



**Draft**

# YOUTH @ WORK

## Talking Safety

### A Safety & Health Curriculum for Young Workers

#### New York Edition



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*, a foundation curriculum in workplace safety and health. The curriculum addresses the National Health Education Standards (NHES) and incorporates the characteristics of an effective health education curriculum, as outlined by the Centers for Disease Control and Prevention (CDC). For more information, refer to the Appendix, beginning on page 291. The curriculum is also effective for use in career technical classes or to meet career technical education (CTE) requirements.

*Talking Safety* is the culmination of many years' work by a consortium of partners dedicated to reducing occupational injuries and illnesses among youth, now and in the future as they transition to adulthood. The initial curricula upon which *Youth@Work—Talking Safety* is based include 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 as from 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.

The activities in the *Talking Safety* curriculum were developed in consultation with thousands of teachers and staff from general high schools and from school-to-work, work-experience, and vocational education programs, as well as the *California WorkAbility* program, which serves students with cognitive and learning disabilities. The activities have been extensively pilot-tested and used by thousands of high school teachers, job trainers, university researchers and academics, and work-experience coordinators around the country who teach youths important basic occupational safety and health skills.

In 2004, NIOSH made a commitment to integrate an occupational safety and health (OSH) curriculum into U.S. high schools. As part of this effort, the *States' Career Clusters Initiative*, which operates under the auspices 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 an extensive redesign of *Youth@Work—Talking Safety*, to update the look of the curriculum 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.



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## Overview

Millions of teens in the United States work. Recent statistics show that 1.6 million U.S. youth aged 15–17 are employed. Surveys indicate 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 youths aged 15 to 17 are 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 result in their taking 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 injury prevention for 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 the opportunity to learn and practice general health and safety skills that they will carry with them from job to job. Teens should be able to recognize 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 implemented 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](http://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.

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# About *Youth@Work—Talking Safety*

Today's complex, global work environments require young people to develop skills commensurate with 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 has been designed to teach 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 are intended to raise awareness among young people about workplace safety and health and provide them with 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 very flexible. They may be used as a stand-alone curriculum or may be incorporated into other safety programs. Teachers who have used this curriculum indicated that 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.

*This curriculum has been endorsed by the U.S. Department of Education's Career Cluster Initiative, Job Corps, and Skills USA.*

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# Contents

Foreword .....	iii
Overview .....	v
About <i>Youth@Work—Talking Safety</i> .....	vi
Acknowledgments .....	ix
Introduction .....	xi

## Lessons

Teachers have many options when using this curriculum. Each of the eleven 45-minute lessons contains several different activities that can be used 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 alternative. 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 have only 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.

1: Introduction to Young Worker Injuries .....	1
2: Finding Hazards .....	23
2B: Finding Hazards .....	43
3: Making the Job Safer .....	53
3B: Making the Job Safer .....	91
4: Emergencies at Work .....	103
4B: Emergencies at Work .....	117
5: Know Your Rights and Responsibilities .....	137
5B: Know Your Rights and Responsibilities .....	153
6: Taking Action .....	171
6B: Taking Action .....	189

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## Student Handouts

1. <i>Job Safety Quiz</i> .....	205
2. <i>Find the Hazards: Fast Food Restaurant</i> .....	207
3. <i>Find the Hazards: Grocery Store</i> .....	209
4. <i>Find the Hazards: Office</i> .....	211
5. <i>Find the Hazards: Gas Station</i> .....	213
6. <i>Hazard Hunt Worksheet</i> .....	215
7. <i>Hazard Solutions: Examples of Hazards in Some Teen Workplaces</i> .....	217
8. <i>Info Search Worksheet</i> .....	225
9. Occupational Safety and Health (OSH) Careers .....	233
10. <i>Disaster Blaster! Game Board</i> .....	235
11. <i>Disaster Blaster! Game Cards</i> .....	237
12. Emergencies in the News.....	247
13. Emergency Action Plans .....	251
14. <i>Are You a Working Teen? Fact Sheet</i> .....	253
15. <i>Labor Law Bingo! Game Boards (#1–13)</i> .....	259
16. Elena’s Story .....	285
17. Course Evaluation .....	287
Certificate of Completion.....	289
Appendix: CDC National Health Education Standards (NHES) Summary Tables ..	291

## PowerPoint Slides

Instructors can opt to use overheads in lieu 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).

Visit the NIOSH web site to download the PowerPoint slides for this curriculum.

[www.cdc.gov/NIOSH/talkingsafety](http://www.cdc.gov/NIOSH/talkingsafety)

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## Acknowledgments

This curriculum was developed under the leadership of Dr. Paul Schulte, director of the Education and Information Division at NIOSH.

Funds were also provided by grant number H610-HT12 from the Occupational Safety and Health Administration (OSHA), U.S. Department of Labor.

*Talking Safety* was based on materials originally authored by Diane Bush, Robin Dewey, and Betty Szudy of LOHP and Christine Miara of EDC. Additional contributors to *Talking Safety* include Dr. Carol Stephenson, Dr. Andrea Okun, Dr. Ted Fowler, and Rebecca Guerin, of NIOSH, and Dr. Frances Beauman, from the Illinois Office of Educational Services at Southern Illinois University.

Editors of this curriculum were Gene Darling (LOHP) and John Diether (NIOSH).

Technical reviewers included Dr. Letitia Davis (OHSP-MDPH), Mary Miller (Washington State Department of Labor and Industries), Elise Handelman (OSHA), and representatives of various professional and educational organizations such as the American Industrial Hygiene Association, the American Society of Safety Engineers, and the National Safety Council.

Rebecca Guerin (NIOSH) managed the curriculum revisions and redesign process. Steve Leonard (NIOSH) provided technical support (2010–2011).

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).

Additional NIOSH contributors to the curriculum redesign include Larry Foster, John Lechliter, Seleen Collins, Vanessa Williams, Amy Filko, and Sunny Suroz.

The curriculum includes a 13-minute videotape, *Teen Workers: Real Jobs, Real Risks*, produced and directed by Darren Linker, Department of Environmental and Occupational Health Sciences, School of Public Health, University of Washington (2009).

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NIOSH thanks the many teachers and administrators from these participating schools and states who evaluated the 2004–2005 pilot curriculum:

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

Lenepe Technical School, Ford City, PA

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

## *States' Career Clusters Initiative*

The original *Youth@Work—Talking Safety* curriculum received the endorsement of the *States' Career Clusters Initiative* (2006). Endorsement does not carry with it any legal, fiscal, policy, or other responsibility, or liability by the endorser for this product. Endorsement means the product aligns to and supports the general spirit, intent, and goals of the *States' Career Clusters Initiative*. Endorsement does not imply priority or preference of any product. For more information, go to [www.careerclusters.org](http://www.careerclusters.org).

# YOUTH WORK

Talking Safety

**Introduction**



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## 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 seven 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 timeframe quite comfortably, while others require that the teacher move along at a quick pace.

## *Youth@Work—Talking Safety: Seven Core Competencies*

### Students:

1. Recognize that people can, and do, get injured at work, with young people hurt at disproportionately high rates. These injuries can forever change their lives and those of their family and friends.
2. Recognize that workplace injuries are preventable and predictable, with known and identifiable causes.
3. Analyze workplaces and describe the hazards found on typical teen job sites.
4. Recognize that steps can be taken to avoid injury and illness at work, and that some solutions are better than others.
5. Identify emergencies at work and determine effective strategies for responding to them.
6. Describe employers' obligations to provide a safe and healthy workplace, identify the special rights young workers have under the law, and reflect on their responsibilities on the job.
7. Demonstrate how to ask questions and be assertive if they feel threatened or unsafe at work.

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## Talking Safety's Lessons

**Lesson 1**, *Introduction to Young Worker Injuries*, assesses students' current knowledge of job safety and legal rights. It also introduces students to these issues and emphasizes the impact a job injury can have on a young person's life.

**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 eliminate 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 various 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](http://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. Each of the eleven 45-minute lessons contains several different activities that can be used 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 alternative; 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 13-minute video titled *Teen Workers: Real Jobs, Real Risks*, and PowerPoint slides. Instructors can opt to use overheads in lieu 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).

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Each lesson contains the following sections:

**Lesson Plan:** Provides a short 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 enable the instructor to move along 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 selecting scenarios and case studies that are most relevant to the class. In addition, we 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 very 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.

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## 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

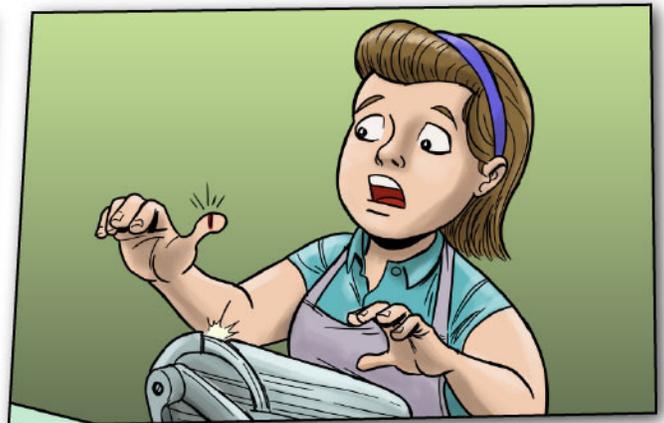
Simulations

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.





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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

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## Step 2

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

*15 minutes*

*Job Safety Quiz*, small work group, class discussion

---

## Step 3

**Discuss hazards teens may encounter in the workplace.**

*20 minutes*

Video presentation: *Teen Workers: Real Jobs, Real Risks*

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

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## Step 4

**Describe the goals of the *Talking Safety* curriculum.**

*5 minutes*

Mini lecture

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## Student Objectives

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

Describe the impact workplace injuries can have on a young person's life.

Recognize the relationship between hazards at work and their health.

Explain why workplace safety and health is worthy of attention.

Describe how workplace injuries and fatalities do happen to teens and could happen to them.

Question popular assumptions about why workplace injuries occur.

Analyze workplaces and identify health and safety hazards.

Generate strategies for preventing injuries at work.

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

**National Health Education Standards (NHES): #1, #2, #3, #5 (refer to the Appendix on pg. 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 is largely unpreventable or unforeseeable. In contrast, an “injury” or “incident” is both predictable and preventable. Employers bear responsibility for keeping their workers safe, but young people also play a critical role in keeping themselves healthy 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 investigating other factors that may have contributed or led to the injury. The *Talking Safety* curriculum will educate students about how injuries can and do happen every day to young people—just like them.

When discussing (in Section 1) the actual news stories of young people hurt or killed at work, students may raise issues of fault or blame.

Acknowledge that these sentiments are normal. Emphasize that the most effective way to prevent work injuries is to (a) identify all contributing factors and (b) develop prevention strategies, including how to speak up effectively.

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

However, workers generally cannot sue their employers in civil court for injuries suffered on the job. By law, most employers in the United States must carry workers’ compensation insurance. For on-the-job injuries, it is usually the only avenue for assistance or recourse.

***Students should understand that a work injury can have a permanent, negative impact on their lives.***

# 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*, on the NIOSH website: <http://www.cdc.gov/niosh/talkingsafety/video.html>

PowerPoint slides 1–19

## Obtain

A flipchart and markers (or use a chalkboard and chalk)

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

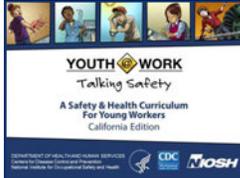
## Photocopy

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

# Instructor Notes: Step 1

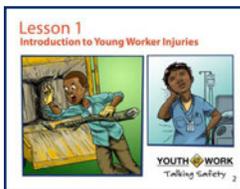
**Introduce students to the topic of young worker safety.**

*5 minutes*



**Show PowerPoint slide 1.**

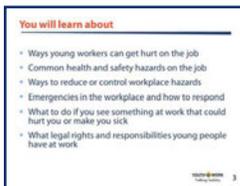
Explain that you will teach a series of classes about staying safe at work.



**Show PowerPoint slide 2.**

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

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
- 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 discuss their answers. The questions are designed to get students thinking about safety issues in their own job experience.

Explain to students that one of the reasons both young and older workers are injured at work is because there are hazards (dangers) on the job.



Write the definition of the word “hazard” on the flipchart or chalkboard:

***“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 working teens and safety a little later.

# Instructor Notes: Step 2

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

15 minutes



Introduce the *Job Safety Quiz*.

Explain that we want to start by finding out 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.

Circulate among the groups to see how they are doing.

Bring the class back together after 5 minutes.



Show PowerPoint slide 5. 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 all five questions have been answered.

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 with a safe and healthy workplace.

**True.**

This may include providing you with training that covers ways you can do your job safely. OSHA (the Occupational Safety and Health Administration)—the agency that enforces workplace health and safety laws—may require your employer to provide you training on specific hazards at your job.

---

2

True or False?

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

**True.**

The federal law says if you are 14 or 15, you can only work until 7 p.m. on a school night. Some states also have restrictions on 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 are allowed to drive a car on public streets as part of your job.

**False.**

Teens who are 16 may not drive a car or truck on public streets as part of their job. Federal law permits 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 many teens get injured on the job in the United States?**

One per day  One per hour  One every 9 minutes

**(Approximately) one every 9 minutes.**

An estimated 59,800 teens (age 15 to 17 years) are treated each year in hospital emergency rooms for work-related injuries and illnesses. Only one-third of injuries receive treatment in emergency rooms, so it is likely that approximately 180,000 teens suffer work-related injuries each year. Furthermore, approximately 37 teens (17 and under) in the United States die each year from job-related injuries.<sup>1</sup> Young people are often hurt at work due to unsafe equipment or stressful conditions. They also may not receive enough safety training and supervision.

***Explain that students will learn more about these topics during this training.***

<sup>1</sup> Based on ten 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.**

Explain that the class will now watch a 13-minute video called *Teen Workers: Real Jobs, Real Risks*. The video introduces some of the topics that will be covered in this series of classes.

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

- "What are the main messages of the video? What are the teens trying to tell you?"
- "What are some health or safety hazards you see on the jobs shown in the video?"



**Show the video.**

Hold a class discussion when the video is over.

**Ask students to list what they believe were the main messages.**

What did the teens in the video want them to know?

Let volunteers answer.

**Possible messages from the video include the following:**

- Most jobs have hazards.
- Teens do get injured at work.
- Teens often blame themselves when they are hurt at work, rather than focusing on the hazards that cause injuries.
- Teens have rights on the job.
- Teens should speak up and ask questions if they are concerned about something at work.
- Hazards on the job can be reduced and injuries prevented.
- Employers have a responsibility to make the workplace safe for workers.

**Ask students, “What job hazards did you notice in the video?”**

**Possible answers from the video include working with or around the following:**

- Dangerous/unguarded machinery
- Meat slicers
- Heavy boxes and other containers
- Hot liquids/fryers
- Congested work areas
- Time pressures/fast-paced work environments
- Money



Emphasize the impact work injuries can have on a young person's life by talking about an actual news story from your state (or by reading 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.

Ask students the questions below about each story you read:

- “Why do you think this happened?”
- “What could have prevented this person from being hurt?”
- “How might this impact the teen’s daily life?”

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



Show PowerPoint slide 16.

Explain that young workers are twice as likely to be injured on the job as adults are.

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, fast food worker falls under the Leisure and Hospitality sector. (The table in Teacher Background Notes Section B, page 21, provides more examples.)



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

Inform students that teens tend to be injured in the industries where many young people work. Because almost 70% of working teens are in Leisure and Hospitality (which includes fast food restaurants) and Retail, most injuries occur in these sectors.

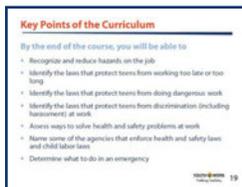
## Instructor Notes: **Step 4**

### Describe the Goals of the *Talking Safety Curriculum*

5 minutes

Explain that this series of lessons will help students avoid becoming part of the injury statistics. They will learn about workplace health and safety, as well as teen workers' rights on the job.

Explain that during the training students will participate in several different activities: drawing maps that show hazards in the workplace, role playing, and playing games (like *State 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 and reduce hazards on the job.
- Identify laws that protect teens from working too late or too long.
- Identify laws that protect teens from doing dangerous work.
- Identify laws that protect teens from discrimination (including harassment) at work.
- Assess ways to solve health and safety problems at work.
- Name the agencies that enforce health and safety laws and child labor laws.
- Determine what to do in different kinds of emergencies.

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**Conclude Lesson 1 by saying the following:**

“In the United States, a teenager is injured on the job every 9 minutes. Teens are more likely than any other age group to get hurt or killed at work.

You can—and must—learn about risks and hazards at work and take action to protect yourselves and others. Injuries are not accidents. Workplace injuries can be managed and prevented.

In the next lesson, you will learn how to identify hazards at typical worksites where young people find employment.”

**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](http://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 occurred.



### 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 was assigned to work the fryer. At one point, Jack walked across the floor, carrying a basket of french fries. He didn't notice a slick spot on the tile, and he slipped and fell. He landed on his tailbone and was seriously injured. Jack still experiences chronic pain and has trouble walking and sitting.



### Show PowerPoint slide 9.

Antonio, age 17, worked for a neighborhood builder. One day when he was carrying a 12-foot roof rafter along the top of an unfinished house, he backed into an unguarded chimney hole and plunged 28 feet to a concrete cellar floor below. He survived, but with three cracked vertebrae that forced him to spend the next 3 months locked in a “clamshell” brace from his neck to his hips.



### Show PowerPoint slide 10.

Angela, age 16, did much of her homework on the computer and spent time each day e-mailing and texting her friends. In addition, she worked 3 hours a day after school inputting data for a direct mail company. Angela was paid by “piece work” (i.e., by the amount of work she did, not the amount of time she spent doing it). She never took breaks. She began getting numbness in her fingers and waking up with a burning sensation in her wrist. Angela’s doctor told her she had severe repetitive stress injury (RSI), in which prolonged typing in an awkward position damages muscles, tendons, and nerves. She now must wear braces on her wrists and can’t work on the computer for more than 15 minutes at a time. Angela’s high school has arranged for someone to 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 assigned to help grind up tree branches, using a motorized wood chipper. As he fed tree trimmings into the machine, Terrell became entangled in some large branches and was pulled into the feed chute and was killed. A co-worker found his remains soon after.



### Show PowerPoint slide 12.

Cody, age 16, worked on his family's farm during the summer. One day Cody drove a tractor, pulling an empty feed wagon, 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, causing the tractor to roll over completely. When Cody realized what was happening, he tried to jump, but his boot got caught between the seat and fender. His legs were crushed under the tractor's left tire, leaving him paralyzed from the waist down.



### 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 particular night, Lindsey confronted Brayden about his abusive behavior and threatened to tell their boss. Brayden yelled at Lindsey and pushed her. Lindsey fell, hitting 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 several other bruises. She suffered emotional trauma from the incident.



### 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 received 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 fractured his neck and that his right arm had been torn off at the shoulder.

# Teacher Background Notes: **Section B**

## Industry Categories for Typical Teen Jobs

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

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## Your Notes for Lesson 1: Young Worker Injuries

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# LESSON 2

## Finding Hazards

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





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# Lesson Plan

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

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## Step 1

**Define the term “job hazard.”**

*10 minutes*

Brainstorming, class discussion

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## Step 2

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

*10 minutes*

*Find the Hazards* activity, class discussion

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## Step 3

**Examine the hazards in a typical teen workplace.**

*20 minutes*

*Hazard Mapping* activity\*, small work group, 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.

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## Step 4

**Review and summarize the key points of the lesson.**

*5 minutes*

Mini lecture

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## Student Objectives

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

Recognize that hazards exist in workplaces.

Differentiate 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 a variety of health and safety hazards in one.

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***

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

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## Key Points to Keep in Mind

**Some job hazards teens face are more obvious than others.**

Your students should know how to identify different types of hazards on a variety of worksites. They can thus better protect themselves against possible injury on any job.

**Teens who understand concepts of “susceptibility” (how likely is it that this can hurt me?) and “seriousness” (if this hurts me, how bad could it be?) are more likely to engage in safer workplace behaviors.**

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 on the job so that they can recognize potential health and safety problems.

**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 20–28 on a computer (with projector)

## Preview

PowerPoint slides 20–28

## Obtain

A flipchart and markers, or use a chalkboard and chalk

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. 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 chalkboard.

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. These hazards are sometimes less obvious because they may not cause health problems right away. 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.

<b>Safety Hazards</b>	<b>Chemical Hazards</b>	<b>Biological Hazards</b>	<b>Other Health Hazards</b>
Hot surfaces	Cleaning products	Viruses	Noise
Slippery floors	Pesticides	Bacteria	Vibration
Unsafe ladders	Solvents	Molds	Radiation
Machines w/o guards	Acids	Animal diseases	Heat or cold
Sharp knives	Asbestos	Bird diseases	Repetitive movements
Hot grease	Lead	Insect-borne diseases	Awkward posture
Unsafe electric circuits	Ozone (from copiers)	Poison ivy	Heavy lifting
Lack of fire exits	Wood dust	Poison oak	Fast pace of work
Motor vehicles	Mercury	Used needles	Discrimination/harassment
Cluttered work areas	Poor air quality		Stress
Falling objects	Gasoline		
Violence			
Areas too dark or too light			

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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.

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 not meant for consumers. An SDS reflects the hazards of working with the material in a workplace. For example, an SDS for paint is not that important to someone who uses a can of paint once a year, but it is extremely important to someone who paints in a confined space for 40 hours a week. The formats of SDSs can vary, but they usually convey the same basic kinds of information.

Instructor Note: Under the new OSHA hazard communication standard, Material Safety Data Sheets (MSDSs) are now referred to as Safety Data Sheets (SDSs) or Hazard Communication Safety Data Sheets. See OSHA's website for more information: <http://www.osha.gov/dsg/hazcom/osha-brief.html>

**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 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.

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Visit the OSHA website to see if your state has its own program:

<http://www.osha.gov/dcsp/osp/index.html>

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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).

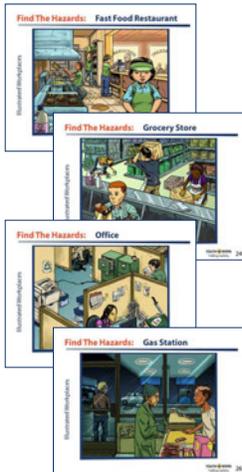
10 minutes



Distribute 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. Each student should look at the workplace shown in the handout. They should try to find as many safety or health hazards as they can and circle them.

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 23–26, which correspond with the picture that students looked at on their handouts.

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

List them on the board or on a flipchart.

Ask the students if they can think of additional hazards that the volunteers didn't find. Or are there hazards that could be present in that workplace but 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.

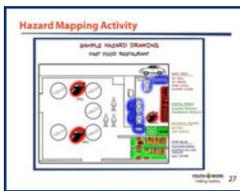
Teacher Background Notes Section B, on pages 40–41, contains a list of possible hazards in each of the four workplaces depicted. Alternatively, you can select workplaces specifically relevant to your program or the experiences of your students.

## Instructor Notes: Step 3

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

*20 minutes*

(\*Teacher 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, as an alternative to *Hazard Mapping*, you might choose to have your class complete all four pictures provided in Student Handouts 2–5.)



**Show PowerPoint slide 27.**

Divide the class into groups, with three or four students each. Instruct students that they will work with their group to create 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 different categories of hazards. It's not necessary to color code the categories if it feels too complicated. Slide 27 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 indicate 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 believe 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 key points of the lesson.**

*5 minutes*



**Show PowerPoint slide 28.**

**Review the key points covered in this lesson:**

- Every job has health and safety hazards.
- You should always be aware of these hazards.
- You can find out about chemicals used at work by checking labels, reading SDSs, and getting training. Your employer must provide training on how to work safely around chemicals.

**Conclude Lesson 2 by saying the following:**

“A job hazard is anything at work that can hurt you, either physically or mentally. Some job hazards are very obvious, but others are not. To be safe on the job, you must be able to identify different types of hazards.”

If skipping Lesson 2B:

“In the next lesson, we will learn ways to reduce or eliminate hazards at work.”

**Homework**

Provide students with 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 the severity or seriousness of each hazard.

Ask students to choose one picture from which to create a safety campaign for young workers. They can create a poster warning teen employees of potential job hazards (at that particular 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:

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<http://www.mass.gov/eohhs/docs/dph/occupational-health/talking-safety-food-handouts.pdf>

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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:

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### Fast Food Restaurant

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#### **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

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### Grocery Store

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#### **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)

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## Your Notes for Lesson 1: Finding Hazards

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# LESSON 2B

## Finding Hazards

Help students identify health and safety hazards at a real worksite





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# Lesson Plan

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

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## Step 1

**Review the key points from the previous lesson.**

*5 minutes*

Mini lecture

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## Step 2

**Search for health and safety hazards in a real workplace.**

*35 minutes*

*Hazard Hunt* activity, class discussion

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## Step 3

**Review and summarize the key points of the lesson.**

*5 minutes*

Mini lecture

## Student Objectives

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

Predict hazards that may be found in typical teen workplaces.

Reflect on their 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 pg. 291 for more information)**

# Preparation

## Review

Lesson 2

## Obtain

A flipchart and markers, or use a chalkboard and chalk

## 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.**

Pick one or two safety campaigns students created to share with the class.

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## 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 chosen by the instructor, such as a vocational shop. 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 identify 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 identify, they should also write how the hazard might harm someone working there.

Have students also locate and list 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), or 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 observations on a flipchart or chalkboard.

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## Instructor Notes: Step 3

**Review and summarize the key points of the lesson.**

*5 minutes*

**Review the key points covered in this lesson:**

Every job has health and safety hazards.

You should always be aware of these hazards.

**Conclude Lesson 2B by saying the following:**

“A job hazard is anything at work that can hurt you, either physically or mentally. 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. Exploring workplaces on school grounds helps you see and identify real hazards that may pose risks to people.

“In Lesson 3 (and 3B), we will learn ways to reduce or eliminate hazards at work.”

### 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 up a one-page paper that describes their findings.

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## Your Notes for Lesson 2B: Finding Hazards

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# 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





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# Lesson Plan

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

**Explain which methods are most effective for controlling hazards.**

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## Step 1

**Discuss the best ways to reduce or eliminate hazards on the job.**

*10 minutes*

Brainstorming, class discussion

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## 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

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## Step 3

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

*15 minutes*

Mini lecture

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## Student Objectives

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

Describe the three main ways to reduce or eliminate 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.

Devise a strategy for controlling hazards in a specific workplace.

Generate a list of workplace health and safety resources.

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

**National Health Education Standards (NHES): #1, #5, #6, #7, #8 (refer to the Appendix on pg. 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.**

For example, the best control measures remove the hazard from the workplace altogether or keep it isolated (away from workers). This way, the workplace itself is safer, and the burden of responsibility for safety does not fall on individual workers. Though less effective than elimination, good safety policies can also reduce exposure to workplace hazards. Finally, using personal protective equipment (often called “PPE”), such as respirators and safety goggles, is the least effective way to control hazards. That said, workers should use PPE if it is the only means available for protecting themselves on the job.

**More than one method of hazard removal may exist for a particular hazard, and they are not mutually exclusive.**

For example, even if a restaurant kitchen has slip-resistant flooring, workers should still wear slip-resistant shoes for extra protection.

**The exercises in this lesson ask students to determine how to prevent workplace injuries.**

However, students should also be aware that if they have an impairment, regardless of whether it was the result of a workplace injury, by law they may be entitled to reasonable accommodation, or a change to the workplace, unless providing the accommodation would pose an undue hardship (cause significant difficulty or expense) for the employer.

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Visit the U.S. Equal Employment Opportunity Commission’s website for more information:

<http://www.eeoc.gov/laws/types/disability.cfm>

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# 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 29–40, on a computer (with projector)

## Preview

PowerPoint slides 29-40

## Obtain

A flipchart and markers (or use a chalkboard and chalk)

The following 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 choose to teach this activity without the game. See Step 2.

## Photocopy

Student Handouts 7 and 8 (on pages 217–232, one copy for each student)

# Instructor Notes: Step 1

**Discuss the best ways to reduce or eliminate hazards on the job.**

*10 minutes*



**Introduce the lesson, using PowerPoint slide 29.**

Create 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). (It is recommended 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 eliminated or reduced?”

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

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

**Discuss the best ways to reduce or eliminate hazards on the job.**

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



Show PowerPoint slide 30.

Explain to the class that several ways could be used to lessen a hazard, but some ways are better than others.

Hold a class discussion on the three main control methods: (a) remove the hazard, (b) improve work policies and procedures, and (c) use protective clothing and equipment.

Use slide 30 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.

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## Remove the Hazard

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

Below are some examples of removing the hazard:

- Use safer chemicals, and get rid of hazardous ones.
- Store chemicals in locked cabinets away from work areas.
- Use machines with proper safeguards instead of doing jobs by hand. (Instructor note: although machines may be a good way to remove a hazard, they can also introduce new hazards. Some machines—such as power-driven meat-slicers, paper balers, and mechanical lifts—are prohibited for use by teens under age 18. 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.

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## Improve Work Policies and Procedures

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

**Below are some examples of good work policies that protect workers:**

- Provide safety training on how to work around hazards.
- Give regular breaks to avoid fatigue.
- Assign enough people to do the job safely (such as lifting).

**Ask the class the following question:**

“Which of the solutions for slippery floors on the flipchart involve 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.

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## Use Protective Clothing and Equipment

Inform students that personal protective equipment (often called “PPE”) is the least effective way to control hazards. However, you should use it if it's all you have.

**Below are some examples of personal protective equipment (PPE):**

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

Ask the class the following question:

“Why should PPE be considered the solution of last resort?”

Answers may include:

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

Ask the class the following question:

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

Students should answer that wearing slip-resistant shoes is in this category. Wearing non-slip 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 31–39, which accompany each story, prior to teaching this activity. Select those stories most relevant to your students or use your own.

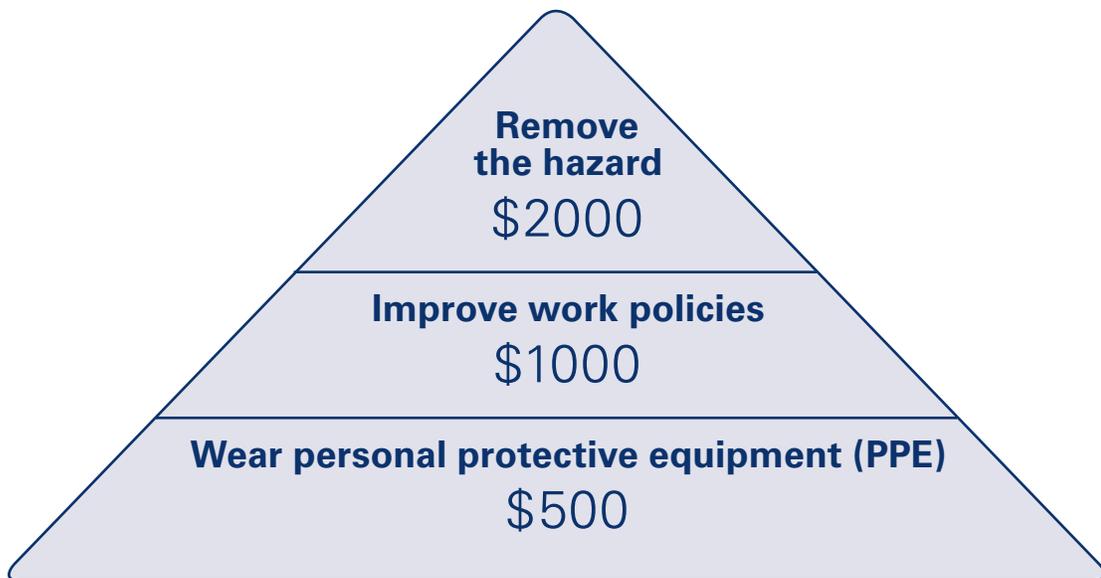
If you wish, you can present this material as a class discussion instead of a game. If you choose this method, show slides 31–39 to the class and ask students for their ideas about possible ways to prevent the injuries described as you show each slide.

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

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### *\$25,000 Safety Pyramid game*

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**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 that 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.

**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 this is a fast-paced game and time counts. After you read each story, the teams will have 1 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. 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 as a “runner” who will 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:

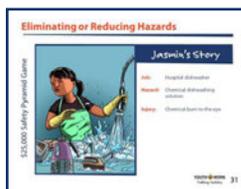
- Relate to the story
- Be realistic
- Be specific about the solution (for example, not just PPE, but what kind of PPE)

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 in some cases there may be no good solutions in some of the categories. Explain that if teams put a good solution in the wrong category, you will move that sticky note to the proper category and give them half of 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 each in the PPE category is worth \$500, because these are usually less protective solutions, or solutions more prone to failure.

Select teams of three to five participants. Ask each team to come up with a team name. Record team names on the chalkboard 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.



### Show PowerPoint slide 31

Conduct a practice round, using slide 31. 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 Jasmin 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.** Substitute a safer cleaning product. 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 32–39. Select 3 or 4 stories, depending on the time available.

Review the solutions 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.

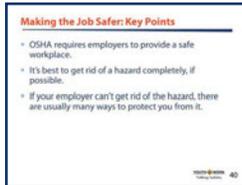
Play as many rounds as it takes for a team to reach \$25,000, or as many rounds as you have time to play. When a team wins, award prizes.

***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 key points of the lesson. Assign the final report (due the second-to-last day of class).**

*15 minutes*



Show PowerPoint slide 40.

Review the key points covered in this lesson.

Remind students that you've discussed how hazards can be controlled and injuries prevented. Emphasize that employers are required under the Occupational Safety and Health Act to provide all workers, including teens, with safe and healthful workplaces.

Reiterate to students that the employer should get rid of a hazard completely, if possible. If the employer can't get rid of the hazard, young workers can usually be protected from it in many other ways.

**Conclude Lesson 3 by saying the following:**

"As a young worker, you are more likely than an older worker to be injured—or even killed—on the job. Young workers face increased injury hazards in places where they typically work (for example, in restaurants where slippery floors and use of knives and cooking equipment are common). Inexperience and lack of safety training may also increase injury risks for young workers. Therefore, it's important for employers to find ways to eliminate and control dangers in the workplace that pose threats to your health and safety. You are also responsible for understanding how to prevent injuries in the workplace and how to protect yourself and other workers from harm.

(If skipping Lesson 3B: "In the next lesson, we will talk about what to do in an emergency.")

## Homework

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

Explain to students that for their final project, they will learn how to find information on workplace health and safety hazards and effective ways to deal with them.

Ask the class to think about where they would try to find information if they wanted to know about a particular 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 certain 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 instructions for work tasks and procedures

#### **Sources outside the workplace**

- Parents or teachers
- Internet search
- Government agencies such as OSHA, NIOSH, EPA, your state agencies, and your local health department
- Labor unions
- Community organizations
- Workers' compensation insurance companies
- Employer groups or trade associations
- University occupational and environmental health programs
- Professional health and safety groups
- Doctors, nurses, or other health-care providers

Explain to students that they will research information about a specific problem in one workplace. They will focus on information available outside the workplace.

Let students know that to complete this assignment, they will need access to a computer with an Internet connection, a telephone, or both.

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. Explain that students must complete 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 the 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 (e.g., students who counted off as number “one” will be assigned scenario one on the handout).

Inform students that 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 summarizing their findings.

***Instructor’s note—In lieu of a written report, students can also prepare a PowerPoint presentation.***

## Other project guidelines

### Students must do the following:

- Complete 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.

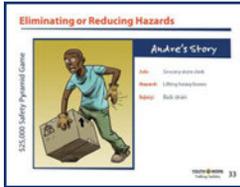
#### Ask the teams:

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

**Give the teams 1 minute to write their solutions and put them on the board. Then compare them to 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 non-skid mat. Install non-skid flooring. Put a shield on the grill when not in use to prevent people from accidentally touching it. Put a cover on the french-fry basket so grease won't splatter out.
- **Work Policies.** 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 non-skid 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 continued to bother 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 can you think of that might prevent this injury from happening again?”

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

- **Remove the Hazard.** 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 non-slip shoes. (Note: A recent NIOSH study found that back belts do not help. For more information see [www.cdc.gov/niosh/belting.html](http://www.cdc.gov/niosh/belting.html).)

**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.

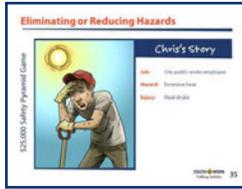
### Ask the teams:

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

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

- **Remove the Hazard.** 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 it is against the child labor laws.
- **Personal Protective Equipment.** Have workers wear cut-resistant gloves.

## 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.

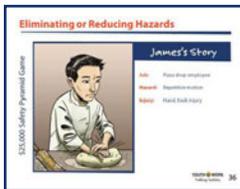
### Ask the teams:

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

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

- **Remove the Hazard.** 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. Provide training on the symptoms of heat stress 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.

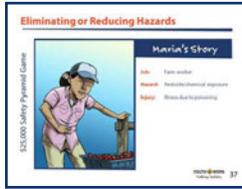
### Ask the teams:

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

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

- **Remove the Hazard.** Have adjustable working surfaces, so that 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 works by picking 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.

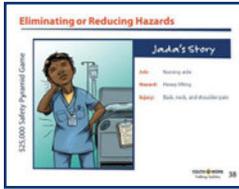
### Ask the teams:

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

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

- **Remove the Hazard.** 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. This should be on the pesticide label. Provide employees with training and information on chemicals they may be exposed to.
- **Personal Protective Equipment.** Wear impermeable gloves and work clothes. If needed, wear a respirator.

## Round 7: Jada's Story



### Read the story aloud:

Jada works as a nursing aide at a local hospital. She is expected to clean bedpans and sometimes change 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.

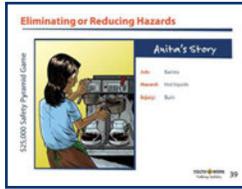
### Ask the teams:

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

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

- **Remove the Hazard.** 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 assist in patient handling 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. Create a policy that workers may lift patients only in teams and when using a lifting device. Train workers about safe-lifting methods.
- **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 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 can you think of that might prevent this injury from happening again?”

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

- **Remove the Hazard.** 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 procedure 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 indicates 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
- Difficulty in concentrating, due to pain
- Nerve damage
- Weakness
- Proneness to re-injury

### 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 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 develop 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 might you be able to 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 prevention.
- 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 burning sensation

### What are some possible solutions for the worker and employer?

- Take frequent breaks (“micro” breaks every 10 minutes; 5–10-minute breaks every hour).
- Make sure posture and position of body at workstation are correct.
- Evaluate the workstation, equipment, and furniture. They should support ergonomically correct postures. Look at 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 the 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.

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

- Exposure to methylene chloride in the paint stripper, which causes numerous adverse health effects and even death

#### What information might you be able to 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 on potential 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 causes light-headedness, dizziness, fatigue, nausea, and headache
- Irritation and burning of the skin and eyes, with possible eye damage

### What are the long-term health effects?

- May affect the brain, causing memory loss, poor coordination, and reduced thinking ability
- Liver and kidney damage
- Bronchitis
- Long-term skin problems
- May cause cancer
- May cause death

### What are some possible solutions for the worker and employer?

- Find a safer cleaner that doesn't contain methylene chloride.
- Wear special gloves that are solvent-resistant.
- Wear protective clothing.

## Scenario 4: Noise at Work

José is 18 years old, and for about a year he has been working for a company that manufactures 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 the employer for any noise level measurements that have been taken.
- Get training on hearing protection from the supervisor.
- Get training on OSHA noise regulations from the employer or supervisor. For example, noise from power saws may be up to 110 decibels (dBA). OSHA considers noise over 90 dBA to be hazardous, requiring special protective measures. NIOSH warns that noise over 85 dBA is dangerous to hearing, and it recommends that workers avoid it or wear hearing protection.

### **What are the short-term health effects?**

- Temporary ringing in the ears
- Temporary hearing loss (ears feel plugged)
- High blood pressure and other cardiac effects

### **What are the long-term health effects?**

- Permanent ringing in the ears
- Inability to hear certain types or levels of sound, affecting the quality of life and enjoyment of hobbies. Often leads to varying degrees of permanent deafness that hearing aids cannot overcome.

### **What are some possible solutions for the worker and employer?**

- Find quieter equipment that does not generate hazardous noise.
- Use a muffler on the power saw to reduce the noise.
- Wear hearing protection when required (earmuffs are best, or use ear plugs).
- Keep workers away from noisy areas as much as possible. Limit the time of exposure.
- Get training on managing noisy tools and tasks and on how to use hearing protection.
- Measure noise levels and learn which are the noisier tools and tasks.
- Give workers medical exams (hearing tests) to monitor their hearing each year. Take action if they 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 is worried 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 might you be able to 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 proper handling of needles.

### What are the short-term health effects?

- Localized infection

### 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 exposure, such as retractable needles. On some types, retraction is automatic and doesn't have to be activated.
- Use needleless systems for injections.
- Make sure sharps disposal containers are readily available 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 for 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 is ever faced with a robber. She wants to find out what else can be done so she will feel safe.

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

- Threat of violence from robbers or customers

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

- Get training from the supervisor or employer on how to respond to an incident.
- Ask the employer for information on security measures that have been put in place.
- Ask the employer for information on previous incidents.

**What are the short-term health effects?**

- Possible injury
- Stress

**What are the possible long-term health effects?**

- Permanent injury
- Death
- Post-traumatic stress

### What are some possible solutions for the worker and employer?

- Use safe cash-handling procedures (for example, locked drop safes and signs about limited cash availability).
- Install physical separation from the public (bullet-resistant barriers or higher counters).
- Make sure visibility is adequate (with good lighting, mirrors, low signs, and unobstructed windows).
- Have rules about not working alone (in states where applicable, enforce rules prohibiting minors from working alone at night).
- Limit the number of unlocked access points (lock doors not in use).
- Use security devices (closed-circuit cameras, alarms, panic buttons).
- Get training on handling emergencies, including how to recognize a potentially violent situation and how to respond.
- Consult with local law enforcement officials to develop a violence-prevention program.

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## Your Notes for Lesson 1: Making the Job Safer

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# 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.





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## 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 eliminate hazards on the job.**

*5 minutes*

Mini lecture, class discussion

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### Step 2

**Explain what Occupational Safety and Health (OSH) professionals do.**

*10 minutes*

Mini lecture

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### 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 key points of the lesson.**

*5 minutes*

Mini lecture

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## Student Objectives

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

Describe the role of various occupational safety and health (OSH) professionals in reducing/eliminating 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: 2, 3, 4***

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

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## 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 opportunities 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 30 and 40 on a computer (with projector)

## Preview

PowerPoint slides 30 and 40

## 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 30.

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 protective clothing and equipment.

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

Explain to students that if you can't completely eliminate a hazard or keep it away from workers, good safety policies can at least reduce your exposure to the hazard.

Inform students that personal protective equipment (often called "PPE") is the least effective way to control hazards. However, you should use it if it's all you have.

# Instructor Notes: Step 2

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

10 minutes



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.

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

Provide your class with examples and descriptions of OSH careers:

- **Industrial hygienists** anticipate, recognize, evaluate, measure, and control workplace conditions (such as exposure to lead, asbestos, pesticides, or infectious diseases) that may cause injury to or illness in workers.
- **Occupational health physicians** study, diagnose, and treat illnesses associated with different work environments.
- **Occupational health nurses** are registered nurses who recognize and prevent health effects from hazardous exposures and treat workers' injuries/illnesses.
- **Occupational safety and health specialists** (including health communicators) develop, deliver, and evaluate worker training programs and other health campaigns; disseminate health information to workers and employers; and develop, formulate, and implement policies to protect workers and promote safe workplaces.
- **Safety professionals** anticipate, identify, and evaluate hazardous conditions and practices in the workplace. They develop, administer, and train others on hazard-control methods and programs. Finally, they measure and evaluate the effectiveness of these interventions.
- **Epidemiologists** study patterns of disease or health risks in certain populations, groups, or cultures.
- **Ergonomists** design tools, furniture, machinery, and processes that protect worker health and reduce physical strain.
- **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*

**Explain to students that you will now take some time to 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 remainder 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 key points of the lesson.**

*5 minutes*



**Show PowerPoint slide 40.**

Review the key points covered in this lesson.

Remind students that you've discussed how hazards can be controlled and injuries prevented. Emphasize that employers are required under the Occupational Safety and Health Act to provide teens with safe and healthful workplaces.

Reiterate to students that the employer should get rid of a hazard completely, if possible. If the employer can't get rid of the hazard, there are usually many ways to protect young workers from it.

**Conclude Lesson 3B by saying the following:**

"Young workers, like you, are twice as likely as older workers to be hurt on the job. The primary responsibility for workplace safety lies with employers. But you also have responsibilities for complying with employer policies and practices for safe work.

"In the next lesson, we will talk about what to do in an emergency."

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## Your Notes for Lesson 3B: Making the Job Safer

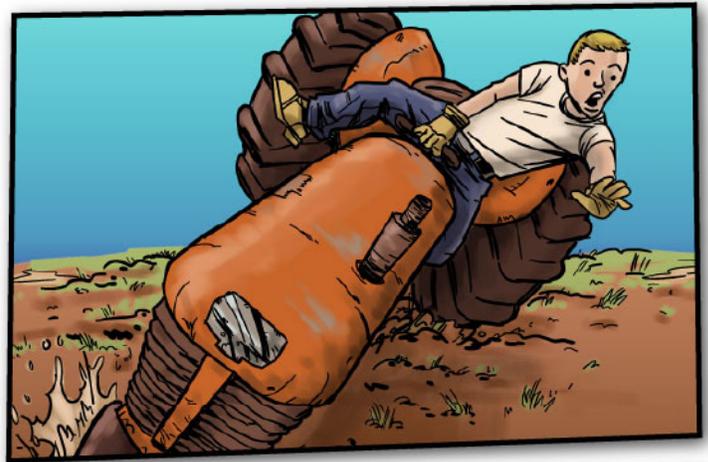
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# LESSON 4

## 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.





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# Lesson Plan

**Inform 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 occur in a workplace.**

*10 minutes*

Brainstorming, class discussion

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## Step 2

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

*30 minutes*

*Disaster Blaster!* game

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## Step 3

**Review and summarize the key points of the lesson.**

*5 minutes*

Mini lecture

## Student Objectives

**By the end of the course, 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 pg. 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 41–43 on a computer (with projector)

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

## Preview

PowerPoint slides 41–43

## Obtain

The *Disaster Blaster!* game requires the following materials:

- One die for each group of four students
- Two game pieces for each group of four students (i.e., 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 (i.e., 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

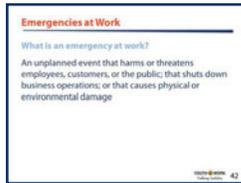
**Define the term “emergency.” Discuss examples of emergencies that could occur in a workplace.**

10 minutes



Show PowerPoint slide 41, and then move on to 42.

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 threatens employees, customers, or the public; that shuts down business operations; or that causes physical or environmental damage.***

Explain that emergencies may be natural or man-made.

Ask the class the following question:

“What are some examples of emergencies that occur 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 the following:

Severe illness or injury

Hurricanes

Power Outages

Toxic Releases

Blizzards

Fires

Tornadoes

Chemical Spills

Terrorism

Ice Storms

Floods

Earthquakes

Explosions

Violence

Explain that the best way to minimize the effects of an emergency is to know ahead of time what to do if that kind of emergency occurs and to practice the proper procedures. Few people can think clearly and logically in a crisis, so it is important to think through and practice the proper procedures in advance.

Inform students that when they start a new job, their employer should tell them what kinds of emergencies could happen in that workplace and what procedures they should follow 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).

Explain to your students that they should receive training on what to do in an emergency, and they should also participate in the practice drills.

## Instructor Notes: Step 2

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

30 minutes



Show PowerPoint slide 43 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. Distribute 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.)

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## Instructor Notes: **Step 3**

**Review and summarize the key points of the lesson.**

*5 minutes*

Reinforce for students that they already know a lot about what to do in the event of an emergency at work.

Remind students that the best way to minimize the effects of an emergency is to know ahead of time what to do. Few people can think clearly and logically in a crisis. Thinking through and practicing proper procedures will help keep workers safe.

**Conclude Lesson 4 by saying:**

“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 occurs. Your employer has a legal responsibility to provide you with proper emergency procedures and training. 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 analyzed 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 analysis of their story, which describes

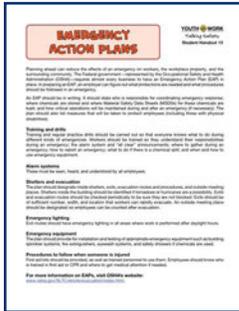
- the emergency
- how workers responded to the crisis
- what went right in this situation
- what went wrong in this situation, and
- what steps should be taken in this workplace to make sure employees are better protected and prepared the next time.

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**



A comprehensive workplace Emergency Action Plan should include information about the following (see Student Handout 13 for more information):

- 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

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## Your Notes for Lesson 4: Emergencies at Work

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# LESSON 4B

## Emergencies at Work

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





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# Lesson Plan

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

---

## Step 1

**Review the key points from the previous lesson.**

*5 minutes*

Mini lecture

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## Step 2

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

*25 minutes*

Small group work, class discussion

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## 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 key points of the lesson.**

*5 minutes*

Mini lecture

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## Student Objectives

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

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

List the components of a workplace Emergency Action Plan.

Reflect on their 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 pg. 291 for more information)**

## Key Points to Keep in Mind

The most important “take away” 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 participate 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 42 and 44 on a computer (with projector)

## Preview

PowerPoint slide 44

## Obtain

A flipchart and markers, or use a chalkboard and chalk

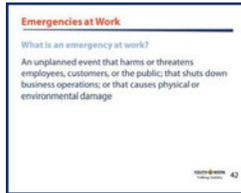
## Photocopy

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 42.

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 threatens employees, customers, or the public; that shuts down business operations; or that causes physical or environmental damage.***

Explain that emergencies may be natural or man-made.

Point out again that the best way to minimize the effects of an emergency is to know ahead of time what to expect and to practice the proper procedures.

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 occurred at work and how workers responded.**

*25 minutes*

**Ask the class this question:**

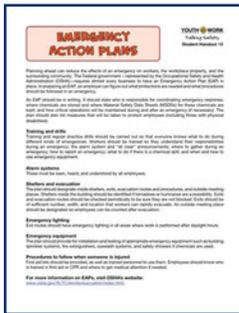
“What would you want to know in case you were in an emergency at work?”

**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.



Distribute 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 select 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.

Show PowerPoint slide 44.

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 occurred 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.

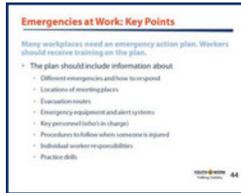
**Ask the class the following questions for each story:**

- What went right in the situation?
- What went wrong in the situation?
- 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 key points of the lesson.

5 minutes



Inform 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 44). The plan should include the following information, and workers should receive training on its components:

- Who is in charge during an emergency
- Where the shelters and evacuation routes are
- Where the meeting places are
- What procedures to follow when someone is injured
- Where first aid kits are
- Who has first aid training
- How and when practice drills will be conducted

Remind students that they are entitled to this information whenever they start a new job.

Conclude Lesson 4B by saying the following:

“Emergencies can and do happen all the time. Usually they occur when we least expect them. The best way to protect yourself and others during an emergency at work is to be prepared for one.

In the next lesson we’ll talk about the right to a safe workplace, as well as other legal rights you have at work.”

## Homework

Assign students to look up your state’s minimum wage. They will need this information for Lesson 5.

## Teacher Background Notes: **Section A**

**A comprehensive workplace Emergency Action Plan should include information about the following:**

- 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

# 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 rapidly spread to dish towels hanging nearby. An employee discovered the scene and attempted to put 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, yelled for everyone to leave the restaurant immediately and called 911. The fire department 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?**

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

#### **What went wrong in this situation?**

The cook should not have left the stove unattended. Dish towels should not be located 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 steps should be taken in this workplace to make sure employees are better protected and prepared the next time?**

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 conducted 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 was in 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?

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

### What went wrong in this situation?

The robber was able to rob the store and tie up the employee because security measures weren't in place.

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

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 currently at home recovering but plans to return to work when she feels better.

#### What went right in this situation?

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

#### What went wrong in this situation?

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

Employees should be trained to leave chemical spills alone and to alert a supervisor so that someone with training and the appropriate personal protective equipment can handle it. Caution tape should be used to secure the area so others can't go near the spill. Personal protective equipment appropriate for the types of chemicals on site should be available. In some situations, it is best to call the fire department to assist 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 during the fall. Co-workers rushed to assist him and called for an ambulance. Local emergency medical technicians (EMTs) reported 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 in this situation?

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

#### What went wrong in this situation?

Employees should not have moved the injured worker, because more damage may have been caused. Only trained employees should administer first aid. The employees giving first aid should have put on gloves, if available, before touching the bleeding worker.

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

Employees should be trained to call 911 or medical staff whenever there is an injury, and they should be taught not to move a co-worker with possible broken bones, because this can cause more damage. 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. Workers should not leave an injured co-worker alone except to call for help. A first aid kit should be easily accessible, and several people should be trained in basic first aid. (Examples of 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 induce 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. Once the tremors subsided, they 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, whose son, Jason, is an employee of the company, 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 remained on the 11th floor. The company pledges to look at its Emergency Action Plan and make sure the plan protects and prepares all employees, including those who may need extra assistance. (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](http://www.eeoc.gov/facts/evacuation.html). This information may be helpful in responding to the questions for this story.)

### What went right in this situation?

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 in this situation?

Jason was left alone rather than assisted to the staircase. It does not appear that Jason or the other employees received training or drills in how to respond in the event of an earthquake. It doesn't appear that there was a designated meeting place or a procedure for doing a head count to make sure all employees were accounted for.

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

Employees should be trained to get under heavy desks during earthquakes. Practice drills should be conducted so everyone knows the evacuation route and where to gather for a head count. Someone should be responsible for bringing the daily sign-in sheet to make sure all employees have been accounted for. The company should consider instituting a buddy system, or some other method, to ensure that employees who need extra assistance are able to leave the building safely.

## Story 6: Tornado breaks windows at local department store

A tornado blew through town yesterday, causing major power outages and damage to several buildings, including blowing out most of the windows in Johnson's Department Store, on East 8th Street. As glass went flying, employees reportedly herded customers into the center section of each floor in the three-story building. Customer Tom Wilson expressed appreciation for the assistance employees provided in getting everyone away from the windows.

### What went right in this situation?

Employees knew to get people away from the windows. Employees took responsibility for getting customers to safety.

### What went wrong in this situation?

The employees and customers should have gone to the lowest place in the building, preferably the basement.

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

Employees should be trained on elements of the Emergency Action Plan, such as going to the lowest level of the building during tornadoes or hurricanes and staying away from windows. Practice drills should be conducted so employees know the evacuation route and where to gather so a head count can be conducted. A supervisor should bring the workplace sign-in sheet to make sure all employees have been accounted for.

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## Your Notes for Lesson 4B: Emergencies at Work

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# LESSON 5

## Know Your Rights and Responsibilities

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





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# Lesson Plan

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

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## Step 1

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

*5 minutes*

Class discussion

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## Step 2

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

*5 minutes*

Mini lecture

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## Step 3

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

*30 minutes*

*Know Your Rights* quiz game

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## Step 4

**Review and summarize the key points of the lesson.**

*5 minutes*

Mini lecture

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## Student Objectives

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

List and describe their special legal rights and protections in the workplace.

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

Cite the following information about their state's 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 Competency: 6***

**National Health Education Standards (NHES): #1, #2, #6 (refer to the Appendix on pg. 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) determines federal child labor rules in the United States. This law establishes minimum wage, overtime pay, recordkeeping, and child labor rules affecting full- and part-time workers in the private sector and in federal, state, and local governments. The U.S. Department of Labor's Wage and Hour Division (WHD) enforces the provisions of the FLSA.

**The child labor regulations outlined in the FLSA are designed to protect the educational opportunities of young people and prohibit their employment in jobs and under conditions detrimental to their health or safety.**

These regulations include restrictions on hours of work for those younger than 16 and lists of hazardous occupations too dangerous for workers under age 18 to perform. Some states restrict the hours that 16- and 17-year-olds may work and have additional protections from hazardous work activities.

**All states have child labor standards.**

When federal and state standards are different, the rules that provide the most protection to young workers will apply. The *Know Your Rights* quiz game provided 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 (where and if they differ from the Federal regulations).

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

Once an employee reaches 18 years of age, federal and state child labor rules no longer apply to that person.

**Employers have a responsibility to keep their workers safe by keeping the workplace free from hazards.**

Working teens, too, have an important role to play in protecting themselves and others from injury and illness. Lesson 5B provides 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 45–47 on a computer (with projector)

## Preview

PowerPoint slides 45–47

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

## Obtain

A flip chart and markers, or use a chalkboard and chalk

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

## Photocopy

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

**Note:** The information in Student Handout 14 reflects your state and/or federal labor laws, whichever are more protective. The more protective laws apply. Check with your state agencies listed on page four of the fact sheet.

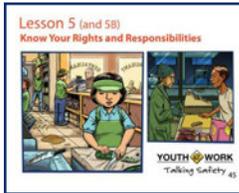
## Look Up

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

# 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 45.

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

Child labor laws protect teens from working long or late hours, and they prohibit teens from doing certain dangerous tasks. Health and safety laws protect all workers, including teens, from job hazards.

Ask the class the following questions to introduce the topic, and provide the correct responses:

“What is the minimum wage in our state?”

**Answer:** See Student Handout 14 for the specific amount 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 Web site <http://www.dol.gov/whd/minwage/america.htm> or your state labor department’s Web site. (Students should have already looked up your state’s minimum wage as part of their homework assignment from Lesson 4).

“How many teenagers are injured or killed on the job in the United States each year?”

**Answer:** Every year, nearly 37 teens under age 18 die from work injuries in the United States. Another 59,800 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](http://www.osha.gov).

***Explain to the students that they will get more information on these topics and their legal rights in the next activity.***



## Instructor Notes: **Step 3**

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

*30 minutes*

Explain to the class that they will now play a game to review and reinforce key information about federal health and safety and labor laws.

Divide the class into teams of three to five participants each.

Have each team pick a team name. Write the team names across the top of the flip chart, 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 46, *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 to find answers.

The first team will pick a category and dollar amount from the game board. The instructor will ask the corresponding question.

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 their 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. (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. Sometimes there are several possible correct answers or more complete answers.

After a question has been answered, cross off that block on the game board on your flip chart.

**Play the game. Proceed according to the rules above.**

Total up 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
<b>\$100</b>	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).
<b>\$200</b>	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.
<b>\$300</b>	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.	NY 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).
<b>\$400</b>	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).	NY law says that this is the latest (time) teens 16 and older can work on school nights.	This federal agency handles complaints about wages and work hours.
<b>\$500</b>	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).	NY 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 information 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: receive compensation 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 elevated platforms or at lakes, quarries, piers, rivers, or beaches; meat processing	10 p.m.  (may work until midnight with written, parent/guardian permission)	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 (40 hours is the maximum for a non-school week)	OSHA (The 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 key points of the lesson.**

*5 minutes*



**Show PowerPoint slide 47 and review the key points covered in this lesson.**

Remind students about the following:

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

OSHA mandates that every employer must provide the following:

- a safe and healthful workplace
- Training on the handling of chemicals and dealing with other health and safety hazards on the job (in most cases)
- safety equipment that workers need to do the job

OSHA sets basic workplace health and safety laws. (Note: If your state has an OSHA program, it may set more stringent requirements.)

The U.S. Department of Labor’s Wage and Hour Division sets and enforces child labor regulations regarding hours of work, as well as prohibited and permitted occupations and tasks. (Note: Your state labor department may set more stringent laws.)

By law, employers cannot fire employees for reporting a safety problem.

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

**Conclude Lesson 5 by saying the following:**

“Federal and state child labor laws protect teens from working long or late hours and from doing certain dangerous tasks on the job. Health and safety laws protect workers from job hazards. Young people can work more safely if they know their rights and responsibilities!”

(If skipping lesson 5B: “In the next lesson, you will learn how to talk to your employer about problems that arise at work.”)

**Homework**

In this lesson, students learned mainly about their rights on the job—as set forth by state and federal labor laws. The lesson focused on educating students about the obligations of employers to keep their 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 and regulations.
- Know what to do in the event of an emergency at work.
- Report all problems at work.
- Speak out if threats, dangers, or harrassment happens at work.
- Seek first aid immediately if injured.
- Use protective gear and equipment when necessary.
- 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 (a parent, teacher, etc.) 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).

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

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# 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.





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# Lesson Plan

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

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## Step 1

**Review the key points from the previous lesson.**

*5 minutes*

Mini lecture

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## Step 2

**Explore the responsibilities young people have on the job.**

*10 minutes*

Mini lecture, class discussion

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## 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.*

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## Step 4

**Review and summarize the key points of the lesson.**

*5 minutes*

Mini lecture

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## Student Objectives

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

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

Discuss their role and responsibilities in creating a safe workplace.

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

List and give examples of responsibilities that they and other workers have that promote safety and health in the workplace.

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

**National Health Education Standards (NHES): #1, #2, #6, #8 (refer to the Appendix on pg. 291 for more information)**

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## Key Points to Keep in Mind

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

Young workers have rights, but also have responsibilities for promoting safety and health in the workplace. For example, OSHA requires the use of hearing protection (such as earplugs) in noisy areas. Employers must provide workers with hearing protection. In turn, employees have the responsibility to wear hearing protection provided by their employer.

# Preparation

## Read

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

## Preview

PowerPoint slide 47 and 48

## Set Up

A PowerPoint presentation for slides 47 and 48 on a computer (with projector)

## Obtain

A flip chart and markers, or use a chalkboard and chalk

Prizes (such as candy) 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 team 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. Note: Remind students to hang on to these photocopies. They will use them again in Lessons 6 and 6B.

Note: The information in Student Handout 14 reflects your state and/or federal labor laws, whichever are more protective. The more protective laws apply. Check with your state agencies listed on page 6 of the fact sheet.

## Review

Your state's minimum wage (Refer to the U.S. Department of Labor Web site, <http://www.dol.gov/whd/minwage/america.htm>, or your state labor department's Web site.)

# 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 47.

Remind students about the following:

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

OSHA mandates that every employer must provide the following:

- A safe and healthful workplace
- Training on the handling of chemicals and dealing 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. (Note: If your state has an OSHA program, it may set more stringent requirements.)

The U.S. Department of Labor's Wage and Hour Division establishes and enforces child labor laws regarding hours of work, as well as prohibited and permitted occupations and tasks. (Note: your state labor department may enforce more stringent laws).

By law, employers cannot fire or otherwise punish employees for reporting a safety problem.

## Instructor Notes: **Step 2**

**Explore the responsibilities that young people have on the job.**

*10 minutes*

**Explain to students that preventing workplace injuries is everyone's job.**

Employers must ensure that young workers get proper training in safe procedures as required by law. Young workers should receive adequate supervision on the job. Employers also must obey all federal and state laws and regulations pertaining to young workers. Supervisors need to make sure that employees follow all safety rules and regulations.

**Let the class know that working teens have important responsibilities on the job, too.**

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

Keep a list on the board or on a flip chart of the class's ideas for how young people can protect themselves from possible injuries and illness at work.

**Here are some suggestions for responsibilities teens have at work:**

Know and follow all safety and health rules and regulations.

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

Know what to do in the event of an emergency at work.

Report all injuries. Get first aid promptly.

Use required protective gear and equipment when necessary. For example, wear earplugs when working in loud environments.

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

Tell someone when equipment or machines are broken.

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

Take the initiative. Make suggestions that will improve safety conditions 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. Intoxicated workers are more likely to face injury on the job.

***Trust your instincts. Never do something that feels unsafe or uncomfortable. Check with a supervisor, another employee, or safety officer before performing unfamiliar tasks.***

Get clarification when confused or unsure about safe work procedures. Ask questions, such as the following:

- What job safety training will I get?
- What hazards should I expect to find?
- What are the emergency procedures for this worksite?
- Will I need to wear safety gear? If so, how do I use it?
- Whom do I go to with job health and safety concerns?
- What do I do if I'm hurt on the job?

Speak out to the supervisor, or if necessary to a parent or other adult, if threats, harassment, or dangers exist 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, including harassment, on the basis of race, color, religion, sex (including pregnancy), national origin, disability, or genetic information to the EEOC (Equal Employment Opportunity Commission) or to the state agency which handles such discrimination. Information about state agencies is available at <http://www.eeoc.gov/employees/fepa.cfm>.
- Remember, the law protects you from being retaliated against or 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 48. Let students know that they will now play a special kind of *Bingo* game.

Explain that each student will work with a partner on this activity. Divide the class into “teams” of two.



Give each team 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 distribute at least one winning board for each round of play.

Give each team a supply of game pieces.

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



**Explain the game.**

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

Inform the teams 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.

Explain that the first team 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 team should win by the time you've asked question 13.

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## Labor Law Bingo Questions and Answers (New York)

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

1. What is the minimum wage in our state?

Our state's minimum wage 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 the following: meat slicer; forklift; baler; compactor.

3. Name one common hazard in janitorial work.

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

4. Name a task that a worker younger than age 16 can't do by law.

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

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

Answers (found on the boards) include the following: 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?

4 hours (Instructor note: Before a non-school day—for example, on a Friday—16- and 17-year-olds can work 8 hours).

7. Name one common hazard in clerical work.

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

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

The employer.

12. How late can 16- and 17-year-olds in our state work on school nights?

10:00 p.m. (May work until midnight with written parental consent; to work these hours on a school night also requires a written consent from school).

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

10:00 p.m. (May work until midnight with written parental consent; to work these hours on a school night also requires a written consent from school).

**Award prizes to the winners of the first round. Ask the teams 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?

7:00 p.m.

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

9:00 p.m.

16. In our state, if you are under 18 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 the following: elevated water slides; lakes and rivers; ocean beaches; quarries and piers. (Instructor note: Federal law states that, with proper training, 15-year-olds can work as lifeguards at pools and water parks. The laws in your state may be more restrictive.)

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

Answers (found on the boards) include the following: babysitting; yard work. (Instructor note: workers under age 14 may also be an actor or performer. The laws in your state may be more restrictive.)

21. What is the earliest that a 16- or 17-year-old in our state is allowed to begin work in the morning?

6:00 am.

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?

New York Division of Labor Standards

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

The Occupational Safety and Health Administration (OSHA) and the New York State Department of Labor (NYSDOL) / Public Employee Safety and Health Bureau (PESH). (In NY, private sector employees are covered under OSHA; public sector employees are covered under NYSDOL/PESH).

24. What is the name of the state agency that handles complaints about unlawful discrimination or harassment, such as race discrimination or sexual harassment, at work?

New York Division of Human Rights

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 the following: ear plugs; gloves; safety glasses; and protective clothing.

**Award prizes to the winners of the second round.**

## Instructor Notes: Step 4

**Summarize the key points of the lesson.**

*5 minutes*

Remind students that, as young people, they enjoy special rights and protections on the job.

Repeat to the class that they, too, have important responsibilities at work that will help keep them and their co-workers safe and healthy.

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

**Conclude Lesson 5 by saying the following:**

“Federal and state health and safety laws protect teens from job hazards. Employers have a responsibility to keep their workers safe. Working teens, too, are responsible for protecting themselves and others from injury and illness on the job.

Young people can work more safely if they know their rights and responsibilities!

In the next lesson, you will learn how to talk to your employer about problems that arise at work.”

## 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.

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

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# 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.





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# Lesson Plan

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

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## Step 1

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

*10 minutes*

Class discussion

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## Step 2

**Act out situations that could arise in various workplaces that present health and/or safety problems for young workers.**

*20 minutes*

Mini skits\*

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

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## Step 3

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

*10 minutes*

Mini lecture

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## Step 4

**Pass out and ask students to complete the course evaluation. Distribute certificates of completion.<sup>†</sup>**

*5 minutes*

Evaluation form, Certificates

<sup>†</sup> 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.

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## 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 have obligations to provide a safe and healthy workplace, student workers have a responsibility to talk with their employers, co-workers, union representatives, or other responsible adults about problems.

Recognize that, if a job feels unsafe, or if they have a question about how to do something, students should stop and seek advice.

Demonstrate the ability to solve a problem at work through role-play.

Create appropriate communication strategies and solutions to common problems.

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

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

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## 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, these positive traits can lead to injury if they take on jobs or activities that are not legal for them to do or for which they have not received training.

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

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

**If young people encounter 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 provide the student with valuable advice and guidance on where to go for help (or, in some cases, they may be able to intervene directly).

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

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

# 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 49–51 on a computer (with projector)

## Preview

PowerPoint slides 49–51

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

## Obtain

A flip chart and markers, or use a chalkboard and chalk

## 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

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

Note: If you plan to teach Lesson 6B, you will distribute 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*

Begin class by asking one or two students to present the Public Service Announcements (PSAs), advocating young worker safety, that they created for homework.



Introduce the lesson, using PowerPoint slide 49.

Explain that the class 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 identifying hazards, controlling them to prevent injuries, understanding legal rights, and knowing where to go for help.

It may be helpful to remind your students that young workers typically try hard to do a good job for employers. Unfortunately, this can lead to injury if the employer takes 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 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.”

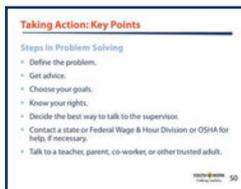
**Ask responders this question:**

“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 50.**

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 continue to have 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 arise in various workplaces that present health and/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 jobs in various workplaces.

Explain that you (the instructor) will play the role of “boss” at each workplace. For each skit, you will ask a volunteer to come up and play the role of a “worker.” You will present a situation involving health and safety, and the student will act out what the worker might say or do in that situation.

### **Start with a practice role-play.**

Ask a volunteer to come up and help you demonstrate the practice scenario below.

**Instructor:** You work at a grocery store as a bagger. I am the store manager. I ask you to help in the deli by cleaning the meat slicer. You’ve never done this job before and you are under 18 years old. What is the problem here? What do you say to me?

**Student (role of worker):** 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 extra copies available. Let students know that they can use these during the role-playing if necessary.

Refer to Teacher Background Notes Section A, on pages 185–186, for the scenarios.

**Begin the role-plays.**

First, read the scenario to the class and hold a short discussion of the issues it raises. Next, have the student volunteer act out what he or she would say to you, the boss. You should then respond in the way a real boss might.

Present as many of the scenarios below as you can within the time available. Ask for a new volunteer to play the role of “worker” 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 in this situation. 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 key 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.**

Reiterate 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 necessary, agencies like OSHA or the federal or state labor law enforcement agency can provide guidance/assistance.



**Show PowerPoint slide 51. Say to students:**

**“Remember to know:**

- Your rights.
- Your responsibilities.
- That your employer has a legal responsibility to keep your workplace safe.
- How to respond to problems as they arise.”

**Encourage students to ask their employers what the procedures are for bringing up problems at work.**

If you are responsible for placing students in jobs, this may be a topic you want to raise with employers.

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

**Discuss (if you have time), the final projects assigned at the end of Lesson 3.**

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**Conclude Lesson 6 by saying the following:**

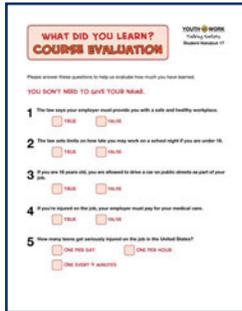
“In this lesson, you learned how to talk with your boss when a problem comes up at work. You should know your rights as a young worker and have a plan for discussing job-related issues with your employer. If you don’t feel comfortable talking with your boss, speak first with another trusted adult. You can also get help from agencies such as OSHA or the federal or state labor law enforcement agency. Don’t be afraid to speak up!”

(If skipping Lesson 6B: “This ends the last lesson of *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

If skipping Lesson 6B, pass out and ask students to complete the course evaluation. Distribute certificates of completion.

5 minutes



**WHAT DID YOU LEARN? COURSE EVALUATION**

PLEASE ANSWER THESE QUESTIONS TO HELP US EVALUATE HOW MUCH YOU HAVE LEARNED.

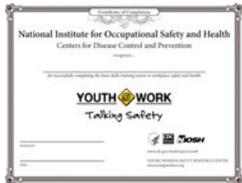
**YOU DON'T NEED TO GIVE YOUR NAME.**

- The law says your employer must provide you with a safe and healthy workplace.  YES  NO
- The law says teens as low as 14 may work on a school night if you are under 16.  YES  NO
- If you are 18 years old, you are allowed to drive a car on public streets as part of your job.  YES  NO
- If you depend on the job, your employer must pay for your medical care.  YES  NO
- How many teens get seriously injured on the job in the United States?  ONE PER DAY  ONE PER HOUR  ONE EVERY 10 MINUTES

Distribute 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 input and ideas are important and will help make the course better for future students.



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 Web site of the Equal Employment Opportunity Commission (EEOC), [www.youth.eeoc.gov](http://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, [www.youth.eeoc.gov/scenarios.html](http://www.youth.eeoc.gov/scenarios.html). 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.

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# Teacher Background Notes: **Section A**

## Mini Skit Scenarios

### Scenario 1

You work at an animal clinic, helping to take care of the animals. I am your boss. I ask you to clean up one of the rooms where a dog has made a mess. I tell you to use a powerful chemical solution on the floors and tabletops. You have asthma and are concerned that the chemical may make it hard for you to breathe. What do you say to me?

### Scenario 2

You work in the warehouse of a hardware superstore. I am your supervisor. I tell you to pull items from the shelves to fill an order, but I talk quickly and don't make my instructions clear. What do you say to me?

### Scenario 3

You work on the clean-up crew for the city's Parks and Recreation Department. I am your supervisor. One day it is about 95° outside and you've been working hard for several hours. You begin to feel really hot and tired, and you worry that you might faint. What do you say to me?

### Scenario 4

Your job is to shelve books at a bookstore downtown. I am your supervisor. It's 9:30 on a Wednesday night and the store is still very busy. I tell you one of the other workers went home sick and ask you to stay to help close the store at midnight. You are 15 years old and know you aren't really supposed to work that late on a school night. What do you say to me?

### Scenario 5

Your job is to assemble parts at a local factory. You've heard that factories can be dangerous places, and it seems like there are a lot of hazards on your job. I am your supervisor. When you first started this job, I gave you some written materials on safety to read. But you still have no idea what safety rules you are supposed to follow. Now I want you to sign a paper saying that you have been trained about safety. What do you say to me?

**If you wish, you can create additional scenarios based on issues your students have faced on the job.**

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## Your Notes for Lesson 6: Taking Action

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# 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.





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## 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.**

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### Step 1

**Review the key points from the previous lesson.**

*10 minutes*

Mini lecture

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### 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

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### Step 3

**Review and summarize the key points of the lesson.**

*5 minutes*

Mini lecture

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### Step 4

**Pass out and ask students to complete the course evaluation; distribute certificates of completion.**

*5 minutes*

Evaluation form; certificate

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## Student Objectives

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

Define problems, select appropriate goals, and formulate plans of action for dealing with workplace hazards.

Reflect on their ability to recognize a dangerous workplace situation and take actions to correct/address it.

Demonstrate effective ways to create a safe workplace.

***Talking Safety Core Competencies: 2, 3, 4, 7***

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

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## Key Points to Keep in Mind

Teachers using this curriculum have found that, for some students, *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 for or more information about a job that they do not understand how to perform or that seems dangerous, uncomfortable, or potentially illegal.

**If young people encounter a problem at work, they should not remain 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 49–51 on a computer (with projector)

## Preview

Elena’s Story (Student Handout 16, on page 285)

## Obtain

A flip chart and markers, or use a chalkboard and chalk

## 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

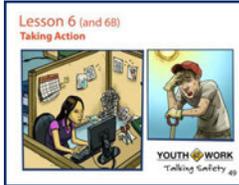
## Prepare

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 49.

Review the steps involved in solving 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 toward 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 may want to write 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 continue to have 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.

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



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 violated in the story.

Suggest students look at Student Handout 14, the fact sheet, if necessary. As volunteers answer, write their responses on flip chart paper or on the board.

Here are some possible answers to your question about the laws 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 alternate 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 alternate 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 comment on the effectiveness of each group's ending.****Consider the following questions:**

- How serious is the problem?
- Is it urgent to get it corrected?
- Will any of these approaches endanger Elena's job?
- Which approaches will be most effective in solving the problem?

## Instructor Notes: **Step 3**

**Review and summarize the key points from the lesson.**

*5 minutes*

**Reiterate to students that they need to know their rights, but they also must think through how they want 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 necessary, agencies like OSHA or the federal or state labor law enforcement agency can provide guidance/assistance.

Encourage students to ask their employers what the procedures are for bringing up problems they run into at work.

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

**Conclude Lesson 6B by saying the following:**

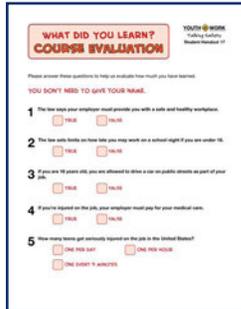
“In this lesson, you learned to apply your knowledge of young workers’ rights to scenarios that could arise in the real world.

“This ends the last lesson of *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 and ask students to complete the course evaluation. Distribute certificates of completion.**

*5 minutes*



**WHAT DID YOU LEARN?** **COURSE EVALUATION** **YOUTH@WORK**  
Talking Safety. Making Safer Jobs.

Please answer these questions to help us evaluate how much you have learned.

**YOU DON'T NEED TO GIVE YOUR NAME.**

- 1 The law says your employer must provide you with a safe and healthy workplace.  YES  NO
- 2 The law says kids can have fun any way work on a school night if you are under 18.  YES  NO
- 3 If you are 18 years old, you are allowed to drive a car on public streets as part of your job.  YES  NO
- 4 If you're injured on the job, your employer must pay for your medical care.  YES  NO
- 5 How many hours get paid on the job in the United States?  
 ONE PER DAY  ONE PER HOUR  ONE DOLLAR AN HOUR

**Distribute 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 input and ideas are important and help make the course better for future students.



**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.

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## Your Notes for Lesson 6B: Taking Action

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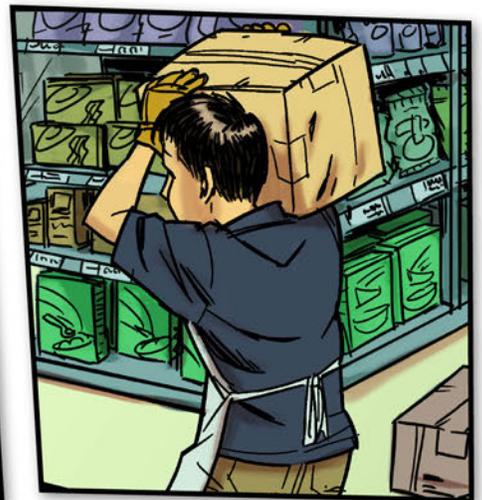
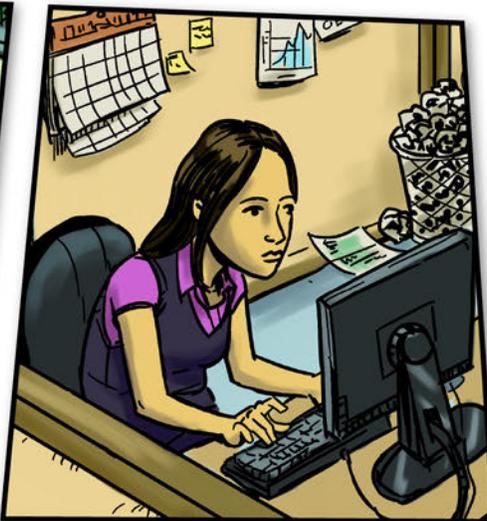


# YOUTH WORK

Talking Safety

**Student Handouts**

**New York Edition**



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





# JOB SAFETY QUIZ

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 provide you with a safe and healthy workplace.

TRUE

FALSE

**2** The law sets limits on 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 many teens get seriously injured on the job in the United States?

ONE PER DAY

ONE PER HOUR

ONE EVERY 9 MINUTES







# FIND THE HAZARDS: GROCERY STORE

YOUTH @ WORK

Talking Safety  
Student Handout 3





# FIND THE HAZARDS: OFFICE

YOUTH @ WORK

Talking Safety  
Student Handout 4





# FIND THE HAZARDS: GAS STATION

YOUTH @ WORK

Talking Safety  
Student Handout 5





# HAZARD HUNT

**HAZARD**

**POSSIBLE HARM**

**KITCHEN**

**HAZARD**

**POSSIBLE HARM**

**OFFICE**

**HAZARD**

**POSSIBLE HARM**

**OTHER AREA...**

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# HAZARD SOLUTIONS: RESTAURANTS AND CAFES

Hazard	Potential Effect	Possible Solution
<b>Safety</b>		
Cooking equipment	Burns or electric shocks	<ul style="list-style-type: none"> <li>• Keep appliances in safe condition</li> <li>• Have guards around hot surfaces</li> <li>• Wear protective gloves or mitts</li> </ul>
Hot grease	Burns	<ul style="list-style-type: none"> <li>• Use grease pans that dump automatically</li> <li>• Have splash guards</li> <li>• Wear protective clothing</li> </ul>
Slicers and powered cutting equipment	Cuts	<ul style="list-style-type: none"> <li>• Must be 18 or older to use</li> <li>• Keep guards in place</li> <li>• Get proper training</li> <li>• Turn off and unplug to clean</li> </ul>
Wet/slippery floors	Slips or falls	<ul style="list-style-type: none"> <li>• Clean up spills quickly</li> <li>• Use floor mats</li> <li>• Wear shoes with non-slip soles</li> </ul>
Broken glass	Cuts	<ul style="list-style-type: none"> <li>• Clean up broken glass carefully</li> <li>• Wear gloves</li> <li>• Handle trash carefully that might contain broken glass</li> </ul>
<b>Chemical</b>		
Dishwashing products	Contact with skin could cause irritation, rashes, chemical burns	<ul style="list-style-type: none"> <li>• Use safer products</li> <li>• Wear protective/appropriate gloves</li> </ul>
Cleaning products	Some vapors cause headaches, dizziness, and other health problems; contact with skin could cause irritation, rashes, chemical burns	<ul style="list-style-type: none"> <li>• User safer products</li> <li>• Wear protective/appropriate gloves</li> <li>• Have good ventilation</li> </ul>
<b>Other</b>		
Standing for long periods	Back strain/injury	<ul style="list-style-type: none"> <li>• Use floor mats</li> <li>• Take regular breaks</li> <li>• Rotate jobs</li> </ul>
Bending, reaching, stretching, and lifting	Muscle strains and sprains	<ul style="list-style-type: none"> <li>• Keep heavy items on lower shelves</li> <li>• Rotate jobs</li> <li>• Use helpers</li> </ul>
Violence, harassment, bullying, discrimination (from customers, co-workers)	Stress, emotional/physical trauma	<ul style="list-style-type: none"> <li>• Have adequate security</li> <li>• Schedule at least 2 people per shift</li> <li>• Use barriers where money is handled</li> <li>• Get customer service training</li> <li>• Rotate jobs</li> <li>• Keep a diary documenting harassment</li> <li>• Report harassment to employer or trusted adult</li> </ul>



# HAZARD SOLUTIONS:

## RETAIL

Hazard	Potential Effect	Possible Solution
<b>Safety</b>		
Box cutters	Cuts	<ul style="list-style-type: none"> <li>• Use properly</li> <li>• Store properly</li> </ul>
Box crushers	Various body injuries	<ul style="list-style-type: none"> <li>• Must be 18 or older to use</li> <li>• Get proper training</li> </ul>
Sharp knives	Cuts	<ul style="list-style-type: none"> <li>• Keep in good condition</li> <li>• Use properly</li> <li>• Store properly</li> </ul>
Deli slicers	Cuts	<ul style="list-style-type: none"> <li>• Must be 18 or older to use</li> <li>• Keep guards in place</li> <li>• Get proper training</li> <li>• Turn off when cleaning. Unplug machine.</li> </ul>
Shopping carts	Pinched, crushed fingers; back strain	<ul style="list-style-type: none"> <li>• Limit number of carts pushed at one time</li> <li>• Wear protective gloves so that fingers don't get crushed in handles</li> </ul>
Cars (in parking lot)	Various body injuries	<ul style="list-style-type: none"> <li>• Wear standard protective gear so that cars can see you</li> <li>• Get training on parking lot safety / hazards</li> </ul>
<b>Chemical</b>		
Cleaning products	Some vapors cause headaches, dizziness, and other health problems; contact with skin could cause irritation, rashes, chemical burns	<ul style="list-style-type: none"> <li>• User safer products</li> <li>• Wear protective / appropriate gloves.</li> <li>• Have good ventilation</li> </ul>
<b>Other</b>		
Violence, harassment, bullying, discrimination (from customers, co-workers)	Stress, emotional/physical trauma	<ul style="list-style-type: none"> <li>• Have adequate security</li> <li>• Schedule at least 2 people per shift</li> <li>• Use barriers where money is handled</li> <li>• Get customer service training</li> <li>• Rotate jobs</li> <li>• Keep a diary documenting harassment</li> <li>• Report harassment to employer / trusted adult</li> </ul>
Checkout counter	Muscle, tendon, or nerve injuries	<ul style="list-style-type: none"> <li>• Make sure check stands are ergonomic</li> <li>• Take regular breaks</li> <li>• Rotate jobs</li> </ul>
Bending, reaching, stretching, and lifting	Muscle strains and sprains	<ul style="list-style-type: none"> <li>• Use machinery instead</li> <li>• Keep heavy items on lower shelves</li> <li>• Get proper training</li> <li>• Rotate jobs</li> <li>• Get help from co-workers</li> </ul>
Cold temperature (in cold storage areas, freezers)	Frostbite	<ul style="list-style-type: none"> <li>• Limit time working in cold areas</li> </ul>



# HAZARD SOLUTIONS: MOVIE THEATER

Hazard	Potential Effect	Possible Solution
<b>Safety</b>		
Popcorn, hot dog, and coffee machines	Burns or electric shocks	<ul style="list-style-type: none"> <li>• Keep appliances in good working condition</li> <li>• Wear gloves or mitts</li> <li>• Unplug machine</li> </ul>
Slippery floors	Slips or falls	<ul style="list-style-type: none"> <li>• Clean up spills quickly</li> <li>• Use floor mats</li> <li>• Wear shoes with non-slip soles</li> </ul>
Ladders	Falls	<ul style="list-style-type: none"> <li>• Must be 16 or older to use</li> <li>• Use safe ladders</li> <li>• Get proper training</li> </ul>
<b>Chemical</b>		
Cleaning products	Some vapors cause headaches, dizziness, and other health problems; contact with skin could cause irritation, rashes, chemical burns	<ul style="list-style-type: none"> <li>• Use safer products</li> <li>• Have good ventilation</li> </ul>
<b>Other</b>		
Violence, harassment, bullying, discrimination (from customers, co-workers)	Stress, emotional/physical trauma	<ul style="list-style-type: none"> <li>• Have adequate security</li> <li>• Schedule at least 2 people per shift</li> <li>• Use barriers where money is handled</li> <li>• Get customer service training</li> <li>• Rotate jobs</li> <li>• Keep a diary documenting harassment</li> <li>• Report harassment to employer or trusted adult</li> </ul>
Dark environments	Eyestrain; slips or falls	<ul style="list-style-type: none"> <li>• Use flashlights</li> </ul>
Standing for long periods	Back strain/injury	<ul style="list-style-type: none"> <li>• Use floor mats</li> <li>• Take regular breaks</li> <li>• Rotate jobs</li> </ul>



# HAZARD SOLUTIONS: OFFICE

Hazard	Effect	Possible Solution
<b>Safety</b>		
Cords and loose carpeting	Trips and falls	<ul style="list-style-type: none"> <li>• Don't run cords through public areas</li> <li>• Make sure carpeting/rugs secured</li> </ul>
Unsecured furniture	Can fall, topple over	<ul style="list-style-type: none"> <li>• Secure all heavy furniture, bookcases, file cabinets</li> </ul>
Overloaded electrical circuits	Fire	<ul style="list-style-type: none"> <li>• Have enough outlets</li> <li>• Use surge protectors</li> </ul>
<b>Chemical</b>		
Ozone from copiers	Breathing difficulty; headaches; dizziness	<ul style="list-style-type: none"> <li>• Put copiers in separate area</li> <li>• Ventilate properly</li> </ul>
Poor indoor air quality	Breathing difficulty; headaches; dizziness; fatigue	<ul style="list-style-type: none"> <li>• Have good ventilation</li> </ul>
<b>Other</b>		
Computer keyboards and mice	Eyestrain; muscle/tendon strain	<ul style="list-style-type: none"> <li>• Use adjustable chairs and workstations</li> <li>• Have good posture</li> <li>• Take regular breaks</li> </ul>
Sitting for long periods of time	Back pain	<ul style="list-style-type: none"> <li>• Use proper chairs</li> <li>• Have good posture</li> <li>• Take regular breaks</li> </ul>
Repetitive, boring work	Stress	<ul style="list-style-type: none"> <li>• Rotate jobs</li> </ul>
Violence, harassment, bullying, discrimination (from customers, co-workers)	Stress, emotional/physical trauma	<ul style="list-style-type: none"> <li>• Have adequate security</li> <li>• Schedule at least 2 people per shift</li> <li>• Use barriers where money is handled</li> <li>• Get customer service training</li> <li>• Rotate jobs</li> <li>• Keep a diary documenting harassment</li> <li>• Report harassment to employer/trusted adult</li> </ul>



# INFO SEARCH

## 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. A few suggested resources are listed in part B of this handout. However, you do not 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 following questions.

**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 possible ways to reduce or eliminate workers' exposure to 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 Web sites 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, attorney generals offices, 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.

[www.cdc.gov/niosh/](http://www.cdc.gov/niosh/)

[www.cdc.gov/niosh/topics/youth](http://www.cdc.gov/niosh/topics/youth) (Young Worker Safety and Health )

1-800-CDC-INFO (1-800-232-4636)

#### **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.

[www.osha.gov/SLTC/](http://www.osha.gov/SLTC/)

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.dol.gov/>

1-866-4-USWAGE

#### **Equal Employment Opportunity Commission (EEOC) – Youth@Work**

Provides information for youth about their rights and responsibilities as workers.

[www.eeoc.gov/youth/](http://www.eeoc.gov/youth/)

1-800-669-4000

TTY: 1-800-669-6820

#### **New Jersey Occupational Health Services**

Web site contains “Right To Know—Hazardous Substance Fact Sheets” for more than 1500 chemicals.

<http://web.doh.state.nj.us/rtkhsfs/indexfs.aspx>

#### **Massachusetts Department of Public Health**

Web site contains numerous resources for young workers and safety posters designed by young people.

[www.mass.gov/dph/teensatwork](http://www.mass.gov/dph/teensatwork)

(617) 624-5632

E-mail: [teens.atwork@state.ma.us](mailto:teens.atwork@state.ma.us)

#### **Washington State Department of Labor & Industries, Teen Worker page**

Contains a variety of resources on young worker safety and health and information on the state’s child labor laws.

1-866-219-7321

[www.TeenWorkers.Lni.wa.gov](http://www.TeenWorkers.Lni.wa.gov)

[teensafety@Lni.wa.gov](mailto:teensafety@Lni.wa.gov)

## OTHER ORGANIZATIONS

### **AFL-CIO Safety and Health on the Job**

Basic health and safety information, including an alphabetical listing of direct links to fact sheets developed by unions and OSHA. Some are available in Spanish.

[www.aflcio.org/issues/safety/tools/infofs.cfm](http://www.aflcio.org/issues/safety/tools/infofs.cfm)

### **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.

[www.lohp.org](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.

[www.nycosh.org/](http://www.nycosh.org/)

### **Vermont SIRI (Safety Information Resources Inc.)**

Website contains links to many health and safety resources. Specializes in Material Safety Data Sheets.

[www.siri.org](http://www.siri.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

[www.marshfieldclinic.org/NCCRAHS/](http://www.marshfieldclinic.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 develop 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 the 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 manufactures 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.

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### **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, and used hypodermic needles sometimes show up in the dirty laundry. Kim is worried 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.

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### **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 for 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 is ever faced with a robber. She wants to find out what else can be done so she will feel safe.



# OCCUPATIONAL SAFETY AND HEALTH (OSH) CAREERS

- **Industrial hygienists** anticipate, recognize, evaluate, measure, and control workplace conditions (such as exposure to lead, asbestos, pesticides, or infectious diseases) that may cause injury to or illness in workers.
- **Occupational health physicians** study, diagnose, and treat illnesses associated with different work environments.
- **Occupational health nurses** are registered nurses who recognize and prevent health effects from hazardous exposures and treat workers' injuries/illnesses.
- **Occupational safety and health specialists** (including health communicators) develop, deliver, and evaluate worker training programs and other health campaigns; disseminate health information to workers and employers; and develop, formulate, and implement policies to protect workers and promote safe workplaces.
- **Safety professionals** anticipate, identify, and evaluate hazardous conditions and practices in the workplace. They develop, administer, and train others on hazard-control methods and programs. Finally, they measure and evaluate the effectiveness of these interventions.
- **Epidemiologists** study patterns of disease or health risks in certain populations, groups, or cultures.
- **Ergonomists** design tools, furniture, machinery, and processes that protect worker health and reduce physical strain.
- **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!

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.

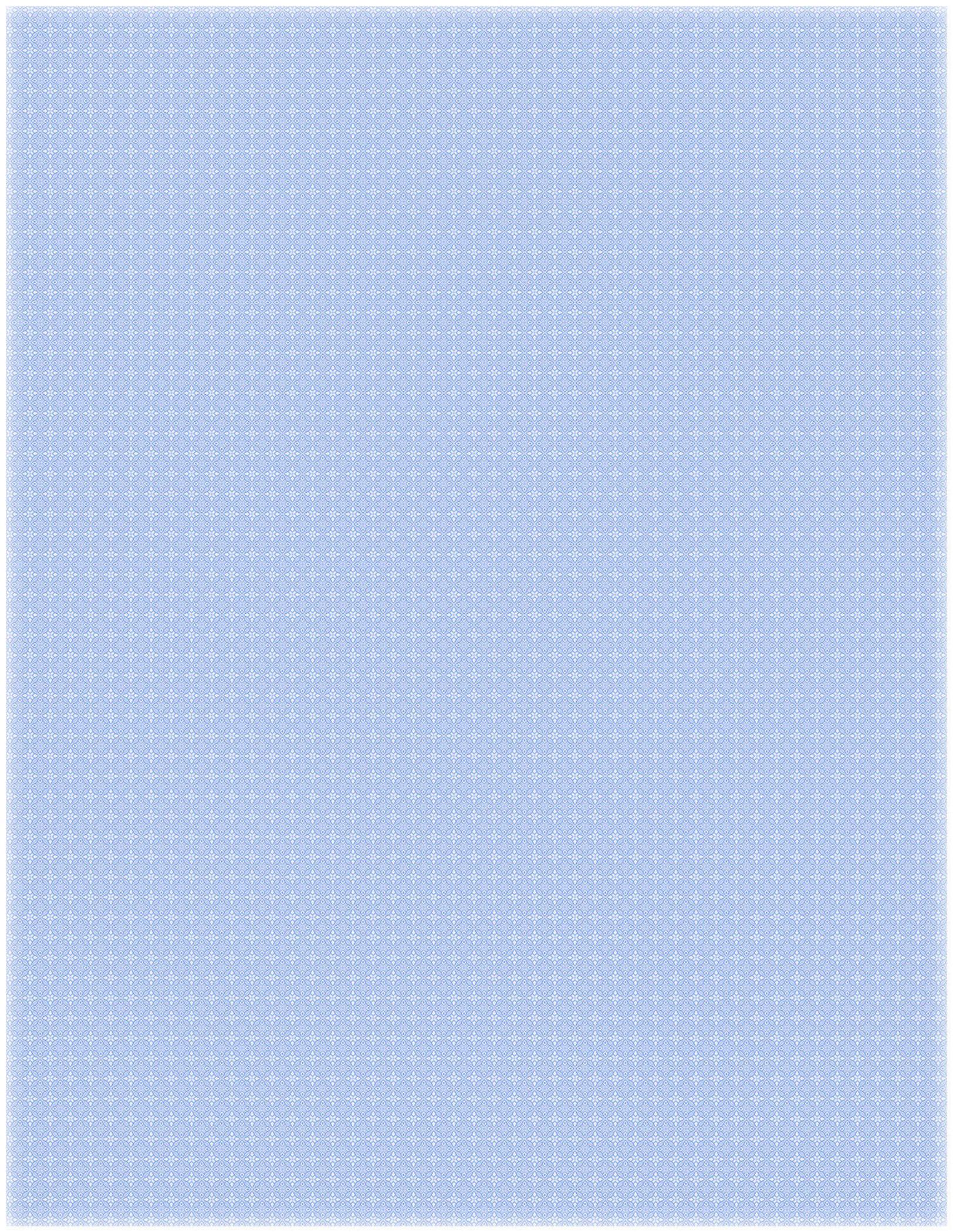
VIDEO CAMERAS INSTALLED. BLAST AHEAD ONE SPACE.

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 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 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 SOMEONE COMES INTO YOUR WORKPLACE WITH A GUN, WHAT SHOULD YOU DO?

**A:** COOPERATE FULLY WITH THE GUNMAN'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?

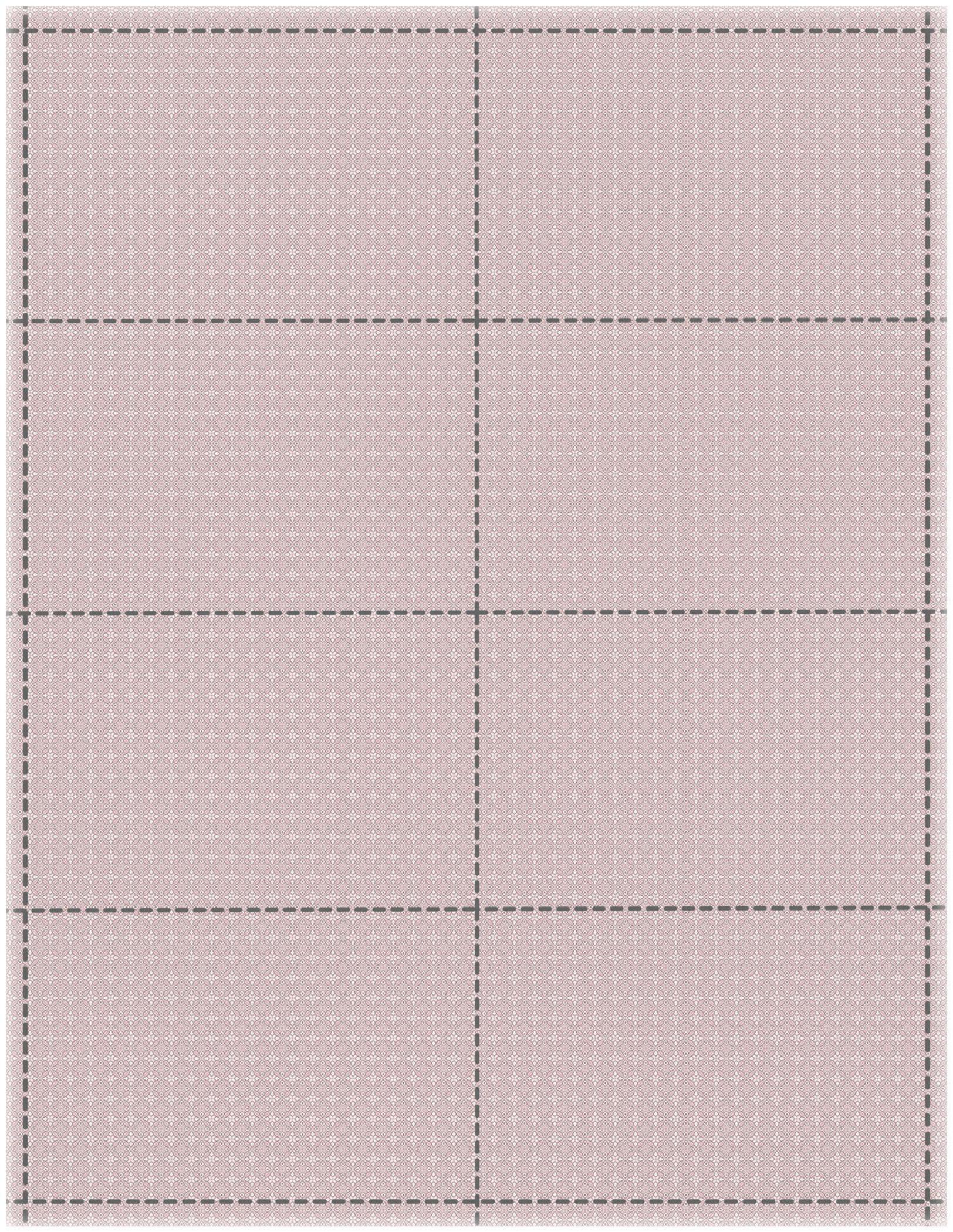
**A:** ENOUGH TO ALLOW FOR SAFE EVACUATION OF ALL EMPLOYEES (AND CUSTOMERS), BUT AT LEAST TWO.

**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;  
SQUEEZE THE TRIGGER;  
SWEEP EXTINGUISHER BACK AND FORTH OVER 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?

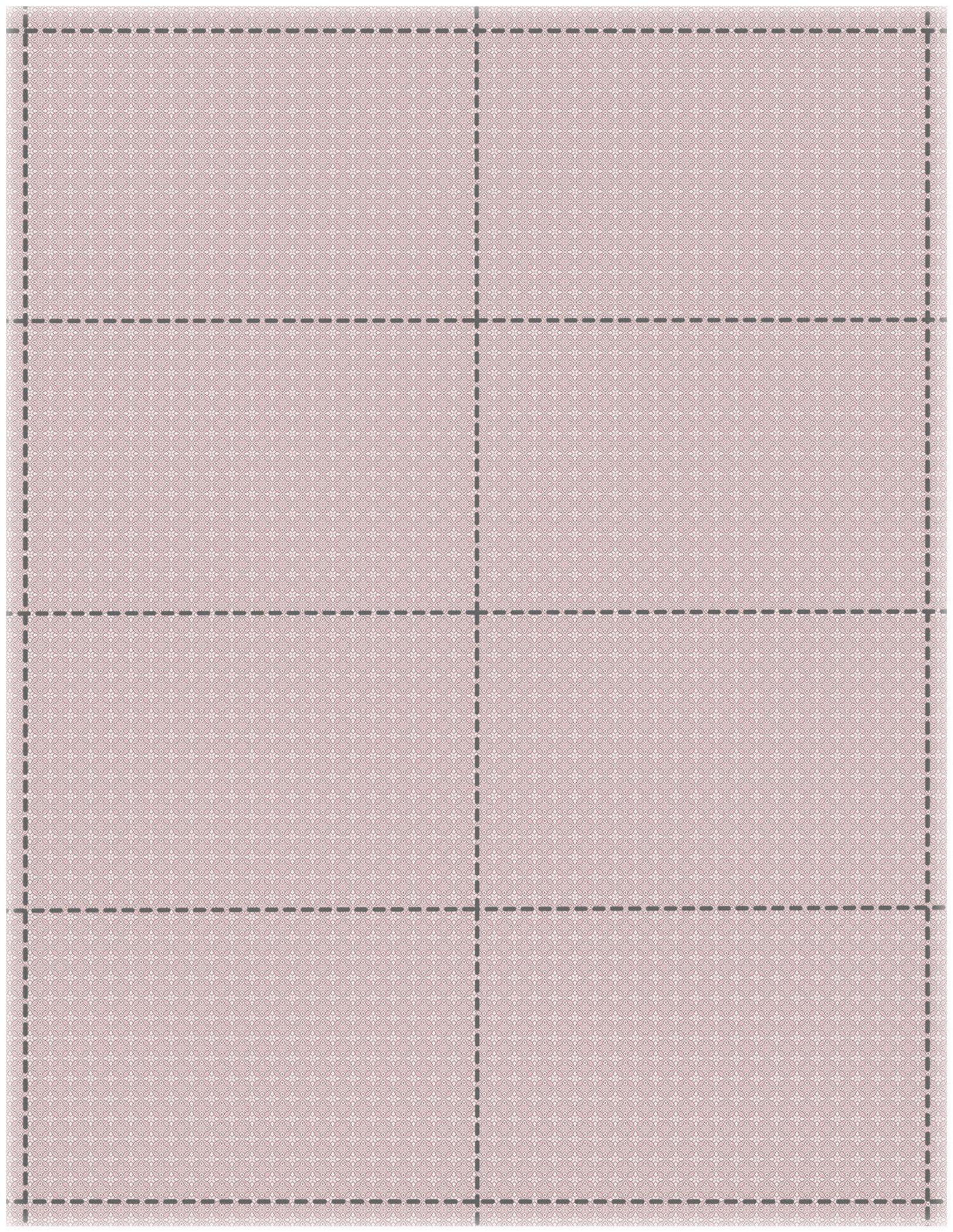
**A:** STAY CALM. IF APPROPRIATE TO LEAVE, LOOK FOR LIGHTED EXIT SIGNS. OTHERWISE, STAY IN PLACE AND CHECK WITH YOUR SUPERVISOR.

**Q:** A CO-WORKER SLIPS ON A WET FLOOR, HITS HIS HEAD, AND LOSES CONSCIOUSNESS. 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 HIS BACK, WHAT SHOULD YOU DO?

**A:** DON'T MOVE HIM (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 ANY KIND OF FIRE?

**A:** A-B-C  
(A) TRASH, WOOD, PAPER;  
(B) LIQUIDS, GASSES, SOLVENTS;  
(C) ELECTRICAL EQUIPMENT.

**Q:** WHAT IS THE NAME OF THE SHEETS THAT PROVIDE INFORMATION ABOUT CHEMICAL PRODUCTS?

**A:** SAFETY DATA SHEETS  
—SDSs.

**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

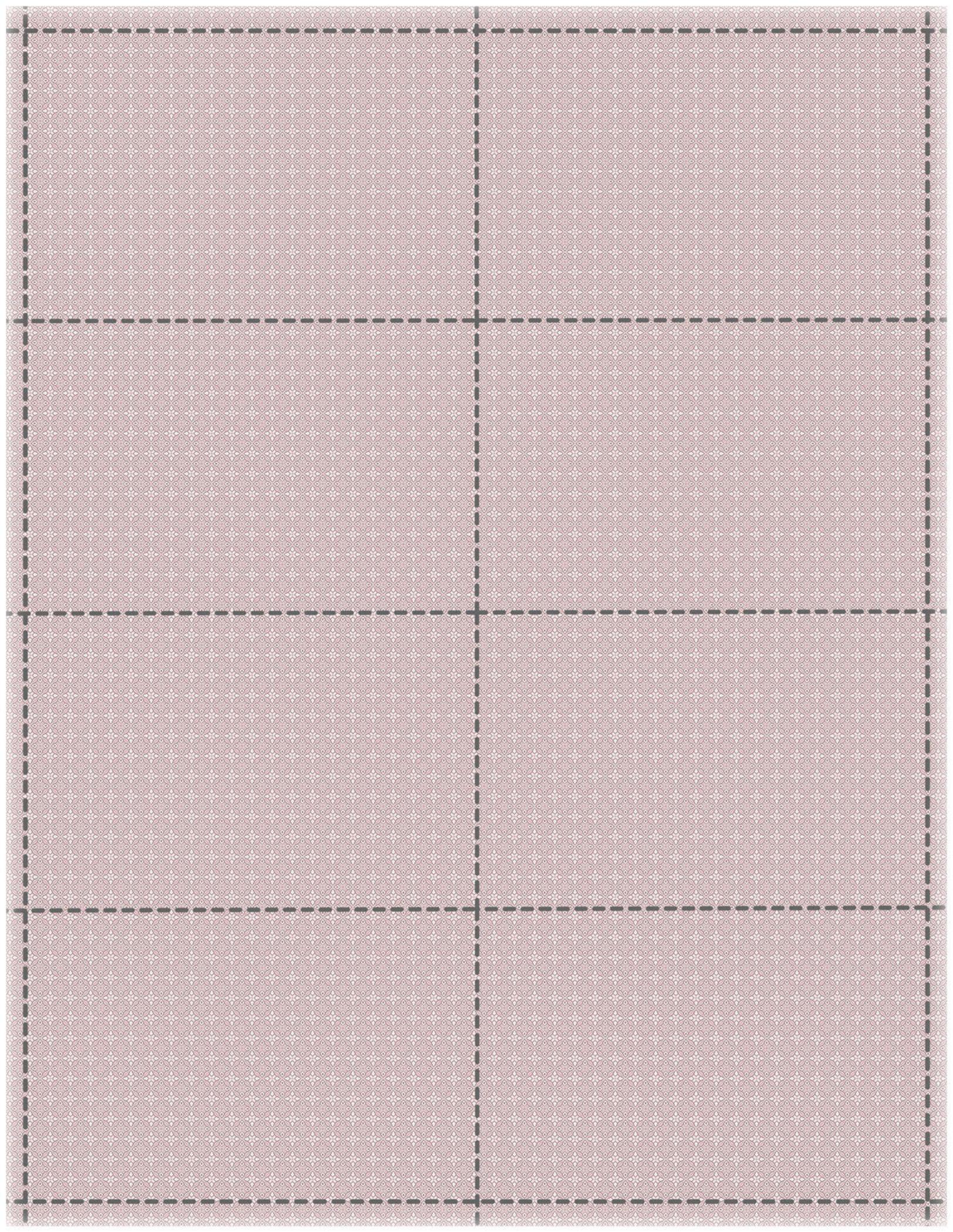


**Q:** IF A CHEMICAL GETS INTO YOUR EYE, WHAT SHOULD YOU DO?

**A:** FLUSH IT 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?

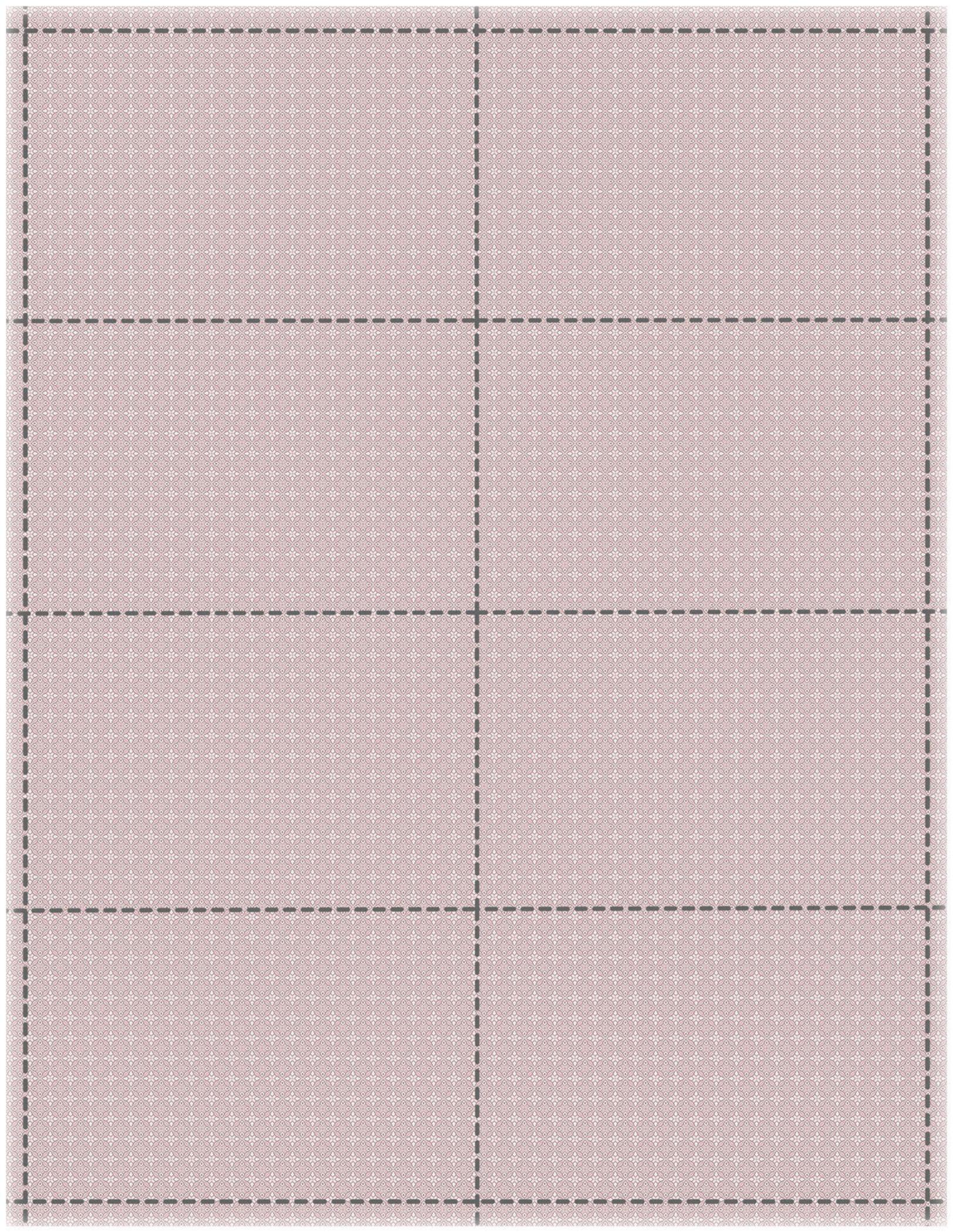
**A:** CALL THE NATIONAL POISON CONTROL CENTER: 1-800-222-1222. DON'T TRY TO IDENTIFY BY TASTING, TOUCHING, OR SMELLING.

**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. USE A CORDED TELEPHONE ONLY IN AN EMERGENCY.

**Q:** IF A CO-WORKER SUFFERS FROM HEAT EXHAUSTION, WHAT SHOULD YOU DO?

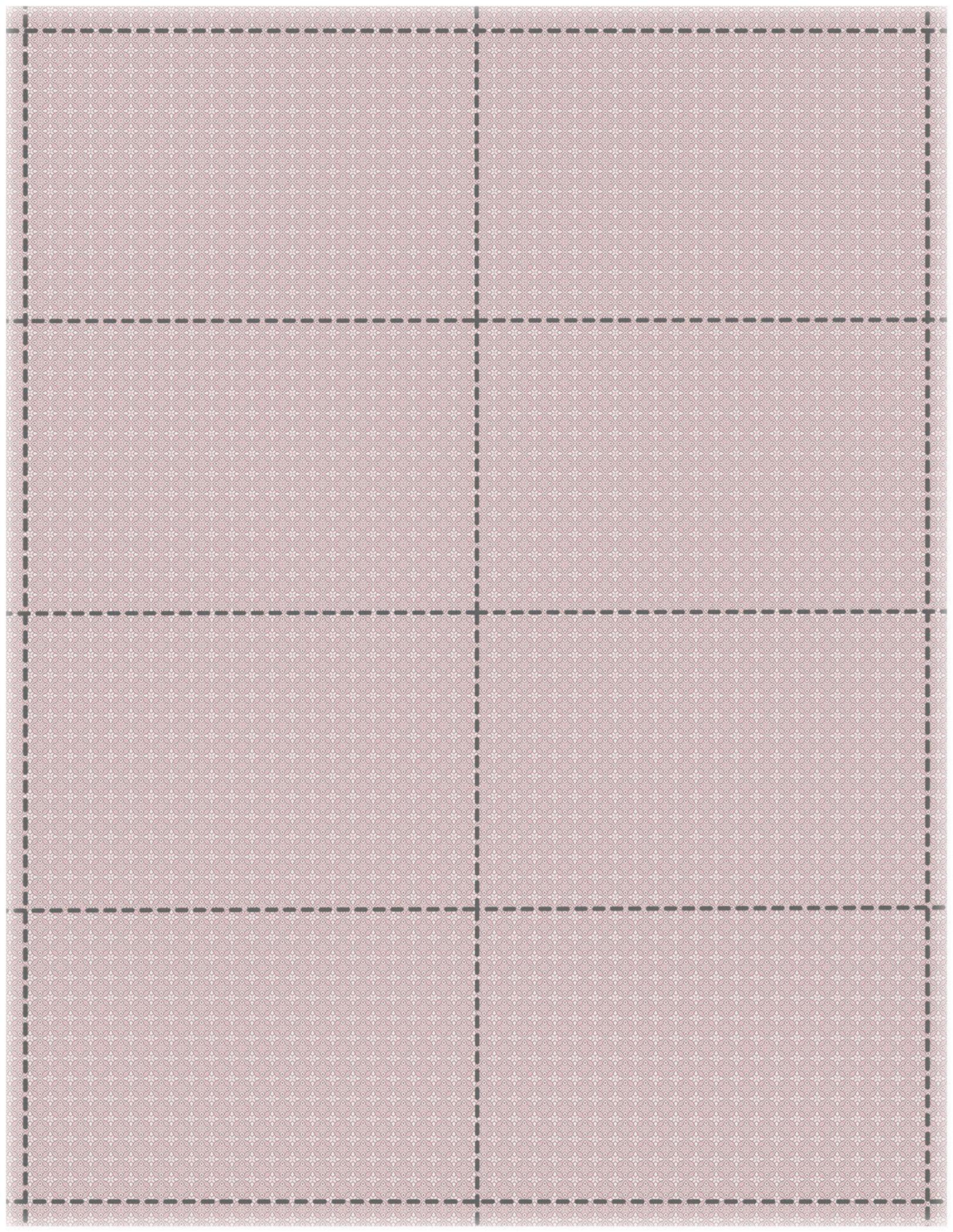
**A:** GET THE PERSON OUT OF THE SUN. GIVE HER COOL WATER. LAY HER DOWN AND ELEVATE HER FEET. CALL 911 (IN AREAS WHERE SERVICE IS AVAILABLE).

**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 DOOR FRAME.

**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 was caused when a frying pan, filled with oil heating on the stove, was left unattended. The fire rapidly spread to dish towels hanging nearby. An employee discovered the scene and attempted to put 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 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 was in 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?

### **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 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 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 during the fall. Co-workers rushed to assist him and called for an ambulance. Local emergency medical technicians (EMTs) reported 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 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 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. Once the tremors subsided, they 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, whose son, Jason, is an employee of the company, 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 remained on the 11th floor. The company pledges to look at its Emergency Action Plan and make sure the plan protects and prepares all employees, including those who may need extra assistance. (Note: The U.S. Equal Employment Opportunity Commission's [EEOC's] Fact Sheet on Obtaining and Using Employee Medical Information as Part of Emergency Evacuation Procedures is available at [www.eeoc.gov/facts/evacuation.html](http://www.eeoc.gov/facts/evacuation.html). This information may be helpful in responding to the questions for this story).

- 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 6: Tornado breaks windows at local department store**

A tornado blew through town yesterday, causing major power outages and damage to several buildings, including blowing out most of the windows in Johnson's Department Store on East 8th Street. As glass went flying, employees reportedly herded customers into the center section of each floor in the three-story building. Customer Tom Wilson expressed appreciation for the assistance employees provided in getting everyone away from the windows.

- 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

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 almost every business to have an Emergency Action Plan (EAP) in place. In preparing 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 critical operations will be maintained during and after an emergency (if necessary). The 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; the alarm system and “all clear” announcements; where to gather during an emergency; how to report an emergency; what to do if there is a chemical spill; and when and how to use emergency equipment.

## **Alarm systems**

These 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. Shelters inside the building should be identified if tornadoes or hurricanes are a possibility. Exits 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 provided, 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/etools/evacuation/index.html](http://www.osha.gov/SLTC/etools/evacuation/index.html)



# ARE YOU A WORKING TEEN IN NEW YORK?

**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. She will never have full use of it again.

Seventeen-year-old Joe was a construction helper. He was killed by an electric shock when he climbed a metal ladder with 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 are hurt at work and about 59,800 young people go to an emergency room for treatment. On average, 37 teens die each year from work injuries.

Young workers face risks on the job from dangerous equipment, work that is too fast or unsafe, stress. As a young worker, you're more likely than an older person to be injured on the job. You may even be asked to do something that the law says not to.



## 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	Toxic chemicals Discarded needles Heavy lifting Harassment

## 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).

At least minimum wage. In New York it is \$7.50 per hour. This doesn't apply to some jobs. See [www.dol.gov/whd/minwage/america.htm](http://www.dol.gov/whd/minwage/america.htm).

Workers' compensation benefits if you are hurt on the job.

Medical care, whether or not you miss work.

Payments for some lost wages.

Other benefits if you are permanently disabled.

### You also have a right to

Report safety problems to OSHA (Occupational Safety and Health Administration).

Not to be harassed (mistreated) because of your race, skin color, religion, sex, pregnancy, birthplace, disability, age, or genetic information. Harassment includes offensive jokes or pictures, racial insults, pressure for sex, unwelcome comments about religion, and graffiti.

Ask for changes to your workplace for religious beliefs or a medical condition.

Talk about your wages and working conditions with your co-workers.

Help someone who is investigating or inspecting your workplace for possible violations of workplace safety, child labor, or wage laws, or laws that ban job discrimination and harassment. You can't be mistreated or fired for giving this kind of help.

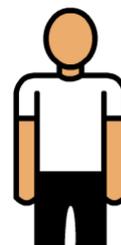
Join or organize a union or activities to try to improve working conditions, wages, and benefits.

### 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

About possible violations of workplace safety, child labor, or wage laws, or laws that ban job discrimination and harassment! It is against the law for you to be fired or mistreated in any other way for reporting these problems or for claiming workers' compensation.



## WORKERS UNDER AGE 18 IN NEW YORK

### IF YOU'RE UNDER 18, YOU CAN'T

<b>Drive or work on</b>	a moving vehicle (car, truck, etc.) (By law, 17-year-olds may drive in very limited circumstances) a forklift, Bobcat, backhoe, or other powered machinery
<b>Work on or with</b>	a cherry picker or other powered hoist (with training and supervision, 16 and 17 year olds in healthcare jobs may help operate patient lifting devices)  circular saws, chain saws, wood chippers, box crushers, paper balers, meat slicers, most bakery machines, and other powered equipment
<b>Work in</b>	wrecking, demolition, excavation, or roofing mining, logging, a sawmill, forestry services, or forest firefighting  places with radiation meat or poultry processing or slaughtering plants

### IF YOU'RE UNDER 16 YOU ALSO CAN'T

<b>Bake or cook</b>	on an open flame or with a fryer (unless the baskets lower automatically)
<b>Use</b>	power-driven food slicers, grinders, choppers or cutters, bakery mixers, mowers, cutters, and trimmers (or other powered equipment)
<b>Work in</b>	construction, manufacturing, and mining businesses—like dry cleaning or commercial laundry facilities—that process items  door-to-door sales or sign-waving (unless you're right in front of the place where you work)
<b>Load or unload</b>	trucks, railroad cars, and conveyors
<b>Work on</b>	ladders or scaffolds  elevated water slides or lifeguard at lakes, rivers, ocean beaches, quarries, or piers

## 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 18 and plan to work, you must get a work permit from your school or local school superintendent. Your employer must also have on file a copy of your “proof of age” (such as a birth certificate, driver’s license, or work permit).

## WHAT ARE MY SAFETY RESPONSIBILITIES ON THE JOB?

### To work safely you should

- Follow all safety rules and instructions; use safety equipment and protective clothing 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—intimidation, verbal abuse, ongoing mistreatment, or threatening actions—may violate the law and/or company policy. What can you do if you feel you are a victim of workplace bullying? Keep records of times when you felt mistreated. Report threatening behavior 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 under age 18 from working too long, too late, or too early. The table below shows the hours New York teens may work. (Some school districts may have more restrictive regulations. Also, there are some exceptions for teens in work experience education programs.) Farm jobs for teens under age 16 have different work hour requirements.

Allowed	Ages 14 and 15	Ages 16 and 17
Work Hours	7 am–7 pm, from Labor Day to June 30 When attendance at school is not required 7 am–9 pm, from July 1 to Labor Day	6am–10pm year round  May work until midnight with written parental consent; to work these hours on a school night also requires a written consent from school
Maximum hours 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 and Sunday	28 hours a week, but not more than: • 4 hours a day Monday–Thursday • 8 hours a day Friday–Sunday and holidays
Maximum hours when school is <b>not</b> in session	40 hours a week, 8 hours a day, 6 days a week	48 hours a week, 8 hours a day, 6 days a week

## 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. Request a claim form from your employer or healthcare provider if he or she does not immediately give you one.

Fill it out and return it to your employer to make sure that you receive workers' compensation benefits.

## WORKERS' COMPENSATION:

### Did You Know?

- You can receive benefits even if
  - **You're under 18.**
  - **You're a temporary or part-time worker (in most cases).**
- You receive benefits no matter who was at fault for your job injury.
- You don't have to be a legal resident of the United States to receive benefits.
- 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](http://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  
[www.youngworkers.org](http://www.youngworkers.org)

### TO MAKE A HEALTH OR SAFETY COMPLAINT

OSHA (Occupational Safety and Health Administration)  
1-800-321-OSHA (6742)  
[www.osha.gov](http://www.osha.gov)

NY Division of Safety and Health (DOSH)  
(518) 457-9000  
888-469-7365 (Albany District Office)  
[www.labor.ny.gov/workerprotection/safety-health/DOSH\\_INDEX.shtm](http://www.labor.ny.gov/workerprotection/safety-health/DOSH_INDEX.shtm)

### TO MAKE A COMPLAINT ABOUT WAGES OR CHILD LABOR LAWS

New York Division of Labor Standards  
(518) 457-9000  
888-469-7365 (Albany District Office)  
[www.labor.ny.gov/workerprotection/laborstandards/labor\\_standards.shtm](http://www.labor.ny.gov/workerprotection/laborstandards/labor_standards.shtm)

U.S. Department of Labor, Wage and Hour Division  
1-866-487-9243  
[www.dol.gov/whd](http://www.dol.gov/whd)

### TO MAKE A HARASSMENT OR DISCRIMINATION COMPLAINT

New York Division of Human Rights  
(718) 741-8400  
[www.dhr.state.ny.us](http://www.dhr.state.ny.us)

U.S. Equal Employment Opportunity Commission  
1-800-669-4000  
TTY: 1-800-669-6820  
<http://www.eeoc.gov/employees/charge.cfm>

### FOR INFORMATION ABOUT BENEFITS FOR INJURED WORKERS

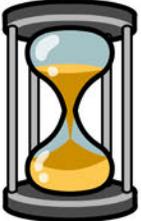
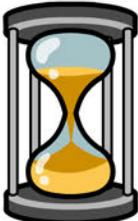
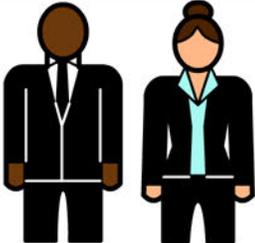
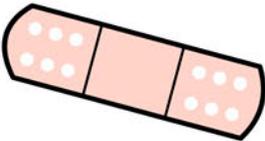
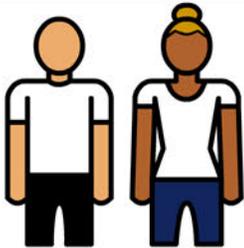
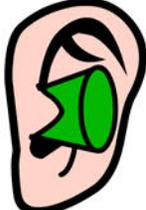
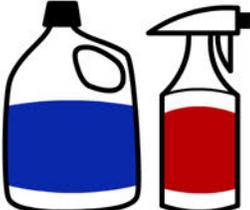
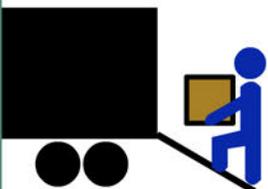
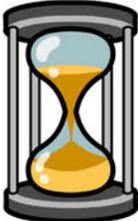
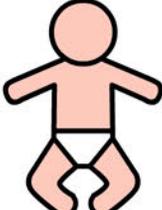
New York State Workers' Compensation Board  
(877) 632-4996  
[www.wcb.state.ny.us](http://www.wcb.state.ny.us)

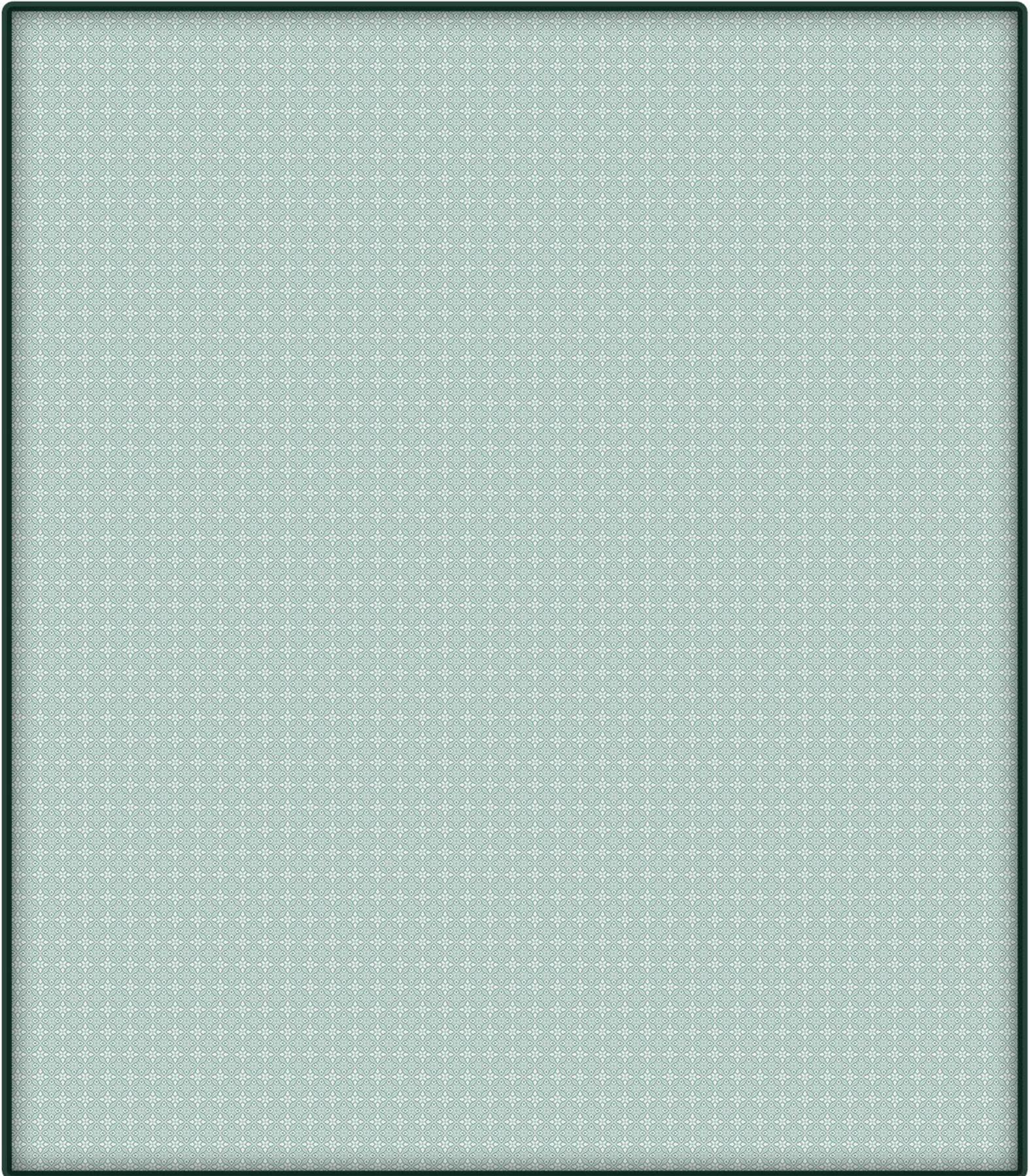
# Labor Law

Student Handout 15

Board #1

# B I N G O

 <p><b>4 hours</b></p>	 <p><b>7:00 pm</b></p>	<p><b>Yes</b></p>	 <p><b>baler</b></p>	 <p><b>18 hours</b></p>
 <p><b>the employer</b></p>	 <p><b>Medical treatment &amp; lost wages</b></p>	<p><b>New York Division of Labor Standards</b></p>	<p><b>New York Division of Human Rights</b></p>	 <p><b>poor computer workstations</b></p>
 <p><b>young workers</b></p>	<p><b>\$ _____ per hour</b></p>	<p><b>FREE</b></p>  <p><b>SPACE</b></p>	 <p><b>ear plugs</b></p>	 <p><b>mining</b></p>
 <p><b>cleaning products</b></p>	 <p><b>elevated water slides</b></p>	 <p><b>load/unload trucks</b></p>	 <p><b>9:00 pm</b></p>	 <p><b>follow safety rules</b></p>
<p><b>Tell supervisor; get treatment; fill out claim form.</b></p>	 <p><b>8 hours</b></p>	 <p><b>10:00 pm</b></p> <p><b>Midnight with written consent</b></p>	 <p><b>10:00 pm</b></p> <p><b>Midnight with written consent</b></p>	 <p><b>babysitting</b></p>



# Labor Law

Student Handout 15

Board #2

# B I N G O



assess hazards



8 hours

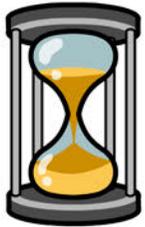


6:00 am

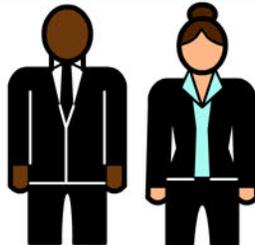
\$ \_\_\_\_\_  
per hour



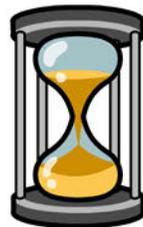
gloves



4 hours

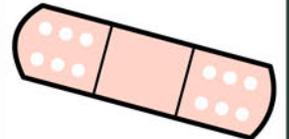


the employer



18 hours

New York  
Division of  
Human  
Rights



Medical  
treatment  
& lost wages



7:00 pm



power-driven  
equipment



FREE

SPACE



forklift

OSHA  
NYSDEL  
/PESH

Yes



10:00 pm

Midnight with  
written consent



yard work



9:00 pm

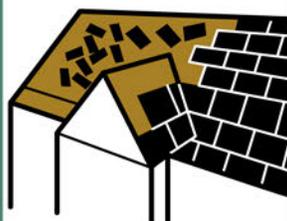


stress

New York  
Division  
of Labor  
Standards



discarded  
needles



roofing

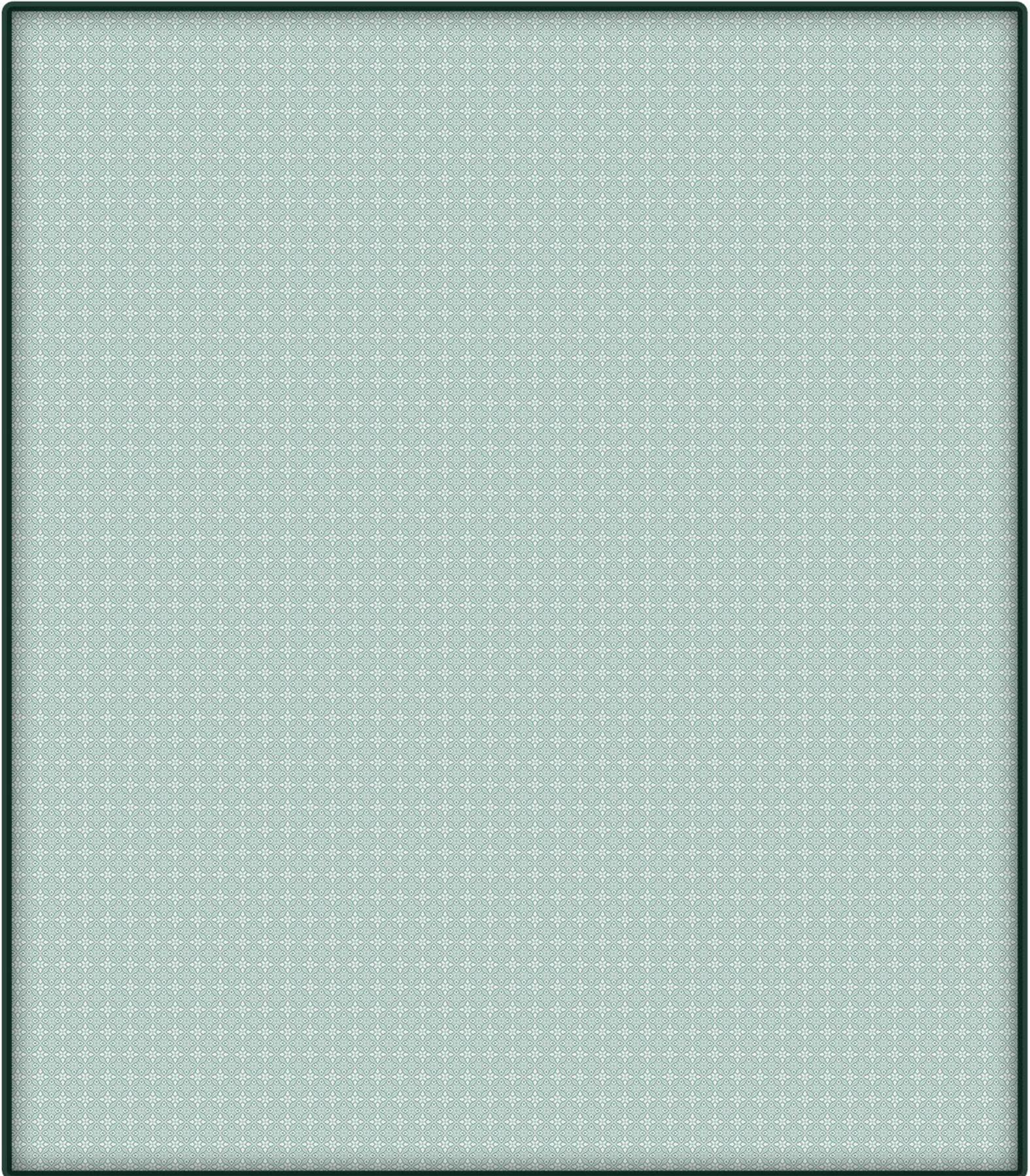


lakes & rivers



10:00 pm

Midnight with  
written consent

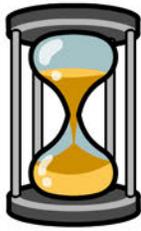
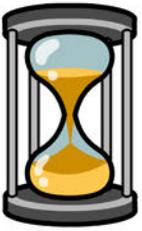
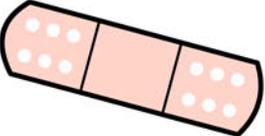
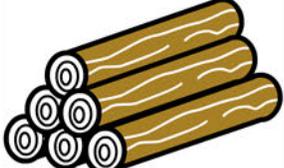
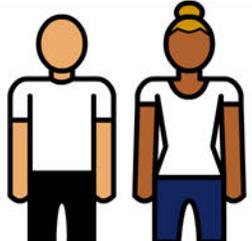
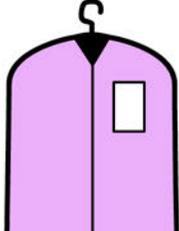
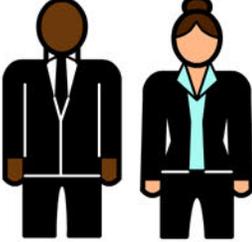


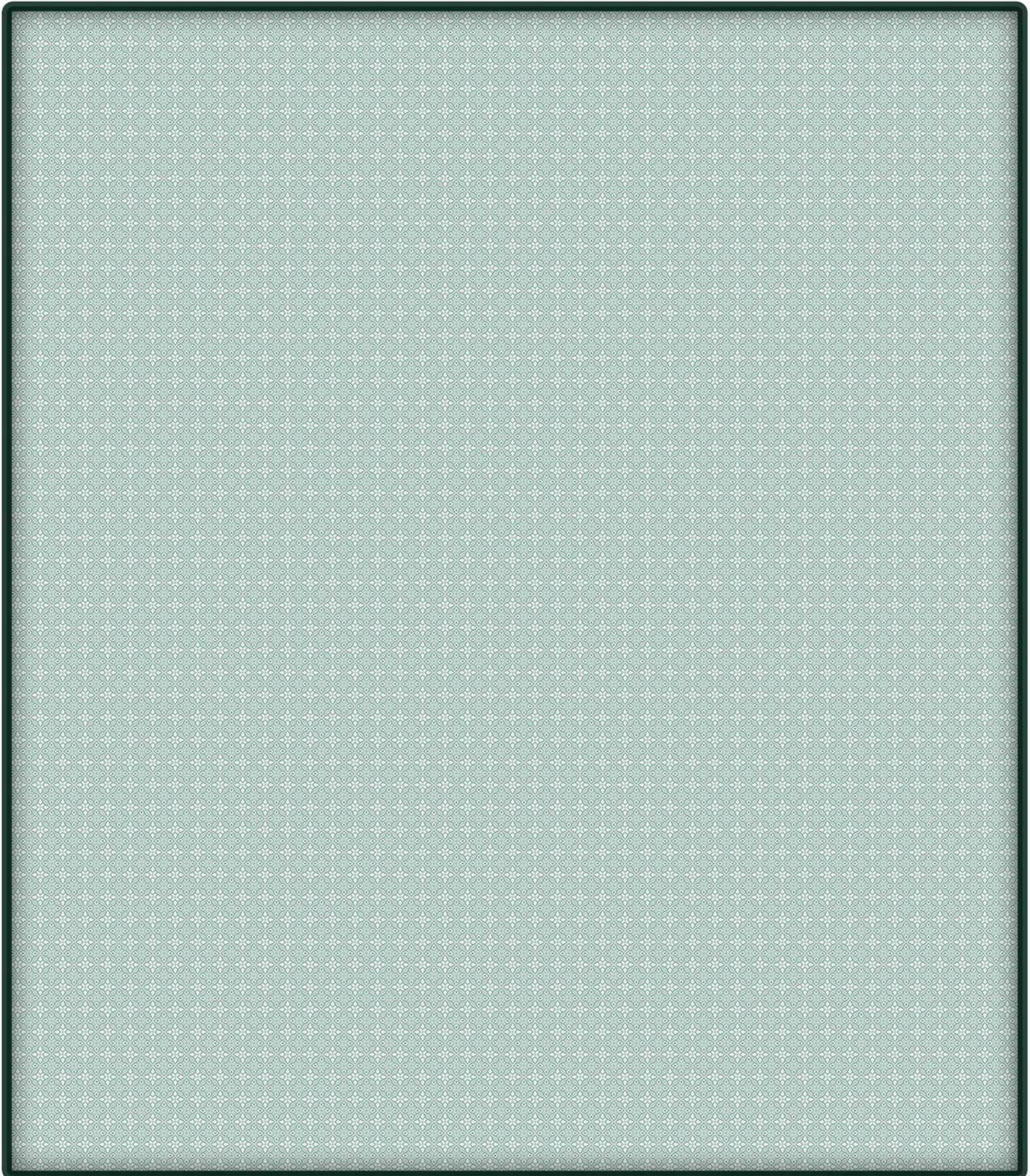
# Labor Law

Student Handout 15

Board #3

# B I N G O

 <b>get safety training</b>	 <b>8 hours</b>	<b>Yes</b>	 <b>compactor</b>	 <b>18 hours</b>
 <b>Medical treatment &amp; lost wages</b>	 <b>logging &amp; sawmilling</b>	 <b>9:00 pm</b>	 <b>10:00 pm</b> <b>Midnight with written consent</b>	 <b>ocean beaches</b>
 <b>stress</b>	 <b>young workers</b>	<b>FREE</b>  <b>SPACE</b>	<b>OSHA</b> <b>NYS DOL</b> <b>/PESH</b>	 <b>dry cleaning</b>
<b>\$ _____</b> <b>per hour</b>	 <b>discarded needles</b>	<b>New York</b> <b>Division of</b> <b>Human</b> <b>Rights</b>	 <b>babysitting</b>	 <b>7:00 pm</b>
 <b>the employer</b>	<b>Tell supervisor;</b> <b>get treatment;</b> <b>fill out claim form.</b>	 <b>10:00 pm</b> <b>Midnight with written consent</b>	 <b>4 hours</b>	<b>New York</b> <b>Division of Labor</b> <b>Standards</b>

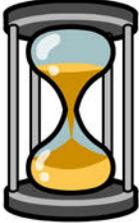
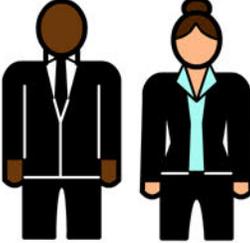
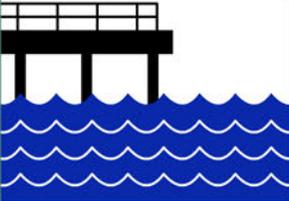
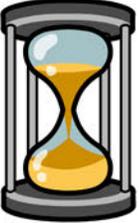
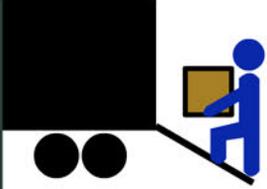
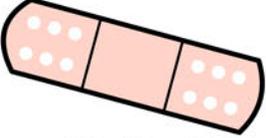
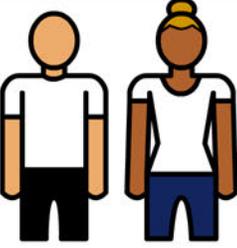
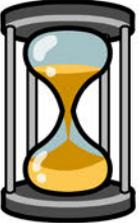


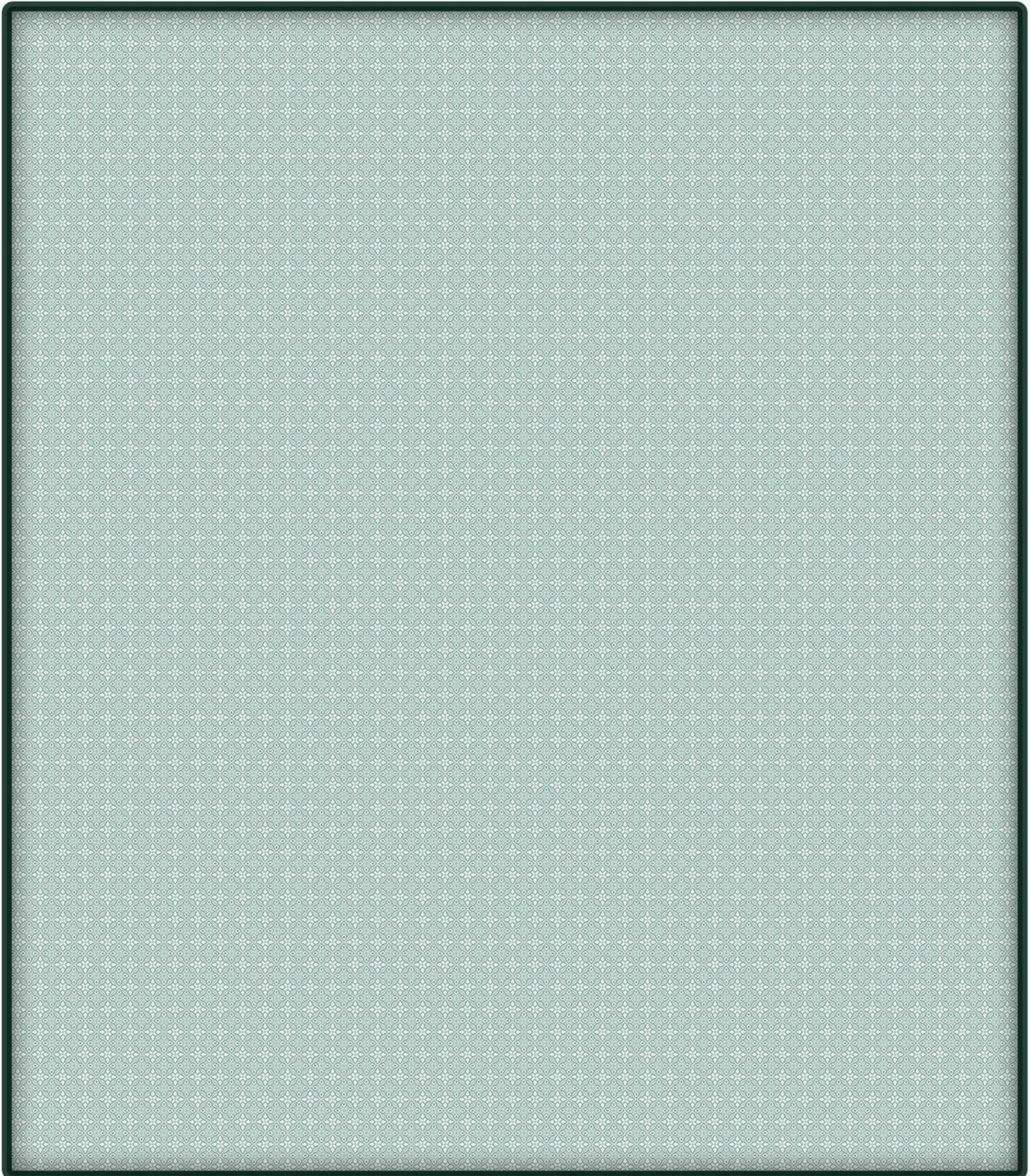
# Labor Law

Student Handout 15

Board #4

# B I N G O

 <b>4 hours</b>	 <b>discarded needles</b>	 <b>the employer</b>	 <b>quarries &amp; piers</b>	<b>Tell supervisor; get treatment; fill out claim form.</b>
 <b>18 hours</b>	<b>\$ _____ per hour</b>	 <b>10:00 pm</b> <b>Midnight with written consent</b>	 <b>follow safety rules</b>	 <b>baler</b>
 <b>10:00 pm</b> <b>Midnight with written consent</b>	 <b>mining</b>	<b>FREE</b>  <b>SPACE</b>	 <b>9:00 pm</b>	<b>New York Division of Labor Standards</b>
 <b>load/unload trucks</b>	 <b>Medical treatment &amp; lost wages</b>	 <b>young workers</b>	 <b>6:00 am</b>	 <b>8 hours</b>
 <b>7:00 pm</b>	 <b>special clothing</b>	<b>New York Division of Human Rights</b>	<b>Yes</b>	 <b>stress</b>

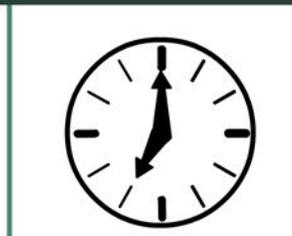
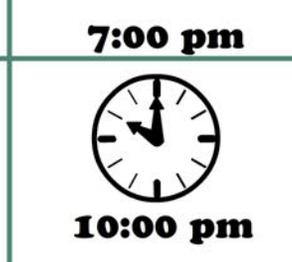
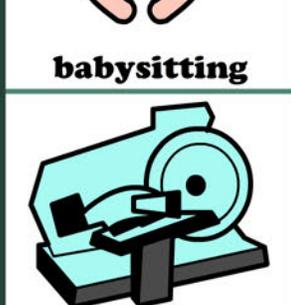
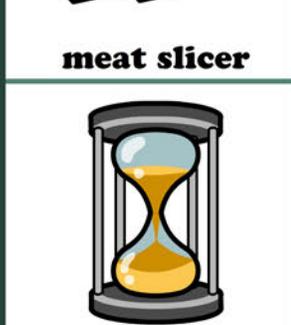
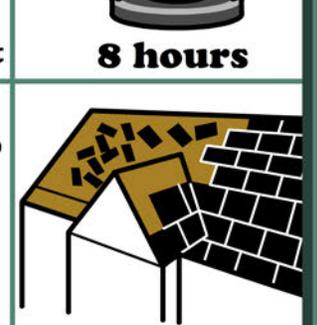
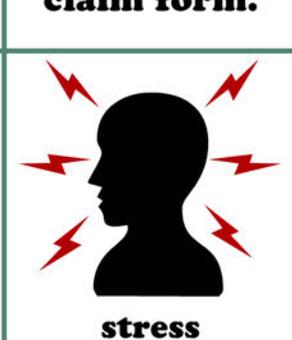
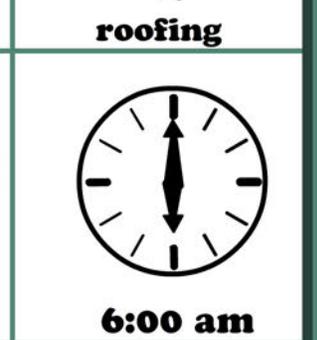


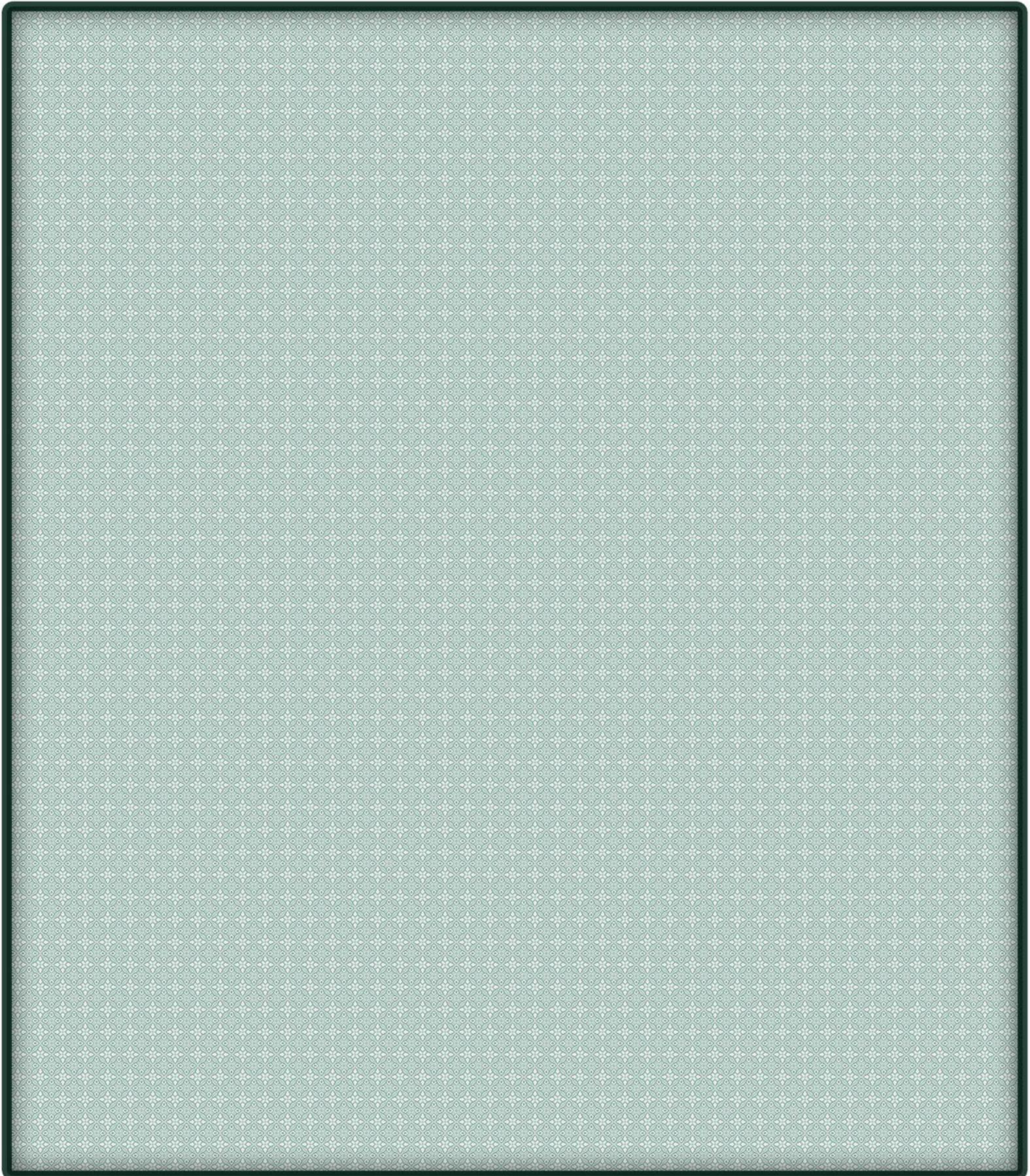
# Labor Law

Student Handout 15

Board #5

# B I N G O

 <p><b>lakes &amp; rivers</b></p>	 <p><b>power-driven equipment</b></p>	 <p><b>18 hours</b></p>	 <p><b>7:00 pm</b></p>	 <p><b>the employer</b></p>
 <p><b>babysitting</b></p>	 <p><b>discarded needles</b></p>	<p><b>New York Division of Labor Standards</b></p>	 <p><b>10:00 pm</b> <b>Midnight with written consent</b></p>	<p><b>\$ _____</b> <b>per hour</b></p>
 <p><b>meat slicer</b></p>	 <p><b>get safety training</b></p>	<p><b>FREE</b></p>  <p><b>SPACE</b></p>	 <p><b>10:00 pm</b> <b>Midnight with written consent</b></p>	 <p><b>8 hours</b></p>
 <p><b>4 hours</b></p>	<p><b>Tell supervisor; get treatment; fill out claim form.</b></p>	<p><b>Yes</b></p>	 <p><b>safety glasses</b></p>	 <p><b>roofing</b></p>
 <p><b>9:00 pm</b></p>	 <p><b>stress</b></p>	<p><b>OSHA</b> <b>NYS DOL</b> <b>/PESH</b></p>	 <p><b>Medical treatment &amp; lost wages</b></p>	 <p><b>6:00 am</b></p>

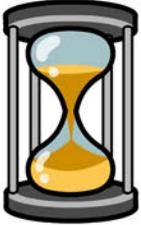
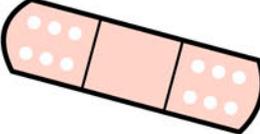
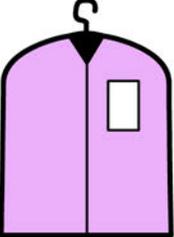
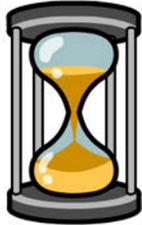
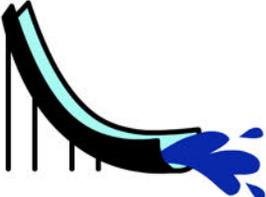
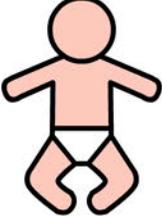
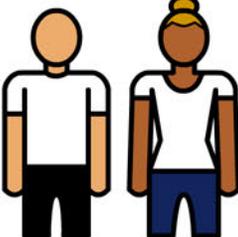
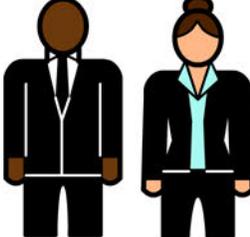
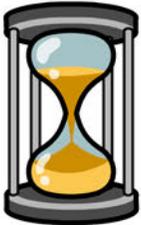


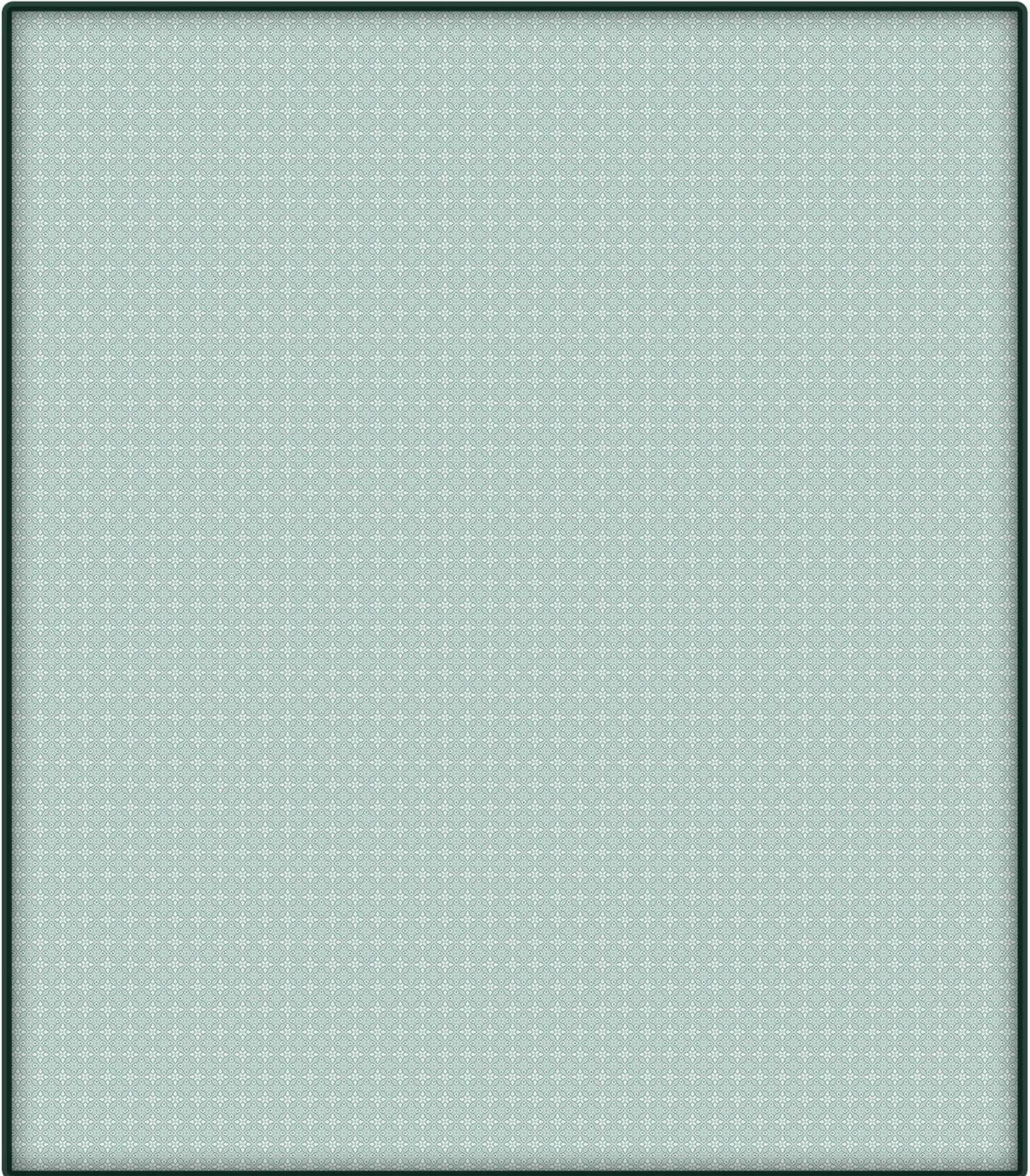
# Labor Law

Student Handout 15

Board #6

# B I N G O

 <p>stress</p>	 <p>gloves</p>	 <p>10:00 pm Midnight with written consent</p>	<p>New York Division of Human Rights</p>	 <p>18 hours</p>
<p>New York Division of Labor Standards</p>	<p>Yes</p>	 <p>Medical treatment &amp; lost wages</p>	<p>\$ _____ per hour</p>	 <p>discarded needles</p>
 <p>dry cleaning</p>	 <p>10:00 pm Midnight with written consent</p>	<p>FREE</p>  <p>SPACE</p>	 <p>4 hours</p>	 <p>elevated water slides</p>
 <p>mining</p>	 <p>6:00 am</p>	 <p>7:00 pm</p>	<p>OSHA NYS DOL /PESH</p>	 <p>report unsafe conditions</p>
 <p>babysitting</p>	 <p>meat slicer</p>	 <p>young workers</p>	 <p>the employer</p>	 <p>8 hours</p>

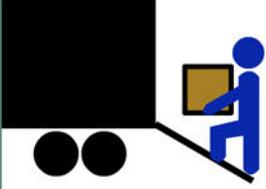
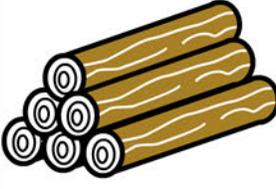
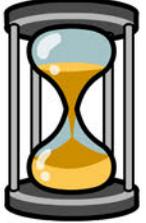
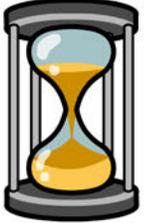
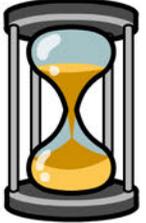
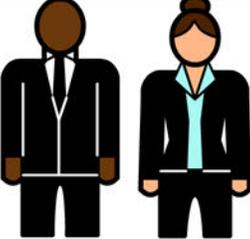
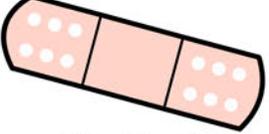
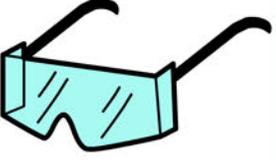


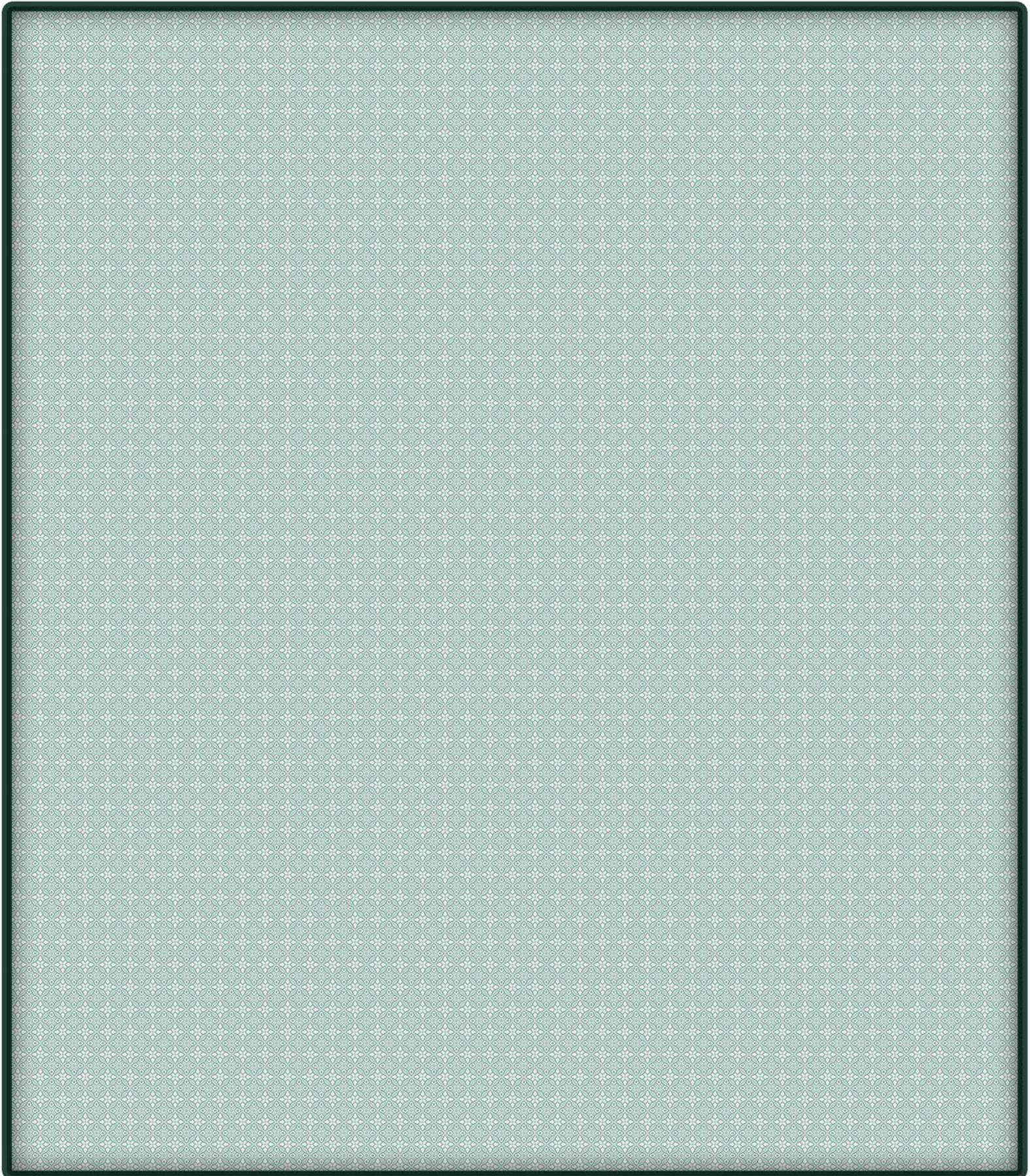
# Labor Law

Student Handout 15

Board #7

# B I N G O

 <b>follow safety rules</b>	 <b>load/unload trucks</b>	 <b>6:00 am</b>	 <b>logging &amp; sawmilling</b>	 <b>18 hours</b>
 <b>8 hours</b>	 <b>10:00 pm</b> <b>Midnight with written consent</b>	 <b>yard work</b>	 <b>forklift</b>	 <b>cleaning products</b>
 <b>lakes &amp; rivers</b>	<b>Tell supervisor; get treatment; fill out claim form.</b>	<b>FREE</b>  <b>SPACE</b>	<b>New York Division of Labor Standards</b>	 <b>4 hours</b>
<b>\$ _____ per hour</b>	<b>New York Division of Human Rights</b>	 <b>the employer</b>	 <b>Medical treatment &amp; lost wages</b>	<b>Yes</b>
 <b>safety glasses</b>	 <b>10:00 pm</b> <b>Midnight with written consent</b>	 <b>poor computer workstations</b>	 <b>7:00 pm</b>	<b>OSHA</b> <b>NYSDEL</b> <b>/PESH</b>

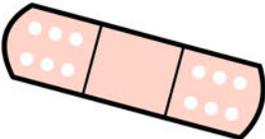
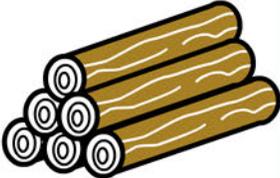
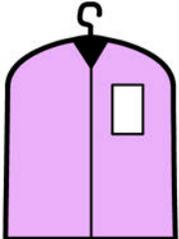
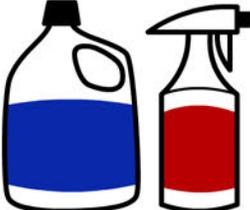
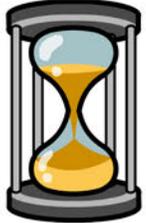
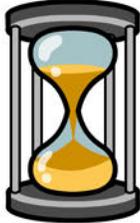
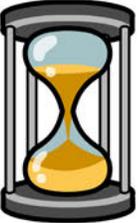
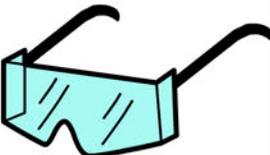
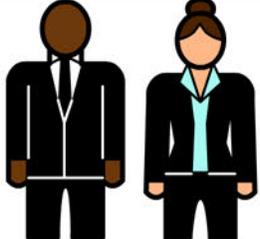


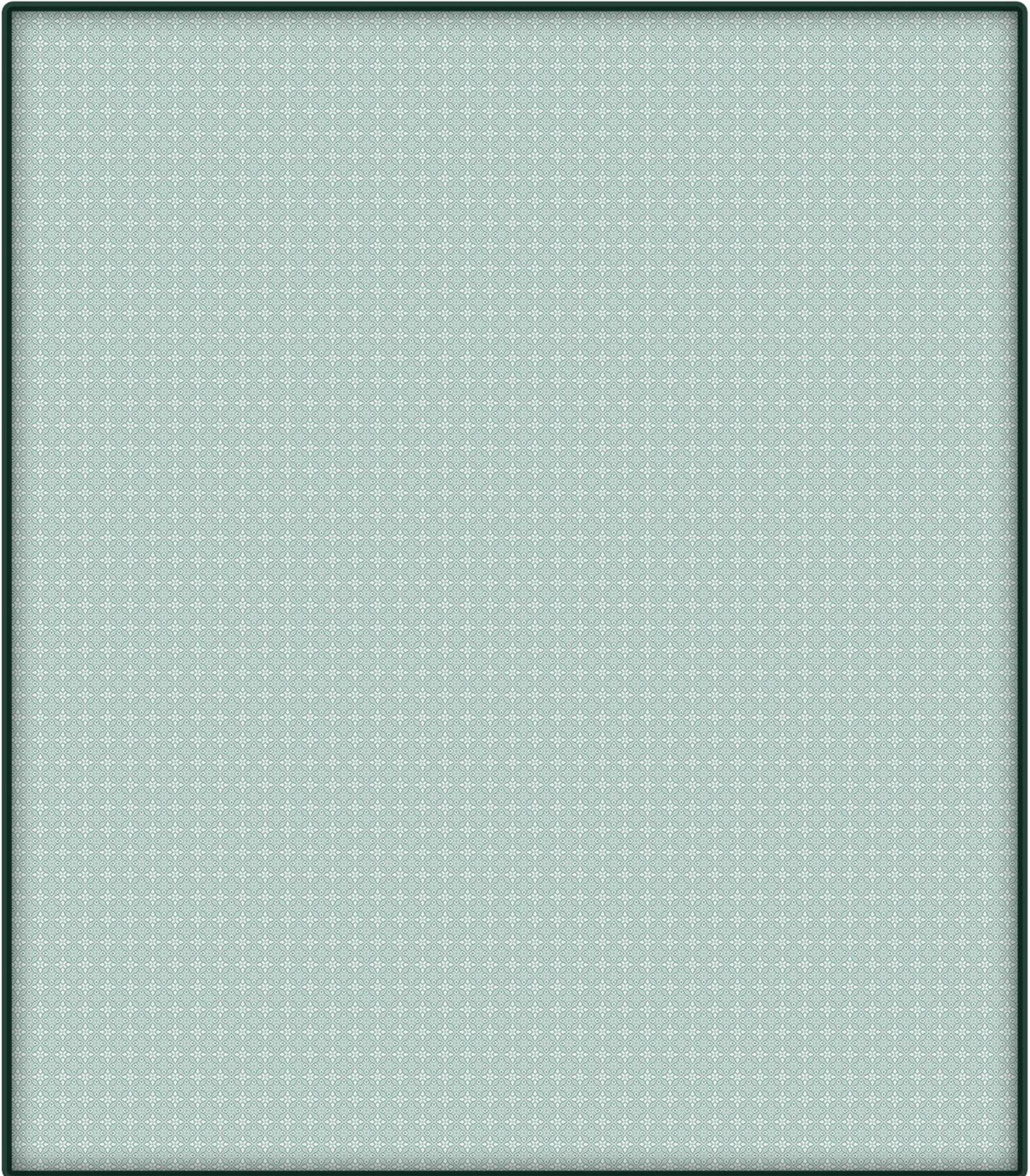
# Labor Law

Student Handout 15

Board #8

# B I N G O

 <b>get safety training</b>	 <b>Medical treatment &amp; lost wages</b>	<b>Yes</b>	 <b>logging &amp; sawmilling</b>	 <b>poor computer workstations</b>
<b>New York Division of Labor Standards</b>	 <b>dry cleaning</b>	 <b>babysitting</b>	 <b>7:00 pm</b>	 <b>cleaning products</b>
<b>Tell supervisor; get treatment; fill out claim form.</b>	 <b>10:00 pm</b> <b>Midnight with written consent</b>	<b>FREE</b>  <b>SPACE</b>	<b>OSHA</b> <b>NYSDOL</b> <b>/PESH</b>	 <b>8 hours</b>
<b>\$ _____ per hour</b>	 <b>compactor</b>	 <b>4 hours</b>	 <b>9:00 pm</b>	 <b>10:00 pm</b> <b>Midnight with written consent</b>
 <b>18 hours</b>	 <b>safety glasses</b>	 <b>ocean beaches</b>	 <b>the employer</b>	<b>New York Division of Human Rights</b>

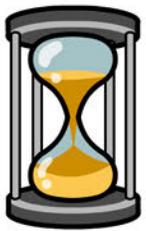
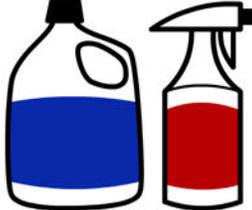
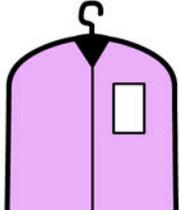
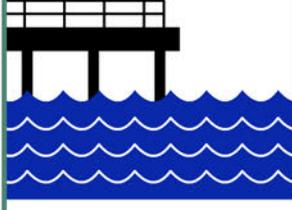
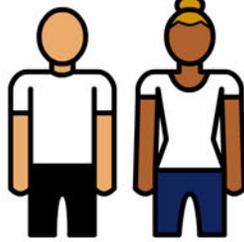
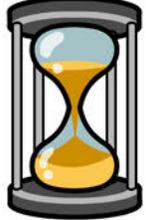
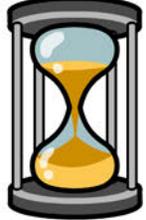
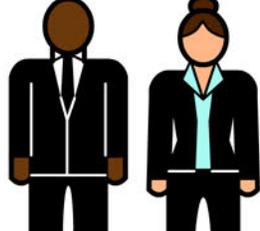
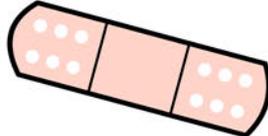


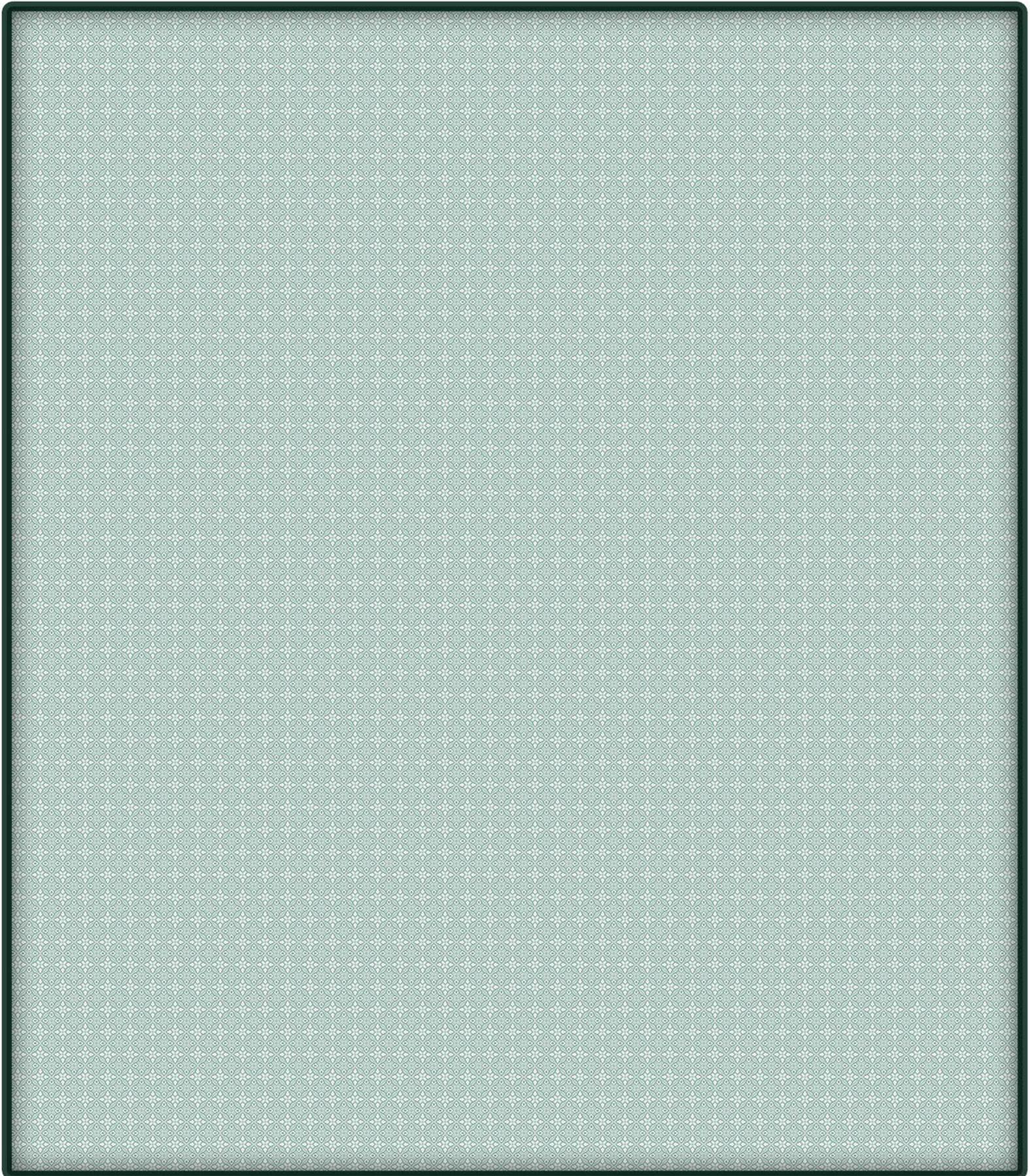
# Labor Law

Student Handout 15

Board #9

# B I N G O

<p><b>OSHA</b></p> <p><b>NYS DOL</b></p> <p><b>/PESH</b></p>	 <p><b>10:00 pm</b></p> <p>Midnight with written consent</p>	 <p><b>9:00 pm</b></p>	 <p><b>meat slicer</b></p>	 <p><b>18 hours</b></p>
 <p><b>cleaning products</b></p>	 <p><b>dry cleaning</b></p>	 <p><b>poor computer workstations</b></p>	<p><b>New York Division of Labor Standards</b></p>	<p><b>New York Division of Human Rights</b></p>
 <p><b>yard work</b></p>	 <p><b>quarries &amp; piers</b></p>	<p><b>FREE</b></p>  <p><b>SPACE</b></p>	 <p><b>special clothing</b></p>	 <p><b>young workers</b></p>
 <p><b>7:00 pm</b></p>	 <p><b>8 hours</b></p>	 <p><b>10:00 pm</b></p> <p>Midnight with written consent</p>	 <p><b>4 hours</b></p>	<p><b>\$ _____</b></p> <p><b>per hour</b></p>
 <p><b>mining</b></p>	<p><b>Yes</b></p>	 <p><b>assess hazards</b></p>	 <p><b>the employer</b></p>	 <p><b>Medical treatment &amp; lost wages</b></p>

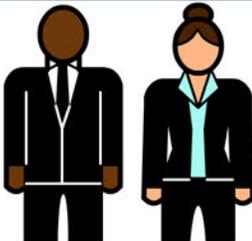
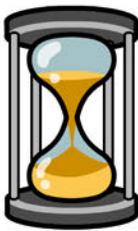
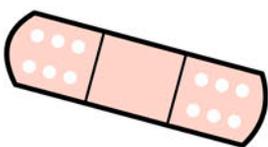
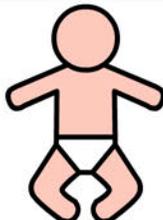
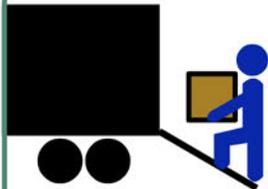
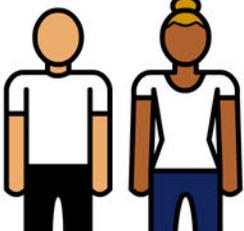
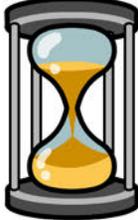
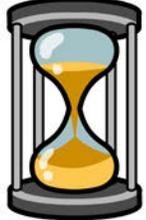


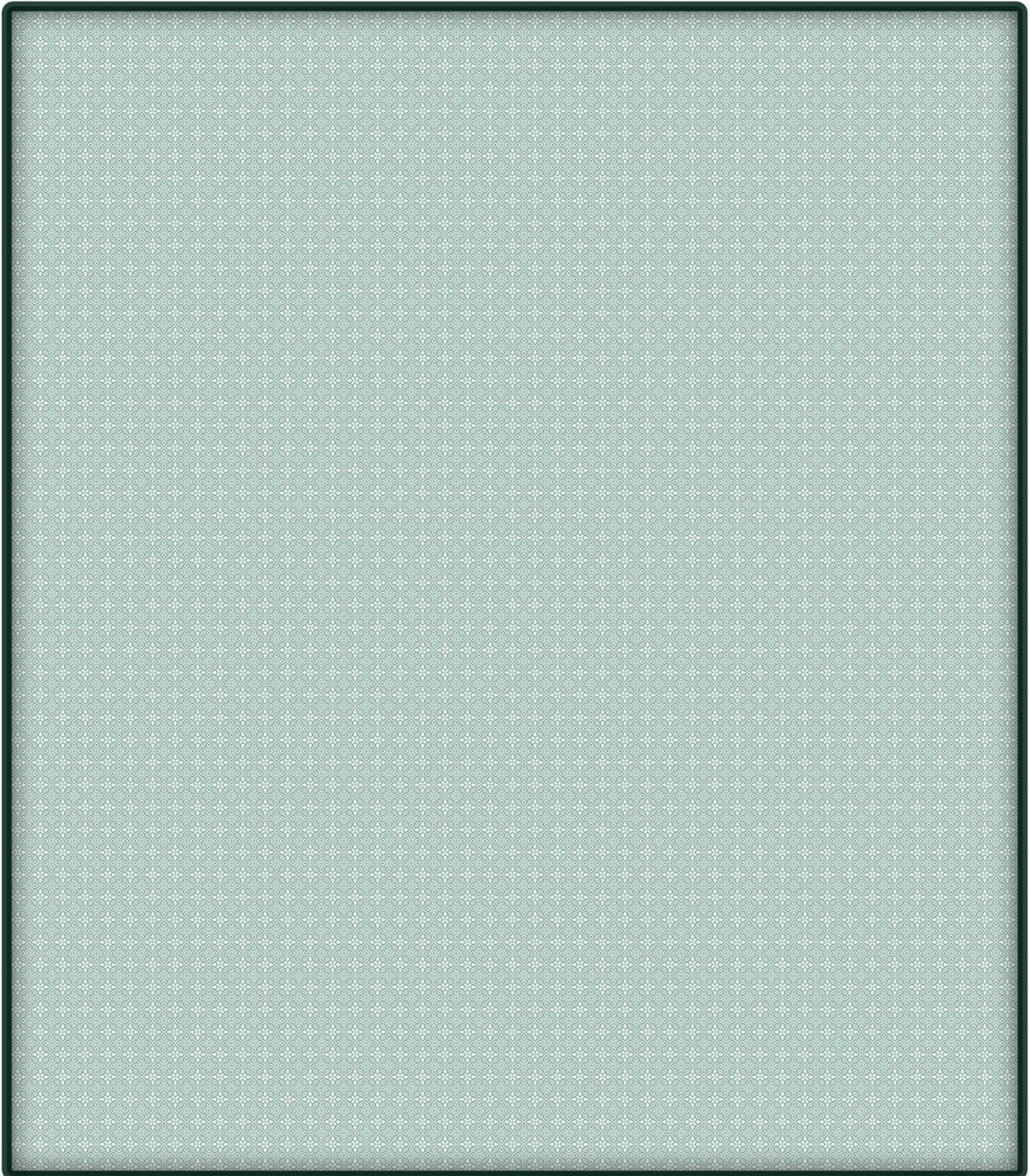
# Labor Law

Student Handout 15

Board #10

# B I N G O

 <p><b>the employer</b></p>	 <p><b>roofing</b></p>	<p><b>Yes</b></p>	<p><b>New York Division of Human Rights</b></p>	 <p><b>18 hours</b></p>
 <p><b>Medical treatment &amp; lost wages</b></p>	 <p><b>10:00 pm</b> <b>Midnight with written consent</b></p>	 <p><b>babysitting</b></p>	<p><b>Tell supervisor; get treatment; fill out claim form.</b></p>	 <p><b>load/unload trucks</b></p>
 <p><b>stress</b></p>	 <p><b>baler</b></p>	<p><b>FREE</b></p>  <p><b>SPACE</b></p>	<p><b>OSHA NYS DOL /PESH</b></p>	 <p><b>9:00 pm</b></p>
<p><b>\$ _____ per hour</b></p>	 <p><b>young workers</b></p>	 <p><b>discarded needles</b></p>	 <p><b>8 hours</b></p>	 <p><b>7:00 pm</b></p>
 <p><b>4 hours</b></p>	 <p><b>report unsafe conditions</b></p>	 <p><b>10:00 pm</b> <b>Midnight with written consent</b></p>	 <p><b>ear plugs</b></p>	<p><b>New York Division of Labor Standards</b></p>



# Labor Law

Student Handout 15

Board #11

# B I N G O



yard work



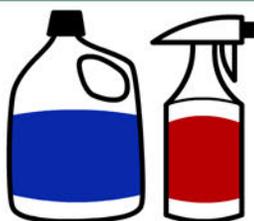
18 hours

**OSHA**  
**NYSdol**  
**/PESH**



**10:00 pm**  
Midnight with  
written consent

**\$ \_\_\_\_\_**  
**per hour**



cleaning  
products



gloves

**New York**  
**Division of**  
**Human**  
**Rights**

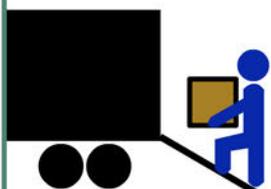
**Yes**



poor computer  
workstations



8 hours



load/unload  
trucks



**FREE**  
**SPACE**



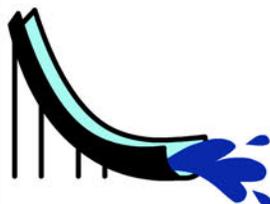
**6:00 am**



**10:00 pm**  
Midnight with  
written consent



follow safety  
rules



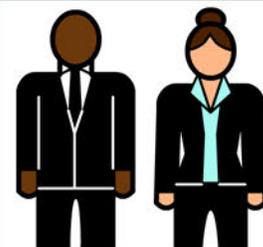
elevated  
water slides



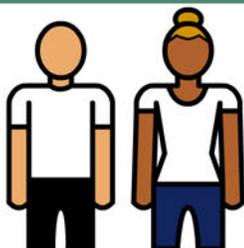
mining



**7:00 pm**



the employer



young workers

**Tell**  
**supervisor;**  
**get treatment;**  
**fill out**  
**claim form.**



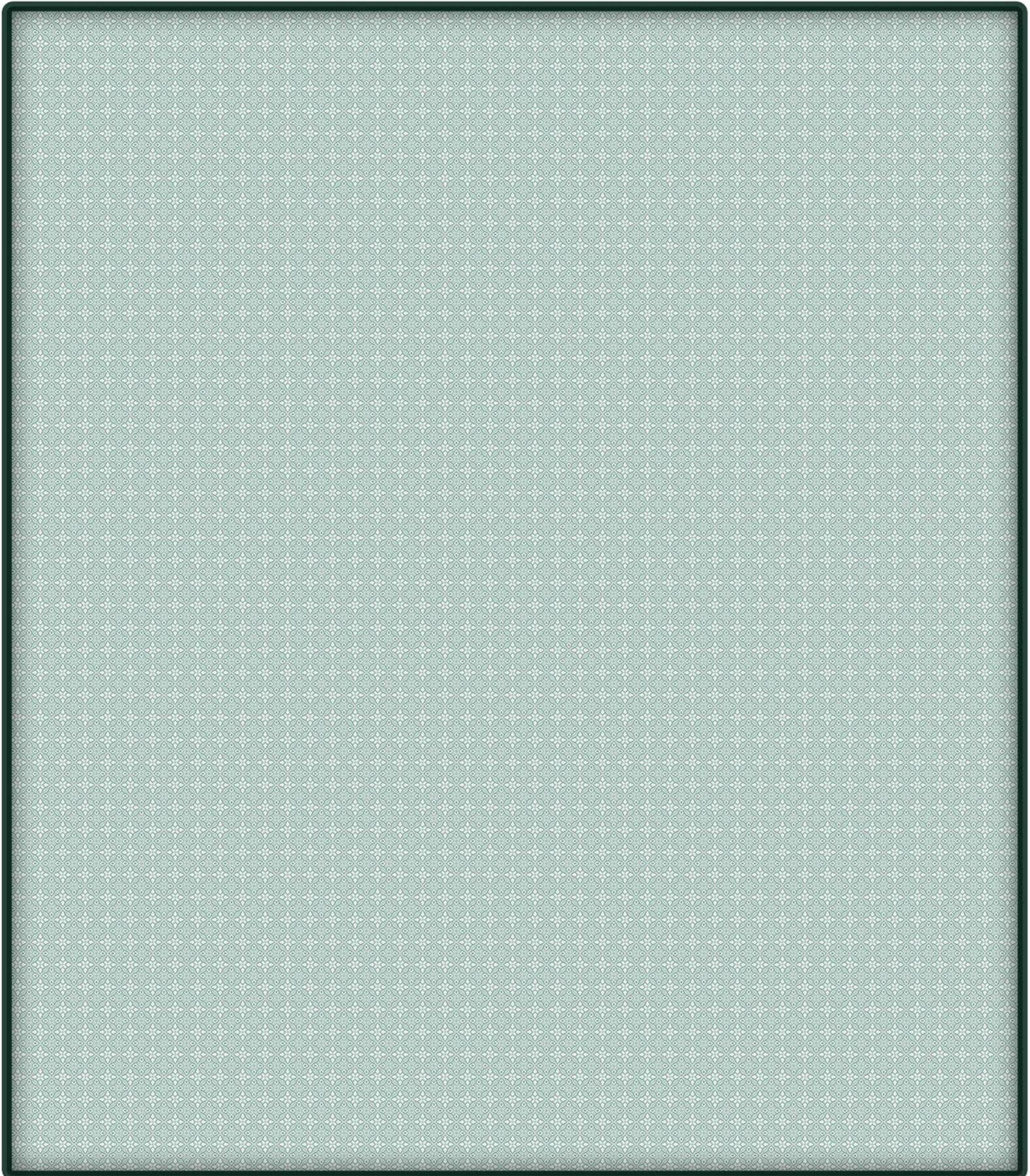
meat slicer



4 hours



**9:00 pm**

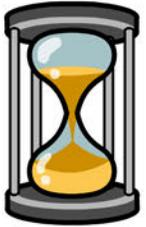
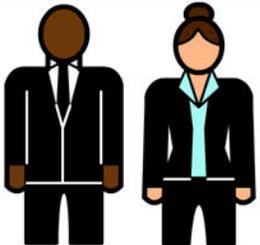
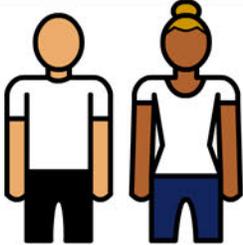
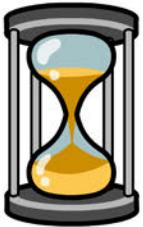
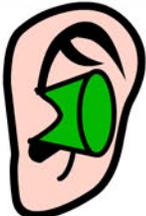
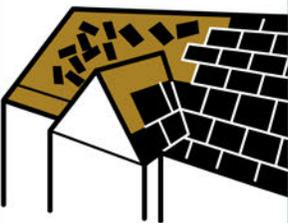
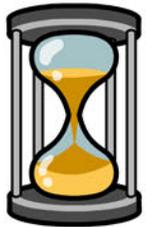


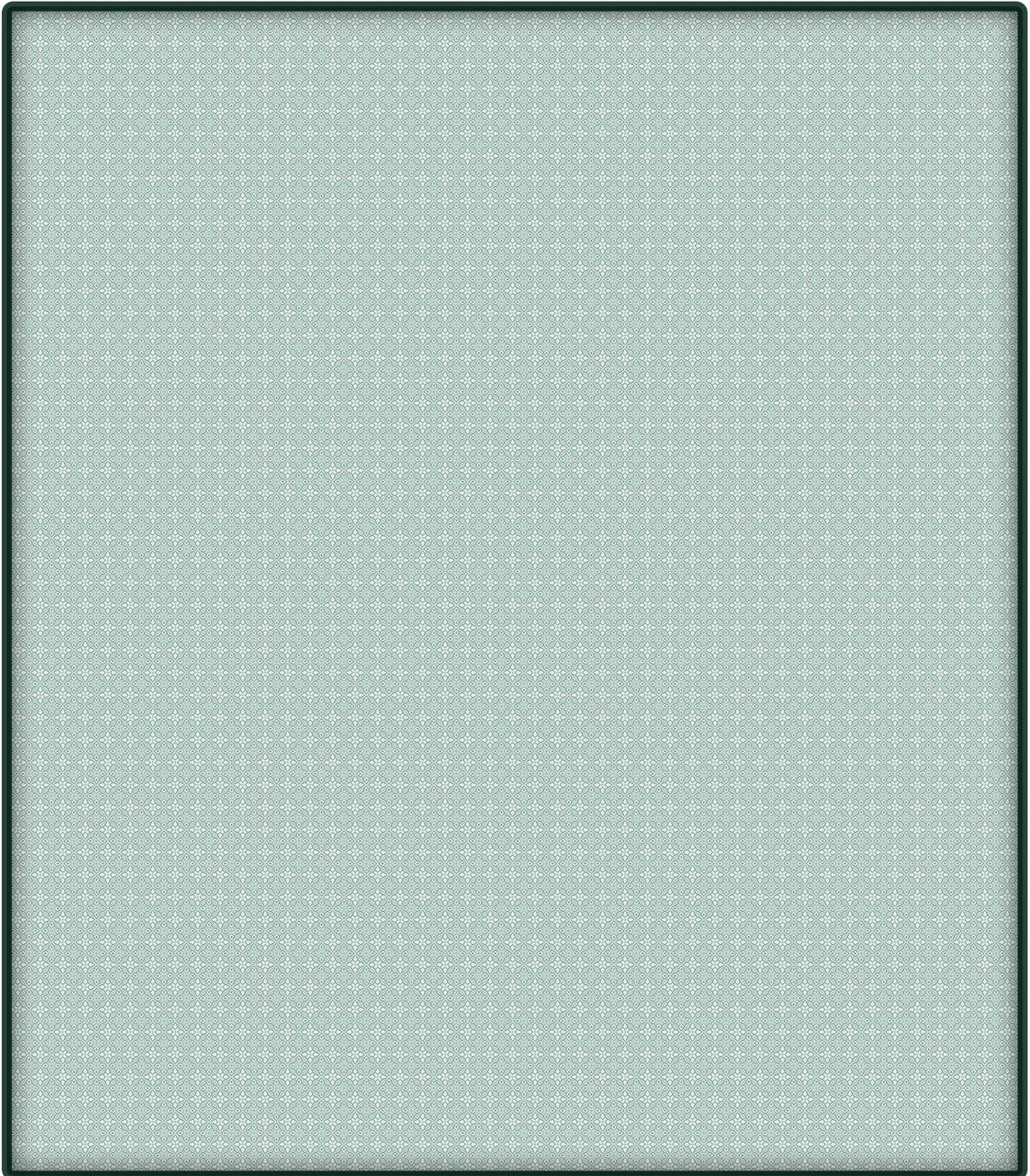
# Labor Law

Student Handout 15

Board #12

# B I N G O

<p><b>OSHA</b> <b>NYSDOL</b> <b>/PESH</b></p>	<p><b>Tell supervisor; get treatment; fill out claim form.</b></p>	<p><b>Yes</b></p>	 <p><b>9:00 pm</b></p>	 <p><b>18 hours</b></p>
 <p><b>the employer</b></p>	<p><b>New York Division of Labor Standards</b></p>	<p><b>New York Division of Human Rights</b></p>	<p><b>\$ _____ per hour</b></p>	 <p><b>cleaning products</b></p>
 <p><b>power-driven equipment</b></p>	 <p><b>10:00 pm</b> <b>Midnight with written consent</b></p>	<p><b>FREE</b></p>  <p><b>SPACE</b></p>	 <p><b>young workers</b></p>	 <p><b>6:00 am</b></p>
 <p><b>4 hours</b></p>	 <p><b>ear plugs</b></p>	 <p><b>7:00 pm</b></p>	 <p><b>forklift</b></p>	 <p><b>poor computer workstations</b></p>
 <p><b>yard work</b></p>	 <p><b>assess hazards</b></p>	 <p><b>10:00 pm</b> <b>Midnight with written consent</b></p>	 <p><b>roofing</b></p>	 <p><b>8 hours</b></p>

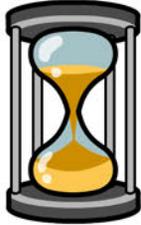
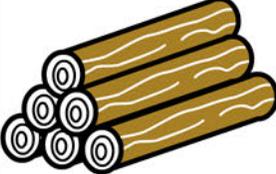
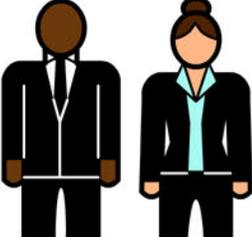
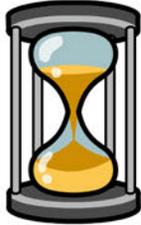
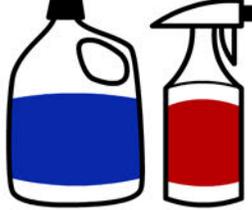
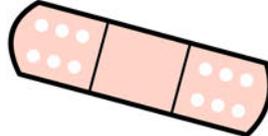
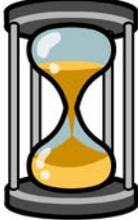
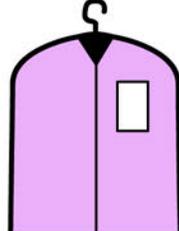


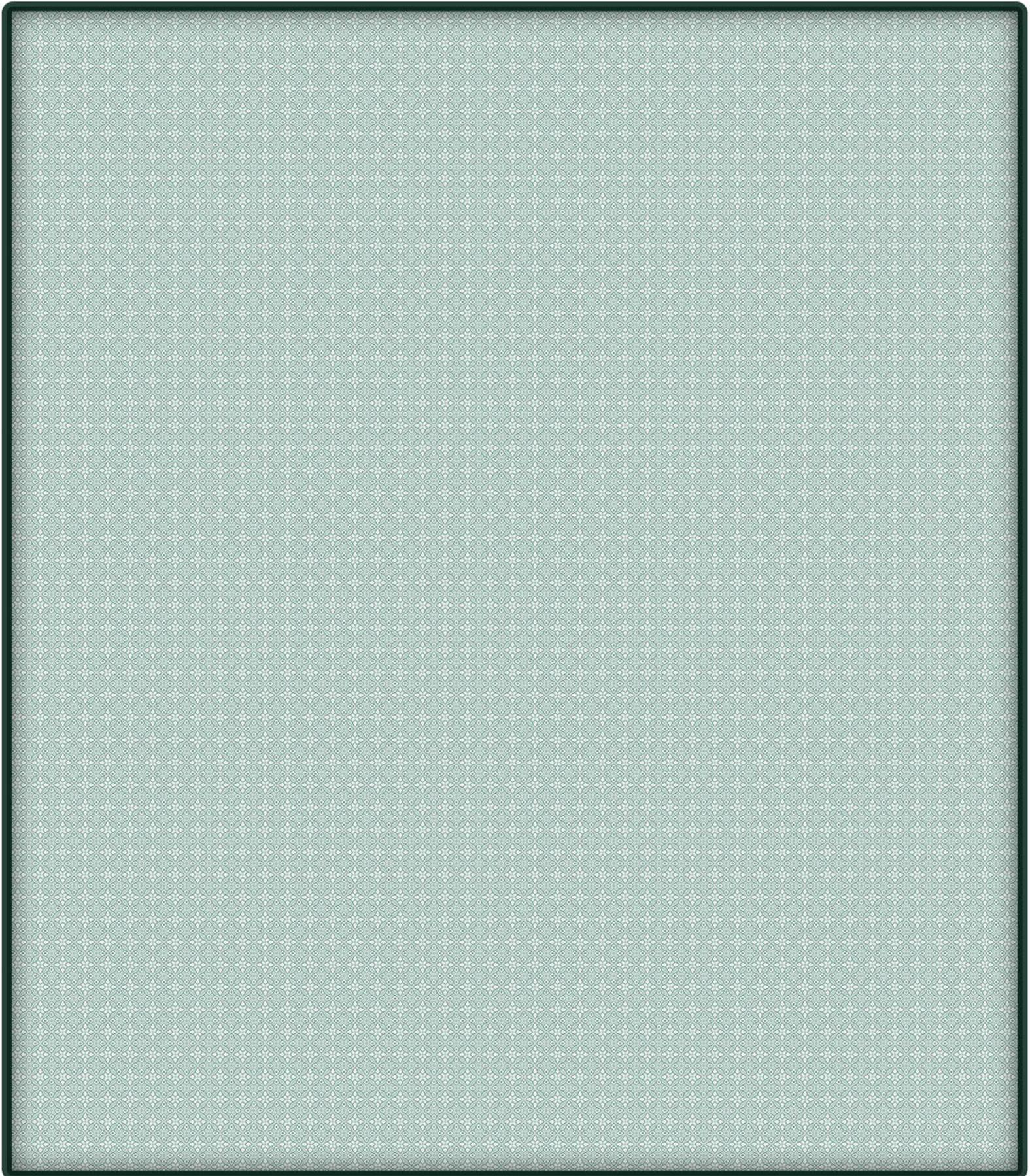
# Labor Law

Student Handout 15

Board #13

# B I N G O

 <p><b>poor computer workstations</b></p>	 <p><b>8 hours</b></p>	<p><b>Yes</b></p>	 <p><b>logging &amp; sawmilling</b></p>	<p><b>OSHA NYSDEL /PESH</b></p>
 <p><b>the employer</b></p>	 <p><b>18 hours</b></p>	 <p><b>yard work</b></p>	 <p><b>10:00 pm</b> <b>Midnight with written consent</b></p>	 <p><b>cleaning products</b></p>
 <p><b>ocean beaches</b></p>	 <p><b>10:00 pm</b> <b>Midnight with written consent</b></p>	<p><b>FREE</b></p>  <p><b>SPACE</b></p>	<p><b>New York Division of Human Rights</b></p>	 <p><b>meat slicer</b></p>
<p><b>\$ _____</b> <b>per hour</b></p>	 <p><b>Medical treatment &amp; lost wages</b></p>	 <p><b>7:00 pm</b></p>	 <p><b>4 hours</b></p>	 <p><b>assess hazards</b></p>
 <p><b>6:00 am</b></p>	<p><b>Tell supervisor; get treatment; fill out claim form.</b></p>	 <p><b>dry cleaning</b></p>	 <p><b>9:00 pm</b></p>	 <p><b>special clothing</b></p>



# 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 evaluate how much you have learned.

**YOU DON'T NEED TO GIVE YOUR NAME.**

**1** The law says your employer must provide you with a safe and healthy workplace.

TRUE

FALSE

**2** The law sets limits on 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 many teens get seriously injured on the job in the United States?

ONE PER DAY

ONE PER 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** What suggestions do you have for improving 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*



# Talking Safety

Instructor



[www.cdc.gov/niosh/topics/youth](http://www.cdc.gov/niosh/topics/youth)

Date

YOUNG WORKER SAFETY RESOURCE CENTER  
[www.youngworkers.org](http://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
<b>1: Young Worker Injuries</b>	#1, #2, #3, #5
<b>2: Finding Hazards</b>	#1, #7, #8
<b>2B: Finding Hazards</b>	#1, #3, #4, #5, #8
<b>3: Making the Job Safer</b>	#1, #5, #6, #7, #8
<b>3B: Making the Job Safer</b>	#1, #5, #7, #8
<b>4: Emergencies at Work</b>	#1, #3, #5, #7
<b>4B: Emergencies at Work</b>	#1, #5, #7
<b>5: Know Your Rights and Responsibilities</b>	#1, #2, #6
<b>5B: Know Your Rights and Responsibilities</b>	#1, #2, #6, #8
<b>6: Taking Action</b>	#1, #3, #4, #5
<b>6B: Taking Action</b>	#1, #3, #4, #5

# HECAT Standards and Essential Concepts and Skills: Breakdown by Lessons

Lesson 1 – Young Worker Injuries	
<b>National Health Education Standards (NHES)</b>	<p><b>Essential concepts &amp; skills</b> (As identified in the Safety Module of HECAT - Health Education Curriculum Analysis Tool)</p> <p>For more information, go to: <a href="http://www.cdc.gov/healthyyouth/HECAT/index.htm">http://www.cdc.gov/healthyyouth/HECAT/index.htm</a></p> <p><b>After implementing this curriculum, the student will be able to:</b></p>
<b>Standard #1:</b> Students will comprehend concepts related to health promotion and disease prevention.	<p>Analyze how changes in individual behaviors, the environment, or characteristics of products can interact to cause or prevent injuries.</p> <p>Determine situations that could lead to unsafe risks that cause injuries.</p> <p>Analyze the benefits of reducing risks for injury.</p> <p>Explain ways to reduce the risks of injuries from power tools.</p> <p>Explain ways to reduce the risk of work-related injuries.</p> <p>Analyze the relationship between using alcohol or other drugs and injuries.</p> <p>Analyze the behavioral and environmental factors associated with the major causes of death in the United States.</p>
<b>Standard #2:</b> Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behavior.	<p>Summarize federal, state, and local laws intended to prevent injuries.</p>
<b>Standard #3:</b> Students will demonstrate the ability to access valid information and products and services to enhance health.	<p>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.</p>
<b>Standard #5:</b> Students will demonstrate the ability to use decision-making skills to enhance health.	<p>Analyze positive and negative consequences of decisions related to safety.</p> <p>Develop and apply decision-making process for avoiding situations that could lead to injury.</p>

## Lesson 2 – Finding Hazards

<b>National Health Education Standards (NHES)</b>	<b>Essential concepts &amp; skills</b> (As identified in the Safety Module of HECAT - Health Education Curriculum Analysis Tool)  For more information, go to: <a href="http://www.cdc.gov/healthyyouth/HECAT/index.htm">http://www.cdc.gov/healthyyouth/HECAT/index.htm</a>  <b>After implementing this curriculum, the student will be able to:</b>
<b>Standard #1:</b> Students will comprehend concepts related to health promotion and disease prevention.	Summarize ways to reduce safety hazards in the community.
<b>Standard #7:</b> 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.
<b>Standard #8:</b> 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

<p><b>National Health Education Standards (NHES)</b></p>	<p><b>Essential concepts &amp; skills</b> (As identified in the Safety Module of HECAT - Health Education Curriculum Analysis Tool)</p> <p>For more information, go to: <a href="http://www.cdc.gov/healthyyouth/HECAT/index.htm">http://www.cdc.gov/healthyyouth/HECAT/index.htm</a></p> <p><b>After implementing this curriculum, the student will be able to:</b></p>
<p><b>Standard #1:</b> Students will comprehend concepts related to health promotion and disease prevention.</p>	<p>Summarize ways to reduce safety hazards at school.</p>
<p><b>Standard #3:</b> Students will demonstrate the ability to access valid information and products and services to enhance health.</p>	<p>Students will demonstrate the ability to access accurate sources of information about preventing unintentional injuries.</p>
<p><b>Standard #4:</b> Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.</p>	<p>Demonstrate how to report situations that could lead to unintentional injury.</p>
<p><b>Standard #5:</b> Students will demonstrate the ability to use decision-making skills to enhance health.</p>	<p>Suggest safe alternatives to risky situations at home, at school, and in the community that might lead to injury.</p>
<p><b>Standard #8:</b> Students will demonstrate the ability to advocate for personal, family, and community health.</p>	<p>Advocate for changes in the home, school, or community that would increase safety.</p>

## Lesson 3 – Making the Job Safer

<b>National Health Education Standards (NHES)</b>	<p style="text-align: center;"><b>Essential concepts &amp; skills</b>                      (As identified in the Safety Module of HECAT - Health Education Curriculum Analysis Tool)</p> <p style="text-align: center;">For more information, go to:  <a href="http://www.cdc.gov/healthyyouth/HECAT/index.htm">http://www.cdc.gov/healthyyouth/HECAT/index.htm</a></p> <p style="text-align: center;"><b>After implementing this curriculum, the student will be able to:</b></p>
<p><b>Standard #1:</b> Students will comprehend concepts related to health promotion and disease prevention.</p>	<p>Analyze how changes in individual behaviors, the environment, or characteristics of products can interact to cause or prevent injuries.</p> <p>Determine situations that could lead to unsafe risks that cause injuries.</p> <p>Analyze the benefits of reducing risks for injury.</p> <p>Explain ways to reduce the risks of injuries from power tools.</p> <p>Explain ways to reduce the risk of work-related injuries.</p>
<p><b>Standard #5:</b> Students will demonstrate the ability to use decision-making skills to enhance health.</p>	<p>Suggest safe alternatives to risky situations at home, at school, and in the community that might lead to injury.</p> <p>Develop and apply a decision-making process for avoiding situations that could lead to injury.</p>
<p><b>Standard #6:</b> Students will demonstrate the ability to use goal-setting skills to enhance health.</p>	<p>Demonstrate the ability to monitor behaviors related to preventing unintentional injuries.</p>
<p><b>Standard #7:</b> Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.</p>	<p>Demonstrate the ability to identify and correct safety hazards in the home, at school, in the community, and when riding in a motor vehicle.</p>
<p><b>Standard #8:</b> Students will demonstrate the ability to advocate for personal, family, and community health.</p>	<p>Advocate for changes in the home, school, or community that would increase safety.</p>

## Lesson 3B – Making the Job Safer

<p><b>National Health Education Standards (NHES)</b></p>	<p><b>Essential concepts &amp; skills</b> (As identified in the Safety Module of HECAT - Health Education Curriculum Analysis Tool)</p> <p>For more information, go to: <a href="http://www.cdc.gov/healthyyouth/HECAT/index.htm">http://www.cdc.gov/healthyyouth/HECAT/index.htm</a></p> <p><b>After implementing this curriculum, the student will be able to:</b></p>
<p><b>Standard #1:</b> Students will comprehend concepts related to health promotion and disease prevention.</p>	<p>Analyze how changes in individual behaviors, the environment, or characteristics of products can interact to cause or prevent injuries.</p> <p>Determine situations that could lead to unsafe risks that cause injuries.</p> <p>Analyze the benefits of reducing risks for injury.</p> <p>Explain ways to reduce the risk of work-related injuries.</p>
<p><b>Standard #5:</b> Students will demonstrate the ability to use decision-making skills to enhance health.</p>	<p>Suggest safe alternatives to risky situations at home, at school, and in the community that might lead to injury.</p> <p>Develop and apply a decision-making process for avoiding situations that could lead to injury.</p>
<p><b>Standard #7:</b> Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.</p>	<p>Demonstrate the ability to identify and correct safety hazards in the home, at school, in the community, and when riding in a motor vehicle.</p>
<p><b>Standard #8:</b> Students will demonstrate the ability to advocate for personal, family, and community health.</p>	<p>Advocate for changes in the home, school, or community that would increase safety.</p>

## Lesson 4 – Emergencies at Work

<p><b>National Health Education Standards (NHES)</b></p>	<p><b>Essential concepts &amp; skills</b> (As identified in the Safety Module of HECAT - Health Education Curriculum Analysis Tool)</p> <p>For more information, go to: <a href="http://www.cdc.gov/healthyyouth/HECAT/index.htm">http://www.cdc.gov/healthyyouth/HECAT/index.htm</a></p> <p><b>After implementing this curriculum, the student will be able to:</b></p>
<p><b>Standard #1:</b> Students will comprehend concepts related to health promotion and disease prevention.</p>	<p>Determine situations that could lead to unsafe risks that cause injuries.</p>
<p><b>Standard #3:</b> Students will demonstrate the ability to access valid information and products and services to enhance health.</p>	<p>Demonstrate how to assess a trusted adult who can help someone who may have been injured or poisoned.</p>
<p><b>Standard #5:</b> Students will demonstrate the ability to use decision-making skills to promote safety and avoid or reduce injury.</p>	<p>Develop and practice a decision-making process for responding to emergency situations.</p>
<p><b>Standard #7:</b> Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.</p>	<p>Demonstrate the ability to identify and correct safety hazards in the home, at school, and in the community.</p>

## Lesson 4B – Emergencies at Work

<b>National Health Education Standards (NHES)</b>	<b>Essential concepts &amp; skills</b> (As identified in the Safety Module of HECAT - Health Education Curriculum Analysis Tool)  For more information, go to: <a href="http://www.cdc.gov/healthyyouth/HECAT/index.htm">http://www.cdc.gov/healthyyouth/HECAT/index.htm</a>  <b>After implementing this curriculum, the student will be able to:</b>
<b>Standard #1:</b> Students will comprehend concepts related to health promotion and disease prevention.	Determine situations that could lead to unsafe risks that cause injuries.
<b>Standard #5:</b> 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.
<b>Standard #7:</b> 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

<b>National Health Education Standards (NHES)</b>	<p style="text-align: center;"><b>Essential concepts &amp; skills</b>                      (As identified in the Safety Module of HECAT - Health Education Curriculum Analysis Tool)</p> <p style="text-align: center;">For more information, go to:  <a href="http://www.cdc.gov/healthyyouth/HECAT/index.htm">http://www.cdc.gov/healthyyouth/HECAT/index.htm</a></p> <p style="text-align: center;"><b>After implementing this curriculum, the student will be able to:</b></p>
<p><b>Standard #1:</b> Students will comprehend concepts related to health promotion and disease prevention.</p>	<p>Analyze how changes in individual behaviors, the environment, or characteristics of products can interact to cause or prevent injuries.</p> <p>Analyze the benefits of reducing risks for injury.</p> <p>Explain ways to reduce the risk of work-related injuries.</p>
<p><b>Standard #2:</b> Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behavior.</p>	<p>Summarize federal, state, and local laws intended to prevent injuries.</p>
<p><b>Standard #6:</b> Students will demonstrate the ability to use goal-setting skills to enhance health.</p>	<p>Demonstrate the ability to monitor behaviors related to preventing unintentional injuries.</p>

## Lesson 5B – Know your Rights and Responsibilities

<p><b>National Health Education Standards (NHES)</b></p>	<p><b>Essential concepts &amp; skills</b> (As identified in the Safety Module of HECAT - Health Education Curriculum Analysis Tool)</p> <p>For more information, go to: <a href="http://www.cdc.gov/healthyyouth/HECAT/index.htm">http://www.cdc.gov/healthyyouth/HECAT/index.htm</a></p> <p><b>After implementing this curriculum, the student will be able to:</b></p>
<p><b>Standard #1:</b> Students will comprehend concepts related to health promotion and disease prevention.</p>	<p>Analyze how changes in individual behaviors, the environment, or characteristics of products can interact to cause or prevent injuries.</p> <p>Analyze the benefits of reducing risks for injury.</p> <p>Explain ways to reduce the risk of work-related injuries.</p>
<p><b>Standard #2:</b> Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behavior.</p>	<p>Summarize federal, state, and local laws intended to prevent injuries.</p>
<p><b>Standard #6:</b> Students will demonstrate the ability to use goal-setting skills to enhance health.</p>	<p>Demonstrate the ability to monitor behaviors related to preventing unintentional injuries.</p>
<p><b>Standard #8:</b> Students will demonstrate the ability to advocate for personal, family, and community health.</p>	<p>Advocate for changes in the home, school, or community that would increase safety.</p>

## Lesson 6 – Taking Action

<b>National Health Education Standards (NHES)</b>	<p style="text-align: center;"><b>Essential concepts &amp; skills</b>                      (As identified in the Safety Module of HECAT - Health Education Curriculum Analysis Tool)</p> <p style="text-align: center;">For more information, go to:  <a href="http://www.cdc.gov/healthyyouth/HECAT/index.htm">http://www.cdc.gov/healthyyouth/HECAT/index.htm</a></p> <p style="text-align: center;"><b>After implementing this curriculum, the student will be able to:</b></p>
<p><b>Standard #1:</b> Students will comprehend concepts related to health promotion and disease prevention.</p>	<p>Analyze how changes in individual behaviors, the environment, or characteristics of products can interact to cause or prevent injuries.</p> <p>Analyze the benefits of reducing risks for injury.</p> <p>Explain ways to reduce the risk of work-related injuries.</p>
<p><b>Standard #2:</b> Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behavior.</p>	<p>Summarize federal, state, and local laws intended to prevent injuries.</p>
<p><b>Standard #4:</b> Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks</p>	<p>Demonstrate communication skills to avoid or get out of unsafe situations.</p>
<p><b>Standard #5:</b> Students will demonstrate the ability to use decision-making skills to promote safety and avoid or reduce injury.</p>	<p>Develop and practice a decision-making process for responding to emergency situations.</p>

## Lesson 6B – Taking Action

<p><b>National Health Education Standards (NHES)</b></p>	<p><b>Essential concepts &amp; skills</b> (As identified in the Safety Module of HECAT - Health Education Curriculum Analysis Tool)</p> <p>For more information, go to: <a href="http://www.cdc.gov/healthyyouth/HECAT/index.htm">http://www.cdc.gov/healthyyouth/HECAT/index.htm</a></p> <p><b>After implementing this curriculum, the student will be able to:</b></p>
<p><b>Standard #1:</b> Students will comprehend concepts related to health promotion and disease prevention.</p>	<p>Analyze how changes in individual behaviors, the environment, or characteristics of products can interact to cause or prevent injuries.</p> <p>Analyze the benefits of reducing risks for injury.</p> <p>Explain ways to reduce the risk of work-related injuries.</p>
<p><b>Standard #3:</b> Students will demonstrate the ability to access valid information and products and services to enhance health.</p>	<p>Demonstrate how to access a trusted adult who can help someone who may have been injured or poisoned.</p>
<p><b>Standard #4:</b> Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.</p>	<p>Demonstrate communication skills to avoid or get out of unsafe situations.</p>
<p><b>Standard #5:</b> Students will demonstrate the ability to use decision-making skills to promote safety and avoid or reduce injury.</p>	<p>Develop and practice a decision-making process for responding to emergency situations.</p>







