.

Story 6: Tornado breaks windows at local department store

A tornado blew through town yesterday, knocking out power in large areas and damaging many buildings. The tornado blew out most of the windows in Johnson's Department Store, on East 8th Street. As glass went flying, employees herded customers into the center section of each floor in the three-story building. Customer Tom Wilson was thankful for the help that employees gave in getting everyone away from the windows.

What went right?

Employees knew to get people away from the windows. Employees tried to get customers to safety.

What went wrong?

The employees and customers should have gone to the lowest place in the building. A basement would have been the best place to go.

What can be done to better protect and prepare employees?

Employees should be trained on the Emergency Action Plan. Everyone should go to the lowest level of the building during tornadoes or hurricanes and stay away from windows. Practice drills should be held so employees know the best ways to get out and where to gather so a head count can be taken. A supervisor should bring the workplace sign-in sheet to make sure all employees have been accounted for.

Your Notes for Lesson 4B: Emergencies at Work

LESSON 5

Know Your Rights and Responsibilities

Educate students about the important legal rights they have in the workplace.

YOUTH @ WORK

Talking Safety

Lesson Plan

Educate students about the important legal rights they have in the workplace.

Step 1

Explore with the class the important legal rights and protections young people have on the job.

5 minutes

Class discussion

Step 2

Discuss specific state/federal labor laws that affect working teens (Fact Sheet, Student Handout 14).

5 minutes

Mini lecture

Step 3

Review and reinforce key information about health and safety labor laws affecting young workers.

30 minutes

Know Your Rights quiz game

Step 4

Review and summarize the main points of the lesson.

5 minutes

Mini lecture

Student Objectives

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

List and describe teens' special legal rights and protections in the workplace.

Relate that along with legal rights comes personal responsibility to work safely.

Reflect on the importance of child labor and wage laws and how these laws are implemented.

Provide this information about state labor laws:

- Minimum wage for student workers under age 18.
- Hazardous work restrictions for young people under age 18.
- Day and hour restrictions for working youth under age 18.

***Talking Safety* Core Competencies: 6, 7**

National Health Education Standards (NHES): #1, #2, #6 (refer to the Appendix on page 291 for more information)

Key Points to Keep in Mind

Labor laws that protect young people are in some cases different from those that apply to adults.

The Fair Labor Standards Act (FLSA) shapes federal child labor rules in the United States. This law sets minimum wage, overtime pay, record keeping, and child labor rules that apply to full- and part-time workers. The U.S. Department of Labor's Wage and Hour Division (WHD) enforces the rules.

The child labor rules in this law help protect young people from working in jobs that can harm their health or safety.

These rules include restricting hours of work for teens younger than 16. Youth younger than 16 years of age working in nonagricultural employment in a business solely owned by their parents or by persons standing in place of their parents, may work any time of day and for any number of hours. The child labor laws also give lists of jobs and tasks that are too dangerous for workers under age 18 to do. Some states restrict the hours that 16- and 17-year-olds may work and have more protections from hazardous work. Parents are prohibited from employing their child in manufacturing or mining or in any of the occupations declared hazardous by the Secretary of Labor.

All states have child labor standards.

When federal and state standards are different, the rules that protect young workers the most will apply. The *Know Your Rights* quiz game in this lesson deals with federal child labor laws. The *Labor Law Bingo* game in Lesson 5B focuses on your state's specific child labor laws (when they differ from the federal laws).

Child labor rules vary, depending on the age of the young worker and the job.

When a worker reaches 18 years old, federal and state child labor rules no longer apply.

Employers have the primary responsibility under law to keep their workers safe by providing a workplace free from serious hazards.

Working teens, too, have an important role to play in protecting themselves and others from injury and illness. Lesson 5B gives more information on young people's responsibilities on the job.

Preparation

Read

Student Handout 14, on pages 253–258

Set Up

A PowerPoint presentation for slides 46–48 on a computer (with projector)

Preview

PowerPoint slides 46–48

The fact sheet *Are You a Working Teen?* (Student Handout 14)

Obtain

A flipchart and markers, or use a whiteboard and markers

Prizes (such as candy) for the *Know Your Rights* game

Photocopy

Student Handout 14 for each member of the class. (Remind students to keep these photocopies. They will use them again in Lessons 5B, 6, and 6B.)

Instructor's note: The information in Student Handout 14 reflects your state and/or federal labor laws, whichever protects more. The laws that protect the most apply. Check with your state agencies listed on page 4 of the fact sheet.

Look Up

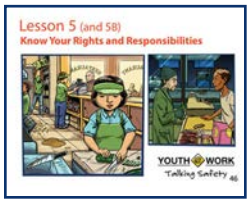
Your state's minimum wage. (Instructor's note: Students will have also researched this information as part of their homework assignment for Lesson 4).

Minimum wage information can be found at the following link: http://www.dol.gov/whd/minwage/america.htm

Instructor Notes: **Step 1**

Explore with the class the important legal rights and protections young people have on the job.

5 minutes



Introduce Lesson 5 using slide 46.

Explain to the class that teens have important legal rights on the job.

Child labor laws protect teens, ages 14 through 17, from working long or late hours, and they make it against the law for teens to do certain dangerous tasks. Health and safety laws protect all workers, including teens, from job hazards.

Ask the class these questions to introduce the topic, and give students the correct answers:

"What is the minimum wage in our state?"

Answer: See Student Handout 14 for the minimum wage in your state. For your reference, fill in your state's minimum wage here: $_____ per hour.

You can also check the U.S. Department of Labor website, http://go.usa.gov/jnBW, or your state labor department's website. (Students should have already looked up your state's minimum wage as part of their homework assignment from Lesson 4).

"How many teens are injured or killed on the job in the United States each year?"

Answer: Every year, nearly 37 teens, ages 14 through 17, die from work injuries in the United States. Close to 60,000 get hurt badly enough that they go to a hospital emergency room.

"Which agency can you call to report a health and safety problem on your job?"

Answer: Contact OSHA (Occupational Safety and Health Administration). You can find your local office by calling 1-800-321-OSHA or visiting www.osha.gov.

Tell students they will learn more about their legal rights in the next activity.

Instructor Notes: **Step 2**

Discuss specific state and federal labor laws that affect working teens (Fact Sheet, Student Handout 14).

5 minutes

ARE YOU A WORKING TEEN IN IOWA?

PROTECT YOUR HEALTH! KNOW YOUR RIGHTS!

COULD I GET HURT OR SICK ON THE JOB?

WHAT HAZARDS SHOULD I WATCH OUT FOR?

Say that the class will now prepare to play the *Know Your Rights* game by learning more about the rights working teens have on the job.

Pass out Student Handout 14 and ask students to take a few moments to review it.

Point out the topics covered in the fact sheet.

Instructor Notes: **Step 3**

Review and reinforce key information about health and safety laws affecting young workers (*Know Your Rights* game).

30 minutes

Tell students that they will now play a game to review and reinforce key information about federal and state labor laws.

Divide the class into teams of three-to-five students.

Have each team pick a team name. Write the team names across the top of the flipchart, making a column for each team. These will be used for keeping score. The instructor or a class volunteer can keep score.

Show PowerPoint slide 47, *Know Your Rights* game board, and keep it on display throughout the game. Refer to the questions and answers below.

Explain the rules to the class:

Teams may refer to Student Handout 14 for answers.

The first team will pick a category and dollar amount from the game board. The instructor will click on the box, and read the question that appears.

The team gets about 30 seconds to discuss the question and come up with an answer.

If the first team answers correctly, it gets the dollar amount for that question. The scorekeeper will record it in the team's column on the flipchart. 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, or all teams have been asked. The team that answers correctly wins the dollar amount. There is no penalty for incorrect answers. (Instructor's note: Do not call on another team if the answer is True or False.)

If all the teams miss a question, the instructor will give the correct answer.

Whether a team gets the correct answer or the instructor gives it, take time to explain the answer. Some questions may have several correct or more complete answers.

After a question has been chosen, a red line will appear through the value on the game board.

Play the game. Follow the rules above.

Total the dollar amounts each team has won at the end of the game.

Give a prize (such as candy, pencils, stickers) to the winning team.

KNOW YOUR RIGHTS: QUIZ GAME

QUESTIONS

Value	Rights on the Job	Dangerous Work and Work Permits	Child Labor Laws and Work Hours	Getting Hurt, Getting Help, Staying Safe
$100	It's illegal for your employer to punish you for doing this (name 1).	You have to be this old to operate a forklift.	These laws protect teens from working too long, too late, or too early.	If you are hurt at work, you should take these steps (name 2).
$200	The law says that your employer must pay you this amount per hour, your state's minimum wage.	It's illegal for teens under 18 to operate these machines (name 2).	When you turn this age, you aren't protected anymore by child labor laws.	This type of insurance pays wages and medical benefits for workers hurt on the job. In exchange, the worker gives up the right to sue the employer.
$300	These are two rights you have if you're hurt on the job.	Some states require teens under 18 and still in school to get this before starting a job.	IA law says that 14- and 15-year-olds can work until this time on a school night.	You can stay safe at work by doing these things (name 2).
$400	Your employer must give you these health and safety protections on the job (name 2).	It's illegal for 14- and 15-year-olds to do some jobs, including these (name 2).	IA law says that this is the latest time teens 16 and 17 can work on school nights.	This federal agency handles complaints about wages and work hours.
$500	Workers have rights on the job, including these (name 2).	It's illegal for teens under 18 to do these types of construction work (name 2).	IA law says that this is the maximum number of hours 14- and 15-year-olds can work in a school week.	These federal agencies handle complaints about workplace health and safety.

ANSWERS

Value	Rights on the Job	Dangerous Work and Work Permits	Child Labor Laws and Work Hours	Getting Hurt, Getting Help, Staying Safe
$100	Reporting a safety problem at work	18 years old	Federal and state child labor laws	Tell your boss; get medical treatment; fill out a claim form
$200	$_____ per hour (Fill in with amount from Student Handout #14, or from the U.S. Department of Labor website)	Meat slicer, power saw, forklift, Bobcat, cherry picker, wood chipper, most bakery machines, paper baler	18 years old	Workers' compensation
$300	The right to: be compensated for medical care and lost wages, collect lost wages	A work permit	7 p.m.	Report unsafe working conditions, get safety training where required, follow safety rules, wear protective equipment when required
$400	A safe and healthy workplace; safety training (where required by law); protective clothing and gear (where required by law); payment of medical care, if injured at work	Baking; dry cleaning or laundry; work using a ladder or scaffold; construction; loading or unloading trucks, rail cars, or conveyors; door-to-door sales; sign waving (unless inside or directly in front of place where employed); lifeguarding on raised platforms or at lakes, quarries, piers, rivers, or beaches; meat processing	No limits.	The U.S. Department of Labor, Wage and Hour Division
$500	The right to report safety problems; work free from harassment or discrimination based on race, skin color, religion, sex, national origin, disability, or genetic information; and join a union	Wrecking; roofing; excavation; and demolition	18 hours	OSHA (Occupational Safety and Health Administration); Wage and Hour Division, U.S. Dept. of Labor (age restrictions for hazardous work)

Instructor Notes: **Step 4**

Review and summarize the main points of the lesson.

5 minutes

Show PowerPoint slide 48.

Conclude Lesson 5 by reminding students about these main points:

- OSHA enforces health and safety laws that protect workers from job hazards. OSHA law says that the employer is responsible for providing a safe and healthy workplace, training, and safety equipment.
- Tell your supervisor right away if you're injured at work! You can't be fired for reporting work hazards or other safety problems.
- The Federal and State Departments of Labor enforce child labor laws. The U.S. Equal Employment Opportunity Commission (EEOC) protects workers from discrimination and harassment at work.
- Child labor laws protect teens, ages 14 through 17, from working too long, too late, too early, or in certain dangerous jobs.
- Young people can work more safely if they know their rights. But young workers also have important responsibilities, like reporting hazards and following all safety rules, to protect themselves and others on the job.

(Instructor's note: Your state labor department may set rules that protect teens, ages 14 through 17, even more.)

Remind students to keep their photocopies of Student Handout 14. They will use them again to complete the activities in Lessons 5B, 6, and 6B.

Homework

In this lesson, students learned about their rights on the job—as set by state and federal labor laws. The lesson focused on teaching students what employers must do to keep workers healthy and safe.

For homework, students should use at least three sources to learn about the important responsibilities they have at work. Examples of teen worker responsibilities on the job include these:

- Know and follow all safety and health rules.
- Know what to do if an emergency happens at work.
- Report all problems at work.
- Speak out if threats, danger, or harassment happens at work.
- Seek first aid right away if injured.
- Use protective gear and equipment when needed.
- Avoid horseplay or inappropriate/risky behavior at work.
- Stay sober and drug-free on the job.

Students should then write a one-page essay relating these responsibilities to a job they have held. Students who have never worked can interview someone who does work (such as a parent, teacher) about their health and safety responsibilities.

If you teach Lesson 5B, you can include a brief discussion of students' ideas about their responsibilities on the job (in Step 2).

Your Notes for Lesson 5: Know Your Rights and Responsibilities

LESSON 5B

Know Your Rights and Responsibilities

Reinforce what students already know about job safety and youth labor laws. Help students understand their responsibilities at work.

YOUTH @ WORK

Talking Safety

Lesson Plan

Reinforce what students already know about job safety and youth labor laws. Help students understand their responsibilities at work.

Step 1

Review the key points from the previous lesson.

5 minutes

Mini lecture

Step 2

Explore the responsibilities young people have on the job.

10 minutes

Mini lecture, class discussion

Step 3

Reinforce students' knowledge of workplace health and safety issues and review the legal protections young people have on the job. OR Apply what students already know about job safety and labor laws to a real-world project.

25 minutes

Labor Law Bingo game OR *Public Service Announcement* (PSA) activity*

*As an alternative, you may choose to use the PSA activity (described in the Homework section) in class in lieu of the game.

Step 4

Review and summarize the main points of the lesson.

5 minutes

Mini lecture

Student Objectives

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

Discuss roles and responsibilities in creating a safe workplace.

Reflect on the need to consider both rights and responsibilities when promoting workplace safety.

List and give examples of responsibilities that promote safety and health in the workplace.

***Talking Safety* Core Competencies: 4, 6**

National Health Education Standards (NHES): #1, #2, #6, #8 (see the Appendix on page 291 for more information)

Key Points to Keep in Mind

Lesson 5 focused on employers' legal duty to give a safe and healthy working environment to all employees—including young workers. In this lesson, you will help your students understand that they, too, have a responsibility on the job to keep themselves and others safe and free from injury or illness.

Young workers have rights, but they also have responsibilities—such as following safety and health rules where they work. For example, OSHA rules say that workers must wear hearing protection (such as earplugs) in noisy places. Employers might give workers the earplugs. In turn, workers are responsible for wearing the earplugs that their employer gave them.

Preparation

Read

Labor Law Bingo game boards (#1 to #13), provided in Student Handout 15 (on pages 259–284)

Preview

PowerPoint slide 48 and 49

Set Up

A PowerPoint presentation for slides 48 and 49 on a computer (with projector)

Obtain

A flipchart and markers, or use a whiteboard and markers

Game pieces (such as candy or pieces of paper) for the *Labor Law Bingo* game

OR

If you are using the *Public Service Announcement* activity instead of the *Bingo* game—several sheets of poster board (or large paper)

Photocopy

Labor Law Bingo game boards (#1 to #13), provided in Student Handout 15. (Each student will get one board.)

Make extra photocopies of Student Handout 14 (*Are You a Working Teen?* fact sheet) for students who have misplaced theirs from Lesson 5. Instructor's note: Remind students to keep these photocopies. They will use them again in Lessons 6 and 6B.

Instructor's note: The information in Student Handout 14 reflects your state and/or federal labor laws. The laws that protect more apply. Check with your state agencies listed on page 6 of the fact sheet.

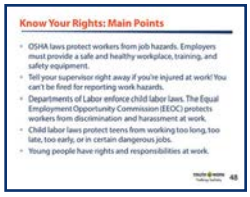
Review

Your state's minimum wage (See the U.S. Department of Labor website, http://go.usa.gov/jnBW, or your state labor department's website.)

Instructor Notes: **Step 1**

Explore with the class the important legal rights and protections young people have on the job.

5 minutes



Show PowerPoint slide 48.

Remind students about laws that apply to them:

Federal and state labor laws set a minimum age for certain kinds of dangerous work. They also protect teens from working too long, too late, or too early.

OSHA rules say that every employer must give workers what they need to be safe:

- A safe and healthful workplace.
- Training on how to handle chemicals and deal with other health and safety hazards on the job (in most cases).
- Safety equipment that workers need to do the job (in most cases).

OSHA sets basic workplace health and safety laws. (Instructor's note: If your state has an OSHA program, it may set limits that are stronger than federal rules.)

The U.S. Department of Labor's Wage and Hour Division makes and enforces child labor laws that apply to hours of work. It also lists types of jobs and tasks that teens, ages 14 through 17, can and can't do. (Instructor's note: Your state labor department may enforce laws that give more protection than federal laws.)

By law, employers can't fire or punish employees for reporting a safety problem.

Instructor Notes: **Step 2**

Explore the responsibilities that young people have on the job.

10 minutes

Tell students that everyone should work together to stop workplace injuries.

Employers must give young workers the safety training that the law requires. Young workers should get enough supervision on the job. Employers also must obey all federal and state laws and rules that apply to young workers. Supervisors need to make sure that employees follow all safety rules and regulations.

Let the class know that working teens must do their part, too.

Ask for volunteers to talk briefly about the responsibilities at work that they wrote about in their one-page homework essays.

Keep a list on the board or on a flipchart of the ideas the students give for how young people can protect themselves from injuries and illness at work.

Here are some responsibilities teens have at work:

Know and follow all safety and health rules.

Follow safe work practices, as directed by the employer or supervisor.

Know what to do if an emergency happens at work.

Report all injuries. Get first aid right away.

Use gear and equipment that protect you. For example, wear earplugs when you work in loud places.

Use the right tool for the job. Use it correctly and safely.

Tell someone if you see broken equipment or machines.

Get help lifting heavy loads. Bend at the knees when lifting.

Take the initiative. Make suggestions that improve safety on the job.

Stay tuned in to surroundings. Be careful at all times. Don't take chances.

Avoid horseplay or inappropriate/risky behavior at work.

Stay sober and drug-free. Drug and alcohol use are never acceptable in the workplace. Workers who drink or use drugs are more likely to be hurt on the job.

Trust your instincts. Never do something that feels unsafe or uncomfortable. Check with a supervisor, another employee, or safety officer before doing a task that is new to you.

Get your questions answered if you are confused or unsure about how to work safely. Ask questions such as these:

- What job safety training will I get?
- What hazards should I expect?
- What are the emergency plans for this worksite?
- Will I need to wear safety gear? If so, how do I use it?
- Who can I talk to about my health and safety concerns?
- What should I do if I'm hurt on the job?

Talk to the supervisor, or if necessary to a parent or other adult, if you see threats, harassment, or dangers at work.

- If an employer does not address safety concerns, report hazardous conditions to OSHA (the Occupational Safety and Health Administration), the U.S. Department of Labor Wage and Hour Division (if age restrictions on hazardous work are being violated), or the state agencies listed in Student Handout 14.
- Report discrimination. This includes harassment because of race, color, religion, sex (including pregnancy), national origin, disability, or genetic information. You can contact the EEOC (Equal Employment Opportunity Commission) or a state agency that handles discrimination. You can learn about state agencies at http://go.usa.gov/jU9e.
- Remember, the law protects you from being punished for reporting safety concerns or discrimination. By stepping forward and saying something, you help make your workplace safer for you and your co-workers.

Instructor Notes: **Step 3**

Reinforce students' knowledge of workplace health and safety issues and review the legal protections young people have on the job (*Labor Law Bingo* game).

25 minutes

Show PowerPoint slide 49. Let students know they will now play a special kind of *Bingo* game.

Give each student one *Bingo* board from Student Handout 15.

Instructor's note: Boards 2, 3, 4, and 5 will produce winners after the first 13 questions; boards 9 and 11 will produce winners after questions 14 through 26. Make sure that you pass out at least one winning board for each round of play.

Give each student a supply of game pieces.

Players will use these to cover the squares on their board as answers are called out.

ARE YOU A WORKING TEEN IN IOWA?

PROTECT YOUR HEALTH WHEN YOU WORK!

COULD I GET HURT OR SICK ON THE JOB?

WHAT HAZARDS SHOULD I WATCH OUT FOR?

Explain the game.

Note that the questions relate to job safety and child labor laws. After each question, students should call out possible answers. To find answers, they may refer to Student Handout 14, *Are You a Working Teen?* fact sheet. The instructor should give the correct answer if the class doesn't come up with it.

Tell the students that if they have a correct answer on their board, they should cover it with one of their game pieces. Note that some questions have several correct answers.

Instructor's note: The answers must exactly match the text on the *Bingo* board.

Explain that the first student to have a row of correct answers wins. The row may be horizontal, vertical, or diagonal. Everyone may count the center square of his or her board, which is a "free space."

Note that at least one student should win by the time you've asked question 13.

Labor Law Bingo Questions and Answers (Iowa)

Begin the first round. Read the *Bingo* questions below. The answers must exactly match the text on the *Bingo* board.

1. **What is the minimum wage in our state?**

   The minimum wage in our state is $ _____ per hour (have students fill in *Bingo* boards with the minimum wage information for your state, found in Student Handout #14).

2. **Name one type of machinery you can't use if you are under 18.**

   Answers (found on the boards) include meat slicer, forklift, compactor.

3. **Name one common hazard in janitorial work.**

   Answers (found on the boards) include cleaning products, discarded needles.

4. **Name a task that 14- and 15-year-olds are specifically prohibited from doing by law.**

   Answers (found on the boards) include load or unload trucks, work in dry cleaning, operate power-driven equipment.

5. **Name a task that by law you must be at least 18 years old to do.**

   Answers (found on the boards) include roofing, mining, logging, or sawmilling.

6. **If you are 16 or 17 in our state, how many hours can you work on a school day?**

   Any number of hours.

7. **Name one common hazard in clerical work.**

   Answers (found on the boards) include poor computer workstations, stress.

8. **If you are 14 or 15 in our state, how many hours can you work on a Saturday or Sunday?**

   8 hours.

9. **If you are 14 or 15 in our state, up to how many hours can you work during a school week?**

   18 hours.

10. **Besides using personal protective equipment (PPE), name one thing you can do to prevent a job injury.**

    Answers (found on the boards) include follow safety rules, get safety training, report unsafe conditions, assess hazards on your work site.

11. **By law, who is responsible for providing a safe and healthy workplace?**

    The employer.

12. **How many hours can 16- and 17-year-olds in our state work during a school week?**

    School nights: no restrictions.

13. **How late can 16- and 17-year-olds in our state work on Friday and Saturday nights (or before another non-school day)?**

    Non-school nights: no restrictions (Instructor's note: 10 p.m. for occupations involving transmission, distribution, or delivery of goods or messages).

Give prizes to the winners of the first round. Ask the students to clear their *Bingo* boards.

Begin the second round. Read the *Bingo* questions below.

14. During the school year, how late can 14- and 15-year-olds in our state work at night?

7 p.m.

15. During the summer, how late can 14- and 15-year-olds in our state work at night?

9 p.m.

16. In our state, if you are under 16 do you need a work permit before you start a new job?

Yes.

17. What should you do if you get hurt on the job?

Tell your supervisor right away, get appropriate treatment, fill out a worker's compensation claim form (one answer).

18. Who is more likely to be hurt on the job, young workers or adult workers?

Young workers.

19. Name some water recreation areas where a 15-year-old can't work as a lifeguard.

Answers (found on the boards) include elevated water slides, lakes and rivers, ocean beaches, quarries, and piers. (Instructor's note: Federal law states that, with proper training, 15-year-olds can work as lifeguards at pools and water parks. Your state's laws may say you have to be older.)

20. What are some jobs federal law says you may do if you're under age 14?

Answers (found on the boards) include babysitting, yard work. (Instructor's note: Workers under 14 may also be an actor or performer. Your state's laws may say you have to be older.)

21. If you are 14 or 15 in our state, how many hours a week can you work when school is not in session?

40 hours.

22. What is the name of the state agency to call about the hours you are allowed to work or the type of work you can do?

Iowa Division of Labor.

23. What is the name of the state agency that handles complaints about workplace safety?

Iowa OSHA.

24. What is the name of the state agency that handles complaints about race discrimination or sexual harassment?

Iowa Civil Rights Commission.

25. What does Workers' Compensation pay for?

Medical treatment and lost wages (one answer).

26. Name some types of personal protective equipment (PPE) that could protect you from injury or illness on the job.

Answers (found on the boards) include ear plugs, gloves, safety glasses, and special clothing.

Award prizes to the winners of the second round.

Instructor Notes: **Step 4**

Review and summarize the main points of the lesson.

5 minutes

Conclude Lesson 5B by reminding students about these main points:

- OSHA enforces health and safety laws that protect workers from job hazards. OSHA law says that the employer is responsible for providing a safe and healthy workplace, training, and safety equipment.
- Tell your supervisor right away if you're injured at work! You can't be fired for reporting work hazards or other safety problems.
- The Federal and State Departments of Labor enforce child labor laws. The U.S. Equal Employment Opportunity Commission (EEOC) protects workers from discrimination and harassment at work.
- Child labor laws protect teens, ages 14 through 17, from working too long, too late, too early, or in certain dangerous jobs.
- Young people can work more safely if they know their rights. But young workers also have important responsibilities, like reporting hazards and following all safety rules, to protect themselves and others on the job.

(Instructor's note: Your state labor department may set rules that protect teens, ages 14 through 17, even more.)

Remind students to keep their photocopies of Student Handout 14. They will use them again to complete the activities in Lessons 6 and 6B.

Homework

Public Service Announcement Activity

Students should create a public service announcement (PSA) related to young worker rights. The PSA can be either a written, 30-second spot for television or radio, or a design for a billboard or poster. If you are using this activity as a homework assignment, pick one or two PSAs to share with the class the next time you meet.

Your Notes for Lesson 5B: Know Your Rights and Responsibilities

LESSON 6

Taking Action

Help students apply what they have learned about workplace safety and health.
Empower students to communicate with employers about problems at work.

YOUTH @ WORK
Talking Safety

Lesson Plan

Help students apply what they have learned about workplace safety and health. Empower students to communicate with employers about problems at work.

Step 1

Discuss some of the steps involved in solving problems at work.

10 minutes

Class discussion

Step 2

Act out situations that could present health and/or safety problems for young workers.

20 minutes

Mini skits*

* The role-playing involved in Step 2 can be a challenge for any teacher to use in the classroom. You may decide whether or not to use this technique. In some classes role-playing may be too demanding—depending on the age of the students, their comfort with their peers, or their cognitive abilities. As an alternative, you may wish to read the scenarios out loud and discuss them as a group.

Step 3

Review and summarize the main points of the lesson. Briefly discuss final projects.

10 minutes

Mini lecture

Step 4

Pass out the course evaluation and ask students to complete it. Give students their certificates of completion.†

5 minutes

Evaluation form, Certificates

† Instructor's note: If you plan to teach Lesson 6B, you will hand out the Evaluation (Student Handout 17) and the Certificate of Completion (Student Handout 18) at the end of the next class.

Student Objectives

By the end of the course, students will be able to:

Recognize that openly discussing workplace problems with others leads to solutions.

Reflect on the concept that, while employers must provide a safe and healthy workplace, student workers have a responsibility to talk with employers, co-workers, union representatives, or other responsible adults about problems.

Recognize that, if a job feels unsafe, or if there are questions about how to do something, students should stop and seek advice.

Demonstrate the ability to solve a problem at work and to advocate for personal and co-worker safety.

Create appropriate communication strategies and solutions to common problems that advocate for personal and co-worker safety.

***Talking Safety* Core Competencies: 3, 4, 8**

National Health Education Standards (NHES): #1, #3, #4, #5, #8 (see the Appendix on page 291 for more information)

Key Points to Keep in Mind

Young people typically try hard to do a good job for employers.

They are eager to prove themselves. Unfortunately, this positive trait can get them hurt if they take on jobs or tasks that the law forbids, or they do work that they have not been trained to do.

In this lesson, repeatedly remind students that they have rights on the job.

They should never feel bad for seeking help or asking questions about a task that seems dangerous, uncomfortable, or potentially illegal. Teenagers often have good instincts.

If young people have a problem at work, they may not feel comfortable directly confronting their employer.

That's okay. Encourage your students to take up their concerns with any responsible adult—a parent, teacher, principal, or co-worker. These people can give the student good advice and guidance on where to go for help. In some cases, they may be able to help directly.

Students must understand that they should not be silent when confronted with problems at work.

The problems could worsen, and they—or someone else—could be hurt.

Preparation

Read

Teacher Background Notes Section A and Section B at the end of this lesson (on pages 185–186)

Set Up

A PowerPoint presentation for slides 50–52 on a computer (with projector)

Preview

PowerPoint slides 50–52

The mini skits in Teacher Background Notes Section A, on pages 185–186

Obtain

A flipchart and markers, or use a whiteboard and markers

Photocopy

Student Handout 14, *Are You a Working Teen?* fact sheet (used in Lessons 5 and 5B, on pages 253–258), one for each student

Instructor's note: If you teach Lesson 6B, ask students to hold on to their copies of Student Handout 14 to use in the next class.

Student Handout 17, Evaluation (on pages 287–288), one for each student

Certificate of Completion (on page 289), one for each student

Instructor's note: If you plan to teach Lesson 6B, you will pass out copies of the evaluation and certificate at the end of the next lesson.

Prepare

Student Handout 18, Certificate of Completion, filled out for each student (see note above)

Instructor Notes: **Step 1**

Discuss some of the steps involved in solving problems at work.

10 minutes

Introduce the lesson using PowerPoint slide 50.

Tell the students they will now learn and practice what to do when a safety problem comes up at work.

Let students know that they will also use some of the skills learned in earlier lessons, such as seeing hazards, controlling them to prevent injuries, understanding legal rights, and knowing where to go for help.

It may help to remind your students that young workers typically try hard to do a good job for employers. Unfortunately, this can lead to injury.

An employer can take advantage of their willingness to do anything, even things that are not legal for them to do or for which they have not been correctly trained. Most employers won't purposely put students in danger, but there are far too many cases where employers allowed an eager young worker to do a task that was beyond his or her training. The results have sometimes been fatal. (See the stories in Lesson 3 for examples.)

Ask the class the following question:

"Has anyone had any kind of problem at work or heard of another young worker's problem that you want to share with the class? It doesn't need to be a health and safety problem."

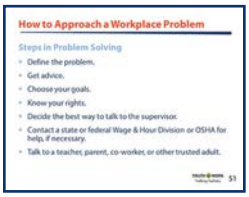
Ask responders this question:

"What steps did you or the person take to solve this problem?"

Ask the whole class this question:

"What other steps do you think someone with this problem could take?"

Make a list on the board of the steps students mention. Although you will be listening to students' particular experiences when making this list, try to keep the steps you list general enough to apply to a range of possible problems.



Show PowerPoint slide 51.

The slide lists some of the steps involved in solving workplace problems (both safety and other kinds of problems).

Discuss these steps with the class.

- **Define the problem or problems.** Knowing how to describe the problem clearly is the first step toward solving it.
- **Get advice from a parent, teacher, or co-worker.** See if that person has ideas about how to handle the problem and will help. If there is a union at your workplace, you may also want to ask the union to help you.
- **Choose your goals.** Think about what you want to happen to fix the problem. You may want to write down your possible solutions.
- **Know your rights.** Be familiar with what hours you may work and what tasks you are not allowed to do as a teen. Be familiar with your safety rights, too.
- **Decide the best way to talk to the supervisor.** Figure out what to say and whether to take someone with you when you talk to the supervisor.

- **Contact an outside agency for help (if necessary).** If you keep having trouble after you talk to your supervisor, get help from someone you trust. If all else fails, you may need to call the appropriate government agency.

Instructor Notes: **Step 2**

Act out situations that could present health or safety problems for young workers (mini skits).

20 minutes

Explain the activity.

Let students know that the class will be doing several skits about situations that might happen to young workers on the job.

For each skit, you will ask for two volunteers to help act out the scenarios. One volunteer will be the worker; the other will be the boss or store manager. You will present a scenario that involves a potential health and safety problem, and the students will act out what the worker and boss might say and do.

Start with a practice role-play.

Ask for two volunteers to help act out the practice scenario below. One volunteer will be the worker; the other will be the store manager.

Instructor: The student works at a grocery store as a bagger. The store manager asks the student to help in the deli by cleaning the meat slicer. The student has never done this job before and is under 18 years old. What is the problem here? What can the student say to the store manager to protect themselves?

The worker may say some of the following: I don't know how to do this job, and I'm not sure I'm supposed to do it anyway, because I'm under 18. I'd be glad to help in some other way.

Make sure students still have their copies of Student Handout 14, the fact sheet used in the previous lesson.

Have more copies available. Let students know that they can use these during the role-playing if necessary.

Find the scenarios in Teacher Background Notes Section A, on pages 185–186.

Begin the role-plays.

First, read the scenario to the class and talk a little about the issues it raises. Next, have the student volunteer in the role of the "worker" act out what he or she would say to the boss. Then have the student volunteer in the role of the "boss" respond in the way a real boss might.

Present as many of the scenarios below as you can within the time available. Ask for new volunteers each time you present a new scenario to the class.

After completing each scenario, ask the class members if they have anything different they would say. Ask any student with a different idea to come up and act out his or her response.

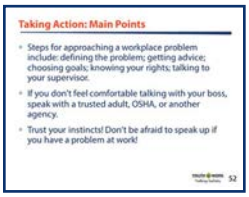
Instructor Notes: **Step 3**

Review and summarize the main points of the lesson. Briefly discuss the final projects assigned at the end of Lesson 3.

10 minutes

Remind students that during this lesson they've learned how to speak up effectively when there is a problem at work.

Repeat to students that they need to know their rights, but they also must think through how to approach their supervisor with a problem. They might want to talk it over first with their parents, teachers, co-workers, union representatives, or someone else they trust. If they need help, they can contact agencies such as OSHA, or the federal or state agency that enforces labor laws.



Show PowerPoint slide 52.

Conclude Lesson 6 by reminding students about these main points:

- Steps for approaching a supervisor with a workplace problem include: defining the problem; getting advice from a parent, teacher, or co-worker; choosing your goals; knowing your rights; and deciding the best way to talk to the supervisor.
- If you don't feel comfortable talking with your boss, speak first with another trusted adult. You can also get help from agencies such as OSHA or the federal or state agency that enforces labor laws.
- Remember to trust your instincts and don't be afraid to speak up if you have a problem at work!

If skipping Lesson 6B, say to students:

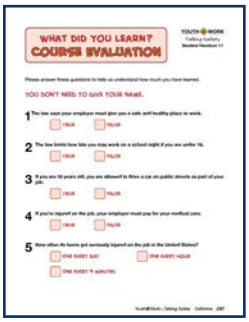
"This ends *Youth@Work—Talking Safety*. The skills you've learned in this course will help keep you safe and healthy on the job, now and throughout your work lives."

Discuss (if you have time), the final projects assigned at the end of Lesson 3.

Instructor Notes: **Step 4**

If skipping Lesson 6B, pass out the course evaluation and ask students to complete it. Pass out certificates of completion.

5 minutes


WHAT DID YOU LEARN?
COURSE EVALUATION

YOU DON'T NEED TO GIVE YOUR NAME.

Give copies of Student Handout 17, Evaluation, to each student in the class.

Ask students to complete and return the forms. They do not have to put their names on them.

Let students know that their comments and ideas are important and will help make the course better for future students.

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YOUTH@WORK
Talking Safety

Distribute certificates of completion to all students.

Homework/Optional Activity

Workplace discrimination, including harassment, is a serious issue. Ask students to visit the *Youth@Work* website of the Equal Employment Opportunity Commission (EEOC), www.youth.eeoc.gov, for more information. They may also visit the website of the agency that enforces discrimination laws in your state (listed in Student Handout 14, *Are You a Working Teen?)*. Students can test their knowledge on the "Challenge Yourself" portion of the EEOC site, http://go.usa.gov/jPsw. Students could prepare written or oral reports, posters, or other kinds of informational messages regarding harassment, including how to prevent harassment and how to respond to workplace harassment, if necessary.

Teachers who choose to include this activity should allow some time at the beginning of the next class to discuss students' projects.

Teacher Background Notes: **Section A**

Mini Skit Scenarios

Scenario 1

The student works at an animal clinic helping to take care of the animals. The student's supervisor asks them to clean up one of the rooms where a dog has made a mess and tells them to use a strong-smelling chemical on the floors and tabletops. The student has asthma and worries that the chemical may make it hard for them to breathe. What does the student say to their supervisor?

Scenario 2

The student works in the warehouse of a hardware superstore. The student's supervisor tells them to pull items from the shelves to fill an order, but talks quickly and does not make their instructions clear. What does the student say to their supervisor?

Scenario 3

The student works on the clean-up crew for the city's Parks and Recreation Department. One day it is very hot and the student has been working outside for several hours. The student begins to feel hot and dizzy. What does the student say to their supervisor?

Scenario 4

The student's job is to shelve books at a bookstore downtown. It's 9:30 on a Wednesday night and the store is still very busy. The supervisor tells the student that one of the other workers went home sick and asks them to stay to help close the store at midnight. The student is 15 years old and knows that they aren't supposed to work that late on a school night. What does the student say to their supervisor?

Scenario 5

The student's job is to put parts together at a local factory. They have heard that factories can be dangerous places, and it seems like there are a lot of hazards on the job. When the student first started this job, they were given some written materials on safety to read. But the student still has no idea what safety rules they are supposed to follow. The supervisor wants the student to sign a paper saying that they have been trained about safety. What does the student say to their supervisor?

If you wish, you can make and use more stories based on issues your students have faced on the job.

Your Notes for Lesson 6: Taking Action

LESSON 6B

Taking Action

Reinforce what students already know about their rights on the job.
Review what to do if a safety problem comes up at work.
Practice how to communicate with employers about workplace health and safety concerns.

YOUTH @ WORK
Talking Safety

Lesson Plan

Reinforce what students already know about their rights on the job.
Review what to do if a safety problem comes up at work.
Practice how to communicate with employers about workplace health and safety concerns.

Step 1

Review the key points from the previous lesson.

10 minutes

Mini lecture

Step 2

Practice recognizing problems at work and exercising young workers' rights in a real-world scenario (Elena's Story, Student Handout 16).

25 minutes

Role play, small group work, class discussion

Step 3

Review and summarize the main points of the lesson.

5 minutes

Mini lecture

Step 4

Pass out the course evaluation and ask students to complete it. Give students their certificates of completion.

5 minutes

Evaluation form, certificate

Student Objectives

By the end of the course, students will be able to:

Define problems, select appropriate goals, and make plans that deal with workplace hazards.

Reflect on the ability to see a dangerous workplace situation and take actions to correct/prevent it.

Demonstrate effective ways to create a safe workplace.

***Talking Safety* Core Competencies: 2, 3, 4, 8**

National Health Education Standards (NHES): #1, #3, #4, #5 (refer to the Appendix on page 291 for more information)

Key Points to Keep in Mind

Teachers using this curriculum have found that Elena's Story, used in Step 2 of this lesson, presents many health and safety issues at once.

Thus, the mini skits used in Lesson 6 provide students with a good foundation for understanding the more complex set of overlapping issues contained in Lesson 6B.

In this lesson, repeatedly remind students that they have rights on the job.

They should never feel bad about seeking help or asking questions. They should get more information when they are asked to do work they don't understand or that seems dangerous, uncomfortable, or potentially illegal.

If young people have a problem at work, they should not be silent.

The problem could worsen and they, or someone else, could be injured. Encourage your students to take up their concerns with any responsible adult—a parent, teacher, principal, or co-worker.

Preparation

Read

Teacher Background Notes Section A and Section B at the end of this lesson (on page 200)

Set Up

A PowerPoint presentation for slides 51–52 on a computer (with projector)

Preview

Elena's Story (Student Handout 16, on page 285)

Obtain

A flipchart and markers, or use a whiteboard and markers

Photocopy

Provide one copy for each student:

Elena's Story (Student Handout 16, on page 285)

Student Handout 14, the *Are You a Working Teen?* fact sheet (from Lessons 5, 5B, and 6, on pages 253–258)

Student Handout 17, Evaluation (on pages 287–288), one for each student

Certificate of Completion (on page 289), one for each student

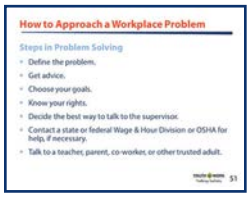
Prepare

Certificate of Completion (on page 289), filled out for each student

Instructor Notes: **Step 1**

Review the key points from the previous lesson.

10 minutes



Show PowerPoint slide 51.

Review the steps to solve workplace problems (both safety problems and other kinds).

Discuss these steps with the class.

See if students remember ideas from Lesson 6 about how to handle problems, and talk about whether the ideas would help.

- **Define the problem or problems.** Knowing how to describe the problem clearly is the first step to solving it.
- **Get advice from a parent, teacher, or co-worker.** If there is a union at your workplace, you may also want to ask the union to help you.
- **Choose your goals.** Think about what you want to happen to fix the problem. You can write your possible solutions.
- **Know your rights.** Know the hours you may work, and what tasks you are not allowed to do as a teen. Be familiar with your safety rights, too.
- **Decide the best way to talk to the supervisor.** Figure out what to say and whether to take someone with you when you talk to the supervisor.
- **Contact an outside agency for help, if you need to.** If you keep having trouble after you talk to your supervisor, get help from someone you trust. If all else fails, you may need to call a government agency that can help.

Spend a few minutes talking about students' homework assignment related to harassment in the workplace (from Lesson 6).

Instructor Notes: **Step 2**

Practice recognizing problems at work and exercising young workers' rights in a real-world scenario (Elena's Story).

25 minutes

ELENA'S STORY

YOUTH@WORK
Talking Safety
Student Handout 16

SCENE: Sandwich shop. Elena is a 15-year-old high school student. Mr. Johnson is her supervisor, and Joe is one of her co-workers. It is Thursday evening.

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

Elena: 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.

Elena: 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 Joe to show you how to use the meat slicer. Then, when I gets quiet, go mop the floor in the supply closet. Some of the cleaning supplies have spilled and it's a real mess.

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

Elena: Hey, Joe! Do you know what this stuff is that spilled on the floor?

Joe: 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 should Elena approach her supervisor about these problems?
   - What are the different ways her supervisor might respond?
   - Where else could Elena get help?
3. Practice role playing your ending with your group. You will perform for the class later.

Pass out copies of Student Handout 16, Elena's Story. See Teacher Background Notes Section A on page 200.

Ask for volunteers to play the roles of Elena, Mr. Johnson, and Joe.

Have the volunteers come to the front of the class and read their parts aloud.

Ask students what laws were broken in the story.

Suggest that students look at Student Handout 14, the fact sheet, if necessary. As volunteers answer, write their responses on flipchart paper or on the board.

Here are some of the ways that laws might have been broken in Elena's story:

- Elena was not given information about the cleaning chemicals.
- The employer didn't give Elena 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.

Divide the class into groups of three-to-six students.

Explain that each group should come up with an alternative ending to Elena's Story, showing what Elena 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).

Encourage groups to think about these questions:

- How should Elena approach her supervisor about this problem?
- What are the different ways her supervisor might respond?
- Where else could Elena get help?

Refer groups to the fact sheet (Student Handout 14), if necessary.

Explain that they will be role playing their alternative endings.

They should assign parts, decide roughly what each person will say, and take notes, if necessary.

Bring the class back together after about 15 minutes.

Ask several of the groups (or all, if there is time) to act out their alternative endings to the Elena's Story skit.

Here are some possible alternative endings:

- Elena asks a co-worker, friend, parent, or teacher for advice.
- Elena tells her supervisor she is uncomfortable with the late hours and prohibited duties.
- Elena asks a union or community organization for information on workers' rights.
- Elena quits her job because of the long hours or other inappropriate requests.
- Elena informs her employer that, by law, she is too young to use the meat slicer.
- Elena files a complaint with OSHA, the Wage-Hour Division of the U.S. Labor Department, or a state labor agency.

Ask the class to talk about how well each group's ending worked.

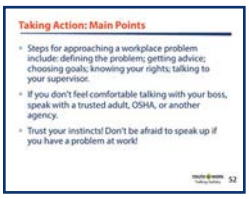
Consider these questions:

- How serious is the problem?
- Does it need to be fixed right away?
- Will any of these ideas result in Elena losing her job?
- What ideas would be the best way to solve the problem?

Instructor Notes: **Step 3**

Review and summarize the main points from the lesson.

5 minutes



Show PowerPoint slide 52.

Conclude Lesson 6B by reminding students about these main points:

- Steps for approaching a supervisor with a workplace problem include: defining the problem; getting advice from a parent, teacher, or co-worker; choosing your goals; knowing your rights; and deciding the best way to talk to the supervisor.
- If you don't feel comfortable talking with your boss, speak first with another trusted adult. You can also get help from agencies such as OSHA or the federal or state agency that enforces labor laws.
- Remember to trust your instincts and don't be afraid to speak up if you have a problem at work!

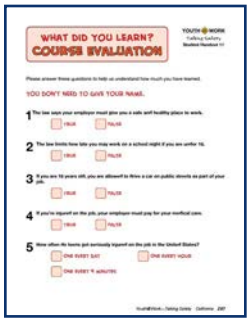
Conclude Lesson 6B by reading this message:

"This ends *Youth@Work—Talking Safety*. The skills you've learned in this course will help keep you safe and healthy on the job, now and throughout your work lives."

Instructor Notes: **Step 4**

Pass out the course evaluation and ask students to complete it. Pass out certificates of completion.

5 minutes


WHAT DID YOU LEARN?
COURSE EVALUATION

YOUTH@WORK
Talking Safety

YOU DON'T NEED TO GIVE YOUR NAME.

1 TRUE FALSE

2 TRUE FALSE

3 TRUE FALSE

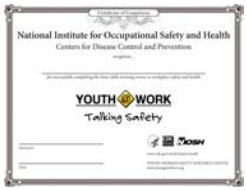
4 TRUE FALSE

5 ONE EVERY DAY ONE EVERY HOUR ONE EVERY 9 MINUTES

Pass out copies of Student Handout 17, Evaluation, to each student.

Ask students to complete and return the forms. They do not have to put their names on them.

Let students know that their comments and ideas are important and help make the course better for future students.


National Institute for Occupational Safety and Health
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YOUTH@WORK
Talking Safety

Distribute certificates of completion to all students.

Teacher Background Notes: **Section A**

Elena's Story

Scene:	**Sandwich shop. Elena is a 15-year-old high school student. Mr. Johnson is her supervisor and Joe is one of her co-workers. It is Thursday evening.**
Mr. Johnson:	Elena, Andre just called in sick, so I need you to work extra hours. I'd like you to stay until 10 tonight.
Elena:	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.
Elena:	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 Joe 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:	**Elena gets the mop and goes to the supply closet.**
Elena:	Hey, Joe! Do you know what this stuff is that spilled on the floor?
Joe:	No idea. Just be careful not to get it on your hands. You really should wear gloves if you can find some. Andre got a rash from that stuff last week.

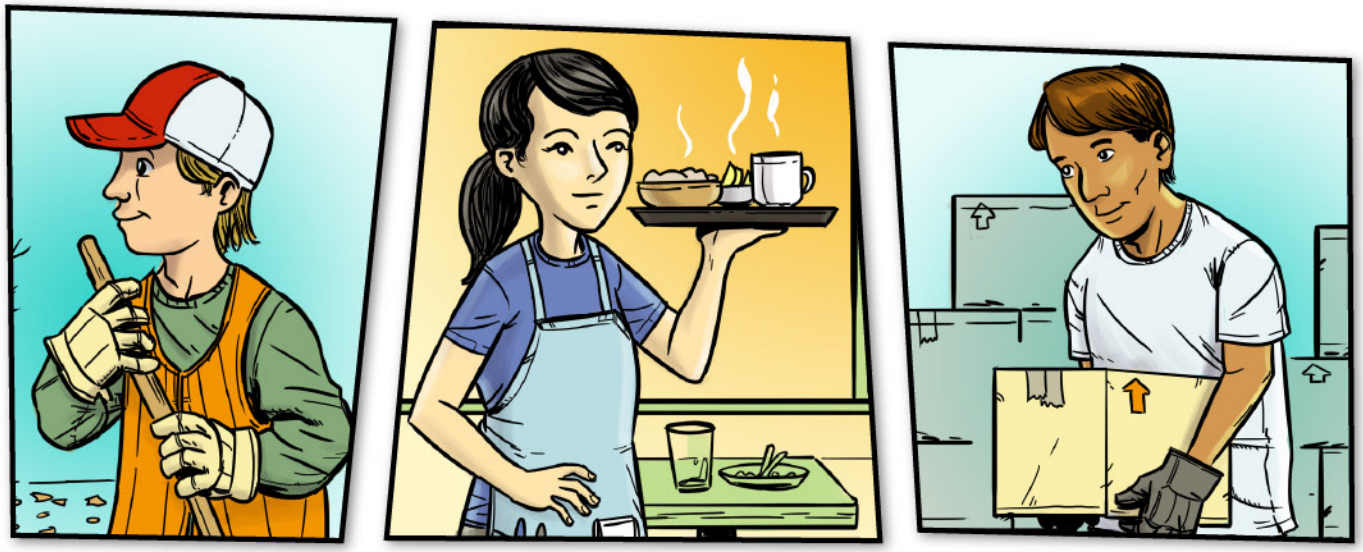
Your Notes for Lesson 6B: Taking Action

YOUTH @ WORK

Talking Safety

Student Handouts

Iowa Edition



DEPARTMENT OF HEALTH AND HUMAN SERVICES
Centers for Disease Control and Prevention
National Institute for Occupational Safety and Health

JOB SAFETY QUIZ

YOUTH@WORK
Talking Safety
Student Handout 1

Work together in your group to answer these questions. Guessing is okay! You won't be graded on your answers. Pick one person in your group to report your answers later to the class.

CHECK THE CORRECT ANSWER.

1 **The law says your employer must give you a safe and healthy place to work.**

☐ TRUE ☐ FALSE

2 **The law limits how late you may work on a school night if you are under 16.**

☐ TRUE ☐ FALSE

3 **If you are 16 years old, you are allowed to drive a car on public streets as part of your job.**

☐ TRUE ☐ FALSE

4 **If you're hurt on the job, your employer must pay for your medical care.**

☐ TRUE ☐ FALSE

5 **How often do teens get seriously hurt on the job in the United States?**

☐ ONE EVERY DAY ☐ ONE EVERY HOUR

☐ ONE EVERY 9 MINUTES

FIND THE HAZARDS:
FAST FOOD RESTAURANT

YOUTH @ WORK
Talking Safety
Student Handout 2

FIND THE HAZARDS: GROCERY STORE

FIND THE HAZARDS: OFFICE

FIND THE HAZARDS:
GAS STATION

HAZARD HUNT

KITCHEN

HAZARD	POSSIBLE HARM

OFFICE

HAZARD	POSSIBLE HARM

OTHER AREA...

_____

HAZARD	POSSIBLE HARM

HAZARD SOLUTIONS: RESTAURANTS AND CAFES

Hazard	Potential Effect	Possible Solution
Safety		
Cooking equipment	Burns or electric shocks	• Keep appliances in safe condition. • Have guards around hot surfaces. • Wear gloves or mitts to protect against burns.
Hot grease	Burns	• Use grease pans that dump automatically. • Have splash guards. • Wear protective clothing.
Slicers and powered cutting equipment	Cuts	• Must be 18 or older to use. • Keep guards in place. • Get proper training. • Turn off and unplug to clean.
Wet/slippery floors	Slips or falls	• Clean up spills quickly. • Use floor mats. • Wear shoes with non-slip soles.
Broken glass	Cuts	• Clean up broken glass carefully. • Wear gloves. • Handle trash carefully that might contain broken glass.
Chemical		
Dishwashing products	Contact with skin could cause irritation, rashes, chemical burns	• Use safer products. • Wear the right gloves to protect you.
Cleaning products	Some vapors cause headaches, dizziness, and other health problems; contact with skin could cause irritation, rashes, chemical burns	• User safer products. • Wear the right gloves to protect you. • Have good ventilation.
Other		
Standing for long periods	Back strain/injury	• Use floor mats. • Take regular breaks. • Rotate jobs.
Bending, reaching, stretching, and lifting	Muscle strains and sprains	• Keep heavy items on lower shelves. • Rotate jobs. • Use helpers.
Violence, harassment, bullying, discrimination (from customers, co-workers)	Stress, emotional/physical trauma	• Have enough security. • Schedule at least 2 people per shift. • Use barriers where money is handled. • Get customer service training. • Rotate jobs. • Keep a diary to describe harassment. • Report harassment to employer or trusted adult.

HAZARD SOLUTIONS: RETAIL

Hazard	Potential Effect	Possible Solution
Safety		
Box cutters	Cuts	• Use with care. • Store safely.
Box crushers	Body injuries	• Must be 18 or older to use. • Get proper training.
Sharp knives	Cuts	• Keep in good condition. • Use with care. • Store safely.
Deli slicers	Cuts	• Must be 18 or older to use. • Keep guards in place. • Get proper training. • Turn off when cleaning. Unplug machine.
Shopping carts	Pinched, crushed fingers; back strain	• Limit number of carts pushed at one time. • Wear gloves to protect you so your fingers don't get crushed in handles.
Cars (in parking lot)	Body injuries	• Wear standard gear so that cars can see you. • Get training on parking lot safety/hazards.
Chemical		
Cleaning products	Some vapors cause headaches, dizziness, and other health problems; contact with skin could cause irritation, rashes, chemical burns	• Use safer products. • Wear the right gloves to protect you. • Have good ventilation.
Other		
Violence, harassment, bullying, discrimination (from customers, co-workers)	Stress, emotional/physical harm	• Have enough security. • Schedule at least 2 people per shift. • Use barriers where money is handled. • Get customer service training. • Rotate jobs. • Keep a diary documenting harassment. • Report harassment to employer/trusted adult.
Checkout counter	Muscle, tendon, or nerve injuries	• Make sure check stands are designed to allow you to work comfortably. • Take regular breaks. • Rotate jobs.
Bending, reaching, stretching, and lifting	Muscle strains and sprains	• Use machinery instead. • Keep heavy items on lower shelves. • Get proper training. • Rotate jobs. • Get help from co-workers.
Cold temperature (in cold storage areas, freezers)	Frostbite	• Limit time working in cold areas.

HAZARD SOLUTIONS: MOVIE THEATER

Hazard	Potential Effect	Possible Solution
Safety		
Popcorn, hot dog, and coffee machines	Burns or electric shocks	• Keep appliances in good working condition. • Wear gloves or mitts. • Unplug machine.
Slippery floors	Slips or falls	• Clean up spills quickly. • Use floor mats. • Wear shoes with non-slip soles
Ladders	Falls	• Must be 16 or older to use. • Use safe ladders. • Get proper training.
Chemical		
Cleaning products	Some vapors cause headaches, dizziness, and other health problems; contact with skin could cause irritation, rashes, chemical burns	• Use safer products. • Have good ventilation.
Other		
Violence, harassment, bullying, discrimination (from customers, co-workers)	Stress, emotional/physical trauma	• Have enough security. • Schedule at least 2 people per shift. • Use barriers where money is handled. • Get customer service training. • Rotate jobs. • Keep a diary documenting harassment. • Report harassment to employer or trusted adult.
Dark environments	Eyestrain, slips or falls	• Use flashlights.
Standing for long periods	Back strain/injury	• Use floor mats. • Take regular breaks. • Rotate jobs.

HAZARD SOLUTIONS: OFFICE

Hazard	Potential Effect	Possible Solution
Safety		
Cords and loose carpeting	Trips and falls	• Don't run cords though public areas. • Make sure carpeting/rugs are secured.
Unsecured furniture	Can fall, topple over	• Secure all heavy furniture, bookcases, file cabinets.
Overloaded electrical circuits	Fire	• Have enough outlets. • Use surge protectors.
Chemical		
Ozone from copiers	Breathing difficulty, headaches, dizziness	• Put copiers in separate area. • Ventilate properly.
Poor indoor air quality	Breathing difficulty, headaches, dizziness, fatigue	• Have good ventilation.
Other		
Computer keyboards and mice	Eyestrain, muscle/tendon strain	• Use adjustable chairs and workstations. • Have good posture. • Take regular breaks.
Sitting for long periods of time	Back pain	• Use proper chairs. • Have good posture. • Take regular breaks.
Repetitive, boring work	Stress	• Rotate jobs.
Violence, harassment, bullying, discrimination (from customers, co-workers)	Stress, emotional/physical harm	• Have enough security. • Schedule at least 2 people per shift. • Use barriers where money is handled. • Get customer service training. • Rotate jobs. • Keep a diary documenting harassment. • Report harassment to employer/trusted adult.

INFO SEARCH

A. WORKSHEET

You will be assigned a story to research from part C of this handout.

ANSWER THE QUESTIONS BELOW.

1 **What is the health and safety problem (hazard) in your story?**

2 **What information could you find at the workplace? Where would you get it?**

3 **Pick three possible sources outside the workplace where you could find information.**

These must include at least one government agency and at least one organization or agency that is not part of the government. You can search the internet or ask for information by phone. A few suggested resources are listed in part B of this handout. You don't need to limit yourself to these. Each team member can get information from a different source, or you can work together. Use these sources to answer the questions that follow.

Short-term health effects. How could this hazard affect your body right away?

Information	Source

Long-term health effects. How could this hazard affect your body over time?

Information	Source

Solutions. What are some ways to reduce or remove this hazard?

Information	Source

4 What was the most important information you learned, and why was it important?

5 Which information source did your team find most useful, and why?

B. RESOURCES: WHERE TO GET INFORMATION

Here are some websites and phone numbers to get fact sheets and other information on health and safety hazards. You can also search for local and state agencies (health departments, offices of your state's attorney general, labor departments) that might have helpful information on state-specific restrictions for workers under age 18. See Student Handout 14 for some resources in your state.

GOVERNMENT AGENCIES

NIOSH (National Institute for Occupational Safety and Health)—Young Workers Topic Page
Conducts research on hazards and has free publications on chemicals, ergonomics, child labor, and other hazards.
http://www.cdc.gov/niosh/

http://www.cdc.gov/niosh/topics/youth (Young Worker Safety and Health)

1-800-CDC-INFO (1-800-232-4636) (Call this number to get answers to job safety questions.)

OSHA (U.S. Occupational Safety and Health Administration)—Young Workers Page
Develops and enforces federal regulations and standards. Offers free publications and a video library.
https://www.osha.gov/youngworkers/

1-800-321-OSHA

U.S. Department of Labor—Youth Rules!
Provides information about the regulations that affect young workers in the United States.
http://www.youthrules.gov/

1-866-4-USWAGE

Equal Employment Opportunity Commission (EEOC)— *Youth@Work*
Provides information for youth about their rights and responsibilities as workers.
http://www.eeoc.gov/youth/

1-800-669-4000
TTY: 1-800-669-6820

New Jersey Department of Health
Website contains "Right To Know Hazardous Substance Fact Sheets" for more than 2,000 chemicals.
http://go.usa.gov/jVu9

Massachusetts Department of Public Health
Website contains numerous resources for young workers and safety posters designed by young people.
http://www.mass.gov/dph/teensatwork

(617) 624-5632
Email: teens.atwork@state.ma.us

Washington State Department of Labor & Industries—Teen Workers Page
Contains a variety of resources on young worker safety and health and information on the state's child labor laws.
http://www.lni.wa.gov/WorkplaceRights/TeenWorkers/

1-866-219-7321
Email: teensafety@Lni.wa.gov

Other Organizations

AFL-CIO Workplace Health and Safety

General information, including links to specific workplace health and safety topics.
https://aflcio.org/issues/workplace-health-and-safety

Labor Occupational Health Program (LOHP), University of California, Berkeley

Trains workers, unions, joint labor–management committees, and others on health and safety. Sells publications and videos. Offers assistance and referrals on young workers, workplace violence, hazardous waste, ergonomics, and more.
http://www.lohp.org

(510) 642-5507

NYCOSH (New York Committee for Occupational Safety and Health)

Website has Internet links and resources on health and safety by industry and topic, as well as basic information on health and safety rights on the job.
http://nycosh.org

National Children's Center for Rural and Agricultural Health and Safety

Strives to enhance the health and safety of all children exposed to hazards associated with agricultural work and rural environments.
1-800-662-6900
http://www.marshfieldresearch.org/nccrahs

C. SCENARIOS

SCENARIO 1: HEAVY LIFTING

Jacob works in a warehouse. He's 17 years old. One day, when he was unloading 40-pound boxes from a wooden pallet, he suddenly felt a sharp pain in his lower back. Jacob had to miss work for a week to recover, and his back still hurts sometimes. He is worried about re-injuring his back, and he tries to be careful, but he wants to find out more about safe lifting and other ways to prevent back injuries.

SCENARIO 2: UNCOMFORTABLE COMPUTER STATION

Aasif, age 16, has been working for 6 months as an administrative assistant in a large office. He is the newest employee in the office, and he seems to have all the hand-me-down equipment. His keyboard and mouse sit right on his desktop, along with his computer monitor. The lever to adjust the height of his chair doesn't work anymore. Aasif works at his computer most of the day. He knows at least one person in the office who wears braces on her wrists because they are tender and painful, and she can no longer do many things at home because her grip is so weak. Aasif doesn't want to have any problems like that, and he wants to find out what he can do.

SCENARIO 3: DANGEROUS PAINT STRIPPER

Emma, age 15, has a summer job working for the city parks program. She has been using a cleaner called "Graffiti Gone" to remove graffiti from bathrooms. She has to take many breaks, because the chemical makes her throat burn. It also makes her feel dizzy sometimes, especially when the bathrooms don't have very many windows. On the label, she sees that the cleaner has methylene chloride in it. Emma feels like she's managing to get the work done, but she is worried about feeling dizzy. She wants to find out more about this chemical, what harm it can cause, and whether there are safer ways to do this work.

SCENARIO 4: NOISE AT WORK

José is 18 years old, and he has been working for a company that builds prefabricated homes for about a year. He spends much of the workday using a power saw. His ears usually ring for a while in the evening, but the ringing seems to clear up by the morning. He is a little worried about whether the noise is damaging his hearing, but it's not that different from how his ears feel after a concert. He wants to find some information on how much noise is bad for you, and what he can do.

SCENARIO 5: NEEDLES IN THE LAUNDRY STACK

Kim, age 17, works as an aide in a nursing home. Her best friend, Julia, works in the laundry department. Kim has heard Julia complain about the medical staff, because they can be careless. Used hypodermic needles sometimes show up in the dirty laundry. Kim worries about Julia, but she also thinks the medical staff should do more to protect their co-workers. She wants more information on what can be done.

SCENARIO 6: WORKING ALONE AT NIGHT

Shanice, age 17, works in a convenience store. She and the other employees take turns working the closing shift. It makes Shanice nervous to be at the store by herself late at night, but she knows that if she refuses the closing shifts, the owner will just look for someone else to do the job. She carries mace in her purse, and the owner has told her to give up the cash in the cash register if she ever faces a robber. She wants to find out what else she can do to feel safe.

Occupational Safety and Health (OSH) Careers

- **Industrial hygienists** anticipate, recognize, evaluate, communicate, and control exposures in the workplace that may result in injuries or illnesses of workers. They find ways to get health and safety facts to workers and employers, and they develop policies to make workers safer.

- **Occupational health physicians** treat people who are sick or injured because of their jobs. They study illnesses to understand how to identify people who are sick and find better ways to treat them.

- **Occupational health nurses** are registered nurses who look for and prevent health effects caused by work. They treat workers who are sick or injured.

- **Occupational safety and health specialists** develop worker training programs and promote workplace safety and health. They find ways to get health and safety facts to workers and employers, and they develop policies to make workers safer.

- **Safety professionals** anticipate, recognize, evaluate, communicate, and control safety hazards in the workplace to find and correct unsafe conditions and work practices. They give training on ways to improve safety and run safety programs, and they measure and study how well these safety efforts work.

- **Epidemiologists** study patterns of disease, health risks, or injuries in certain groups of people or cultures.

- **Ergonomists** design tools, furniture, machinery, and processes that protect worker health by reducing physical strain, operator fatigue, and discomfort.

- **Occupational health psychologists (OHPs)** work through the field of psychology to improve the quality of work life and to protect and promote the safety, health, and well-being of workers.

DISASTER BLASTER!

STUDENT HANDOUT 10

REPORTED AN EMERGENCY TO 911. BLAST AHEAD ONE SPACE.

POWER OUTAGE. GO BACK ONCE SPACE.

FIRST AID KITS AVAILABLE. BLAST AHEAD ONE SPACE.

NO FIRE DRILLS. GO BACK ONE SPACE.

BLOCKED EXIT. GO BACK ONE SPACE.

SDSs AVAILABLE. BLAST AHEAD ONE SPACE.

LEARNED CPR. BLAST AHEAD ONE SPACE.

FLU OUTBREAK. GO BACK THREE SPACES.

EMERGENCY PLAN IN PLACE. BLAST AHEAD ONE SPACE.

TORNADO WATCH IN EFFECT. GO BACK ONE SPACE.

POURED WATER ON A GREASE FIRE. GO BACK THREE SPACES.

CHEMICAL SPILL. GO BACK THREE SPACES.

STAYED CALM IN AN EMERGENCY. BLAST AHEAD ONE SPACE.

NO FIRE EXTINGUISHER. GO BACK ONE SPACE.

VIDEO CAMERAS INSTALLED. BLAST AHEAD ONE SPACE.

NO NUMBER FOR POISON CONTROL CENTER. GO BACK ONE SPACE.

FLASHLIGHTS AND BATTERIES AVAILABLE IN AN EMERGENCY. BLAST AHEAD ONE SPACE.

CLEARLY MARKED EXITS. BLAST AHEAD ONE SPACE.

START

DISASTER BLASTER! GAME CARDS

YOUTH @ WORK

Talking Safety

Student Handout 11

Q: IF YOU ARE IN A BUILDING AND HEAR A TORNADO WARNING SIREN, WHAT SHOULD YOU DO?

A: GO TO THE LOWEST LEVEL OF THE BUILDING (THE BASEMENT, IF THERE IS ONE), A STORM SHELTER, OR AN INTERIOR ROOM WITHOUT WINDOWS.

Q: IF YOU SMELL SMOKE AND SUSPECT THERE IS A FIRE SOMEWHERE IN THE BUILDING, WHAT SHOULD YOU DO?

A: ALERT OTHERS. PULL FIRE ALARM IF AVAILABLE. GET OUT OF THE BUILDING. CALL 911 FROM OUTSIDE.

Q: IF SOMEONE TRIES TO ROB YOUR WORKPLACE WITH A GUN, WHAT SHOULD YOU DO?

A: COOPERATE FULLY WITH THE ROBBER'S INSTRUCTIONS. DON'T TRY TO BE A HERO.

Q: IF AN UNKNOWN CHEMICAL SPILLS IN YOUR WORKPLACE, WHAT SHOULD YOU DO?

A: LEAVE IT ALONE AND GET YOUR SUPERVISOR.

Q: HOW MANY EXIT ROUTES MUST A WORKPLACE HAVE?

A: ENOUGH TO ALLOW ALL EMPLOYEES AND CUSTOMERS TO GET OUT SAFELY—BUT AT LEAST TWO.

Q: TRUE OR FALSE?
IF YOU ARE CAUGHT IN A FIRE, YOU SHOULD STAY CLOSE TO THE GROUND.

A: TRUE.

Q: WHAT ARE THE STEPS FOR USING A FIRE EXTINGUISHER?

A: P-A-S-S:
PULL THE PIN;
AIM THE NOZZLE AT THE BASE OF THE FIRE;
SQUEEZE THE TRIGGER;
SWEEP EXTINGUISHER BACK AND FORTH AT THE BASE OF THE FIRE.

Q: WHAT PHONE NUMBER SHOULD YOU CALL TO REPORT AN EMERGENCY?

A: 911

Q: WHAT SHOULD YOU DO FOR A SEVERE CUT?

A: APPLY PRESSURE TO THE WOUND AND, IF THERE ARE NO BROKEN BONES, ELEVATE THE WOUND ABOVE THE HEART. SEEK MEDICAL HELP.

Q: YOU ARE WORKING ON A CONSTRUCTION SITE AND A CO-WORKER ENTERS A TRENCH AND PASSES OUT. WHAT DO YOU DO?

A: TELL A SUPERVISOR. DON'T GO AFTER HIM; YOU MAY BECOME A SECOND VICTIM. CALL 911 (IN AREAS WHERE SERVICE IS AVAILABLE).

Q: WHAT SHOULD YOU DO FOR A VERY SERIOUS BURN?

A: CALL 911. DON'T REMOVE CLOTHING STUCK TO THE BURNED AREA.

Q: WHAT SHOULD YOU USE TO PUT OUT A GREASE FIRE ON A STOVE?

A: USE A PAN LID OR BAKING SODA; NEVER USE WATER OR FLOUR.

Q: WHAT SHOULD YOU DO IF YOU ARE IN A BUILDING AND THE POWER GOES OUT?

A: STAY CALM. IF IT IS OK TO LEAVE, LOOK FOR LIGHTED EXIT SIGNS. OTHERWISE, STAY IN PLACE AND CHECK WITH YOUR SUPERVISOR.

Q: A CO-WORKER SLIPS ON A WET FLOOR, HITS HIS HEAD, AND PASSES OUT. WHAT DO YOU DO?

A: DON'T MOVE HIM. CALL 911. CHECK HIS BREATHING AND HEARTBEAT. GIVE CPR IF YOU CAN. COVER AND KEEP HIM WARM.

Q: IF A CO-WORKER FALLS OFF A LADDER AND INJURES HER BACK, WHAT SHOULD YOU DO?

A: DON'T MOVE HER (THIS CAN CAUSE MORE DAMAGE). CALL 911 FOR HELP.

Q: IF YOUR CLOTHES CATCH ON FIRE, WHAT SHOULD YOU DO?

A: STOP, DROP, AND ROLL; OR SMOTHER THE FLAMES WITH A BLANKET. NEVER RUN.

Q: NAME AT LEAST ONE FACTOR THAT INCREASES YOUR RISK OF BEING ROBBED AT WORK.

A: WORKING ALONE; WORKING AT NIGHT; OR HAVING ACCESS TO MONEY.

Q: WHAT LETTERS ARE ON AN EXTINGUISHER THAT CAN BE USED ON MOST KINDS OF FIRE?

A: **A-B-C**
(A) TRASH, WOOD, PAPER.
(B) LIQUIDS, GASSES, SOLVENTS.
(C) ELECTRICAL EQUIPMENT.

COOKING OIL AND GREASE FIRES REQUIRE K TYPE EXTINGUISHERS.

Q: WHAT IS THE NAME OF THE SHEETS THAT PROVIDE INFORMATION ABOUT CHEMICAL PRODUCTS?

A: SAFETY DATA SHEETS—SDS'S.

Q: WHAT IS AT LEAST ONE ITEM THAT SHOULD BE INCLUDED IN AN EMERGENCY KIT?

A: WATER; FLASHLIGHT AND BATTERIES; FIRST AID SUPPLIES.

Q: WHAT DOES THE SYMBOL OF A SKULL AND CROSSBONES MEAN?

A: POISON

Q: IF A CHEMICAL GETS INTO YOUR EYE, WHAT SHOULD YOU DO?

A: FLUSH YOUR EYE WITH WATER FOR AT LEAST 15 MINUTES.

Q: NAME ONE SECURITY MEASURE THAT CAN REDUCE WORKPLACE VIOLENCE IN A RETAIL STORE.

A: GOOD LIGHTING, A PANIC BUTTON OR OTHER COMMUNICATION DEVICE, A SECURITY GUARD, A VIDEO CAMERA, OR CLUTTER-FREE WINDOWS (GOOD VISIBILITY FROM OUTSIDE).

Q: How do you prevent the spread of flu viruses?

A: Cover nose/mouth with a tissue when coughing or sneezing. Wash hands; don't touch eyes, nose, or mouth; stay home when ill.

Q: What two common cleaning products should you never mix, because they make a gas that can kill you?

A: Ammonia and bleach (the mixture releases chlorine gas, which can be deadly).

Q: What's the difference between a weather watch and a weather warning?

A: **WATCH:** severe weather possible during the next few hours. **WARNING:** severe weather observed or expected soon.

Q: If you are driving to work and see the funnel shape of a tornado approaching, what should you do?

A: Get out of the car and lie down in a low place.

Q: If you are working outside when a lightning storm starts and you can't get to shelter, what should you do?

A: Crouch low to the ground, sit on the balls of your feet, and stay away from trees and metal objects.

Q: What should you do if you come in contact with a substance but don't know whether it is toxic?

A: Call the National Poison Control Center: 1-800-222-1222. Don't try to identify by tasting, touching, or smelling.

Q: What can you use to melt ice on the sidewalks in the winter?

A: Rock salt.

Q: Name at least two things that should be in an emergency action plan.

A: Name of person who is in charge, escape routes, training, drills, alarm systems, meeting place.

Q: WHAT DOES CPR STAND FOR, AND WHAT IS IT?

A: CARDIOPULMONARY RESUSCITATION. CPR IS A COMBINATION OF RESCUE BREATHING AND CHEST COMPRESSIONS FOR A VICTIM WHOSE HEART HAS STOPPED BEATING.

Q: IS IT SAFE TO USE A CELL PHONE OR CORDLESS PHONE DURING A STORM?

A: YES. THESE ARE SAFE TO USE BECAUSE THERE IS NO DIRECT PATH BETWEEN YOU AND THE LIGHTNING.

Q: IF A CO-WORKER SUFFERS FROM HEAT EXHAUSTION, WHAT SHOULD YOU DO?

A: GET HER OUT OF THE SUN. GIVE HER COOL WATER. LAY HER DOWN AND RAISE HER FEET. CALL 911 (IN AREAS WHERE SERVICE IS AVAILABLE).

Q: IF YOU ARE INSIDE A BUILDING AND BEGIN TO FEEL THE SHAKING OF AN EARTHQUAKE, WHAT SHOULD YOU DO?

A: GET UNDER SOMETHING HEAVY OR STURDY LIKE A DESK OR TABLE.

Q: ON THE WAY HOME FROM WORK LATE ONE NIGHT, YOUR CAR BREAKS DOWN. WHAT DO YOU DO?

A: TURN ON HAZARD LIGHTS, LOCK DOORS, AND STAY IN YOUR CAR. CALL FOR HELP OR PUT UP A SIGN SAYING "CALL 911." DO NOT OPEN CAR TO STRANGERS.

EMERGENCIES IN THE NEWS

STORY 1: Grease fire in restaurant burns employee

A fire erupted at Sunny's Family Restaurant Tuesday night, critically injuring an employee and causing $100,000 in damage to the building. The fire started when a frying pan filled with oil, heating on the stove, was left unattended. The fire spread quickly to dish towels hanging nearby. An employee saw the fire and tried to put it out by pouring water on the stove. This caused the burning grease to splatter his face, arms, and chest. A co-worker, hearing the commotion, yelled for everyone to leave the restaurant right away and called 911. The fire department put out the fire and attended to the burned employee. The victim was taken to Mercy Hospital with serious injuries.

- What went right?
- What went wrong?
- What can be done to better protect and prepare employees?

STORY 2: Robber threatens young employee with gun

A 16-year-old employee of a local convenience store was held up at gunpoint late Thursday night by a masked man demanding money. The employee was working alone, and he was closing the store for the evening. The employee later told police that, after emptying the cash register, the robber tied him up and left with the money. Although the robbery shook up the employee, he was not physically hurt. The name of the employee is being withheld because of his age.

What went right?

- What went wrong?
- What can be done to better protect and prepare employees?

STORY 3: Parents praise quick action of local teen

Parents Charlene Cook and Kelly Nelson, who have children attending the Happy Go Lucky Day Care Center, called the *Daily Times* this week to praise the quick action of 17-year-old Tamara Thompson, one of Happy Go Lucky's star employees. Tamara noticed that an entire container of bleach had spilled near the janitor's closet and was giving off fumes in one of the nearby classrooms. Knowing that some of the children have asthma, Tamara walked the children to another teacher's classroom so they wouldn't be exposed. She then rushed back with paper towels to clean up the spill. Unfortunately, Tamara herself suffered breathing problems after cleaning up the bleach and had to be taken to the emergency room to be checked. She is currently at home recovering but plans to return to work when she feels better.

- What went right?
- What went wrong?
- What can be done to better protect and prepare employees?

STORY 4: Young construction worker falls from ladder

An 18-year-old house painter who was painting the second story of a house fell off his ladder yesterday, breaking both his legs. He also suffered severe cuts when he caught his arm on a metal fence as he fell. Co-workers rushed to help him and called for an ambulance. Local emergency medical technicians (EMTs) said that the co-workers carried the fallen employee to the front lawn and then applied pressure to the open wound to stop the bleeding.

- What went right?
- What went wrong?
- What can be done to better protect and prepare employees?

STORY 5: Mother of disabled teen worker questions employer's response during earthquake

Office workers at R&D Business Solutions huddled under desks and doorways as a magnitude 6.1 earthquake shook their building. When the earthquake stopped, the workers followed lighted exit signs to the stairwell. They made it down 10 flights of stairs and outside to the street. Gladys Royce, of Washington Township, has a son, Jason, who is an employee of the company. She complained that her son, who has Down syndrome, was left alone to figure out what to do during and after the earthquake. The employees and supervisors had no idea Jason had stayed on the 11th floor. The company pledges to look at its Emergency Action Plan and make sure the plan prepares and protects all employees, including those who may need more help. (The U.S. Equal Employment Opportunity Commission [EEOC] offers a Fact Sheet on Obtaining and Using Employee Medical Information as Part of Emergency Evacuation Procedures, available at www.eeoc.gov/facts/evacuation.html. This information can help answer the questions for this story.)

- What went right?
- What went wrong?
- What can be done to better protect and prepare employees?

STORY 6: Tornado breaks windows at local department store

A tornado blew through town yesterday, knocking out power in large areas and damaging many buildings. The tornado blew out most of the windows in Johnson's Department Store, on East 8th Street. As glass went flying, employees herded customers into the center section of each floor in the three-story building. Customer Tom Wilson was thankful for the help that employees gave in getting everyone away from the windows.

- What went right?
- What went wrong?
- What can be done to better protect and prepare employees?

EMERGENCY ACTION PLANS

YOUTH@WORK
Talking Safety
Student Handout 13

Planning can make workers, workplaces, and the place you live safer when emergencies strike. The federal government makes almost every business have a written Emergency Action Plan. The plan covers what's needed before, during, and after an emergency. It also gives steps that everyone should follow in an emergency.

The plan should say who will take charge in an emergency. It should list where chemicals are stored and where to find Safety Data Sheets. The plan should also tell how to protect employees, including workers with disabilities.

Training and drills

Employees should take part in training and regular practice drills so everyone knows what to do during different kinds of emergencies. The drills and training should include this information:

- How to report an emergency.
- What workers must do.
- What the alarms will sound and look like, and how the "all clear" will be given.
- Where to gather.
- What to do if chemicals spill.
- When and how to use emergency equipment.

Alarm systems

All employees should be able to see, hear, and understand the alarms.

Shelters and evacuation

The plan should say how you will learn what you need to know if an emergency happens. You need to know where inside shelters and exits are. You need to know the best paths to get out, and the rules to follow as you leave. You need to know where to meet outside.

The plan should spell out where to go in the building if a tornado or hurricane might hit. From time to time, someone where you work should check exits and the paths to get out to make sure nothing is blocking them. The place you work should have enough exits, and they should be wide enough so workers can get out quickly. Everyone should know where to meet outside, so someone can count who got out.

Emergency lights

The paths to get out should have emergency lights in all the places where people work.

Emergency equipment

The plan should list the emergency equipment your workplace needs. This might include sprinkler systems in the building, fire extinguishers, eyewash systems, and safety showers, if chemicals are used.

What to do if someone gets hurt

The plan should say how many first aid kits will be available, where to find them, and who will be trained to use them. Employees should know who is trained in first aid or CPR and where to get medical help, if needed.

For more information on emergency action plans, visit OSHA's website:
http://go.usa.gov/jvVT

ARE YOU A WORKING TEEN IN IOWA?

PROTECT YOUR HEALTH! KNOW YOUR RIGHTS!

COULD I GET HURT OR SICK ON THE JOB?

Fifteen-year-old Maya caught her hand in an electric cabbage shredder at a fast food restaurant. Her hand will never be the same, and she will never be able to fully use it.

Seventeen-year-old Joe was a construction helper. An electric shock killed him when he climbed a metal ladder while holding an electric drill.

Sixteen-year-old Emily was hit and robbed at gunpoint at a sandwich shop. She was working alone after 11 p.m.

Every year in the United States, about 179,000 teens under age 18 get hurt at work. Close to 60,000 young people go to an emergency room to be treated because they have been hurt on the job. On average, 37 teens die each year from work injuries.

Young workers face risks from dangerous equipment, work that is too fast or unsafe, and stress. As a young worker, you're more likely than an older person to be hurt on the job. You might even be asked to do work that the law says you shouldn't do at your age.

WHAT HAZARDS SHOULD I WATCH OUT FOR?

Type of work	Examples of hazards
Food Service	Slippery floors Grills Knives Harassment or discrimination
Retail/Sales	Violent crimes Heavy lifting Harassment or discrimination
Office/Clerical	Stress Poor work station design Harassment or discrimination
Healthcare/Janitorial	Toxic chemicals Discarded needles Heavy lifting Harassment or discrimination

WHAT ARE MY RIGHTS ON THE JOB?

You have a legal right to:

A safe and healthy workplace. This must include training, in words you can understand. Your boss may also have to teach you how to handle emergencies and hazards such as chemicals.

Free safety gear such as ear plugs, gloves, safety glasses, and special clothing (if needed).

Earn at least minimum wage. In Iowa the minimum wage is $7.25 an hour. This doesn't apply to some jobs. See http://go.usa.gov/jnBW.

Workers' compensation benefits if you are hurt on the job, including:

- Medical care, whether or not you miss work.
- Payments for some lost wages.
- Other kinds of help if you have long-term health problems because of your work injury.

You also have a right to:

Report safety problems to OSHA (Occupational Safety and Health Administration).

Report a work safety and health problem anonymously or confidentially.

Work where you are not harassed (mistreated) because of your race, skin color, religion, sex, pregnancy, birthplace, disability, age, or genetic information. Harassment can come from such things as offensive jokes or pictures, racial insults, pressure for sex, unwelcome comments about religion, and by graffiti.

Ask for changes to your workplace for religious beliefs or a medical condition.

Talk with your co-workers about how much you earn and the conditions where you work.

Help someone who is investigating or inspecting your workplace to see if any laws are being broken. These might include laws that promote workplace safety, protect children who work, or that apply to how much you are paid. Laws may also protect you from being discriminated against or harassed. You can't be mistreated or fired for answering questions from someone who is doing this kind of review.

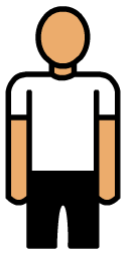
Join or start a union. You can also take part in efforts to improve working conditions, pay, and benefits.

Is it okay to do any kind of work?

NO! Labor laws protect teens from doing dangerous jobs. Different laws apply to farm jobs.

YOU HAVE A RIGHT TO SPEAK UP

If you think laws on safety, child labor, or wages are not being followed. You should also speak up if you think laws that keep workers from being discriminated against and harassed are being broken. It's against the law for you to be fired or mistreated in any other way because you report these problems. The law also protects you if you get hurt on the job and apply to have your medical bills paid.



PROHIBITED JOBS FOR YOUNG, NON-FARM WORKERS

The federal child labor laws for non-farm jobs depend on the age of the young worker and the kind of job. The minimum age for non-farm work covered by these laws is 14 years old. Certain jobs are too hazardous for anyone under age 18. More restrictions apply to 14- and 15-year-olds. These rules must be followed unless one of the child labor exemptions applies.

MANY STATES' CHILD LABOR LAWS ARE MORE RESTRICTIVE THAN THE FEDERAL LAWS. CHECK WITH YOUR STATE DEPARTMENT OF LABOR TO MAKE SURE THE JOB YOU ARE DOING IS ALLOWED!

https://www.iowadivisionoflabor.gov/child-labor

IF YOU'RE UNDER AGE 18, YOU MAY NOT WORK IN OR WITH THE FOLLOWING:

1. Manufacturing and storing of explosives.
2. Driving a motor vehicle and being an outside helper on a motor vehicle.
3. Coal mining.
4. Forest fire fighting and fire prevention, timber tract management, forestry services, logging, and sawmill occupations.
5. Power-driven woodworking machines.*
6. Exposure to radioactive substances.
7. Power-driven hoisting apparatus (including forklifts).
8. Power-driven metal-forming, punching, and shearing machines.*
9. Mining, other than coal mining.
10. Meat and poultry packing or processing (including the use of power-driven meat slicing machines).
11. Power-driven bakery machines.
12. Balers, compactors, and paper-products machines.*
13. Manufacturing brick, tile, and related products.
14. Power-driven circular saws, band saws, guillotine shears, chain saws, reciprocating saws, wood chippers, and abrasive cutting discs.*
15. Wrecking, demolition, and shipbreaking operations.
16. Roofing operations and all work on or about a roof.*
17. Excavation operations.*

A 14- OR 15-YEAR-OLD MAY ALSO NOT WORK IN:

1. Hazardous jobs identified by the Secretary of Labor;
2. Manufacturing, processing (including dry cleaning), and mining occupations;
3. Communications or public utilities jobs;
4. Construction or repair jobs;
5. Operating or assisting in operating power-driven machinery or hoisting apparatus other than typical office machines.
6. Work as a ride attendant or ride operator at an amusement park or a "dispatcher" at the top of elevated water slides;
7. Driving motor vehicles or helping a driver;
8. Youth peddling, sign waving, or door-to-door sales;
9. Poultry catching or cooping;
10. Lifeguarding at a natural environment such as a lake, river, ocean beach, quarry, pond (youth must be at least 15 years of age and properly certified to be a lifeguard at a traditional swimming pool or water amusement park);
11. Public messenger jobs;
12. Transporting persons or property;
13. Workrooms where products are manufactured, mined or processed;
14. Warehousing and storage.
15. Boiler or engine room work, whether in or about;
16. Cooking, except with gas or electric grills that do not involve cooking over an open flame and with deep fat fryers that are equipped with and utilize devices that automatically lower and raise the baskets in and out of the hot grease or oil;
17. Baking;
18. Operating, setting up, adjusting, cleaning, oiling, or repairing power-driven food slicers, grinders, choppers or cutters and bakery mixers;
19. Freezers or meat coolers work, except minors may occasionally enter a freezer for a short period of time to retrieve items;
20. Loading or unloading goods on or off trucks, railcars or conveyors except in very limited circumstances.
21. Meat processing and work in areas where meat is processed;
22. Maintenance or repair of a building or its equipment;
23. Outside window washing that involves working from window sills;
24. All work involving the use of ladders, scaffolds, or similar equipment;
25. Warehouse work, except office and clerical work.

You can get more detail about the jobs above from the U.S. Department of Labor: https://www.dol.gov/whd/regs/compliance/childlabor101.htm.

General exemptions apply, while limited apprentice/student-learner exemptions apply to the jobs marked with an *

ARE THERE OTHER JOBS I CAN'T DO?

YES! Many jobs, in addition to the ones listed here, are off limits to young workers. Age 14 is the minimum for most employment, except for jobs like babysitting, yard work, newspaper delivery, acting, and performing. **Check with your state labor department, school counselor, or job placement coordinator to make sure you are allowed to do a job.**

DO I NEED A WORK PERMIT?

YES! If you are under 16 and plan to work, you must get a work permit from your school or local Iowa Workforce Development Center. Also, if you are under 18, your employer must have on file a copy of your "proof of age" (such as a birth certificate or driver's license).

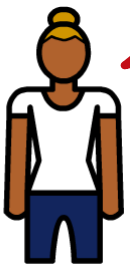
WHAT SHOULD I DO TO BE SAFE ON THE JOB?

To work safely you should

- Follow all safety rules and instructions.
- Use safety equipment and clothing that protects you, when needed.
- Be aware of hazards that affect you and your co-workers.
- Keep work areas clean and clutter-free.
- Know what to do in an emergency.
- Report any health and safety hazard to your supervisor.
- Ask questions if you don't understand.

WORKPLACE BULLYING: IS IT ILLEGAL?

Workplace bullying happens when someone bullies you, abuses you with words, mistreats you, or threatens you. Anyone who does this may go against company policy or break the law. What can you do if you feel you are a victim of workplace bullying? Keep records of times when you felt mistreated. Talk to a trusted adult. Workplace bullying can hurt your work—and your health!



SHOULD I WORK THIS LATE OR THIS LONG?

Child labor laws protect teens, ages 14 through 17, from working too long, too late, too early, or in certain dangerous jobs. The table below shows the hours Iowa teens may work. (Some school districts may have rules that restrict hours even more. Also, some of the rules may not apply to teens in work experience education programs or teens who work in a business owned by their parents/guardians.) Farm jobs have different work hour rules for teens under age 16.

WORK HOURS FOR IOWA TEENS

Allowed	Ages 14 and 15	Ages 16 and 17
Work Hours	7 a.m.–7 p.m., from Labor Day to June 1, except during required school hours. 7 a.m.–9 p.m., from June 1 to Labor Day.	No restrictions.*
The most hours you can work when school is in session	18 hours a week, but not more than: • 3 hours a day on school days, including Fridays. • 8 hours a day on Saturday, Sunday, and holidays.	No restrictions.
The most hours you can work when school is not in session	40 hours a week. 8 hours a day.	No restrictions.

* Except in occupations involving transmission, distribution, or delivery of goods or messages. Teens, ages 16 and 17, in those occupations may not work between 10 p.m. and 5 a.m.

WHAT IF I GET HURT ON THE JOB?

Tell your supervisor right away. If you're under 18, tell your parents or guardians, too. Get emergency medical treatment if needed. Ask for a claim form from your employer, or get one from your healthcare provider if your employer does not give you one right away.

Fill out the form and return it to your employer to make sure that you get workers' compensation benefits.

WORKERS' COMPENSATION:

Did You Know?

- You can be helped even if
  - **You're under 18.**
  - **You're a temporary or part-time worker (in most cases).**
- You get help even if you think the injury was your fault.
- You don't have to be a legal resident of the United States to get help.
- You can't sue your employer for a job injury (in most cases).

WHAT IF I HAVE A SAFETY PROBLEM?

Talk to your supervisor, parents, teachers, job training representative, or union representative about the problem.

Contact NIOSH (National Institute for Occupational Safety and Health) for general safety information:

1-800-CDC-INFO (232-4636)
www.cdc.gov/niosh

Call the National Young Worker Safety Resource Center for health and safety information and advice. Many materials are available in Spanish.

1-510-642-5507
http://youngworkers.org/nywsrc/

TO REPORT A HEALTH OR SAFETY PROBLEM

Iowa OSHA
(515) 725-5660
https://www.iowaosha.gov/iowa-osha

OSHA
(Occupational Safety and Health Administration)
1-800-321-OSHA (6742)
http://www.osha.gov

TO REPORT A PROBLEM ABOUT PAY OR CHILD LABOR LAWS

Iowa Division of Labor
(515) 242-5870
https://www.iowadivisionoflabor.gov/

U.S. Department of Labor, Wage and Hour Division
1-866-487-9243
http://www.dol.gov/whd

TO REPORT BEING HARASSED OR DISCRIMINATED AGAINST

Iowa Civil Rights Commission
(800) 457-4416 (in state calls only)
(515) 281-4121
https://icrc.iowa.gov/

U.S. Equal Employment Opportunity Commission
1-800-669-4000
TTY: 1-800-669-6820
http://www.eeoc.gov/employees/charge.cfm

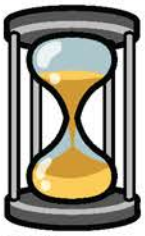
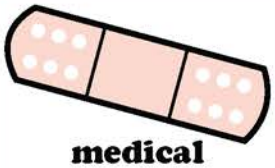
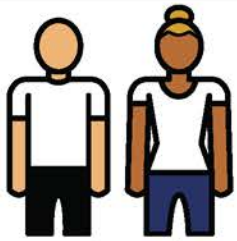
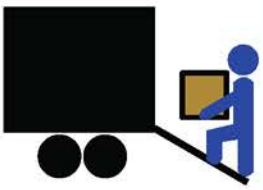
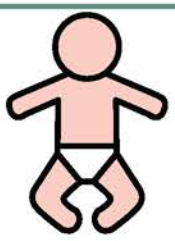
TO FIND OUT ABOUT HELP FOR INJURED WORKERS

Iowa Division of Workers' Compensation
(800) 645-4583
https://www.iowaworkcomp.gov/

Labor Law

Student Handout 15
Board #1

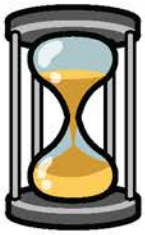
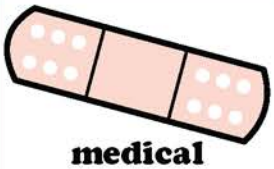
B I N G O

any number of hours	7:00 pm	Yes	compactor	 18 hours
the employer	 medical treatment & lost wages	Iowa Division of Labor	Iowa Civil Rights Commission	poor computer workstations
 young workers	$_____ per hour	FREE SPACE	ear plugs	mining
cleaning products	elevated water slides	 load/unload trucks	9:00 pm	follow safety rules
tell supervisor, get treatment, fill out claim form.	8 hours	non-school nights: no restrictions	school nights: no restrictions	 babysitting

Labor Law

Student Handout 15
Board #2

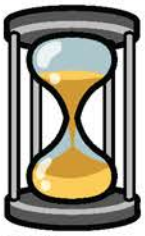
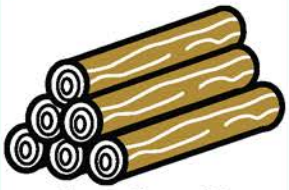
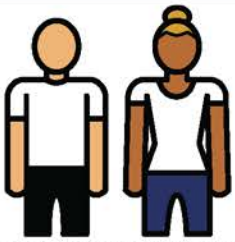
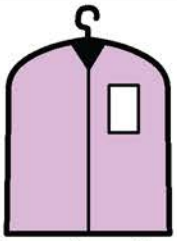
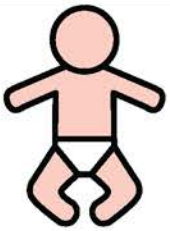
B I N G O

assess hazards	8 hours	40 hours	$_____ per hour	gloves
any number of hours	the employer	 18 hours	Iowa Civil Rights Commission	 medical treatment & lost wages
7:00 pm	power-driven equipment	FREE SPACE	forklift	Iowa OSHA
Yes	non-school nights: no restrictions	yard work	9:00 pm	stress
Iowa Division of Labor	discarded needles	roofing	lakes & rivers	school nights: no restrictions

Labor Law

Student Handout 15
Board #3

B I N G O

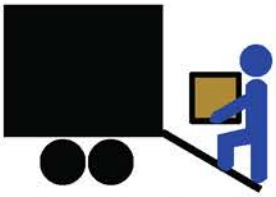
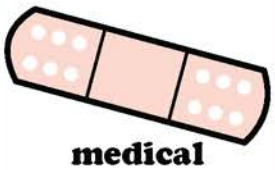
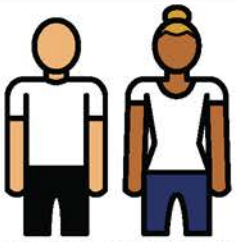
get safety training	8 hours	Yes	compactor	 18 hours
medical treatment & lost wages	 logging & sawmilling	9:00 pm	non-school nights: no restrictions	ocean beaches
stress	 young workers	FREE SPACE	Iowa OSHA	 dry cleaning
$_____ per hour	discarded needles	Iowa Civil Rights Commission	 babysitting	7:00 pm
the employer	tell supervisor, get treatment, fill out claim form.	school nights: no restrictions	any number of hours	Iowa Division of Labor

Labor Law

Student Handout 15

Board #4

B I N G O

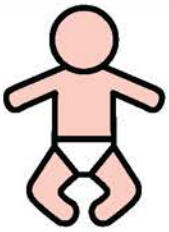
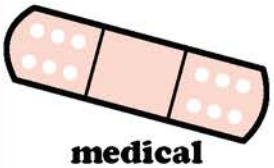
any number of hours	discarded needles	the employer	quarries & piers	tell supervisor, get treatment, fill out claim form.
18 hours	$_____ per hour	non-school nights: no restrictions	follow safety rules	compactor
school nights: no restrictions	mining	FREE SPACE	9:00 pm	Iowa Civil Rights Commission
 load/unload trucks	 medical treatment & lost wages	 young workers	40 hours	8 hours
7:00 pm	special clothing	Iowa Division of Labor	Yes	stress

Labor Law

Student Handout 15

Board #5

B I N G O

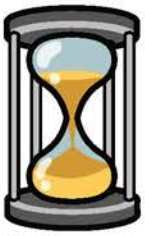
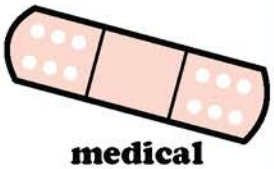
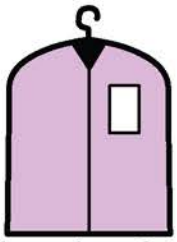
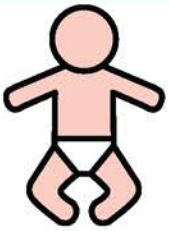
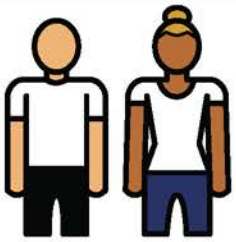
lakes & rivers	power-driven equipment	18 hours	7:00 pm	the employer
 babysitting	discarded needles	Iowa Division of Labor	school nights: no restrictions	$_____ per hour
meat slicer	get safety training	FREE SPACE	non-school nights: no restrictions	8 hours
any number of hours	tell supervisor, get treatment, fill out claim form.	Yes	safety glasses	roofing
9:00 pm	stress	Iowa OSHA	 medical treatment & lost wages	40 hours

Labor Law

Student Handout 15

Board #6

B I N G O

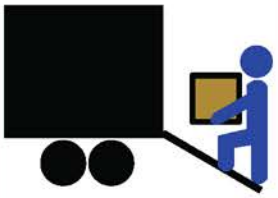
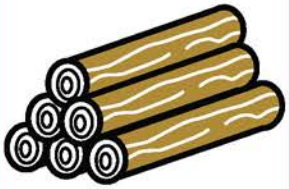
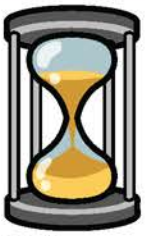
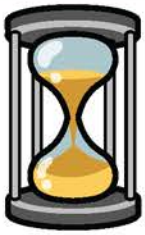
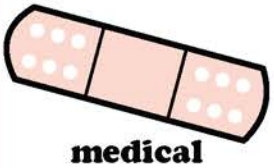
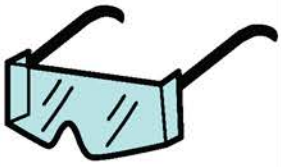
stress	gloves	non-school nights: no restrictions	Iowa Civil Rights Commission	 18 hours
Iowa Division of Labor	Yes	 medical treatment & lost wages	$_____ per hour	discarded needles
 dry cleaning	school nights: no restrictions	FREE SPACE	any number of hours	elevated water slides
mining	40 hours	7:00 pm	Iowa OSHA	report unsafe conditions
 babysitting	meat slicer	 young workers	the employer	8 hours

Labor Law

Student Handout 15

Board #7

B I N G O

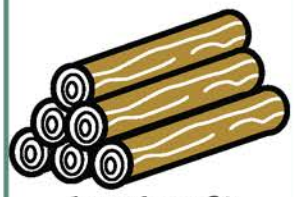
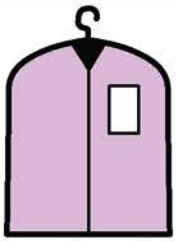
follow safety rules	 load/unload trucks	40 hours	 logging & sawmilling	 18 hours
 8 hours	non-school nights: no restrictions	yard work	forklift	cleaning products
lakes & rivers	tell supervisor, get treatment, fill out claim form.	FREE SPACE	Iowa Division of Labor	any number of hours
$_____ per hour	Iowa Civil Rights Commission	the employer	 medical treatment & lost wages	Yes
 safety glasses	school nights: no restrictions	poor computer workstations	7:00 pm	Iowa OSHA

Labor Law

Student Handout 15

Board #8

B I N G O

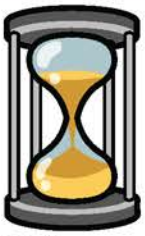
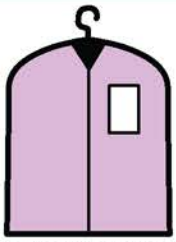
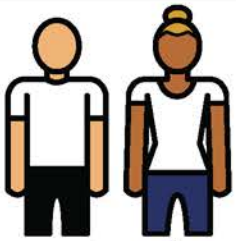
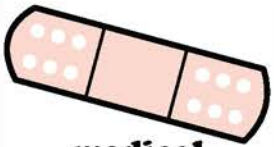
get safety training	medical treatment & lost wages	Yes	 logging & sawmilling	poor computer workstations
Iowa Division of Labor	 dry cleaning	babysitting	7:00 pm	cleaning products
tell supervisor, get treatment, fill out claim form.	school nights: no restrictions	FREE SPACE	Iowa OSHA	8 hours
$_____ per hour	compactor	any number of hours	9:00 pm	non-school nights: no restrictions
18 hours	safety glasses	ocean beaches	the employer	Iowa Civil Rights Commission

Labor Law

Student Handout 15

Board #9

B I N G O

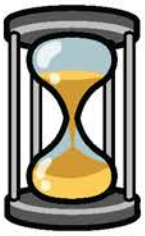
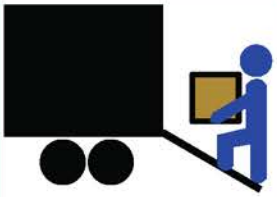
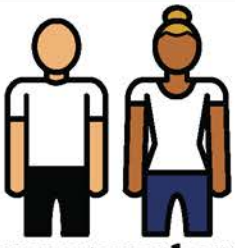
Iowa OSHA	school nights: no restrictions	9:00 pm	meat slicer	 18 hours
cleaning products	 dry cleaning	poor computer workstations	Iowa Division of Labor	Iowa Civil Rights Commission
yard work	quarries & piers	FREE SPACE	special clothing	 young workers
7:00 pm	8 hours	non-school nights: no restrictions	any number of hours	$_____ per hour
mining	Yes	assess hazards	the employer	 medical treatment & lost wages

Labor Law

Student Handout 15

Board #10

B I N G O

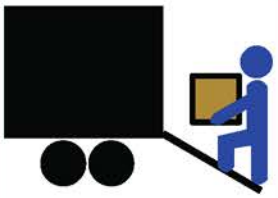
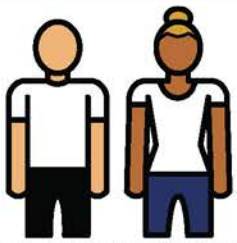
the employer	roofing	Yes	Iowa Civil Rights Commission	 18 hours
medical treatment & lost wages	non-school nights: no restrictions	babysitting	tell supervisor, get treatment, fill out claim form.	 load/unload trucks
stress	compactor	FREE SPACE	Iowa OSHA	9:00 pm
$_____ per hour	 young workers	discarded needles	8 hours	7:00 pm
any number of hours	report unsafe conditions	school nights: no restrictions	ear plugs	Iowa Division of Labor

Labor Law

Student Handout 15

Board #11

B I N G O

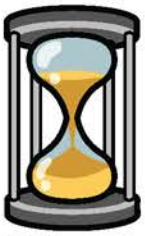
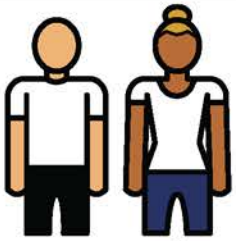
yard work	18 hours	Iowa OSHA	non-school nights: no restrictions	$_____ per hour
cleaning products	gloves	Iowa Civil Rights Commission	Yes	poor computer workstations
8 hours	 load/unload trucks	FREE SPACE	40 hours	school nights: no restrictions
follow safety rules	elevated water slides	mining	7:00 pm	the employer
 young workers	tell supervisor, get treatment, fill out claim form.	meat slicer	any number of hours	9:00 pm

Labor Law

Student Handout 15

Board #12

B I N G O

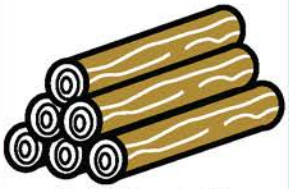
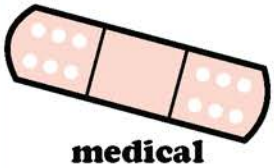
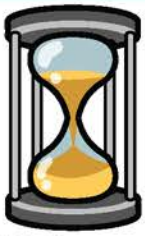
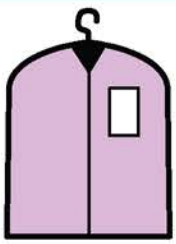
Iowa OSHA	tell supervisor, get treatment, fill out claim form.	Yes	9:00 pm	 18 hours
the employer	Iowa Division of Labor	Iowa Civil Rights Commission	$_____ per hour	cleaning products
power-driven equipment	school nights: no restrictions	FREE SPACE	 young workers	40 hours
any number of hours	ear plugs	7:00 pm	forklift	poor computer workstations
yard work	assess hazards	non-school nights: no restrictions	roofing	8 hours

Labor Law

Student Handout 15

Board #13

B I N G O

poor computer workstations	8 hours	Yes	 logging & sawmilling	Iowa OSHA
the employer	18 hours	yard work	non-school nights: no restrictions	cleaning products
ocean beaches	school nights: no restrictions	FREE SPACE	Iowa Civil Rights Commission	meat slicer
$_____ per hour	 medical treatment & lost wages	7:00 pm	any number of hours	assess hazards
 40 hours	tell supervisor, get treatment, fill out claim form.	 dry cleaning	9:00 pm	special clothing

ELENA'S STORY

SCENE: **Sandwich shop. Elena is a 15-year-old high school student. Mr. Johnson is her supervisor, and Joe is one of her co-workers. It is Thursday evening.**

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

Elena: 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.

Elena: 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 Joe 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: Elena gets the mop and goes to the supply closet.

Elena: Hey, Joe! Do you know what this stuff is that spilled on the floor?

Joe: 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 should Elena approach her supervisor about these problems?
   - What are the different ways her supervisor might respond?
   - Where else could Elena get help?

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

WHAT DID YOU LEARN?
COURSE EVALUATION

Please answer these questions to help us understand how much you have learned.

YOU DON'T NEED TO GIVE YOUR NAME.

1 **The law says your employer must give you a safe and healthy place to work.**

☐ TRUE ☐ FALSE

2 **The law limits how late you may work on a school night if you are under 16.**

☐ TRUE ☐ FALSE

3 **If you are 16 years old, you are allowed to drive a car on public streets as part of your job.**

☐ TRUE ☐ FALSE

4 **If you're injured on the job, your employer must pay for your medical care.**

☐ TRUE ☐ FALSE

5 **How often do teens get seriously injured on the job in the United States?**

☐ ONE EVERY DAY ☐ ONE EVERY HOUR

☐ ONE EVERY 9 MINUTES

6 **If you had a health and safety problem on the job, what are two things you'd do?**

7 **Name at least two new things you learned about health and safety.**

8 **What did you like best about this health and safety training?**

9 **How should we improve this health and safety training?**

Certificate of Completion

National Institute for Occupational Safety and Health

Centers for Disease Control and Prevention

recognizes…

_____

for successfully completing the basic skills training course in workplace safety and health

YOUTH @ WORK

Talking Safety

_____

Instructor

_____

Date

www.cdc.gov/niosh/topics/youth

YOUNG WORKER SAFETY RESOURCE CENTER
www.youngworkers.org

YOUTH @ WORK

Talking Safety

Appendix: CDC National Health Education Standards (NHES) Summary Tables

Health Behavior Outcomes for the *Talking Safety* Curriculum

The *Youth@Work—Talking Safety* curriculum will enable students to:

- Use appropriate safety equipment.
- Refuse to engage or encourage others to engage in risky behavior.
- Practice safety rules and procedures to avoid injury.
- Plan ahead to avoid dangerous situations and injuries
- Seek help for poisoning, sudden illness, and injuries.
- Provide immediate help to others with a sudden injury or illness.

Lesson	National Health Education Standards
1: Young Worker Injuries	#1, #2, #3, #5
2: Finding Hazards	#1, #7, #8
2B: Finding Hazards	#1, #3, #4, #5, #8
3: Making the Job Safer	#1, #5, #6, #7, #8
3B: Making the Job Safer	#1, #5, #7, #8
4: Emergencies at Work	#1, #3, #5, #7
4B: Emergencies at Work	#1, #5, #7
5: Know Your Rights and Responsibilities	#1, #2, #6
5B: Know Your Rights and Responsibilities	#1, #2, #6, #8
6: Taking Action	#1, #3, #4, #5, #8
6B: Taking Action	#1, #3, #4, #5

HECAT Standards and Essential Concepts and Skills: Breakdown by Lessons

Lesson 1—Young Worker Injuries	
National Health Education Standards (NHES)	**Essential concepts & skills** (As identified in the Safety Module of HECAT - Health Education Curriculum Analysis Tool) For more information, go to: http://www.cdc.gov/healthyyouth/HECAT/index.htm **After implementing this curriculum, the student will be able to:**
Standard #1: Students will comprehend concepts related to health promotion and disease prevention.	Analyze how changes in individual behaviors, the environment, or characteristics of products can interact to cause or prevent injuries. Determine situations that could lead to unsafe risks that cause injuries. Analyze the benefits of reducing risks for injury. Explain ways to reduce the risks of injuries from power tools. Explain ways to reduce the risk of work-related injuries. Analyze the relationship between using alcohol or other drugs and injuries. Analyze the behavioral and environmental factors associated with the major causes of death in the United States.
Standard #2: Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behavior.	Summarize federal, state, and local laws intended to prevent injuries.
Standard #3: Students will demonstrate the ability to access valid information and products and services to enhance health.	Select valid and reliable products and services. Access valid and reliable products and services that promote health. Access helpful people for valid information. Identify trusted adults and professionals.
Standard #5: Students will demonstrate the ability to use decision-making skills to enhance health.	Analyze positive and negative consequences of decisions related to safety. Develop and apply decision-making process for avoiding situations that could lead to injury.

Lesson 2—Finding Hazards	
National Health Education Standards (NHES)	**Essential concepts & skills** (As identified in the Safety Module of HECAT - Health Education Curriculum Analysis Tool) For more information, go to: http://www.cdc.gov/healthyyouth/HECAT/index.htm **After implementing this curriculum, the student will be able to:**
Standard #1: Students will comprehend concepts related to health promotion and disease prevention.	Summarize ways to reduce safety hazards in the community.
Standard #7: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.	Demonstrate strategies to improve or maintain personal safety and avoid or reduce injury.
Standard #8: Students will demonstrate the ability to advocate for personal, family, and community health.	Advocate for changes in the home, school, or community that would increase safety.

Lesson 2B—Finding Hazards	
National Health Education Standards (NHES)	**Essential concepts & skills** (As identified in the Safety Module of HECAT - Health Education Curriculum Analysis Tool) For more information, go to: http://www.cdc.gov/healthyyouth/HECAT/index.htm **After implementing this curriculum, the student will be able to:**
Standard #1: Students will comprehend concepts related to health promotion and disease prevention.	Summarize ways to reduce safety hazards at school.
Standard #3: Students will demonstrate the ability to access valid information and products and services to enhance health.	Students will demonstrate the ability to access accurate sources of information about preventing unintentional injuries.
Standard #4: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.	Demonstrate how to report situations that could lead to unintentional injury.
Standard #5: Students will demonstrate the ability to use decision-making skills to enhance health.	Suggest safe alternatives to risky situations at home, at school, and in the community that might lead to injury.
Standard #8: Students will demonstrate the ability to advocate for personal, family, and community health.	Advocate for changes in the home, school, or community that would increase safety.

Lesson 3—Making the Job Safer	
National Health Education Standards (NHES)	**Essential concepts & skills** (As identified in the Safety Module of HECAT - Health Education Curriculum Analysis Tool) For more information, go to: http://www.cdc.gov/healthyyouth/HECAT/index.htm **After implementing this curriculum, the student will be able to:**
Standard #1: Students will comprehend concepts related to health promotion and disease prevention.	Analyze how changes in individual behaviors, the environment, or characteristics of products can interact to cause or prevent injuries. Determine situations that could lead to unsafe risks that cause injuries. Analyze the benefits of reducing risks for injury. Explain ways to reduce the risks of injuries from power tools. Explain ways to reduce the risk of work-related injuries.
Standard #5: Students will demonstrate the ability to use decision-making skills to enhance health.	Suggest safe alternatives to risky situations at home, at school, and in the community that might lead to injury. Develop and apply a decision-making process for avoiding situations that could lead to injury.
Standard #6: Students will demonstrate the ability to use goal-setting skills to enhance health.	Demonstrate the ability to monitor behaviors related to preventing unintentional injuries.
Standard #7: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.	Demonstrate the ability to identify and correct safety hazards in the home, at school, in the community, and when riding in a motor vehicle.
Standard #8: Students will demonstrate the ability to advocate for personal, family, and community health.	Advocate for changes in the home, school, or community that would increase safety.

Lesson 3B—Making the Job Safer	
National Health Education Standards (NHES)	**Essential concepts & skills** (As identified in the Safety Module of HECAT - Health Education Curriculum Analysis Tool) For more information, go to: http://www.cdc.gov/healthyyouth/HECAT/index.htm **After implementing this curriculum, the student will be able to:**
Standard #1: Students will comprehend concepts related to health promotion and disease prevention.	Analyze how changes in individual behaviors, the environment, or characteristics of products can interact to cause or prevent injuries. Determine situations that could lead to unsafe risks that cause injuries. Analyze the benefits of reducing risks for injury. Explain ways to reduce the risk of work-related injuries.
Standard #5: Students will demonstrate the ability to use decision-making skills to enhance health.	Suggest safe alternatives to risky situations at home, at school, and in the community that might lead to injury. Develop and apply a decision-making process for avoiding situations that could lead to injury.
Standard #7: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.	Demonstrate the ability to identify and correct safety hazards in the home, at school, in the community, and when riding in a motor vehicle.
Standard #8: Students will demonstrate the ability to advocate for personal, family, and community health.	Advocate for changes in the home, school, or community that would increase safety.

Lesson 4—Emergencies at Work	
National Health Education Standards (NHES)	**Essential concepts & skills** (As identified in the Safety Module of HECAT - Health Education Curriculum Analysis Tool) For more information, go to: http://www.cdc.gov/healthyyouth/HECAT/index.htm **After implementing this curriculum, the student will be able to:**
Standard #1: Students will comprehend concepts related to health promotion and disease prevention.	Determine situations that could lead to unsafe risks that cause injuries.
Standard #3: Students will demonstrate the ability to access valid information and products and services to enhance health.	Demonstrate how to assess a trusted adult who can help someone who may have been injured or poisoned.
Standard #5: Students will demonstrate the ability to use decision-making skills to promote safety and avoid or reduce injury.	Develop and practice a decision-making process for responding to emergency situations.
Standard #7: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.	Demonstrate the ability to identify and correct safety hazards in the home, at school, and in the community.

Lesson 4B—Emergencies at Work	
National Health Education Standards (NHES)	**Essential concepts & skills** (As identified in the Safety Module of HECAT - Health Education Curriculum Analysis Tool) For more information, go to: http://www.cdc.gov/healthyyouth/HECAT/index.htm **After implementing this curriculum, the student will be able to:**
Standard #1: Students will comprehend concepts related to health promotion and disease prevention.	Determine situations that could lead to unsafe risks that cause injuries.
Standard #5: Students will demonstrate the ability to use decision-making skills to promote safety and avoid or reduce injury.	Develop and practice a decision-making process for responding to emergency situations.
Standard #7: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.	Demonstrate the ability to identify and correct safety hazards in the home, at school, and in the community.

Lesson 5—Know Your Rights and Responsibilities	
National Health Education Standards (NHES)	**Essential concepts & skills** (As identified in the Safety Module of HECAT - Health Education Curriculum Analysis Tool) For more information, go to: http://www.cdc.gov/healthyyouth/HECAT/index.htm **After implementing this curriculum, the student will be able to:**
Standard #1: Students will comprehend concepts related to health promotion and disease prevention.	Analyze how changes in individual behaviors, the environment, or characteristics of products can interact to cause or prevent injuries. Analyze the benefits of reducing risks for injury. Explain ways to reduce the risk of work-related injuries.
Standard #2: Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behavior.	Summarize federal, state, and local laws intended to prevent injuries.
Standard #6: Students will demonstrate the ability to use goal-setting skills to enhance health.	Demonstrate the ability to monitor behaviors related to preventing unintentional injuries.

Lesson 5B—Know your Rights and Responsibilities	
National Health Education Standards (NHES)	**Essential concepts & skills** (As identified in the Safety Module of HECAT - Health Education Curriculum Analysis Tool) For more information, go to: http://www.cdc.gov/healthyyouth/HECAT/index.htm **After implementing this curriculum, the student will be able to:**
Standard #1: Students will comprehend concepts related to health promotion and disease prevention.	Analyze how changes in individual behaviors, the environment, or characteristics of products can interact to cause or prevent injuries. Analyze the benefits of reducing risks for injury. Explain ways to reduce the risk of work-related injuries.
Standard #2: Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behavior.	Summarize federal, state, and local laws intended to prevent injuries.
Standard #6: Students will demonstrate the ability to use goal-setting skills to enhance health.	Demonstrate the ability to monitor behaviors related to preventing unintentional injuries.
Standard #8: Students will demonstrate the ability to advocate for personal, family, and community health.	Advocate for changes in the home, school, or community that would increase safety.

Lesson 6—Taking Action	
National Health Education Standards (NHES)	**Essential concepts & skills** (As identified in the Safety Module of HECAT - Health Education Curriculum Analysis Tool) For more information, go to: http://www.cdc.gov/healthyyouth/HECAT/index.htm **After implementing this curriculum, the student will be able to:**
Standard #1: Students will comprehend concepts related to health promotion and disease prevention.	Analyze how changes in individual behaviors, the environment, or characteristics of products can interact to cause or prevent injuries. Analyze the benefits of reducing risks for injury. Explain ways to reduce the risk of work-related injuries.
Standard #2: Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behavior.	Summarize federal, state, and local laws intended to prevent injuries.
Standard #4: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks	Demonstrate communication skills to avoid or get out of unsafe situations.
Standard #5: Students will demonstrate the ability to use decision-making skills to promote safety and avoid or reduce injury.	Develop and practice a decision-making process for responding to emergency situations.
Standard #8: Students will demonstrate the ability to advocate for personal, family, and community health.	Advocate for changes in the home, school, or community that would increase safety.

Lesson 6B—Taking Action	
National Health Education Standards (NHES)	**Essential concepts & skills** (As identified in the Safety Module of HECAT - Health Education Curriculum Analysis Tool) For more information, go to: http://www.cdc.gov/healthyyouth/HECAT/index.htm **After implementing this curriculum, the student will be able to:**
Standard #1: Students will comprehend concepts related to health promotion and disease prevention.	Analyze how changes in individual behaviors, the environment, or characteristics of products can interact to cause or prevent injuries. Analyze the benefits of reducing risks for injury. Explain ways to reduce the risk of work-related injuries.
Standard #3: Students will demonstrate the ability to access valid information and products and services to enhance health.	Demonstrate how to access a trusted adult who can help someone who may have been injured or poisoned.
Standard #4: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.	Demonstrate communication skills to avoid or get out of unsafe situations.
Standard #5: Students will demonstrate the ability to use decision-making skills to promote safety and avoid or reduce injury.	Develop and practice a decision-making process for responding to emergency situations.

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