



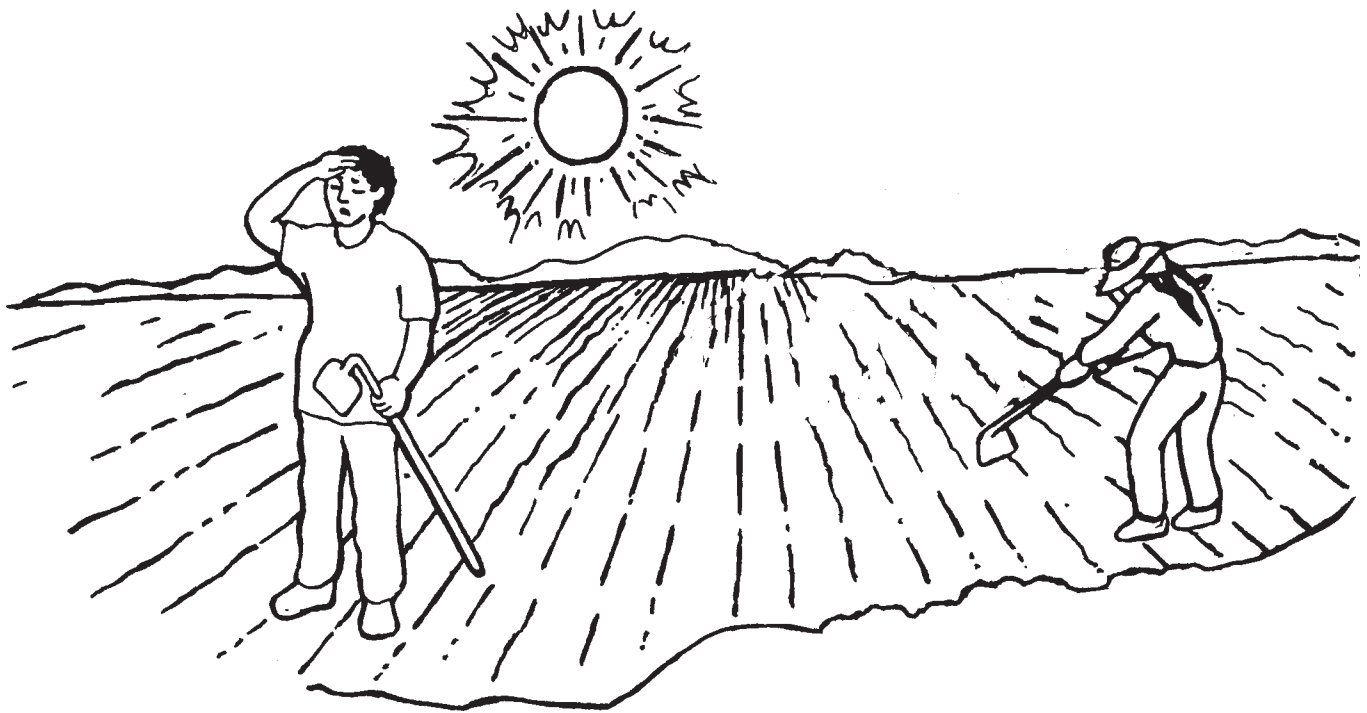
An ESL Curriculum for High School Students

TEENS WORKING IN AGRICULTURE



Labor Occupational Health Program
Center for Occupational and Environmental Health
University of California, Berkeley

Teens Working in Agriculture



**An ESL Curriculum for
High School Students**

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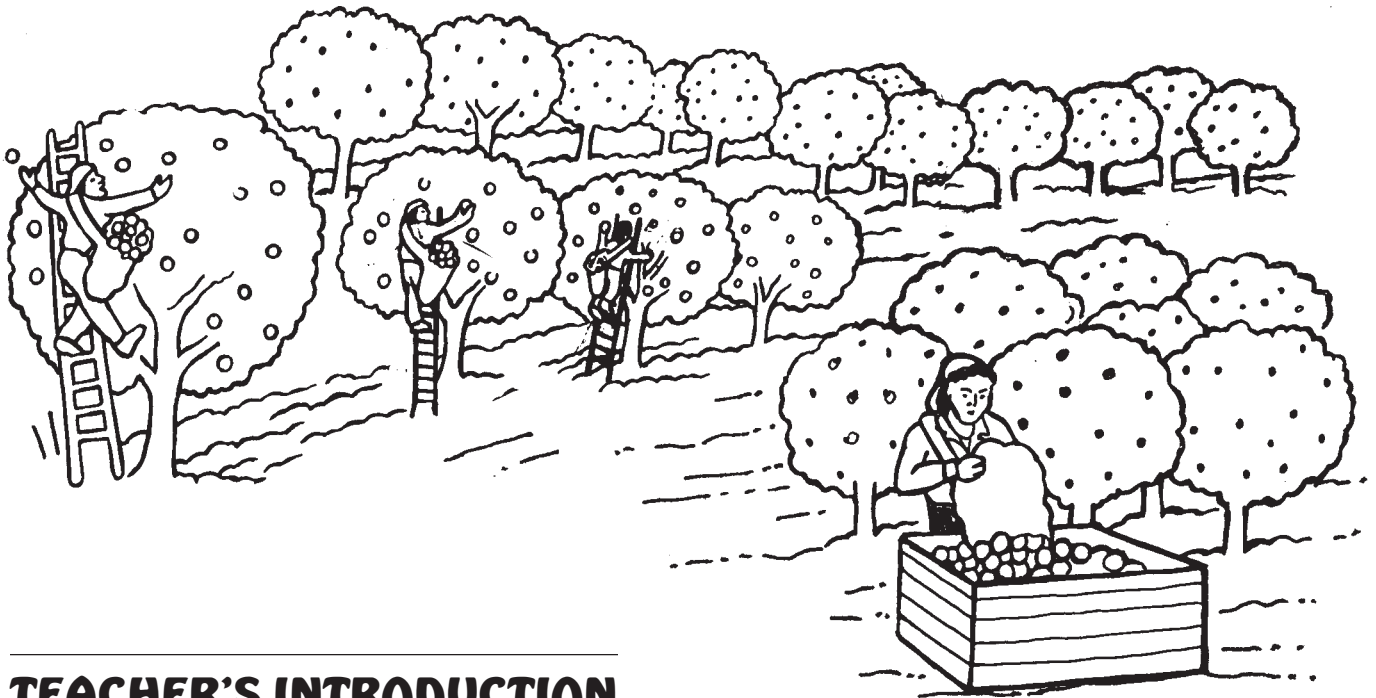
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TABLE OF CONTENTS

● Introduction	5
● Curriculum	
• Lesson 1 —Teen Farmworkers in California	11
• Lesson 2 —Do You Work in the Fields?	15
• Lesson 3 —Dangers on the Farm	21
• Lesson 4 —Solving Farm Health and Safety Problems	25
• Lesson 5 —Teen Farmworkers’ Rights and Responsibilities	33
• Lesson 6 —Teen Farmworkers’ Rights and Responsibilities (<i>continued</i>)	39
• Lesson 7 —Taking Action for Health and Safety	45
• Lesson 8 —Taking Action for Health and Safety(<i>continued</i>)	49
• Lesson 9 —Summing Up	55
● Overheads	
● Handouts	
● Resource Section	
• Appendix A —Readings and Materials	
• Appendix B —Resource Organizations	
• Appendix C —How the Curriculum meets the California English Language Development Standards	

ESL CURRICULUM



TEACHER'S INTRODUCTION

This curriculum is designed to teach teens in intermediate English as a Second Language classes about agricultural health and safety. Many teens in rural communities work in agriculture, which is one of the most dangerous industries.

Why should teens learn about agricultural health and safety?

- Students need basic health and safety awareness so they can protect themselves on the job—now, and later in their lives. Safety can literally be a matter of life and death.
- Nationwide, over 20% of job-related deaths among teen workers occur in agriculture. (Source: Bureau of Labor Statistics Census of Fatal Occupational Injuries 1998–2002.)

- Teens are often inexperienced and unfamiliar with the work they are asked to do. Their most positive traits—energy, enthusiasm and a need for challenge and responsibility—can lead them to take on dangerous tasks. Teens may be reluctant to ask questions or to make demands on their employers for better information or safer conditions.
- Teens often know little about health and safety hazards or about the laws that protect them. Before they enter the agricultural workplace, teens are rarely told about hazards, protective measures, or their rights. Many employers don't provide adequate training, especially training appropriate for teens.
- Employers, parents, teachers, and public health organizations such as the American Academy of Pediatrics, the American Public Health Association, the National Institute for Occupational Safety and Health, and the National Committee for Childhood Agricultural Injury Prevention have all called for better education on workplace health and safety for teens. Students who have learned about these issues in the classroom are better able to avoid job injury.

Why teach health and safety in English as a Second Language (ESL) classes?

Education about the workplace and its hazards is something that **all** students need. Such education may help protect students from crippling injuries that can affect them for the rest of their lives, like losing a finger or suffering a permanent back injury. This is true regardless of a student's present or future occupation. Many high school ESL students in rural areas have worked in agriculture by the time they leave high school. One survey showed that 71% of high school ESL students in California's San Joaquin Valley reported working in agriculture. Many will continue to work in agriculture later in life. This curriculum provides these students with the basic health and safety information they need.

Where and how can this curriculum be used?

The curriculum includes nine lessons designed to be incorporated into high school intermediate-level ESL classes in rural communities. These lessons provide a way to present farm health and safety information while building language skills.

Feel free to modify the lessons and activities here to meet your own needs. All the material can also be used in, or adapted for, a variety of educational settings. For example, if you are using the curriculum

with beginning ESL students, you may want to add extra time to review vocabulary.

Purpose and Teaching Methods

The curriculum presents basic agricultural health and safety concepts, using interactive hands-on activities so students “learn by doing.” Each lesson builds on the knowledge and skills taught in the previous lessons, so it is best to present all nine lessons in the sequence shown here.

Students are given a variety of opportunities to read, speak, write, think critically, develop their vocabulary, and listen to expand their English fluency. An oral question-and-answer format is emphasized throughout the curriculum to encourage students to demonstrate English comprehension as well as communicate ideas that are important to them. The activities were designed to support the current English-Language Development Standards for California Public Schools (1999), Intermediate Level, grades 9–12.

Objectives

English Skills

Students will be able to:

- Analyze and discuss information from skits, factsheets, and first-hand accounts.
- Form opinions and defend them, orally and in writing.
- Establish and explain cause and effect relationships.

Agricultural Health and Safety

Students will be able to:

- Name the most serious agricultural health and safety problems.
- Explain teen workers’ rights and responsibilities—health and safety, work hours, and working conditions.
- Describe factors that can lead to change in working conditions.

Curriculum Overview

Each of the nine lessons includes a lesson-at-a-glance chart, a lesson plan, detailed teacher's instructions, and student handouts. Some of the lessons include overheads as well.

In the first lesson, teen injury statistics are presented so students can appreciate the importance of safety. In the next few lessons, students discuss their own experiences working in the fields and meet in small groups or in pairs to identify potential job hazards in “real life” situations and discuss how to reduce or eliminate them. Students also learn about the rights and responsibilities of teens employed in agriculture and brainstorm how working conditions can be improved. Later, a simulated “TV game show” is enacted by the class to allow them to review all the material. In the last class session, the teacher may choose either to give a final exam or to assign a final class project.

A brief DVD, *Teens Working in Agriculture*, is used in Lesson #8.

Contents and Time

This curriculum consists of nine lessons, each designed to be presented during one 40-minute class session:

1. Teen Farmworkers in California
2. Do You Work in the Fields?
3. Dangers on the Farm
4. Solving Farm Health and Safety Problems
5. Teen Farmworkers' Rights and Responsibilities
6. Teen Farmworkers' Rights and Responsibilities (*continued*)
7. Taking Action for Health and Safety
8. Taking Action for Health and Safety (*continued*)
9. Summing Up

Materials for the Teacher

The following materials are supplied for the teacher:

- **Lesson Plans, Vocabulary Lists, and Detailed Teacher's Instructions** for each class session (Lessons 1–9). The teacher may decide to keep the vocabulary list on the board during each class for easy reference. Handout #18 is a complete glossary of all the vocabulary words, if you wish to use it.

- **Overheads** to show the class.
 - Overhead #1—*Rogelio*
 - Overhead #2—*Where Do Teens Work?*
 - Overhead #3—*Thousands of Teens Are Injured in Farm Jobs*
 - Overhead #4—*What Are the Dangers in Farm Work?*
 - Overheads #5A–5B—*Hazard Map*
 - Overhead #6—*TV Game Show*
- **DVD**—*Teens Working in Agriculture*
- **Resource Section**, including additional readings and organizations to contact for information and help.

Materials for Students

The teacher will need the following materials to distribute to students:

- **Handouts.** Make one copy of each handout for each student. Please note that Handout #7 requires you to add some local telephone numbers before copying.
 - Handout #1—*Family Interview*
 - Handout #2—*Interview Questions*
 - Handout #3—*Word Game (vocabulary)*
 - Handout #4—*Hazard Map*
 - Handout #5—*Teen Farmworkers in the News*
 - Handout #6—*Dangers on the Farm*
 - Handout #7—*Are You a Teen Working in Agriculture?*
 - Handout #8—*Check Your Understanding*
 - Handout #9—*Matching Game (vocabulary)*
 - Handout #10—*Strawberry Fields*
 - Handout #11—*Strawberry Fields—Essay*
 - Handout #12—*Taking Action*
 - Handout #13—*Taking Action for Health & Safety (vocabulary)*

- Handout #14—*Video Script: Part II*
- Handout #15—*Final Exam*
- Handout #16—*Journal Writing*
- Handout #17—*Safety Poster Worksheet*
- Handout #18—*Glossary of Vocabulary Words*

Teacher Preparation

- Read all nine lessons to become familiar with the activities. Decide whether you will need to adapt them to meet the needs of your class.
- Review the Vocabulary List for each lesson and decide how to present new vocabulary words. You might want to duplicate the list for each student, or keep it on the board during the class.
- Obtain an overhead projector to show the transparencies that are included with this unit.
- Obtain a DVD player to show the video, *Teens Working in Agriculture*, that is included with this unit.
- Add local phone numbers to Handout #7.
- Make enough copies of all Student Handouts.

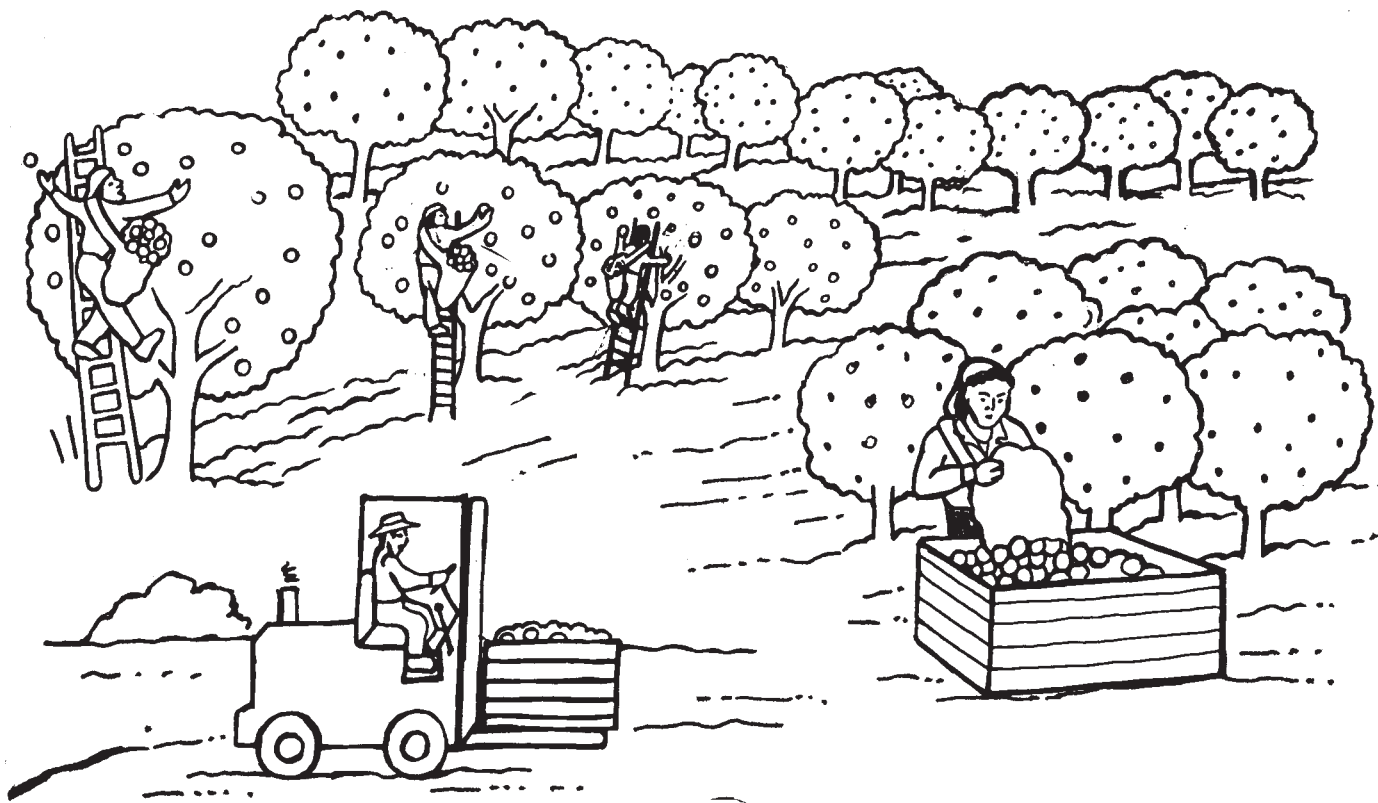
Tips From Teachers Who Have Used This Unit

- “I shared stories from my own experience working in the fields when I was young. The students soon opened up and told their own stories about farm work.”
- “I use a literature-based curriculum in my classroom, so I incorporated some of the additional readings listed in the Resource Section. This exposed my students to some literature on the theme of farm safety.”
- “The activities were easy to adapt to the language level of my beginning ESL students. I spent extra time on vocabulary and slowed the pace of the lessons. We all learned a lot and had fun doing it.”
- “Students in my class created their own skit. This gave them an opportunity to share their own stories about injuries in the fields.”

1

LESSON ONE

Teen Farmworkers in California



Lesson Plan One

Activity	Grouping	Time	Materials
A. Warm-up discussion. Students discuss their own experiences working in agriculture.	Class	5 minutes	
B. How farm work can affect your health—Discussion. Teacher uses an illustration to trigger a discussion of health effects.	Class	15 minutes	<ul style="list-style-type: none"> • Overhead projector • Overhead #1
C. Teen injury statistics. Teacher presents current statistics on teens working in agriculture and typical injuries.	Class	15 minutes	<ul style="list-style-type: none"> • Overheads #2–4.
D. Homework—Family interview. Students are given a brief questionnaire to interview a family member.	Class	5 minutes (for explanation)	<ul style="list-style-type: none"> • Handout #1.

Total Class Time: 40 minutes

Vocabulary for Lessons One and Two

boss	dangerous	injury	pesticide	sorting
conveyor belt	hazard	irrigation	picking	stooping
crop	hoeing	packing shed	repetitive	

DETAILED TEACHER'S INSTRUCTIONS

A. Warm-up discussion.

(5 minutes)

Explain to students that the curriculum will focus on agricultural work, farm health and safety, and teen farmworkers' rights and responsibilities on the job.

Suggested questions for a “warm-up” discussion of the topic include:

- How many of you have ever been farmworkers?
- What kind of work did you do? (Write up a list of various tasks.)
- Have you ever been injured while doing farm work?
- Do you think farm work is dangerous? Why or why not?

B. How farm work can affect your health–Discussion.

(15 minutes)

Show Overhead #1, *Rogelio, Farmworker, Age 16*, as a trigger to help facilitate discussion.

Lead a discussion using these questions:

- How does working in the fields affect your health?
- What comes to mind when you see the image of Rogelio?
- What body movements or positions do farm workers use?
- What about the physical environment?

Possible answers include:

- heat stress or other heat-related problems
- sore back or other muscle problems due to bending and stooping
- it's very tiring work, and can be stressful too
- health problems due to pesticides
- falling off a ladder
- getting injured on some equipment or machinery
- getting hit by machinery or a farm animal

Explain that agriculture is one of the most dangerous industries. Teens can suffer health effects or injuries just like all other farm workers, and they are also more susceptible to some types of effects since their bodies are still developing. For example, their bodies could be more easily affected by heat, or pesticides could cause more serious health effects. They could suffer from strains and sprains from lifting or stretching.

Tell the class that in this curriculum we'll talk about how you can protect yourself to avoid injuries.

C. Teen injury statistics.

(15 minutes)

Overheads will be used to show national and regional data on where teens work, injury rates, and major hazards in farm work.

- Show and explain Overhead #2, *Where Do Teens Work?* Ask the class: Do you think more or less than 3% of teens in our community work in the fields? Is our community different from the figures on the overhead? If so, how and why?
- Show and explain Overhead #3, *Thousands of Teens Are Injured in Farm Jobs.* Ask the class: Why do you think more teen farmworkers die than teens who do other kinds of work?
- Show and explain Overhead #4, *What Are the Dangers in Farm Work?* Ask the class: Of the hazards listed, which one do you think is most dangerous? Why?

The overheads provide background information that will be used again during the statistics activity in Lesson Two.

D. Homework–Family interview.

(5 minutes)

Explain that for tonight's homework assignment, students should choose a family member (or a friend or neighbor) to interview. If this is the first time your students have conducted interviews, you may want to take a few minutes to explain what an interview is and how to conduct one.

They will use Handout #1 *Family Interview*, read the questions out loud, and then write down the answers in the spaces provided. All the questions are about working in agriculture, so they must find someone who has worked in agriculture. Tell the class that it may also be interesting for them to talk to their family about what they are learning through these sessions, especially if their family works in agriculture.

Answer any questions students may have about the assignment.

2

LESSON TWO

Do You Work in the Fields?



Lesson Plan Two

Activity	Grouping	Time	Materials
A. Class interviews. Students interview a classmate about his or her agricultural work experience.	Students work in pairs	15 minutes	• Handout #2.
B. Calculating class statistics. Students use interview data to compute statistics for the class and compare these to regional and national figures.	Small groups and class	15 minutes	• Overheads #2–3.
C. Homework—Word game. Students are given a vocabulary game as a homework assignment.	Class	10 minutes (start in class)	• Handout #3.

Total Class Time: 40 minutes

Vocabulary for Lessons One and Two

boss	dangerous	injury	pesticide	sorting
conveyor belt	hazard	irrigation	picking	stooping
crop	hoeing	packing shed	repetitive	

DETAILED TEACHER'S INSTRUCTIONS

A. Class interviews.

(15 minutes)

Ask students to work in pairs for this exercise. Pass out Handout #2, *Interview Questions*. Explain that each student should use the handout to conduct an interview with his or her partner. The questions focus on agricultural work experience and farm hazards and are similar to the ones in the family interviews they completed for homework. Students should write down their partner's answers. Later, they will compute class statistics and compare them to the national and regional statistics presented in Lesson One.

You may want to take a few minutes to review how to conduct an interview. The questions on Handout #2 are written just as they should be asked during the interview.

The interview questions are:

1. Have you ever worked in agriculture?
2. Do you know anyone else who has worked in agriculture? Who?
3. What crops did you (or the person you know) work with?
4. What kind of farm work did you (or the person you know) do?
(For example: picking, sorting, hoeing, or packing.)
5. Have you ever gotten hurt or sick from working in agriculture?
What happened?
6. Do you know anyone else who has gotten hurt or sick from
working in agriculture? What happened?
7. What hazards do you think there are in farm work?

After interviews have been completed, bring the whole class back together.

B. Calculating class statistics.

(15 minutes)

Students will now use the interview information they recorded on Handout #2 and in the homework (Handout #1) to calculate some statistics about the class.

The first statistic will come from Interview Question #1. Students will determine how many of their classmates (and what percentage of the class) have worked in agriculture. They can then compare this class statistic to the national data found in Overhead #2.

The second statistic will come from Interview Question #5. Students will determine how many of their classmates have been injured while working on agricultural jobs. This class statistic can then be compared to the information found in Overhead #3.

Finally, students will determine how many of them have a family member who has been injured while working in agriculture. (Using Question #6 from Handout #1.)

Exercise Instructions

Write these questions on the chalkboard:

Question #1 How many students in this group have worked in agriculture?

Question #5 How many students in this group have gotten hurt or sick from working in agriculture?

Question #6 How many students have a family member who has
(*family interview*) gotten hurt or sick from working in agriculture?

Ask the class, “How many got a ‘Yes’ answer from their partner to Question #1?” Take a show of hands and write the total on the board. Do the same for Question #5, and for Question #6 in the family interviews. Finally, you or a student volunteer should divide the total “Yes” answers for each question by the total number of students in the class. Calculate a percentage for each question. For example:

Total who said “Yes” to Question #1 24

Total students in class 32

Divide 24 by 32 = .75 = 75%

Therefore, 75% of the class have worked in agriculture.

Class Discussion

- Compare the class percentage for Question #1 to the national figures in Overhead #2, *Where Do Teens Work?*

- Next, look at the class percentage for Question #5. Compare this to the information in Overhead #3, *Thousand of Teens Are Injured in Farm Jobs*. The class can also discuss if they think the class percentage of students who have gotten hurt or sick is high, medium, or low. This gives them practice in inference and making “educated guesses.”
- Finally, look at the class percentage for Question #6 on the family interview. How does this compare to the percentage of teens who had gotten sick or injured?

C. Homework–Word game.

(10 minutes)

To introduce students to important vocabulary used in this curriculum, pass out Handout #3, *Word Game*. Explain that this is tonight’s homework assignment. Tell students they should match the pictures with the correct vocabulary words. Definitions of the words are provided. Students should bring the completed handout to the next class session.

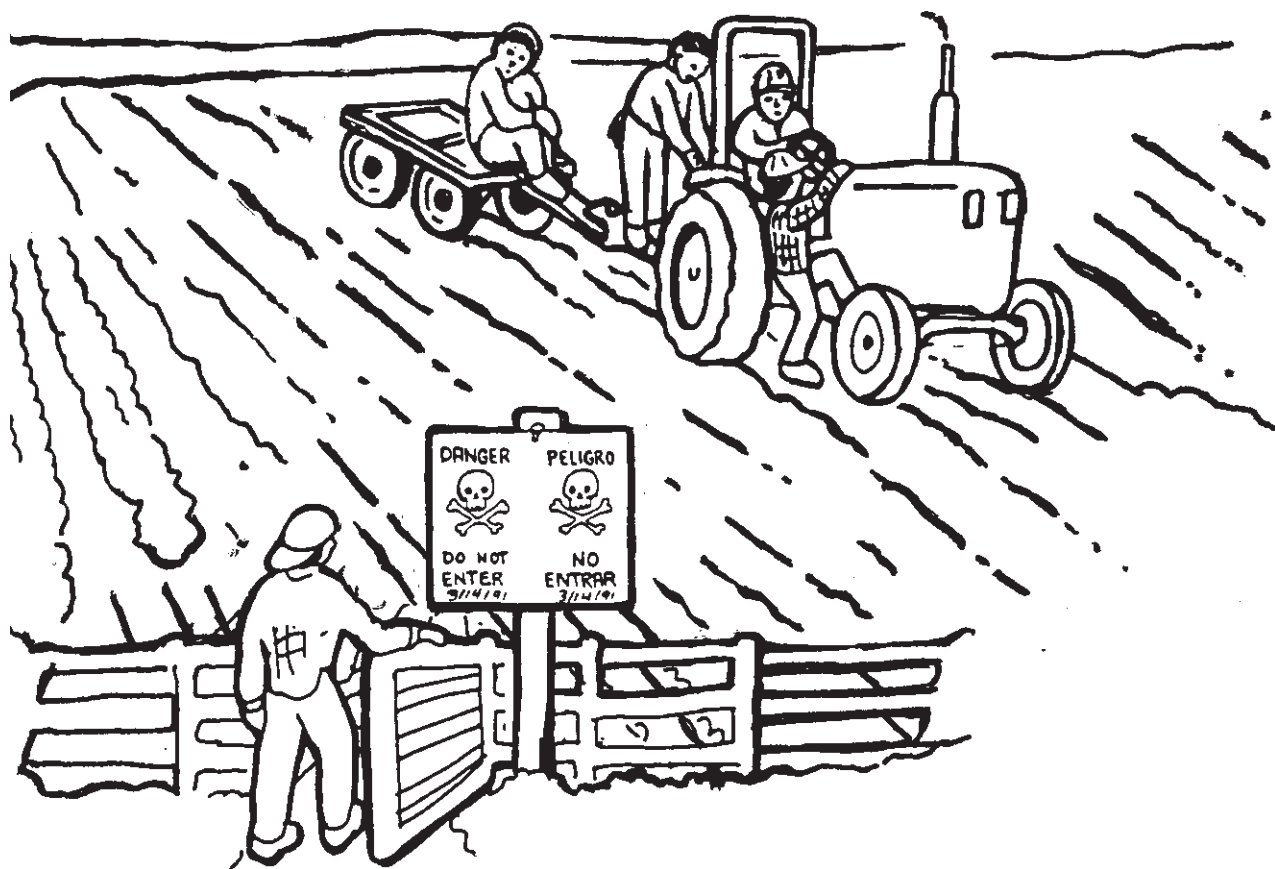
Explain that each picture has more than one correct word. Students should find as many matching words as possible for each picture.

Answer any questions students may have about the assignment.

3

LESSON THREE

Dangers on the Farm



Lesson Plan Three

Activity	Grouping	Time	Materials
A. Homework review. Students check and discuss the <i>Word Game</i> homework assignment.	Class	10 minutes	<ul style="list-style-type: none"> Handout #3. (<i>Copy used for homework.</i>)
B. Hazard map. Students identify various farm hazards shown on a drawing, and suggest solutions.	Students work in pairs	20 minutes	<ul style="list-style-type: none"> Handout #4.
C. Homework—Newspaper article. Students are given a newspaper article to read and are asked to write a paragraph about it.	Class	10 minutes (for explanation)	<ul style="list-style-type: none"> Handout #5.

Total Class Time: 40 minutes

Vocabulary for Lessons Three and Four

canals	job hazard
contaminated	machinery
control	protective equipment
foreman	solution
hurt	work rules

DETAILED TEACHER'S INSTRUCTIONS

A. Homework review.

(15 minutes)

Quickly check and discuss last night's homework. Refer to Handout #3, *Word Game*. Ask students how many words they found for each picture. Have them explain how the words they chose fit the picture.

Answer key for instructor:

1. crop, injury, picking, repetitive, stooping
2. conveyor belt, repetitive, sorting
3. hoeing, injury, repetitive
4. conveyor belt, repetitive, sorting
5. dangerous, irrigation, pesticide
6. conveyor belt, packing shed, repetitive, sorting
7. dangerous, hazard, pesticide
8. crop, hazard, packing shed
9. boss, dangerous, hazard, pesticide
10. dangerous, hazard, injury, pesticide
11. boss, dangerous, hazard
12. crop, dangerous, picking

B. Hazard map.

(20 minutes)

Pass out Handout #4 *Hazard Map* (2 pages). Explain that these are drawings of six different field settings on either side of a highway.

We are going to focus on hazards or dangers that are commonly found in farm work. Explain a "hazard":

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

Have students work in pairs. They should put a circle around all of the things they consider dangerous in these drawings. They will have about 10 minutes to complete this part of the activity.

Next, ask each pair of students to make a chart with two columns like the one on the next page.

PROBLEMS	POSSIBLE SOLUTIONS

On the chart, they should list under “Problems” all the hazards they circled on their Hazard Map. You may ask them to list these as single words, phrases, or complete sentences (whichever is most appropriate for the level of your class). In the other column on the chart, under “Possible Solutions,” students should write a possible way to solve each problem they found.

Let them know they will discuss what they found on the maps in the next class session.

Note: In Lesson 4 (pages 30 – 31) you will find an answer sheet for the hazard maps. This is for your reference; students don’t need to identify all the problems listed.

C. Homework–Newspaper article.

(10 minutes)

Pass out Handout #5, *Teen Farmworkers in the News*. The handout has three news stories about teen farmworkers. Choose **one** of the stories and assign it as homework.

These are stories that are meant to get students thinking about some of the potential hazards that teens face when working in agriculture.

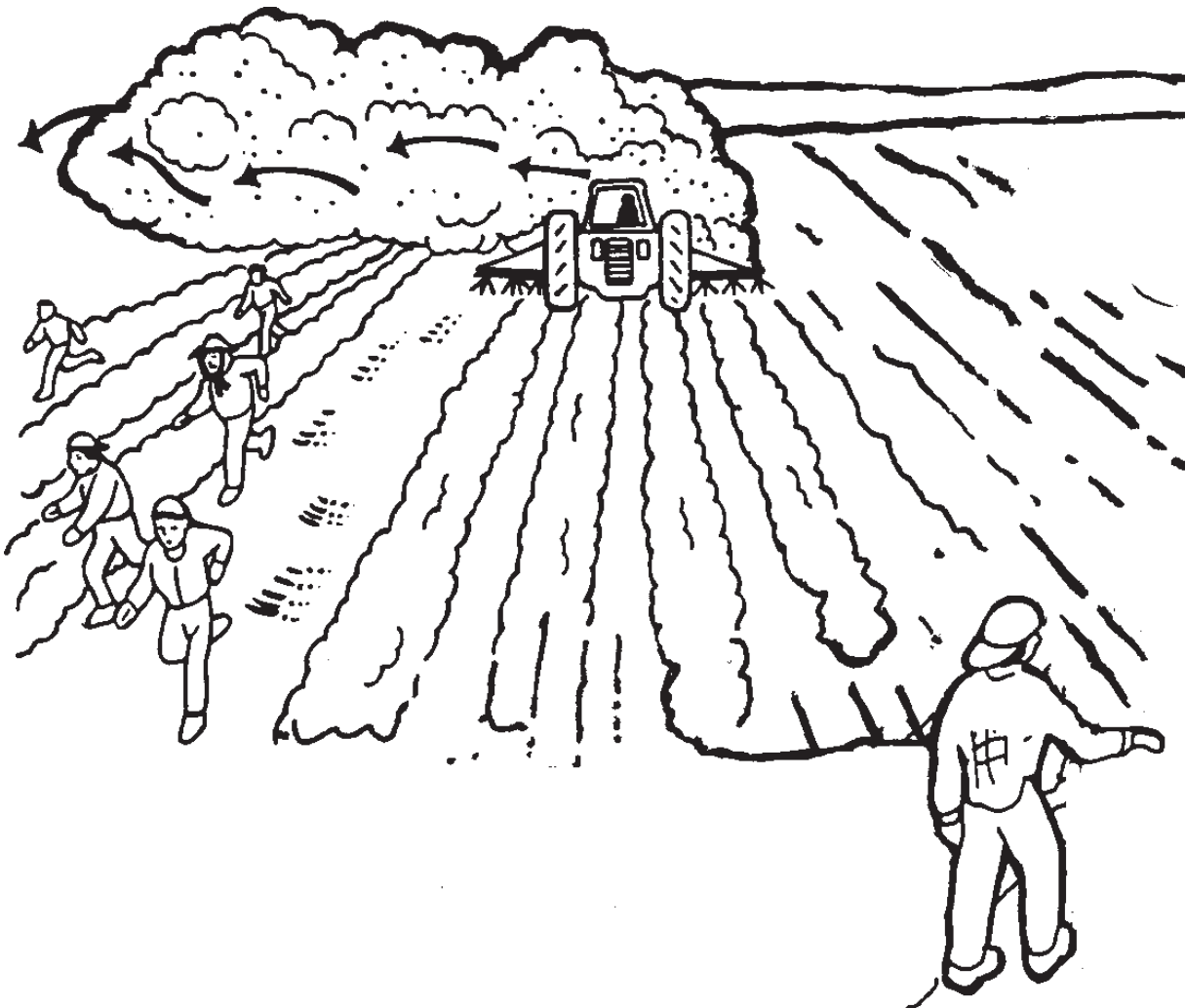
Tell students to read the story you have assigned and to write at least one paragraph describing the main idea of the story. Ask them to include a few examples from the story that support the main idea.

They may also want to circle any words they do not know to discuss in the next class session.

4

LESSON FOUR

Dangers on the Farm



Lesson Plan Four

Activity	Grouping	Time	Materials
A. Homework review. Discuss the newspaper article that was assigned as homework, and collect writing assignments.	Class	15 minutes	<ul style="list-style-type: none"> Handout #5. (<i>Copies used for homework.</i>)
B. Report back on hazard maps. Students report to the class on the hazards they found in the drawing, and their proposed solutions. Teacher explains how hazards can be controlled.	Class	20 minutes	<ul style="list-style-type: none"> Overheads #5A–5B.
C. Homework—Vocabulary activity. Students are given a vocabulary activity as a homework assignment.	Class	5 minutes (for explanation)	<ul style="list-style-type: none"> Handout #6.

Total Class Time: 40 minutes

Vocabulary for Lessons Three and Four

canals	job hazard
contaminated	machinery
control	protective equipment
foreman	solution
hurt	work rules

DETAILED TEACHER'S INSTRUCTIONS

A. Homework review.

(5 minutes)

Make sure everyone has brought their copy of Handout #5, *Teen Farmworkers in the News*, back to class. The homework assignment was to read the news story you selected and to write a summary.

Ask students to describe the main idea of the article they read. Also ask them to give a few examples from the article that support the main idea. They may refer to their written summaries as they answer, if necessary.

Review the definitions of any words they circled in the news story.

Finally, collect the written summaries.

B. Report back.

(20 minutes)

Ask the class to get together with their partners from the hazard map activity and to pull out their charts. Ask how many hazards each pair of students found.

Show the two pages of Overhead #5A–5B, *Hazard Map* (one at a time). Take turns having pairs of students tell the class about **one** hazard or problem they found. As they report, circle that hazard on the overhead. This pair (or another pair) should also share their **possible solution(s)** to the problem. (See pages 30–31 for your reference.)

Make a “Problems and Possible Solutions” chart on the board (like the one in Lesson 3). As students are reporting back, use the chart to list all the problems and solutions presented.

Page 29 has an example of a completed chart.

Tell the class that solving some of the problems may be impossible. But it may be possible to reduce the danger. A more appropriate term is “controlling the hazard.” Explain that:

- There are often several different ways to control a hazard, but some ways may be better than others.
- The best control measures **remove** the hazard altogether, or keep it **away** from people so it can’t hurt anyone. This way, the

workplace itself is safer, and all the responsibility for safety doesn't fall on individual workers. Here are some examples:

- Use safer chemicals, and get rid of hazardous ones.
- Have guards on machines.
- **Work rules and procedures** can reduce the danger. Here are some examples: safety training, regular breaks, assigning enough people to do the job safely (lifting, etc.).
- **Protective clothing and equipment** are the least effective way to control hazards. The equipment may not fully protect you and may be uncomfortable or complicated to use. However, you should use it if it's all you have. Examples include gloves and dust masks.

D. Homework—Vocabulary activity.

(5 minutes)

To introduce students to important vocabulary used in this curriculum, pass out Handout #6, *Dangers on the Farm*. Explain that this is tonight's homework assignment. Tell students they should fill in each blank with a word or phrase from the "word bank." Explain that each blank has only one correct word or phrase. Students should bring the completed handout to the next class session.

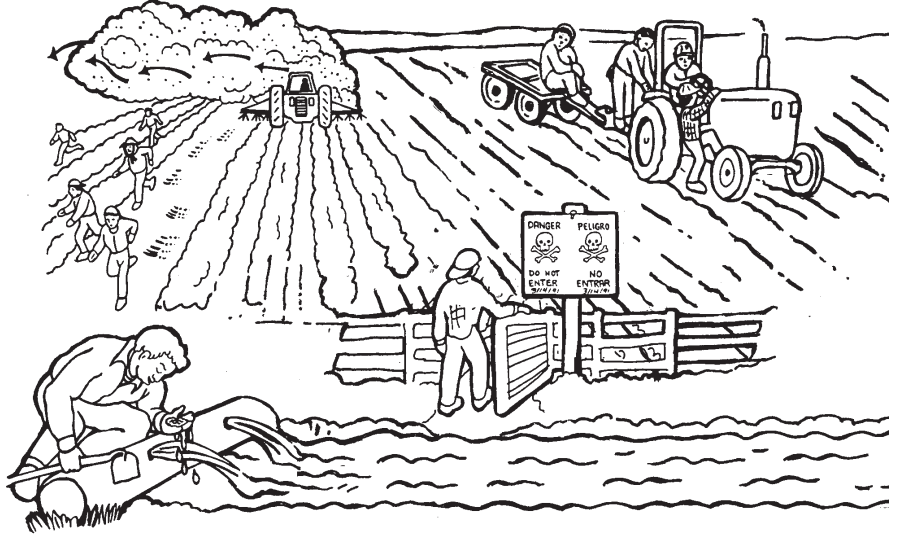
Answer any questions students may have about the assignment.

PROBLEMS	POSSIBLE SOLUTIONS
<ul style="list-style-type: none"> contaminated water 	<ul style="list-style-type: none"> Don't drink the water in the canals or from the irrigation system. The boss is required to provide safe drinking water.
<ul style="list-style-type: none"> no clean toilets 	<ul style="list-style-type: none"> Call government authorities to report this violation.
<ul style="list-style-type: none"> heat 	<ul style="list-style-type: none"> Wear clothes that protect you from the sun. Drink lots of water. Take breaks in the shade (if possible).
<ul style="list-style-type: none"> pesticides 	<ul style="list-style-type: none"> Ask the boss to use safer products. Wash your hands. Obey the danger signs. Wear protective clothing. Don't eat in the fields.
<ul style="list-style-type: none"> stooping all day 	<ul style="list-style-type: none"> Take breaks. Stretch. Get down on one knee.
<ul style="list-style-type: none"> broken ladders 	<ul style="list-style-type: none"> Don't use ladder. Report unsafe ladders to the foreman. Get training on how to use and inspect ladders.
<ul style="list-style-type: none"> dangerous machinery 	<ul style="list-style-type: none"> Turn off the machine before you remove something that fell inside. Report broken or dangerous machinery to the foreman.
<ul style="list-style-type: none"> standing for long periods 	<ul style="list-style-type: none"> Take regular breaks. Rotate jobs. Use floor mats in packing sheds.
<ul style="list-style-type: none"> bending and reaching 	<ul style="list-style-type: none"> Take regular breaks. Rotate jobs.
<ul style="list-style-type: none"> sharp blades on machinery 	<ul style="list-style-type: none"> Keep safety guards in place.
<ul style="list-style-type: none"> lifting 	<ul style="list-style-type: none"> Use helpers when lifting heavy or large items. Get training in how to lift properly.
<ul style="list-style-type: none"> conveyor belts 	<ul style="list-style-type: none"> Tie long hair back and up. Tuck in your shirt. Tuck in anything you wear around your neck. Button long sleeves.
<ul style="list-style-type: none"> tractors 	<ul style="list-style-type: none"> You must be at least 16 to drive a tractor. Don't give anyone a ride. Get proper training.
<ul style="list-style-type: none"> vehicles 	<ul style="list-style-type: none"> Wear a seat belt. Don't get in a vehicle with a driver who has been drinking.

Hazard Map – Answer Key for Teachers

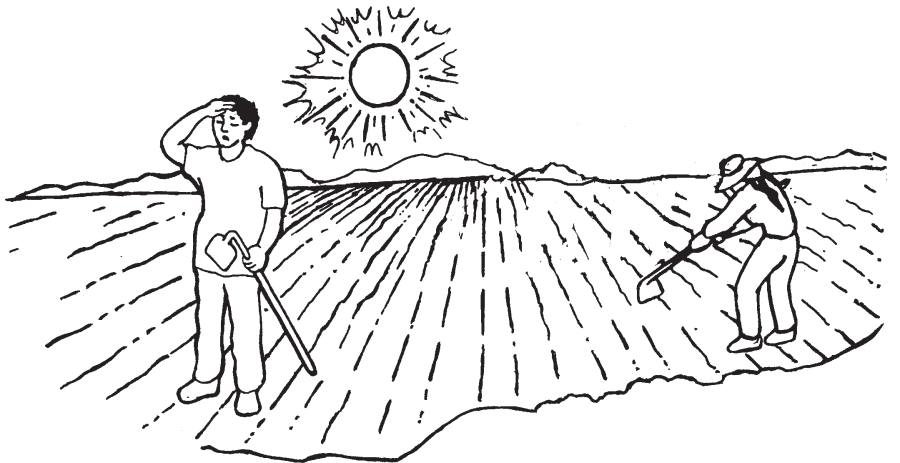
#1

- workers in field when there is a danger sign indicating workers should not enter
- tractor – more than one person on board; person climbing on while it's moving
- other tractor disking – generating a lot of dust
- person drinking from irrigation pipe



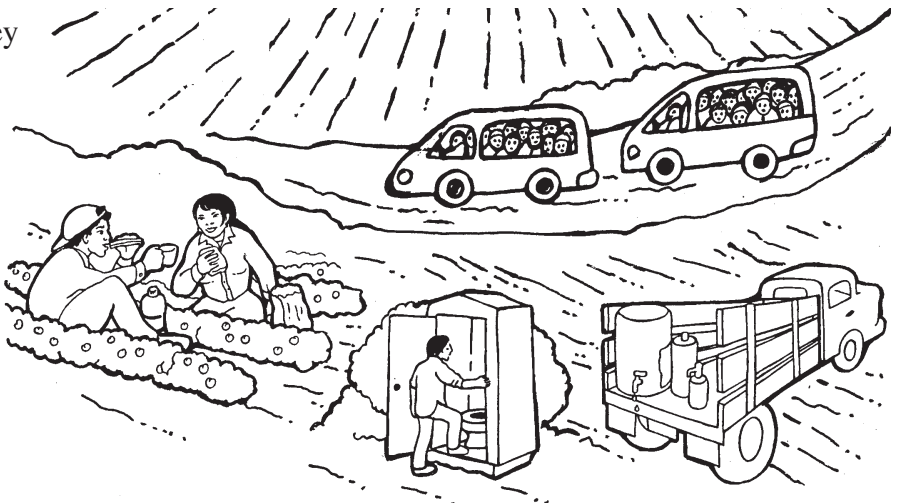
#2

- heat can cause serious health problems if workers don't rest and drink plenty of water
- hoeing – bending and reaching can strain the body



#3

- eating lunch in the fields – did they wash their hands?
- water isn't labeled – is it for drinking or washing?
- no cups
- on the positive side, there are a toilet and drinking water. Are they close to the workers? Accessible?
- vans are overcrowded



Hazard Map – Answer Key for Teachers

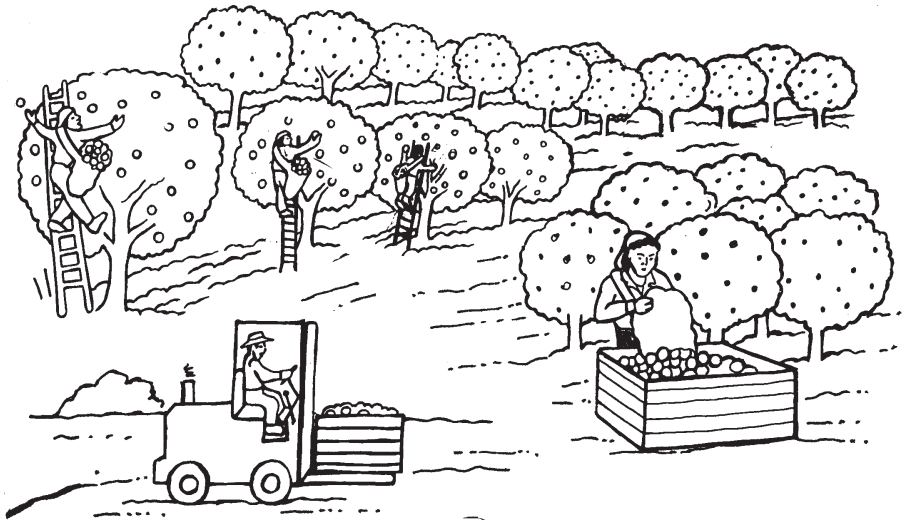
#4

- bending and stooping all day strains the body
- lifting heavy boxes
- having to lift over the shoulder into the truck – difficult position for the body



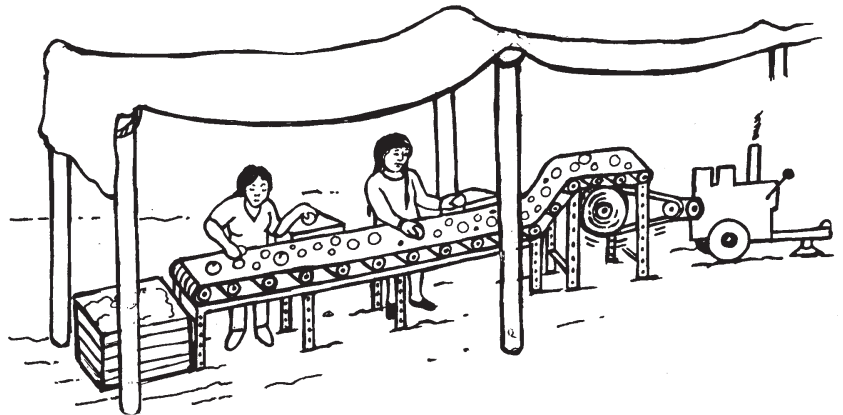
#5

- possible pesticide exposure while picking fruit
- ladders – are they in good shape?
- reaching far to pick fruit – can strain the body
- forklift – can be a hazard, need to have proper training to drive one



#6

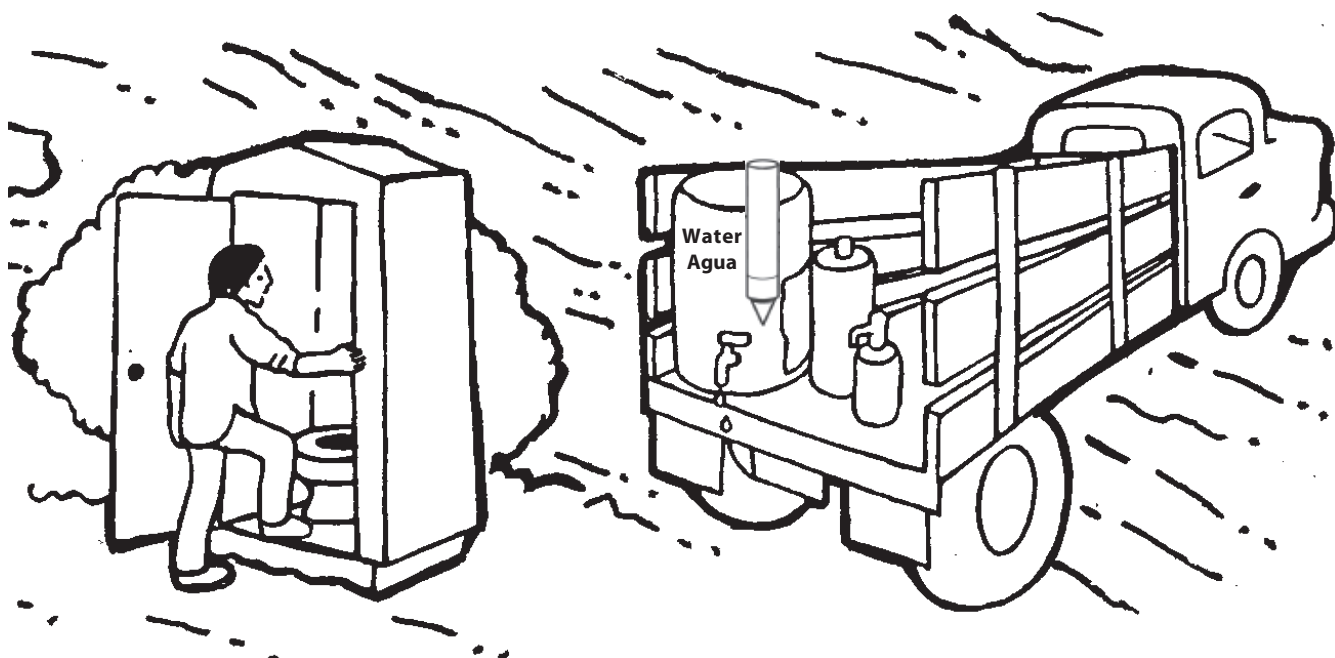
- conveyor belt – no guards
- are workers wearing long pants? – it's recommended
- woman's hair should be pulled back
- standing for long periods – can strain the body
- noise – is the belt very noisy?
- repetitive motions with hands – can cause strain
- exhaust fumes are trapped under canopy



5

LESSON FIVE

Teen Farmworkers' Rights and Responsibilities



Lesson Plan Five

Activity	Grouping	Time	Materials
A. Homework review. Students check and discuss the <i>Dangers on the Farm</i> homework assignment.	Class	10 minutes	<ul style="list-style-type: none"> Handout #6 . (Copy used for homework.)
B. Teen farmworker rights and responsibilities — Factsheet Students answer a set of questions about the factsheet, <i>Are You a Teen Working in Agriculture?</i>	Pairs & class	25 minutes	<ul style="list-style-type: none"> Handouts #7–8. (Add local phone numbers to Handout #7.)
C. Homework—Vocabulary activity. Students are given a vocabulary game as a homework assignment.	Class	5 minutes (for explanation)	<ul style="list-style-type: none"> Handout #9.

Total Class Time: 40 minutes

Vocabulary for Lessons Five & Six

abuse	sexual harassment
agency	sulfur
Department of Labor	violation
minimum wage	work permit
racial harassment	workers' rights

DETAILED TEACHER'S INSTRUCTIONS

A. Homework review.

(10 minutes)

Review vocabulary homework from Lesson Four Handout #6, *Dangers on the Farm*. Ask students to share their answers. Have them explain the meanings of the sentences.

Answer key for instructor:

1. machinery, foreman
2. canals, contaminated
3. job hazard
4. protective equipment
5. work rules, hurt
6. solution
7. control

B. Teen farmworker rights and responsibilities – Factsheet.

(25 minutes)

This activity can be done in pairs or individually. Pass out Handout #7, *Are You a Teen Working in Agriculture?* You will need to add two phone numbers to page 4 of this handout before copying it. Find the numbers of the nearest offices of Cal/OSHA and the Division of Labor Standards Enforcement. For help in finding these numbers, see Appendix B, *Resource Organizations*.

Also pass out Handout #8, *Check Your Understanding*. Tell students to read the factsheet (Handout #7) and then answer the questions in Handout #8. They will have 15 minutes to find the answers. All the answers can be found in the factsheet.

After they are done, ask for volunteers to give their answers. Discuss the answers briefly. Suggested answers, along with background information, are in the Teacher's Discussion Guide on the next page.

Note: The factsheet does not provide an exhaustive list of workers' rights and labor laws. It is meant to provide students with a basic understanding of their rights and responsibilities as workers.

✓ Check Your Understanding—Teacher’s Discussion Guide

1. Name three hazards of work in agriculture.

Any of the following:

- Heat
- Bending (can hurt your back)
- Pesticides
- Ladders
- Tractors
- Sharp blades
- Conveyor belts
- Slippery floors
- Heavy lifting
- Repetitive movements

2. Name two things you can do to stay safe on the job.

Any of the following:

- Follow safety rules.
- Use safety equipment and clothes that protect you.
- Shower and change your clothes at the end of each day. (This helps protect you from pesticides.)
- Don’t eat or drink in the fields. (This helps keep pesticides out of your body.)
- Don’t drink irrigation water. (It may have pesticides or dangerous bacteria.)
- Take a break and stretch. (This helps protect you from injuries from repetitive movements.)

3. How old do you have to be to work in agriculture in California?

12 years old.

4. Where can you get a work permit?

At school.

5. How many hours can a 15 year-old work on a farm each week during the school year?

Not over 18 hours a week.

6. What are two hazardous jobs on a farm that a 14 year-old may *not* do?

Youth under the age of 16 may not:

- Work with pesticides.
- Drive a tractor.
- Drive a van at work.
- Work on a ladder over 20 feet high.

7. What are four legal rights that farmworkers have on the job?

Any of the following:

- To work without racial or sexual harassment.
- To report health and safety problems.
- To refuse to work if the job is dangerous.
- To join or organize a union.

The law also says that your boss must give you:

- Safety training.
- Clean toilets.
- Safe water for drinking and washing.
- A shaded place to rest if you need to recover from the heat.
- Medical care if you get hurt at work.
- Minimum wage—\$8.00 an hour (as of January 2010).

8. What are some things you can do if you need help with a health and safety problem at work?

- Talk to your boss about the problem.
- Talk to a parent or teacher.
- Talk to a co-worker or friend.
- Call California Rural Legal Assistance, Inc. (CRLA) at 1-800-242-2752.

- Call the appropriate government agency.

Cal/OSHA—to get information or to make a complaint about health and safety.

Division of Labor Standards Enforcement (DLSE)—to get information or to make a complaint about wages or work hours.

Department of Fair Employment and Housing (DFEH)—to get information or to make a complaint about sexual harassment or discrimination.

9. Can you be fired for reporting a health and safety problem at work?

No. It is against the law for your boss to fire you for reporting a problem. Still, some employers may **try** to fire you for this reason. Call the nearest Division of Labor Standards Enforcement office or California Rural Legal Assistance for information on filing a complaint.

C. Homework—Vocabulary activity.

(5 minutes)

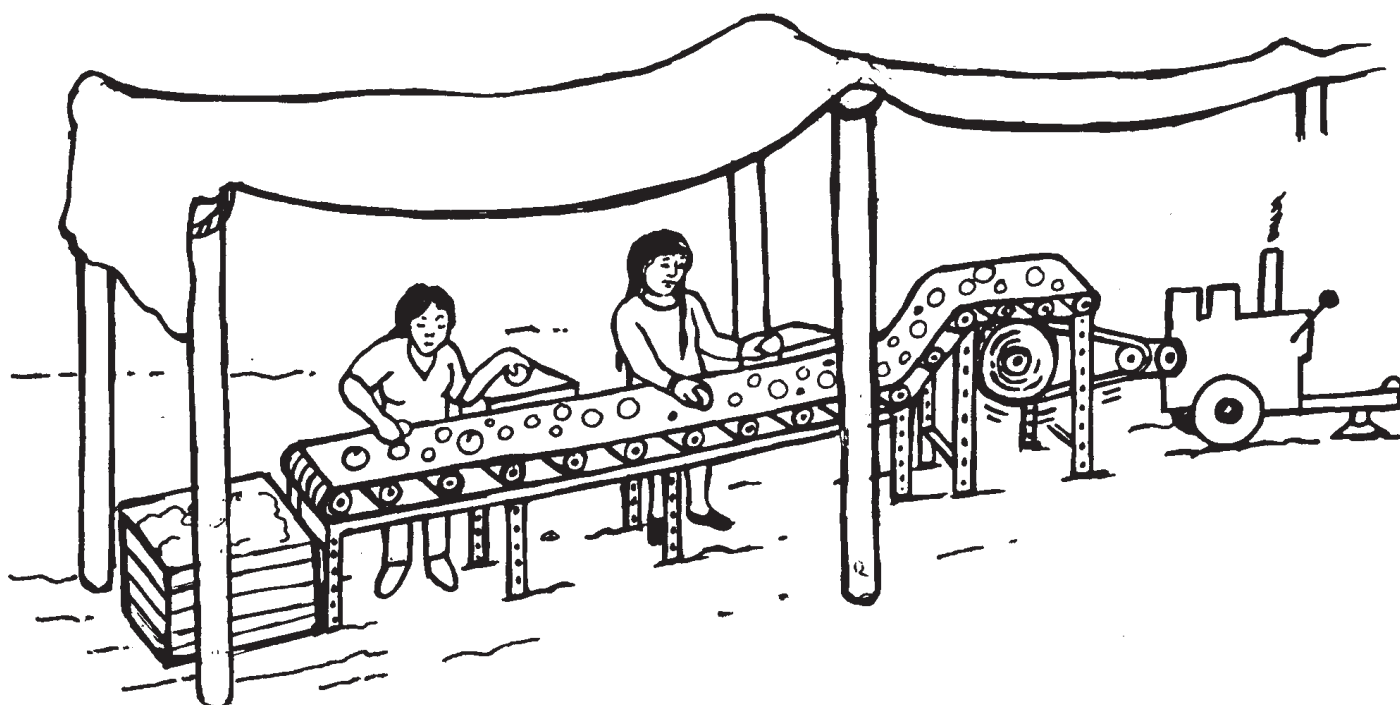
To introduce students to important vocabulary used in this curriculum, pass out Handout #9, *Matching Game*. Explain that this is tonight's homework assignment. Tell students they should read the definition (on the left) and draw a line matching it to the word or phrase on the right. Explain that each definition has only one correct word or phrase. Students should bring the completed handout to the next class session.

Answer any questions students may have about the assignment.

6

LESSON SIX

Teen Farmworkers' Rights and Responsibilities



Lesson Plan Six

Activity	Grouping	Time	Materials
A. Homework review. Students check and discuss the <i>Matching Game</i> homework assignment.	Class	10 minutes	<ul style="list-style-type: none"> Handout #9. (Copy used for homework.)
B. Short story—Strawberry Fields. Students read a short story about a teen working in agriculture and answer a set of questions.	Pairs & class	25 minutes	<ul style="list-style-type: none"> Handout #10.
C. Homework—Essay. Students write a short essay about their own jobs.	Class	5 minutes (for explanation)	<ul style="list-style-type: none"> Handout #11.

Total Class Time: 40 minutes

Vocabulary for Lessons Five & Six

abuse	sexual harassment
agency	sulfur
Department of Labor	violation
minimum wage	work permit
racial harassment	workers' rights

DETAILED TEACHER'S INSTRUCTIONS

A. Homework review.

(10 minutes)

Review vocabulary homework from Lesson Five Handout #9, *Matching Game*. Ask students to share their answers.

Answer key for instructor:

- | | |
|----------------------|------------------------|
| 1. minimum wage | 6. Department of Labor |
| 2. racial harassment | 7. sulfur |
| 3. sexual harassment | 8. violation |
| 4. abuse | 9. workers' rights |
| 5. agency | 10. work permit |

B. Short story—Strawberry Fields.

(25 minutes)

Explain that the class will now read a short story about a teenager who worked in the strawberry fields in California. He testified before the U.S. Congress to let lawmakers know about conditions in the fields. After reading the story, students will answer some questions that let them apply labor laws to a real situation, using what they learned in the previous lesson.

Pass out Handout #10, *Strawberry Fields*. Ask for volunteers to read the story to the class. Each volunteer may read a paragraph.

Next, working in pairs, students should discuss and write answers to the questions that follow the story. These questions ask students to identify the hazardous conditions shown in the story and to make suggestions for improving working conditions.

The discussion questions and some possible answers are:

1. What do you find most interesting about this story? Why?
2. What health and safety hazards are described in this story?
 - Long hours

- Bending over to look for strawberries
- Pushing the cart up and down the long rows
- Crouching or stooping all day at work
- No clean toilets
- No clean water for washing
- No drinking water or individual cups
- Sulfur and other pesticides
- Fast, repetitive work
- Pressure and stress on the job.

3. Is the law broken in this story? How?

Labor Law Violations

- No work permit. Youth under 18 must have a work permit unless they have graduated from high school.
- Illegal hours. During the school year, 12–15 year-olds can't work before 7am or after 7pm. They also can't work over 18 hours a week.
- Below minimum wage. Augustino made \$2.80 an hour. In 1989, when he was working, the minimum wage was \$3.35 an hour. (Today it is \$8.00.)
- Not enough time for breaks and lunch. Augustino got no breaks and only 20 minutes for lunch. In California, workers must get 30 minutes to eat during each full day of work. They must also get 10-minute rest breaks for every four hours of work.
- Racial insults. Workers have the legal right to work without racial or sexual harassment.
- Workers fired for complaining about working conditions. It's against the law for your boss to fire you for reporting a problem.

Health and Safety Violations

- No clean toilets or water for washing. The law says they must be available.
- No drinking water or individual cups. The law requires them.
- No safety training. The law says the boss must give workers training about possible hazards, in a language they understand.

4. What do you think should be done to improve Augustino's working conditions?

- Make people aware of problems
- Petitions
- Boycotts
- Government investigations
- New laws
- Better enforcement of the laws
- Charge the company a fine when it breaks the law
- Union organizing
- Change both workers' and bosses' attitudes about safety
- Better safety information and training.

There will be more about improving working conditions in Lesson Seven.

After the pairs have finished discussing the questions and writing their answers, bring the class back together. Ask for volunteers to share with the class their answers to each question.

C. Homework–Essay.

(5 minutes)

Tell students that their homework assignment is to write a story similar to *Strawberry Fields* (Handout #10). It should be 1–2 pages and should describe their **own** experience working in agriculture.

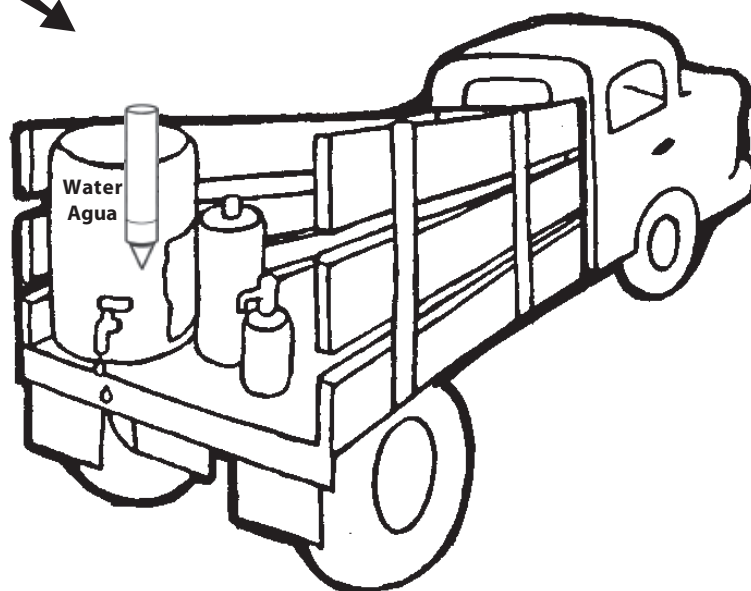
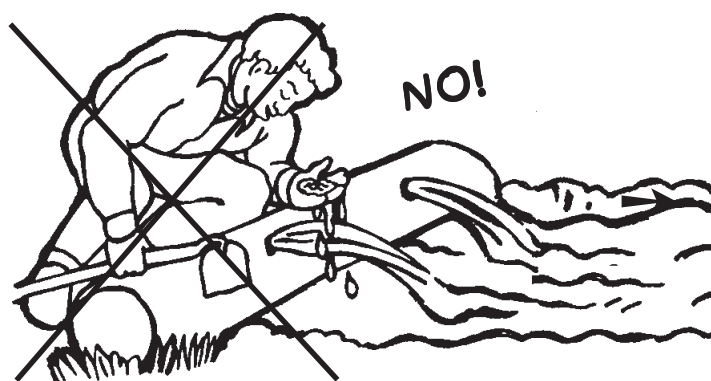
Suggest that students re-read *Strawberry Fields* and try to write about similar issues that they have experienced. Ask them to be prepared to list the specific hazards and violations of the law that are shown in their story. If they don't work in agriculture, they could write about a friend's experience or about what they have learned in this curriculum that relates to the Strawberry Fields story.

If you want to adapt this assignment, students can use Handout #11, *Strawberry Fields—Essay* to guide them in writing about their experiences. This handout provides the beginning for sentences to help complete an essay.

7

LESSON SEVEN

Taking Action for Health and Safety



Lesson Plan Seven

Activity	Grouping	Time	Materials
A. Homework review. Collect the essays and have a few students describe what they wrote about.	Class	10 minutes	
B. Skit and discussion. Students enact a skit and talk about steps they could take to address the hazards presented.	Small groups and class	25 minutes	<ul style="list-style-type: none"> • Handout #12.
C. Homework—Vocabulary activity. Students are given a vocabulary game as a homework assignment.	Class	5 minutes <i>(for explanation)</i>	<ul style="list-style-type: none"> • Handout #13.

Total Class Time: 40 minutes

Vocabulary for Lessons Seven and Eight

boycott	negotiate
consumer	organize
employer	petition
enforce	union
lawmaker	

DETAILED TEACHER'S INSTRUCTIONS

A. Homework review.

(10 minutes)

Collect the essays students wrote as homework. Ask for a few volunteers to describe what hazards and violations of the law they faced in their experience. Ask them if they did something about these hazards or violations.

B. Skit and discussion.

(25 minutes)

Explain that they will have the opportunity to think about what teens can do when they see a health and safety problem at work.

Pass out Handout #12, *Taking Action*. If you wish, read the script aloud while students follow along. Then ask for two student volunteers to enact the skit.

After the skit, ask everyone to look at the two discussion questions below the script on Handout #12. Divide the class into small groups (4-6 students each). Students will work in these small groups for about 10 minutes, answering the questions together.

After 10 minutes, bring the class back together. Ask each small group for their answers to each discussion question. As people respond, list their answers on the chalkboard or a flipchart. Use the answers to trigger a class discussion about what problems the teens in the skit face and what they could do about them.

The discussion questions and some possible answers are:

1. What health and safety problems do Jorge and Elena face?

- Heat, which can cause serious health problems. If you don't rest and get water, your body may overheat.
- Lack of water.
- Possibly drinking contaminated water from the irrigation pipes. This water could make them sick.

2. What could Jorge and Elena do about these problems? Who could they turn to for help? What would you do?

- Drink water frequently throughout the day.
- Bring a bottle of water to work.
- Ask the supervisor to have water close by and accessible, since it's required by law.
- Wear long pants, shirts with long sleeves, and hats to protect themselves from the sun.
- Take their breaks in the shade, if possible.
- Don't drink water from the irrigation canals or pipes.
- Ask a co-worker, friend, or teacher for advice.
- Talk to parents about the problem.
- Find out if anyone has asked for water before.
- Talk to co-workers and see if people want to complain to the supervisor as a group.
- Call a union, community organization, or California Rural Legal Assistance, Inc. (CRLA) for information and advice.
- File a complaint with Cal/OSHA.

It can be hard to ask your supervisor for changes. You should think about who can help you figure out how to solve the problem.

C. Homework–Vocabulary activity.

(5 minutes)

To introduce students to important vocabulary used in this curriculum, pass out Handout #13, *Taking Action for Health and Safety*. Explain that this is tonight's homework assignment. Tell students they should match the words and phrases to complete a true statement. Students should bring the completed handout to the next class session.

Answer any questions students may have about the assignment.

8

LESSON EIGHT

Taking Action for Health and Safety Review



Lesson Plan Eight

Activity	Grouping	Time	Materials
A. Homework review. Students check and discuss the <i>Taking Action for Health and Safety</i> homework assignment.	Class	5 minutes	<ul style="list-style-type: none"> Handout #13. (<i>Copy used for homework.</i>)
B. Video and discussion. Students watch and discuss a video showing how farmworkers won the rights they have today.	Class	20 minutes	<ul style="list-style-type: none"> Handout #14. DVD, <i>Teens Working in Agriculture</i>. DVD player.
C. Final project preparation. Students begin working on the final project you selected. Choose one of the options below.			
#1: Final exam in class. Students study for the written exam they'll take in the next class session.	Individual	15 minutes	<ul style="list-style-type: none"> Handouts #4 and #15.
#2: Take-home final exam. Students begin to work on the final exam they will complete at home.	Individual	15 minutes	<ul style="list-style-type: none"> Handouts #4 and #15.
#3: Journal writing. Students begin to work on an essay.	Individual	15 minutes	<ul style="list-style-type: none"> Handout #16.
#4: Safety poster. Students begin to plan for a safety poster.	Individual	15 minutes	<ul style="list-style-type: none"> Handout #17.

Total Class Time: 40 minutes

Vocabulary for Lessons Seven and Eight

boycott	employer	lawmaker	organize	union
consumer	enforce	negotiate	petition	

DETAILED TEACHER'S INSTRUCTIONS

A. Homework review.

(5 minutes)

Review vocabulary homework from Lesson Seven Handout #13, *Taking Action for Health and Safety*. Ask students to share their answers.

Answer key for instructor:

- | | |
|------------------------|--|
| 1. Lawmakers | d. can make laws. |
| 2. The consumers | f. can boycott crops. |
| 3. The unions | a. can negotiate for better working conditions with the employers. |
| 4. Farmworkers | e. can file complaints. |
| 5. Government agencies | c. can enforce the laws. |
| 6. The employers | b. can provide safe workplaces. |

B. Video and discussion.

(15 minutes)

As a warm-up to this lesson, ask the class these questions and discuss them briefly:

- Do you think workers have always had rights?
- If not, how do you think they got the rights they have today?

Explain to the class that they will now watch a very short (5-minute) video clip. It shows how farmworkers won some of the legal rights they have today. Tell students that while they are watching the video they should try to think of:

- One legal right that farmworkers have today
—and—
- One action farmworkers have taken to make their jobs safer.

Show the DVD, *Teens Working in Agriculture: Taking Action for Health and Safety*.

Pass out Handout #14, *DVD Script*. Students can follow along as you show the video.

After the video, ask students to give some examples from the video of legal rights that farmworkers have today. Then ask for examples of how farmworkers tried to improve their working conditions.

During the discussion, try to bring out these points:

- Workers' rights have not always been guaranteed by law.
- Many people worked hard for the rights workers have today.
- Many people still work to improve conditions in agriculture so farmworkers will have safe and healthy jobs.
- To win their rights, farmworkers and their supporters have talked to lawmakers, organized unions, marched, boycotted, negotiated with the boss, filed government complaints, and taken other kinds of action.

C. Final Project Preparation.

(15 minutes)

There are four options for the final project. Follow the instructions for the option you choose:

- Option #1. Final exam in class.
- Option #2. Take-home final exam.
- Option #3. Journal writing.
- Option #4. Safety poster.

Option #1: Final exam in class. Tell students that in the next class session, they will have 20 minutes to complete a final exam. They can use this preparation time to review the material and study.

Option #2: Take-home final exam in class. Distribute Handout #4, *Hazard Map*, and Handout #15, *Final Exam*. Explain that they will now have time to work on this during class, using the factsheet and other materials they've received. If they don't finish, they should take it home and bring the completed exam to the next class session.

Option #3: Journal Writing. The students will write a short personal essay (one to two pages) giving their reaction to these health and safety classes. They can begin working on it during class and should bring the completed essay to the next class session. They should use Handout #16, *Journal Writing*, which lists the questions they are to address in this essay:

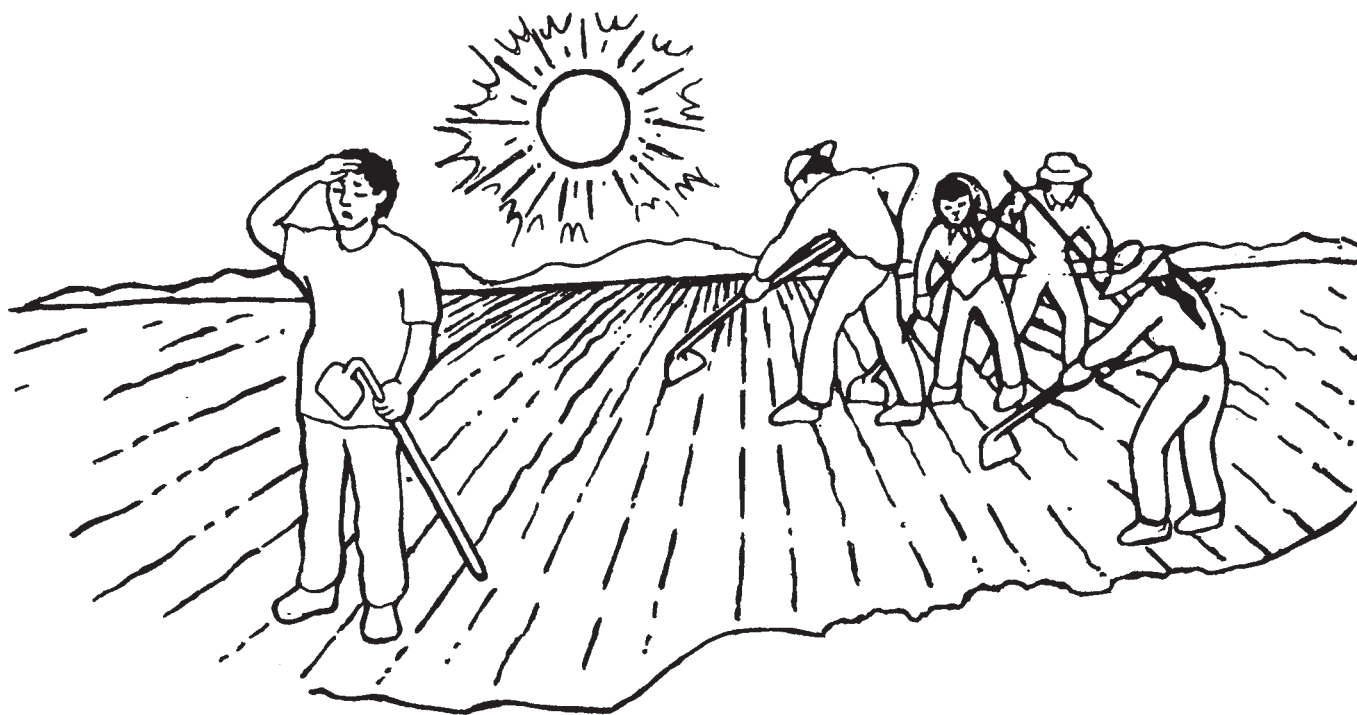
- What did you learn from these classes?
- Do you think this subject is important? Why, or why not?
- What will you do with the information you learned?

Option #4: Safety poster. Distribute Handout #17, *Safety Poster Worksheet*. Explain that they will plan a poster with a safety message for teens who work in agriculture. They should use this time to answer the questions and create a rough sketch, and bring the completed worksheet to the next class session.

9

LESSON Nine

Summing Up



Lesson Plan Nine

Activity	Grouping	Time	Materials
A. TV game show. Students review the material presented in the curriculum by taking part in a simulated TV game show.	Class and teams	20 minutes	<ul style="list-style-type: none"> • Overhead #6. • Handout #7. (<i>Copy used previously.</i>) • Prizes.
B. Final review project. Follow the instructions for the option you chose.			
#1: Final exam in class. Students take a written exam during class.	Individual	20 minutes	<ul style="list-style-type: none"> • Handouts #4 and #15.
#2: Take-home final exam. Students discuss answers to the final exam they completed at home.	Class	20 minutes	<ul style="list-style-type: none"> • Completed Handouts #4 and #15. (<i>Copies used for homework.</i>)
#3: Journal writing. Students present their essays to the class or summarize key points from their essays.	Individual and class	20 minutes	<ul style="list-style-type: none"> • Completed essays.
#4: Safety poster. Students work in groups to create posters with a safety message. Then groups present their posters to the class.	Small groups and class	20 minutes	<ul style="list-style-type: none"> • Completed Handout #17. (<i>Copies used for homework.</i>) • Poster paper. • Markers and crayons.

Total Class Time: 40 minutes

DETAILED TEACHER'S INSTRUCTIONS

A. TV game show.

(20 minutes)

Explain that students will now review what they have learned during the week. They will play a game that is a simplified version of a popular TV game show.

Divide the class into four teams. Have each team choose a team leader to speak for them. The teacher will be the game show host.

Show the class Overhead #6, *TV Game Show*. The overhead is a game board like the one below. (If you wish, draw the game board on the chalkboard or a sheet of butcher paper instead of using the overhead.)

Make four columns on the chalkboard (one for each team) to use for scorekeeping.

Explain that, as on the TV show, each team in turn will choose a category and dollar amount. There are four categories, with five different dollar amounts for each.

Workers' Rights	Job Hazards	Teens and the Law	Taking Action
\$100	\$100	\$100	\$100
\$200	\$200	\$200	\$200
\$300	\$300	\$300	\$300
\$400	\$400	\$400	\$400
\$500	\$500	\$500	\$500

To begin, the teacher should ask the first team to choose any block on the game board (for example, “Teens and the Law” for \$300). The team should confer, and the team leader should tell the teacher which block they want.

There is a question for each block on the game board. Questions and answers appear on the charts on pages 59–60. After the first team chooses a block, ask them the corresponding question, and give them 30 seconds to respond. The team should confer, and the team leader should answer for them. Encourage students to refer to Handout #7, *Are You a Teen Working in Agriculture?*, which was given out at an earlier class. (Have extra copies available.)

Note: Unlike the TV show, this game does not require responses to be in the form of a question.

If the first team answers their question **correctly**, record the dollar amount they won in the scorekeeping area on the chalkboard. If they answer **incorrectly**, ask if any other team can answer the question. If another team can give the correct answer, that team wins the dollar amount. If no team can answer the first question correctly, tell the students the answer.

Note: If a team misses a “True or False” question, **don’t** give other teams an opportunity to answer.

When you are finished with a question, cross out that block on the game board, since it can’t be chosen again.

Now rotate questions among the teams so everyone will have a chance. Let one of the other teams choose an available block on the game board. Ask them the corresponding question, and proceed in the same way as before. Continue the game until all the blocks have been chosen, or until you are out of time.

At the end of the game, total up the dollar amounts the four teams have won. The team with the highest total is the winner. You may want to give each member of the winning team a prize.

TV Game Show—Teacher’s Discussion Guide

The questions and answers for the TV Game Show follow on the next two pages.

TV GAME QUESTIONS

	Workers’ Rights	Job Hazards	Teens and the Law	Taking Action
\$100	True or False? Your employer must give you health and safety training.	Define the term “job hazard.”	True or False? You must be 12 years old to work in the fields in California.	Name two things you can do to stay safe in the fields.
\$200	True or False? Your employer must give you clean bathrooms and drinking water in the fields.	Name three things that can be dangerous about work in the fields.	True or False? A 15 year-old farmworker can drive a truck or tractor in the fields.	Name one action farmworkers have taken to make their jobs safer.
\$300	True or False? You can’t join a union to protect your rights if your boss won’t let you.	Give one reason why teens should learn about dangers at work.	True or False? A 15 year-old can work in the fields at 6 am.	Name one thing you can do if a machine is broken or seems dangerous.
\$400	Who must pay for your medical care if you get hurt on the job?	Name one way to protect farmworkers from heat.	True or False? It is legal for your boss to fire you for reporting a problem.	Name two things you should do if you see something dangerous at work.
\$500	How much is the minimum wage now?	Name one danger in farm work that doesn’t hurt you right away, but might harm your health later.	Who needs a work permit and where can you get one?	Where can a farmworker call to make a complaint about health and safety violations?

TV GAME ANSWERS

	Workers' Rights	Job Hazards	Teens and the Law	Taking Action
\$100	True.	Anything at work that can hurt you, either physically or mentally.	True.	<i>Any 2:</i> Follow safety rules, get training, use safety equipment, shower and change clothes, don't eat or drink in the fields, don't drink irrigation water, take a break.
\$200	True.	<i>Any 3:</i> Heat, bending, pesticides, ladders, sharp blades, conveyor belts, heavy lifting, repeated movements.	False. You must be 16 to drive a tractor or motor vehicle.	<i>Any of these:</i> Talked to lawmakers, organized unions, marched, negotiated with the boss, boycotted, filed government complaints.
\$300	False. You always have the right to join a union.	<i>Any of these:</i> So you can get problems fixed, so you won't get hurt, so you can warn co-workers, because it's your legal right to know.	False. 14–15 year olds can't work before 7 am	<i>Any of these:</i> Report it to your boss. Ask the boss to put safety guards on the machine. Turn off the machine before reaching inside.
\$400	Your employer (through workers' compensation).	<i>Any of these:</i> Drink water, take breaks, wear clothes and a hat that protect you from the sun, rest in the shade.	False.	<i>Any 2:</i> Get the facts; discuss with parents, teachers, co-workers, or union; talk to your boss; complain to a government agency.
\$500	\$8.00 an hour.	<i>Any of these:</i> Noise, heavy lifting, repeated movements, pesticides, chemicals.	Anyone under 18 (unless you graduated from high school or have a GED). You get a work permit at school.	Cal/OSHA.

B. Final review project.

(20 minutes)

Follow the instructions for the option you chose in Lesson Eight:

- Option #1. Final exam in class.
- Option #2. Take-home final exam.
- Option #3. Journal writing.
- Option #4. Safety poster.

Option #1: Final exam in class.

(20 minutes)

Pass out Handout #15, *Final Exam*. Also make sure that everyone still has a copy of Handout #4, *Hazard Map* (both pages). The map, which students received at an earlier class, is needed for the exam. Have extra copies available.

Tell students that they will need about 20 minutes to complete the exam. You may want to allow more time, depending on the level of your class.

When time is up, collect the exams and end the class. You can grade the exams later, using the Answer Key below.

✓ Final Exam—Teacher’s Answer Key

1. Match the word with the correct definition.

- | | |
|---------------------|------------------|
| • conveyor belt (e) | • hoeing (b) |
| • dangerous (f) | • pesticide (a) |
| • hazard (d) | • repetitive (c) |

2. What does “job hazard” mean?

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

3. What are two things you can do if there is a health or safety problem at work?

Possible answers include:

- Get the facts.
- Discuss the problem with a parent, teacher, or co-worker.

- Go to the union.
- Report the problem to your boss.
- Complain to a government agency.
- Call the California Rural Legal Assistance, Inc. (CRLA).

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

Your employer.

5. What are three things you can do to stay safe at work?

Possible answers include:

- Follow all safety rules.
- Get safety training.
- Use safety equipment and clothes that protect you.
- Shower and wash your clothes after working near pesticides.
- Take breaks and stretch.
- Drink plenty of water.
- Don't eat or drink in the fields.
- Don't drink irrigation water.

6. What are two jobs on a farm that you *can't* do if you are under 16? Why?

Possible answers include:

- Work with pesticides.
- Drive a tractor.
- Drive a forklift.
- Drive a van at work.
- Work on a ladder over 20 feet high.

These are dangerous jobs. Child labor laws protect younger teens from doing work that could hurt them.

7. What are two things farmworkers have done to win their rights?

Possible answers include:

- Educated each other

- Joined a union.
- Negotiated for better wages and working conditions.
- Talked to lawmakers about conditions in the fields.
- Complained to government agencies.
- Held marches and rallies.
- Conducted boycotts.

8. Where can you get a work permit?

At school.

9. If you are 15 years old, can you work on a farm before 7 am during the school year?

No. Child labor laws protect teens from working too long, too late, or too early.

10. List at least five different hazards of working in agriculture. (Look at the *Hazard Map* for ideas.) Then list one possible solution for each hazard.

Compare students' answers to the chart on page 29.

Option #2: Take-home final exam.

(20 minutes)

Ask everyone to refer to Handout #4, *Hazard Map*, and Handout #15, *Final Exam*, which they completed at home.

Read the class each question on the exam and have volunteers give their answers. Compare their answers to the **Teachers' Answer Key** in the **Option #1** section above. If there is time, hold a short class discussion of each answer. Answer any questions the students may have. At the end of the class, collect students' exams and grade them, referring to the **Teacher's Answer Key**.

Option #3: Journal writing.

(20 minutes)

Ask several volunteers to read their essays to the class, or to summarize their answers to the three questions listed on Handout #16. Have other students comment.

Option #4. Safety poster.

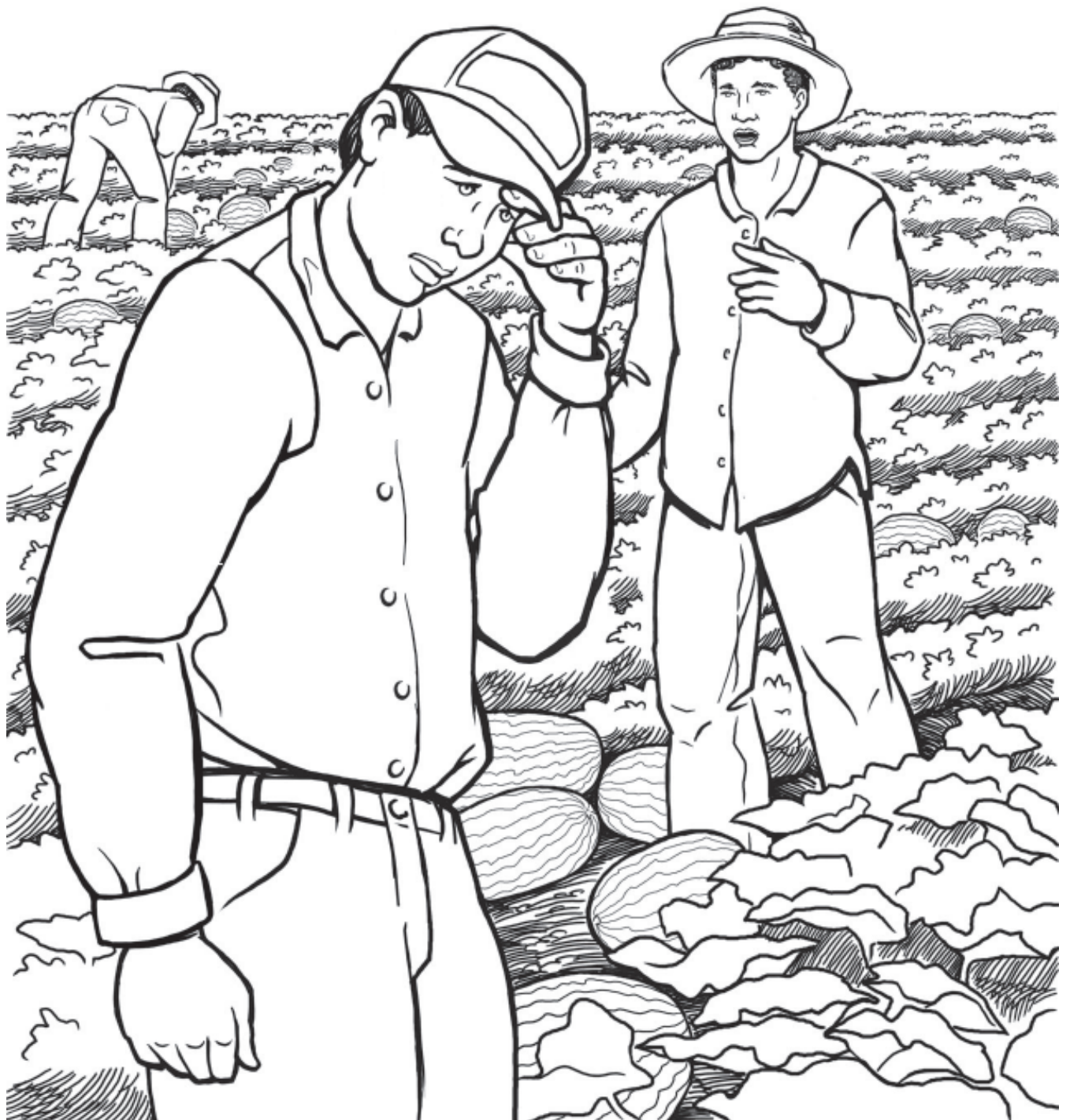
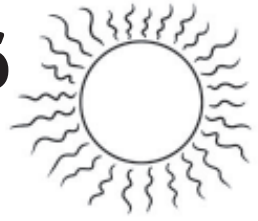
(20 minutes)

Divide the class into small groups (4-6 students each). Give each group a poster board or sheet of poster paper. Have colored markers and crayons available. Ask each group to make a sketch of their poster in pencil. Then they should finish it with the markers and crayons.

Posters should clearly convey a message about job safety in agriculture, directed at other teens.

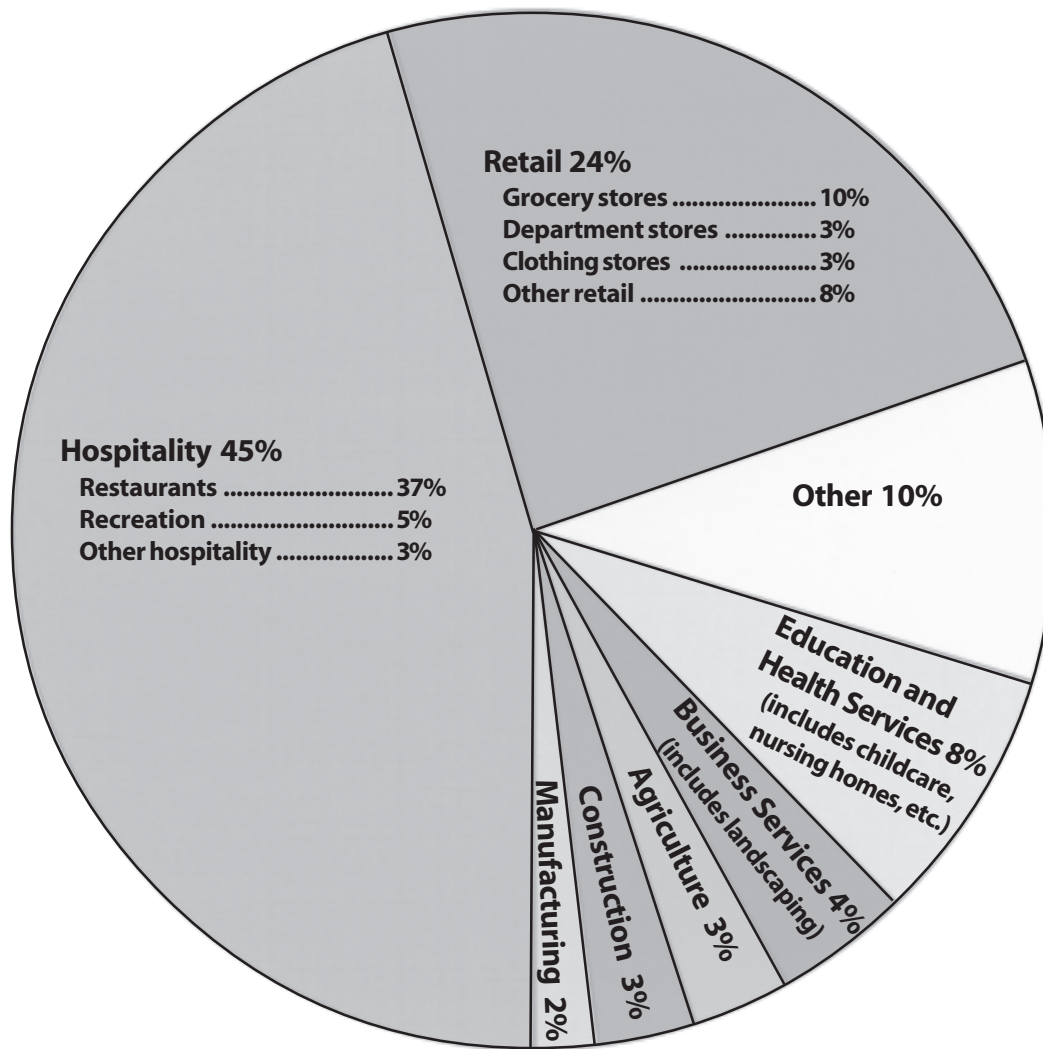
After students have completed their posters, ask the groups in turn to show their posters to the class. Discuss each poster briefly.

Rogelio
Farmworker, age 16



Where Do Teens Work?

- Most teen jobs are part-time, temporary, and low-paying.
- Many teens work in places where there are many injuries like farms, grocery stores, and restaurants.
- This chart shows where U.S. teens work:



Source: Bureau of Labor Statistics, Current Population Survey, 2007 microdata files analyzed by NIOSH. 2008.

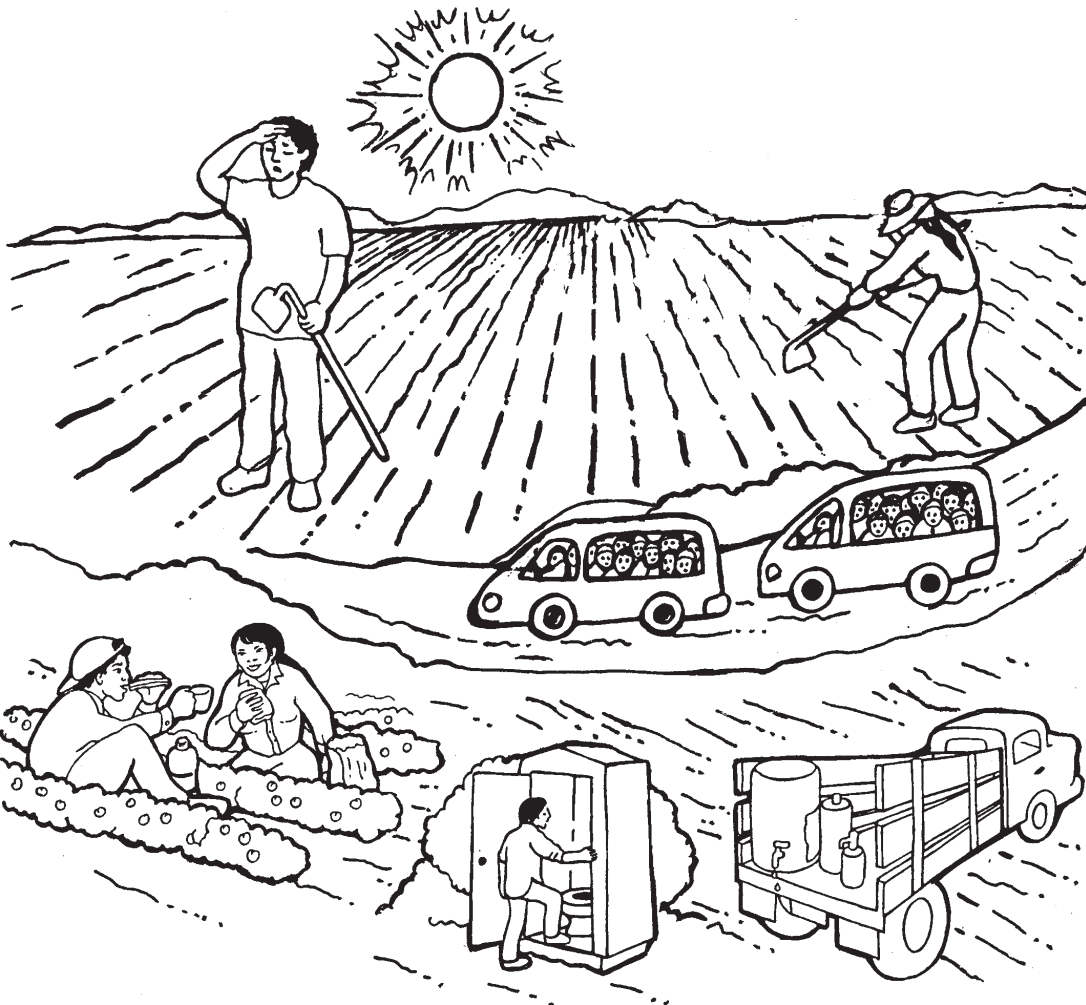
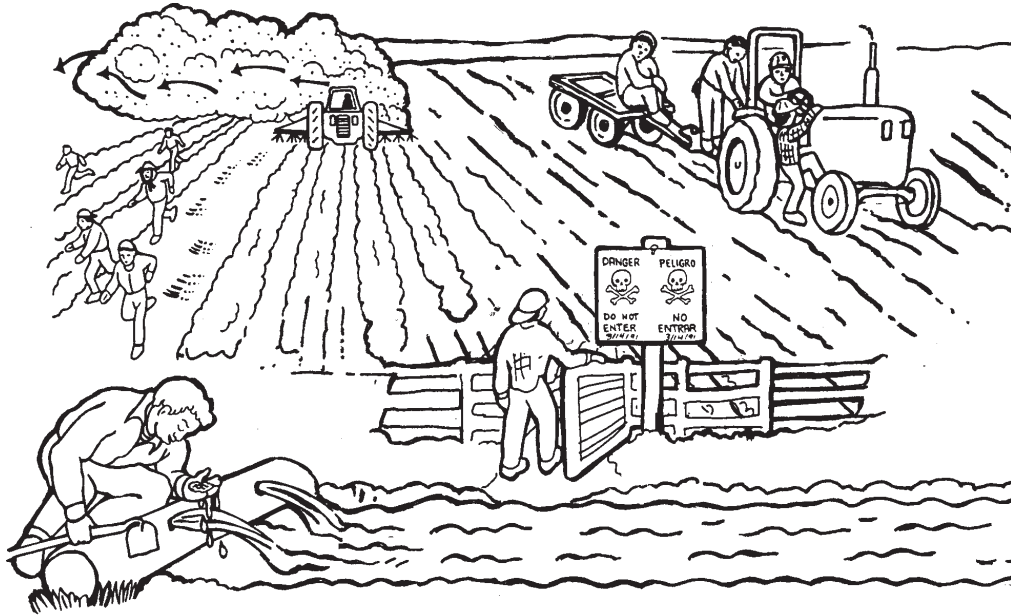
Thousands of Teens Are Injured in Farm Jobs

- 4,700 teens were hurt on farm jobs in the United States in 2006.
- Teens often get cuts, bruises, and broken bones while working in farm jobs.
- Between 1992–2002, there were 276 deaths among youth ages 11–19 who worked in agriculture.
- More teen farmworkers die on the job than teens doing other kinds of work.
- Most deaths were caused by:
 - Driving or helping to drive vehicles
 - Getting caught in running machinery
 - Working with tractors.

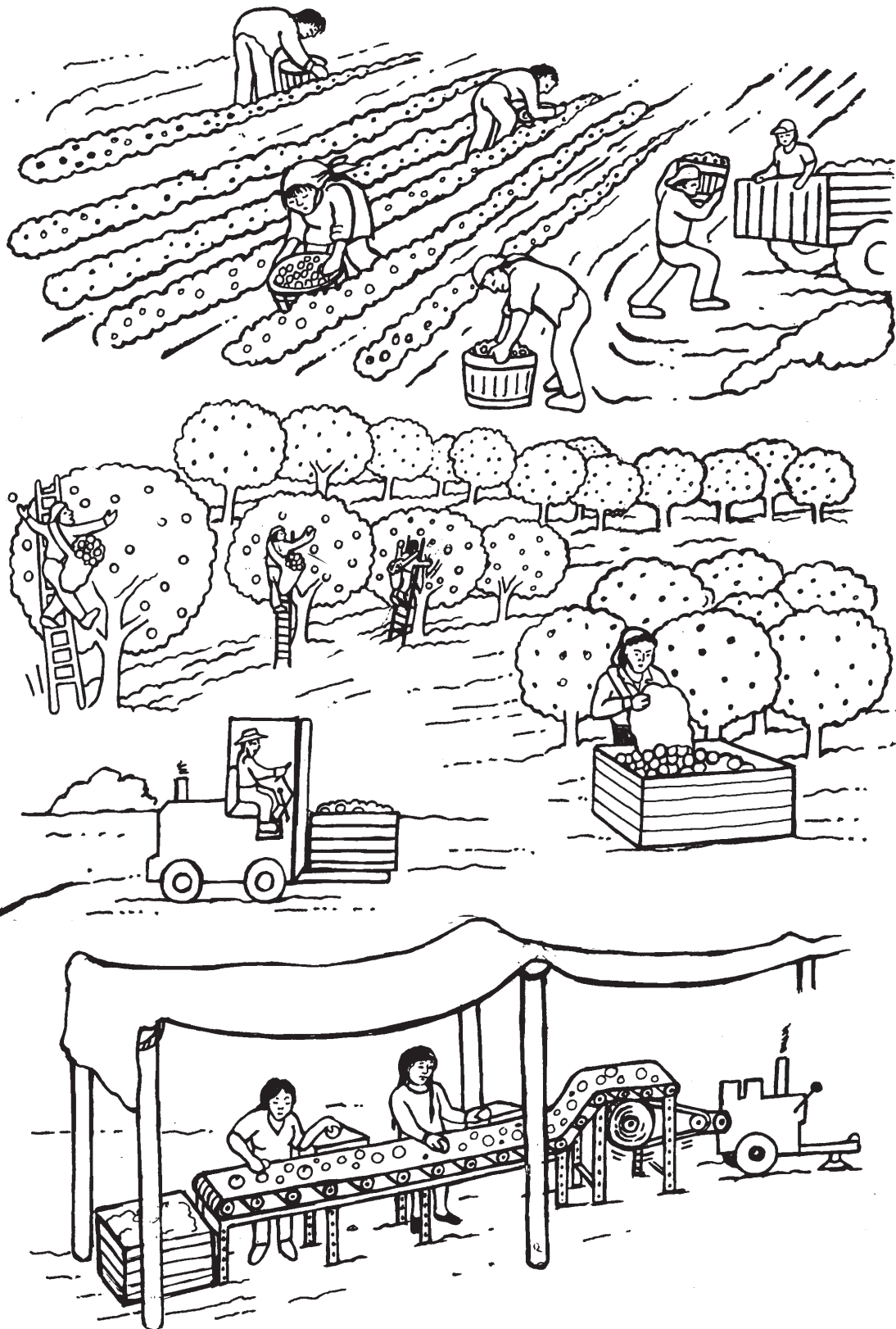
What Are the Dangers in Farm Work?

- On farms, teens get hurt and sick from:
 - Cars, trucks, and vans
 - Tractors
 - Machines
 - Ladders
 - Pesticides
 - Dirty bathrooms
 - Sun
 - Heavy lifting
 - Repetitive movements.
- The law says that teens under 16 **cannot** do some dangerous farm jobs like driving a tractor, climbing a tall ladder, or working with pesticides.

Hazard Map-A



Hazard Map-B



TV Game Show

Workers' Rights	Job Hazards	Teens and the Law	Taking Action
\$100	\$100	\$100	\$100
\$200	\$200	\$200	\$200
\$300	\$300	\$300	\$300
\$400	\$400	\$400	\$400
\$500	\$500	\$500	\$500

You will interview a member of your family (or a friend or neighbor) about his or her experiences working in the fields or with farm hazards. Ask your family member the questions below. Write the answer in the space under each question.

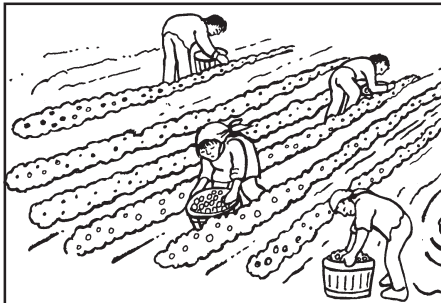
- 1.** Have you ever worked in agriculture?
- 2.** Has anyone else in our family worked in agriculture? Who?
- 3.** How old were you when you started working in agriculture?
- 4.** What kind of farm work did you do?
- 5.** What dangers do you think there are for workers in agriculture? How could workers get hurt?
- 6.** Have you ever gotten hurt or sick from working in agriculture? What happened?

You will interview your partner about farm work and farm hazards. Ask your partner the questions below. Write the answer in the space under the question.

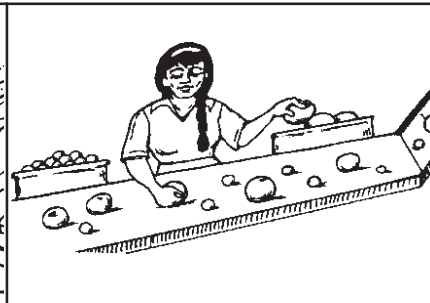
- 1.** Have you ever worked in agriculture?
- 2.** Do you know anyone else who has worked in agriculture? Who?
- 3.** What crops did you (or the person you know) work with?
- 4.** What kind of farm work did you (or the person you know) do? (For example: picking, sorting, hoeing, or packing.)
- 5.** Have you ever gotten hurt or sick from working in agriculture? What happened?
- 6.** Do you know anyone else who has gotten hurt or sick from working in agriculture? What happened?
- 7.** What dangers do you think there are in farm work?

Word Game

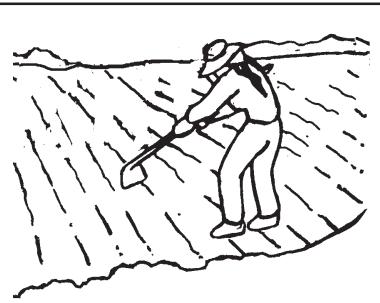
Many pictures match **more** than one of the vocabulary words on the next page. See how many words you can find for each picture. Write the correct words on the line under the picture.



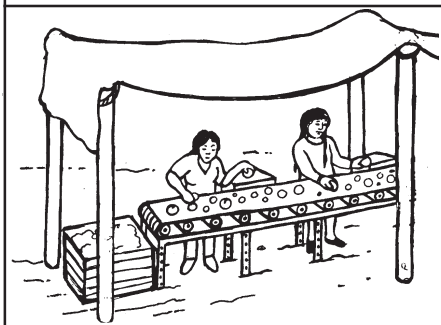
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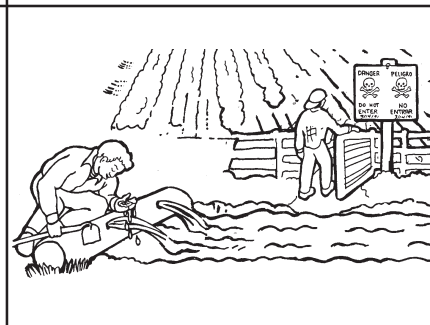
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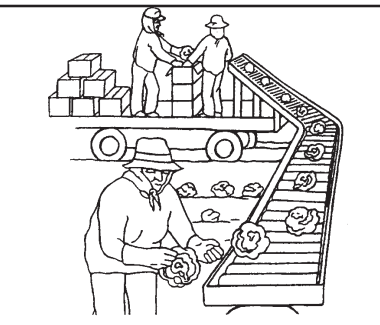
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4.



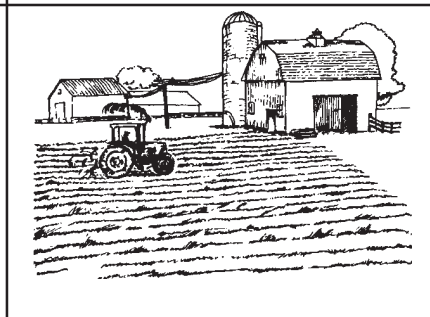
5.



6.



7.



8.



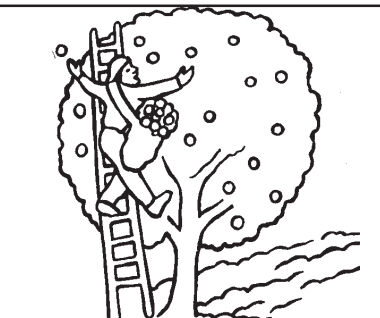
9.



10.



11.



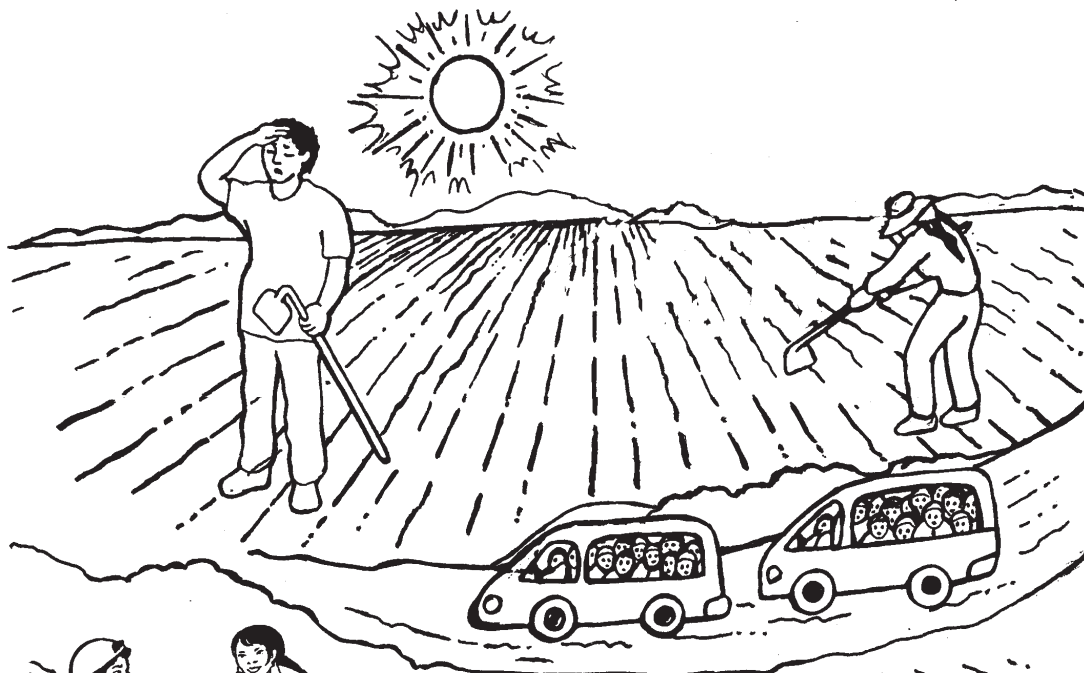
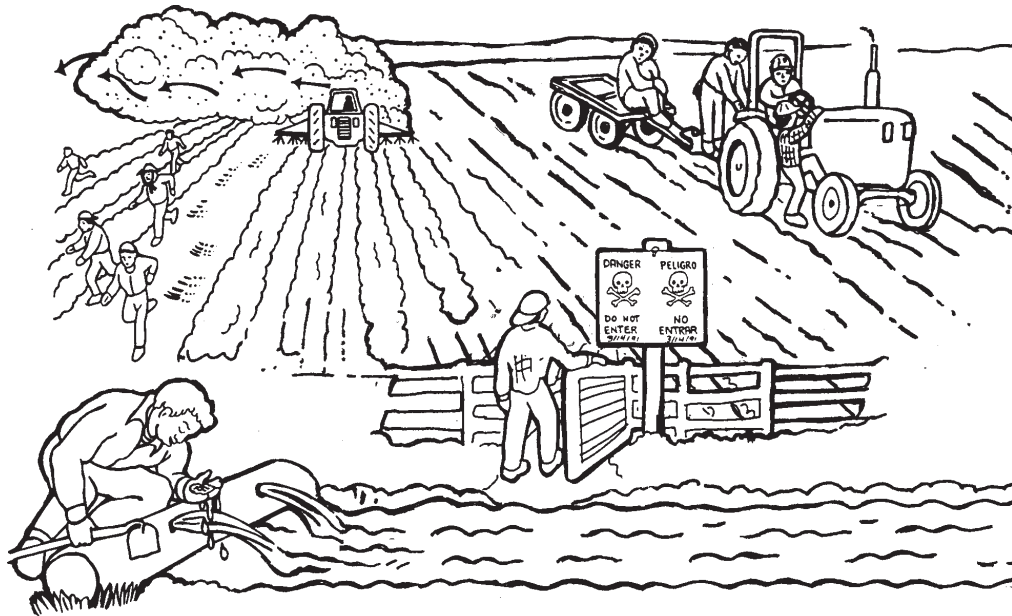
12.

ESL Handout #3

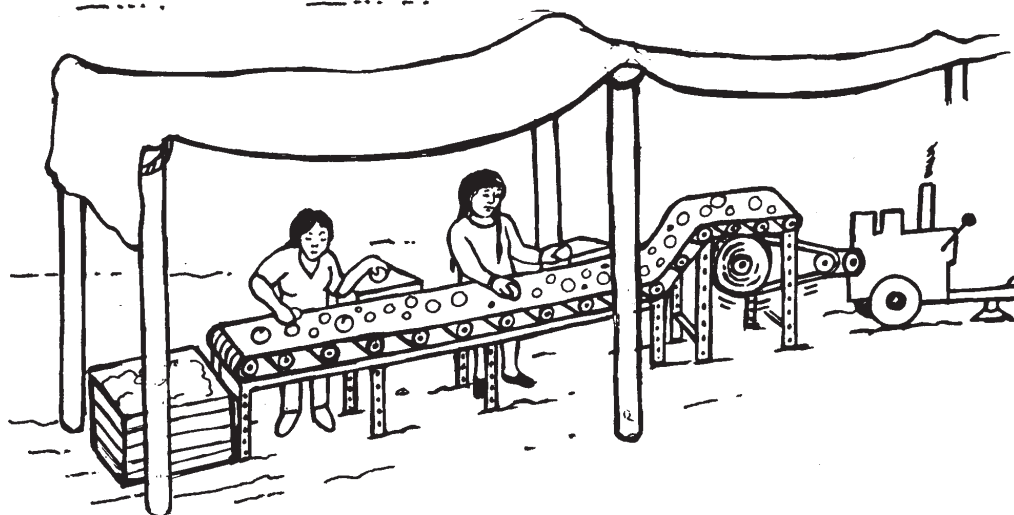
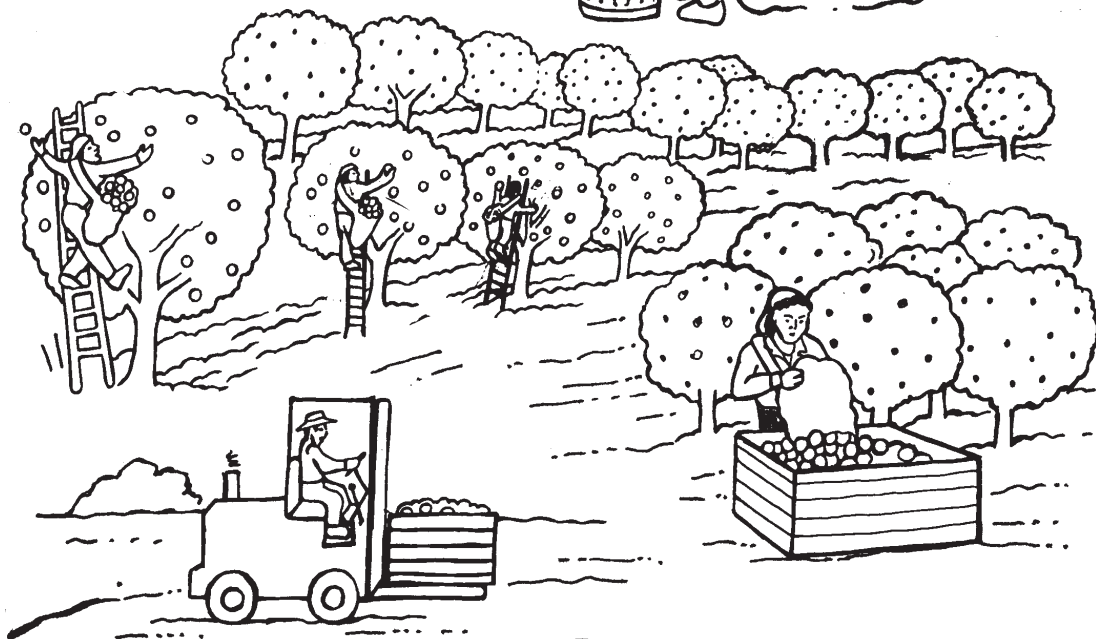
Page 2

boss	<i>(noun)</i> The person who tells workers what to do.
conveyor belt	<i>(noun)</i> A machine that moves fruits and vegetables from one place to another.
crop	<i>(noun)</i> A group of plants of the same kind, grown by farmers.
dangerous	<i>(adjective)</i> Not safe.
hazard	<i>(noun)</i> Something that may hurt you or make you sick.
hoeing	<i>(verb)</i> Breaking the dirt by using a special tool (a hoe).
injury	<i>(noun)</i> A wound or damage to a part of the body.
irrigation	<i>(noun)</i> Watering plants by hand or by machine.
packing shed	<i>(noun)</i> A place where workers put fruits and vegetables into boxes.
pesticide	<i>(noun)</i> A chemical used to kill insects, weeds, and other things that can hurt crops.
picking	<i>(verb)</i> Taking fruits or vegetables out of the ground or off a tree.
repetitive	<i>(adjective)</i> Done over and over. Repetitive motions (like picking fruit) can cause injury.
sorting	<i>(verb)</i> Separating different sizes of fruits or vegetables.
stooping	<i>(verb)</i> Bending your body forward and down, while bending your knees.

Hazard Map



Hazard Map



Teen Farmworkers in the News

Directions:

*Your teacher will choose **one** of the news stories on the next three pages for you to read as homework. Write one paragraph describing the main idea in the article. Be ready to discuss it at the next class.*

Forum discusses child labor in farming

The Associated Press

SAN FRANCISCO — Oscar Reyes has been working for more than half his life—and he's only 9 years old.

Cutting paprika, bagging onions, and topping garlic, sometimes for 10 hours a day, are a big part of Oscar's life—which grabbed the attention of congressmen and others at a forum Monday on child labor in agriculture.

Oscar, who since age 4 has worked in the field with his parents after school, on weekends, and during summer vacations, may not be the typical child worker. But Rep. Tom Lantos, D-Calif., and Rep. Tom Campbell, R-Calif., want to know whether the law adequately and equally protects children who work on America's fields and farms.



Child worker — Oscar Reyes, 9, of Hollister displays the pruning shears he has used since he was 4 years old to cut paprika at a child labor forum Monday in San Francisco.

Evidence presented at the forum suggests it does not.

A new report on child workers in agriculture compiled by the General Accounting Office, Congress' investigative arm, found that boys and girls doing farmwork generally receive less protection under the law than children in other industries.

"Children working in agriculture are legally permitted to work at younger ages, in more hazardous occupations, and for longer periods of time than their peers in other industries," it said.

John Fraser, acting administrator of the Wage and Hour Division of the Department of Labor, which is responsible for enforcing federal child labor laws, testified that his department promotes work opportunities for young people, while assuring that their work is safe.

—March 24, 1998

—Associated Press photo.

Report Cites Unjust Federal Child Labor Laws in U.S. Agriculture

Association of Farmworker Opportunity Programs
(AFOP)

The Association of Farmworkers Opportunity Program (AFOP), a national federation of non-profit organizations and state agencies providing training and employment services to migrant and seasonal farmworkers, announced the publication of a new report on child labor in U.S. agriculture, *Children in the Fields: An American Problem*. The report examines the poverty that makes hundreds of thousands of migrant and seasonal farmworker children work, the hazardous conditions they work in, and the exemptions in federal child labor laws that permit children as young as 10 to work legally in America's fields and orchards.

"Agriculture is one of the three most dangerous industries in the United States, yet federal laws allow children to work in agriculture at a younger age than in any other American occupation," said David Strauss, Executive Director of AFOP. "It is incomprehensible that children can perform backbreaking labor in hot, potentially hazardous conditions at an age when they cannot perform simple office tasks in an air-conditioned office."

Agriculture has the weakest child labor regulations of any occupation in the United States. In agriculture, the standard minimum age is 14, and there are several exceptions that permit children younger than 12 to work unlimited hours outside of school hours.

A variety of workplace hazards — including pesticides, heat stress, heavy machinery, and sharp tools — combine to injure more than 100,000 children on farms every year, according to a 1998 report by the U.S. Government Accountability Office. Between 1992 and 2000, more than 40

percent of all work-related deaths of minors in the United States occurred in agriculture.

Besides the physical dangers that they face, many farmworker children fall behind in school, reducing their chances for leaving farm work for occupations with more stability and higher pay.

Children in the Fields: An American Problem asks Congress to end the double standard that permits young children to labor in agriculture, increase educational and vocational opportunities for farmworker children, and extend greater protection to older children working in the field.

—June 12, 2007

(Original adapted for this curriculum.)

Teen Farmworker's Heat Death Sparks Outcry

by **Sasha Khokha**
All Things Considered, NPR

A group of California farmworkers who walked 50 miles carrying two wooden coffins arrived in Sacramento this week.

Their journey began near the vineyards where a 17-year-old undocumented farmworker died of heat exhaustion last month. Her death raises questions about how effectively California's heat-safety regulations work in the fields.

Maria Isabel Vasquez Jimenez was tying grape vines at a farm east of Stockton on May 14, when the temperature soared well above 95 degrees. The nearest water cooler was a 10-minute walk away, and workers say the strict foreman didn't allow them a long enough break to stop and get a drink. Vasquez collapsed from heat exhaustion. Her fiancé, Florentino Bautista, cradled her in his arms.

"When she fell, she looked bad," Bautista says. "She didn't regain consciousness. She just fell down and didn't react. I told her to be strong so we could see each other again."

Bautista, 19, had saved up money to buy a gold ring for Maria Isabel, his childhood sweetheart from their indigenous village in Oaxaca, Mexico.

Bautista says that after Jimenez collapsed, the farm labor contractor delayed bringing Jimenez to a hospital. Another employee took her to a drugstore to try and revive her with rubbing alcohol, Bautista says.

In a written statement to NPR, Merced Farm Labor says Bautista was the one who decided to stop at the drugstore, and that he had refused the company's offer to call a doctor. Furthermore, the company says Jimenez wasn't engaged in strenuous work that day and had been working without apparent distress up to the time she collapsed.

What is clear is that by the time she arrived at a hospital, Jimenez was in a coma, and her body temperature topped 108 degrees. She died two days later. It was only at the hospital Bautista found out she was two months pregnant.

That's why he and about 500 other farmworkers carried two empty coffins on their march from the fields to Sacramento this week. Jimenez's actual coffin has been shipped back to her mother in Mexico, her body dressed in a white gown and veil.

"The life of a farmworker isn't important to people," says Arturo Rodriguez, the president of the United Farm Workers union, which organized the march. "People just don't care. ... The reality is that the machinery of growers is taken better care of than the lives of farmworkers. You wouldn't take a machine out into the field without putting oil in it. How can you take the life of a person and not even give them the basics?"

California passed the most stringent heat laws in the nation three years ago after four farmworkers died in the field. The laws say growers must provide workers adequate water, shade and rest breaks. But three farmworkers still died in California the year after the law was passed. And in 2007, state labor inspectors found more than half of the employers they audited were violating the rules.

Merced Farm Labor was fined and cited for failing to train its employees on heat safety two years ago. State labor inspectors hadn't conducted a follow-up visit since then. There are only 200 inspectors to audit millions of California employers.

The California Farm Bureau says every industry has a few bad actors. But spokeswoman Danielle Rau says most growers are trying hard to follow the rules. "The current standard, when applied correctly, is absolutely adequate," Rau says. "It provides shade and rest, water. It is certainly a standard that protects employees."

ESL Handout #5

Page 4

Bautista says he never imagined his fiancé's death would spark such an outcry. Gov. Arnold Schwarzenegger even attended her funeral.

Bautista says the governor put his hand on his shoulder and told him Jimenez's death could have been prevented — and that he would be sure justice was done.

The farmworkers arrived in Sacramento on June 4.

"It's inexcusable that those people that pick the fruits and vegetables and do this kind of work, that they shouldn't get the right working conditions," Schwarzenegger said that day.

He also announced that the California labor commissioner was initiating proceedings to revoke Merced Farm Labor's license as a farmworker contractor.

—June 6, 2008

Dangers on the Farm

Directions: Fill in each blank with a word or phrase from the word bank. Choose the best word for each sentence.

canals	contaminated	control	foreman	hurt
job hazard	machinery	protective equipment	solution	work rules

1. Report broken or dangerous _____ to the _____.
2. Don't drink the water from the _____. The water may be _____ and make you sick.
3. A _____ is anything at work that can harm you.
4. _____, such as gloves, may not fully protect you, but you should use it if it is all you have.
5. _____, such as regular breaks and safety training, can reduce danger and prevent you from getting _____.
6. Family members and other trusted adults can help you brainstorm a _____ to a problem you are having.
7. The best way to _____ a hazard is to remove it altogether.

ESL Handout #6

Page 2

canals	<i>(noun)</i> A large ditch used for irrigation.
contaminated	<i>(adjective)</i> Not safe to eat or drink.
control	<i>(verb)</i> To manage. To remove a hazard or lessen its danger.
foreman	<i>(noun)</i> A person who supervises the work crew.
hurt	<i>(verb)</i> Injured.
job hazard	<i>(noun)</i> Anything at work that can hurt you, either physically or mentally.
machinery	<i>(noun)</i> Equipment with moving parts.
protective equipment	<i>(noun)</i> Something you wear on your body to protect you from a hazard (examples: gloves, boots).
solution	<i>(noun)</i> An answer to a problem.
work rules	<i>(noun)</i> Rules or instructions that the employer develops to protect workers' health and safety.

Are You a Teen Working in Agriculture?

Could I Get Hurt or Sick on the Job?

Yes! Every year, about 30 teens die from farm injuries in the United States. Another 4,700 get badly hurt.



What Can Be Dangerous About Work in Agriculture?



Work

Dangers

Hoeing

- Heat stress
- Bending (can hurt back)

Picking

- Pesticides
- Ladders



Using Machines

- Tractors
- Sharp blades
- Conveyor belts



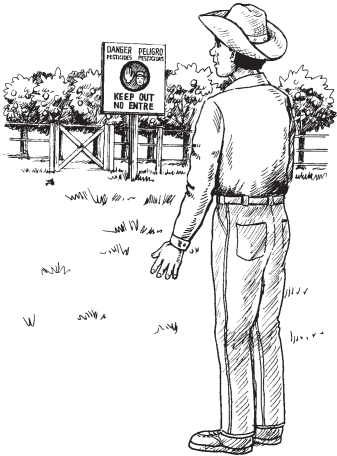
Packing

- Slippery floors
- Heavy lifting
- Repetitive movements (can strain body)

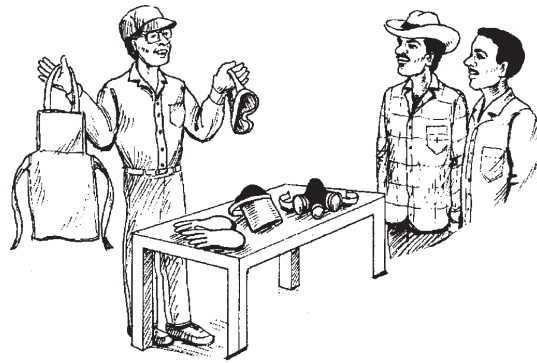


How Can I Stay Safe on the Job?

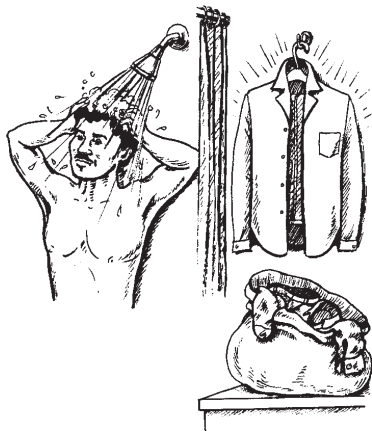
Follow all safety rules.



Use safety equipment and clothes that protect you.



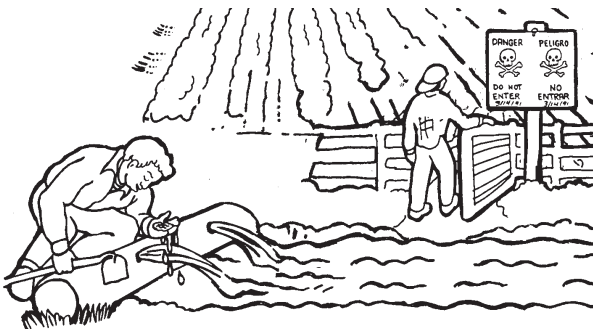
Shower and change your clothes at the end of each day.



Take a break and stretch.



DON'T drink irrigation water.

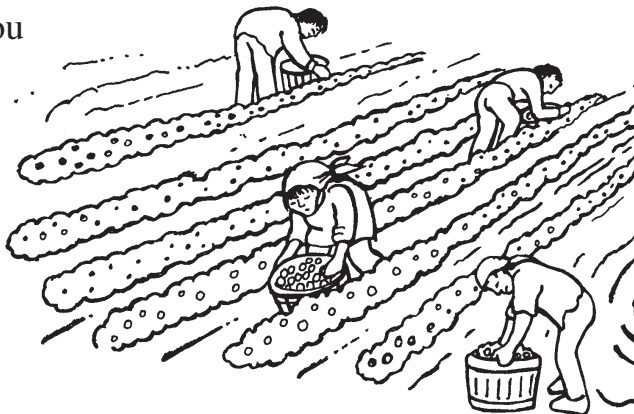


DON'T eat or drink in the fields.



How Old Do I Have To Be To Work in Agriculture?

In California, you must be **12 years old**. But you must be **16 years old** to do some kinds of dangerous jobs.



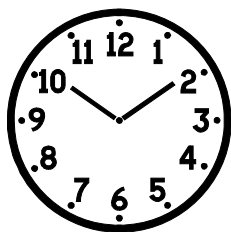
Do I Need a Permit to Work?

Yes! If you are under 18, you must get a work permit from your school.

What Hours Can I Work and What Work Can I Do?

Child labor laws protect teens under 18 from working too long, too late, or too early. They also protect teens from doing dangerous work.

Hours



Ages 12–15

During the school year:

- Can't work during school hours
- Not before 7 am
- Not after 7 pm
- Not over 18 hours a week

Ages 16–17

During the school year:

- Can't work before 5 am
- Not after 10 pm on school nights
- Not over 48 hours a week

Dangerous Jobs



May not:

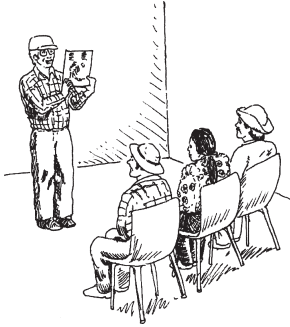
- Work with pesticides
- Drive a tractor or forklift
- Drive a van at work
- Work on a ladder over 20 feet high

May do **any** job

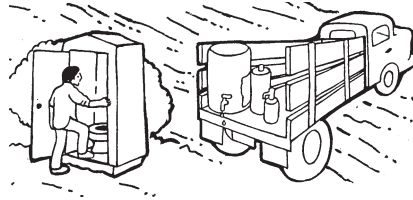
What Are My Rights on the Job?

All farm workers have legal rights. Under California law, your boss **must** give you:

Safety training



Toilets and water for drinking and washing



Medical care if you get hurt



You also have the right to:

- Earn the minimum wage—\$8.00 an hour
- Report health and safety problems
- Work without racial or sexual harassment
- Join or organize a union
- Refuse to work if the job is dangerous

What If I Need Help?

- Talk to your boss about the problem.
- Talk to a parent or teacher.
- Talk to a co-worker or friend.
- Talk to California Rural Legal Assistance (CRLA) at 1-800-242-2752.
- Contact one of these California government agencies to get information or make a complaint:



Cal/OSHA (health and safety) Local phone: _____

Division of Labor Standards Enforcement (wages and hours)
Local phone: _____

Department of Fair Employment and Housing (discrimination in employment)
Toll free phone: (800) 884-1684



Check Your Understanding

Questions on the Factsheet

- 1.** Name three hazards of work in agriculture.

- 2.** Name two things you can do to stay safe on the job.

- 3.** How old do you have to be to work in agriculture in California?

- 4.** Where can you get a work permit?

- 5.** How many hours can a 15 year-old work on a farm each week during the school year?

- 6.** What are two hazardous jobs on a farm that a 14 year-old may **not** do?

- 7.** What are four rights that farmworkers have on the job?

- 8.** What are some things you can do if you need help with a health and safety problem at work?

- 9.** Can you be fired for reporting a health and safety problem at work?

Matching Game

Directions: Read the definition (on the left) and draw a line matching it to the correct word or phrase on the right.

- | | |
|--|---------------------|
| 1. The least a worker can be paid— | Department of Labor |
| 2. To treat someone unfairly or say things that upset them because of their race— | sexual harassment |
| 3. To treat someone unfairly or say things that upset them because of their gender— | minimum wage |
| 4. To treat someone badly, insult— | work permit |
| 5. An office of government— | sulfur |
| 6. The U.S. government agency that is responsible for laws in the workplace— | abuse |
| 7. One pesticide that is used in strawberry fields— | violation |
| 8. When an employer does not follow the law— | workers' rights |
| 9. Basic legal rights to safe, healthy, and fair conditions at work— | racial harassment |
| 10. What youth under 18 years old must have in order to work — | agency |

Strawberry Fields

This is the story of Augustino Nieves, a fourteen-year-old boy born in Mexico whose family moved to California. He spoke before a committee of the U.S. Congress about his work experiences. A few years after Augustino told this story, the United Farm Workers Union began to organize 20,000 California strawberry workers.

I have been working in the fields of California for the past two years. I was unable to begin school in September 1989 because we were still working in the fields. I missed three months of school.

One company said I needed a permit to work. So I went to another company. They knew I did not have a work permit or even a social security card, but they hired me.

My job consists of moving up and down long rows of strawberry plants, bent over looking for strawberries. I pick only the good strawberries and place them in a packing box. I move my push cart up and down the field. I may spend the whole day working in a stooped position. When there are a lot of ripe strawberries in the field our crew begins working at 6:30 a.m. and continues working until 8 p.m. We work 6 days a week.

On a good day, I can pick about 30 boxes of strawberries. If the strawberries are for the market, they pay us \$1.25 a box. If I work really hard, I can make about \$36.50 for a 13-hour day. That comes out to about \$2.80 an hour. We have to work through our breaks. We take only 20 minutes for lunch. By the end of the day, our backs hurt and we are very tired.

The boss is supposed to have clean bathrooms and water for us out in the field. However, there are many days when there are no bathrooms in the field. When there are bathrooms, they are usually several hundred meters away from us, and oftentimes they are very dirty. The boss puts the bathrooms so far away because he wants to discourage us from taking breaks. When we are lucky enough to have water, instead of having disposable drinking cups, we all use the same cup.

One of the worst things about working in the strawberry fields is that every eight days, the ranchers apply sulfur to the fields as a pesticide. When we bend over to pick the strawberries, the sulfur gets into our eyes. The sulfur stings our eyes and burns our throats. We have to keep working even though we are in great pain.

ESL Handout #10

Page 2

The foreman always puts great pressure on us to work as fast as we can. He comes up behind us and yells at us to work faster and faster. Oftentimes, he insults me because I am a Mixtec Indian. They scream, “Hurry up, work faster, you Pinche Oaxaqueño.” The foreman especially puts a lot of pressure on me because I still cannot work as fast as an adult man.

We know that the boss exploits us. However, we cannot complain or the foreman will fire us. There are plenty of people who want our jobs, and we have to put up with these abuses or we will not be able to work.

I wish I did not have to work in the fields but my family needs all the money that I can earn. The rent of our apartment is \$750 a month. About 25 people live in our three-bedroom apartment.

My dream is to graduate from high school. However, if my family ever needs me to go out to work in the fields, that is where I will be.

—Adapted from Milton Meltzer, *Cheap Raw Material*

Discussion Questions

1. What do you find most interesting about this story? Why?
2. What health and safety hazards are shown in this story?
3. Is the law broken in this story? How?
4. What do you think should be done to improve Augustino’s working conditions?

Taking Action

Scene: Jorge and Elena are working in the fields. It is a very hot day, and it is now 11:30 in the morning.

Jorge: Man! It's hot today. I am sweating a lot.

Elena: I know. I'm very thirsty and so tired! We've been working for 4 hours already without a break.

Jorge: Let's get some water from those pipes. I bet the water is pretty cool.

Elena: No, those are irrigation pipes. That water always tastes funny to me. I wish we didn't have to walk so far to get drinking water. Aren't they supposed to make sure we drink water often?

Jorge: Who knows? Even if they're supposed to, you know we won't get it.

Elena: I guess we'll have to wait until lunch. I hope there's some shade to sit under.

Discussion Questions

1. What health and safety problems do Jorge and Elena face?
2. What can Jorge and Elena do about these problems? Who could they turn to for help? What would you do?

Taking Action for Health and Safety

Directions: Match the words and phrases to complete a true statement.

- | | |
|-------------------------------|---|
| 1. Lawmakers | a. can negotiate for better working conditions with the employers. |
| 2. Consumers | b. can hire farmworkers. |
| 3. Unions | c. can enforce the laws. |
| 4. Farmworkers | d. can make laws. |
| 5. Government agencies | e. can file complaints. |
| 6. The employers | f. can boycott crops and sign petitions. |

ESL Handout #13

Page 2

boycott (*noun*) To refuse to buy from a certain company or use certain products.

consumer (*noun*) Person who buys or refuses to buy products.

employer (*noun*) A person who hires others to work for a salary.

enforce (*verb*) To make others obey.

lawmaker (*noun*) Person who makes laws.

negotiate (*verb*) To have a discussion with another person in order to reach an agreement.

organize (*verb*) To form people into a group, usually to work toward a common goal.

petition (*noun*) A written document people sign in order to make a request.

union (*noun*) An organization that is formed by workers to make agreements with their employers, especially to get higher wages or better working conditions.

DVD Script

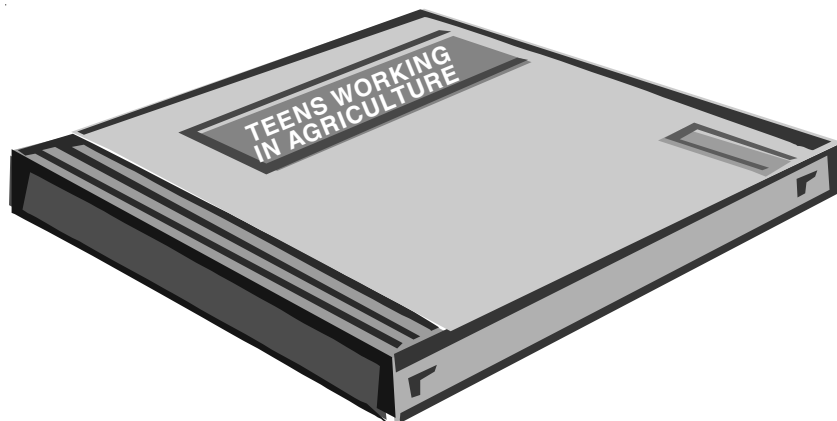
Teens Working in Agriculture: Taking Action for Health and Safety

All farmworkers have legal rights, even if you are a teenager. Farmworkers, including teens, have the right to a minimum wage. The right to clean bathrooms and drinking water. The right to know about the pesticides you work with. The right to health and safety training. The right to get medical help if you are hurt on the job. The right to join a union. The right to complain about unsafe working conditions. These are some of the legal rights that farmworkers have today.

Special laws have been set up to protect young workers. In California, you must be 12 years old to be in the fields. Laws also protect teens from working too long or too late. There are also certain things that teens are not allowed to do in the fields until they are 16 years old. For example, you must be 16 years old to drive a tractor, climb a tall ladder, or work with pesticides.

Farmworkers have done many things to win their rights and to make their jobs safer. They educated each other about legal rights and safety on the job. They organized unions. They negotiated better working conditions with their bosses. They marched for better wages. They talked to lawmakers about hazards in the fields. They filed complaints to government agencies. They conducted boycotts to get rid of dangerous pesticides.

Workers have won many legal rights, but there is still a lot to do. Today, farmworkers continue the struggle for safer working conditions. We must all continue to make sure that jobs in the fields are safe and healthy. Remember, work safely, know your rights, and protect your health.



Final Exam



1. Match the word with the correct definition. (*Write the letter of the definition.*)

- | | |
|-----------------------|--------------------|
| • conveyor belt _____ | • hoeing _____ |
| • dangerous _____ | • pesticide _____ |
| • hazard _____ | • repetitive _____ |

- a. (*noun*) A chemical used to kill insects, weeds, etc.
- b. (*verb*) Breaking the dirt by using a special tool.
- c. (*adjective*) Done over and over.
- d. (*noun*) Something that may hurt you or make you sick.
- e. (*noun*) A machine that moves fruits and vegetables from one place to another.
- f. (*adjective*) Not safe.

2. What does “job hazard” mean?

3. What are two things you can do if there is a health and safety problem at work?

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

5. What are three things you can do to stay safe at work?

ESL Handout #15

Page 2

6. What are two jobs on a farm that you **can't** do if you are **under 16**? Why?

7. What are two things farmworkers have done to win their rights?

8. Where can you get a work permit?

9. If you are 15 years old, can you work on a farm before 7 am during the school year?

10. List at least five different hazards of working in agriculture. (*Look at the Hazard Map for ideas.*) Then list one possible solution for each hazard.

Hazard	Possible Solution
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Journal Writing

You will write a short personal essay (one to two pages) describing your reaction to these health and safety classes.

Answer these questions in your essay:

- 1.** What did you learn from these classes?

- 2.** Do you think this subject is important? Why or why not?

- 3.** What will you do with the information you learned?

Safety Poster Worksheet

This worksheet will help you plan a poster with a safety message for teens who work in agriculture. When you have finished planning your poster, draw a rough sketch of it.

First answer these questions:

- 1.** What **one** problem of work in agriculture would you like to tell other teens about?
(This may be either a safety hazard or something that breaks the law.)

- 2.** Why do you think this problem is important?

- 3.** What do you want other teens to know (or do) about this problem?

- 4.** What kind of picture could you use to illustrate your message? (This may be either a picture you draw, one that you find and paste in, or a collage of pictures.)

- 5.** What will the words on your poster say? (Be brief. Think of an interesting title or slogan.)

Next, draw a rough sketch of your idea on the back of the page. Bring this worksheet and your sketch to the next class.

Glossary of Vocabulary Words

abuse	<i>(verb)</i> To treat someone badly.
agency	<i>(noun)</i> An office of government.
boss	<i>(noun)</i> The person who tells workers what to do.
boycott	<i>(verb)</i> To refuse to buy from a certain company or use certain products.
canals	<i>(noun)</i> A large ditch used for irrigation.
consumer	<i>(noun)</i> Person who buys or refuses to buy products.
contaminated	<i>(adjective)</i> Not safe to eat or drink.
control	<i>(verb)</i> To manage. To remove a hazard or lessen its danger.
conveyor belt	<i>(noun)</i> A machine that moves fruits and vegetables from one place to another.
crop	<i>(noun)</i> A group of plants of the same kind, grown by farmers.
dangerous	<i>(adjective)</i> Not safe.
Department of Labor	<i>(noun)</i> The U.S. government agency that is responsible for laws in the workplace.
employer	<i>(noun)</i> A person who hires others to work for a salary.
enforce	<i>(verb)</i> To make others obey.
foreman	<i>(noun)</i> A person who supervises the work crew.
hazard	<i>(noun)</i> Something that may hurt you or make you sick.
hoeing	<i>(verb)</i> Breaking the dirt by using a special tool (a hoe).

ESL Handout #18
Page 2

hurt	<i>(verb)</i> Injured.
injury	<i>(noun)</i> A wound or damage to a part of the body.
irrigation	<i>(noun)</i> Watering plants by hand or by machine.
job hazard	<i>(noun)</i> Anything at work that can hurt you, either physically or mentally.
lawmaker	<i>(noun)</i> Person who makes laws.
machinery	<i>(noun)</i> Equipment with moving parts.
minimum wage	<i>(noun)</i> The least a worker can be paid.
negotiate	<i>(verb)</i> To have a discussion with another person in order to reach an agreement.
organize	<i>(verb)</i> To form people into a group, usually to work toward a common goal.
packing shed	<i>(noun)</i> A place where workers put fruits and vegetables into boxes.
pesticide	<i>(noun)</i> A chemical used to kill insects, weeds, and other things that can hurt crops.
petition	<i>(noun)</i> A written document people sign in order to make a request.
picking	<i>(verb)</i> Taking fruits or vegetables out of the ground or off a tree.
protective equipment	<i>(noun)</i> Something you wear on your body to protect you from a hazard (examples: gloves, boots).
racial harassment	<i>(noun)</i> To treat someone unfairly or say things that upset them because of their race.
repetitive	<i>(adjective)</i> Done over and over. Repetitive motions (like picking fruit) can cause an injury.

sexual harassment	<i>(noun)</i> To treat someone unfairly or say things that upset them because of their gender.
solution	<i>(noun)</i> An answer to a problem.
sorting	<i>(verb)</i> Separating different sizes of fruits and vegetables.
stooping	<i>(verb)</i> Bending your body forward and down, while bending your knees.
sulfur	<i>(noun)</i> One pesticide that is used in strawberry fields.
union	<i>(noun)</i> An organization that is formed by workers to make agreements with their employers, especially to get higher wages or better working conditions.
violation	<i>(noun)</i> When a person does not follow the law.
work permit	<i>(noun)</i> A document employers must have for any workers who are under the age of 18. Students can get this from their school.
work rules	<i>(noun)</i> Rules or instructions that the employer develops to protect workers' health and safety.
workers' rights	<i>(noun)</i> Basic working conditions and treatment that the law requires employers to provide workers, such as minimum wage or safe, healthy, and fair conditions at work.

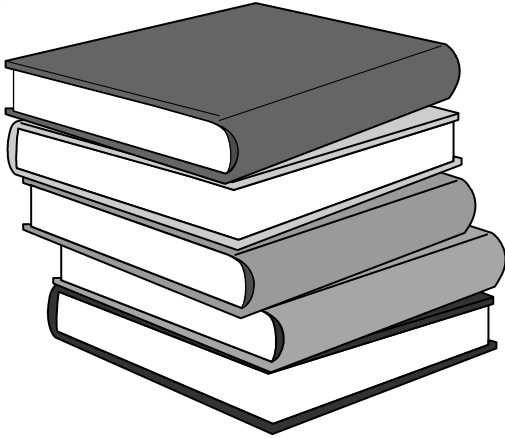
Teens Working in Agriculture



Resource Section

Contents

Appendix A: Readings and Materials	3
Appendix B: Resource Organizations	11
Appendix C: How the Curriculum meets the California English Language Development Standards	20



Appendix A

Readings and Materials

Contents

Books for Teachers and Students	5
Factsheets and Posters	6
Short Educational Videos	6
Feature-Length Videos and Films	7
Health and Safety Curricula	7
Research Reports and Background Information	8

BOOKS FOR TEACHERS AND STUDENTS

And the Earth Did Not Devour Him, by Tomás Rivera. A story of a young Mexican American boy's coming of age amid the poverty and adversity he and his family face as migrant farmworkers in the 1950s. Arte Publico, 1987, and other publishers. Paperbacks available in Spanish and English.

Cesar Chavez, by Consuelo Rodriguez. Biography and photographs of the Mexican American labor activist who organized and led migrant farmworkers in their struggle for better working conditions. 111 pages, Chelsea House, 1991.

Cesar Chavez (American Workers) by Jeff C. Young. Morgan Reynolds Publishing, 2007. This book written for ages 9-12, introduces the noted leader who led the migrant workers in their fight to form the National Farm Workers Association.

The Circuit: Stories from the Life of a Migrant Child, by Francisco Jimenez. A collection of short stories describing the life of migrant children in the U.S. 134 pages, University of New Mexico Press, 1997.

The Circuit (1999), *Breaking Through* (2002), and *Reaching Out* (2008) by Francisco Jimenez. The Circuit parallels the Jiménez family's odyssey from the hopeful time when they first crossed into America through their ignominious deportation back to Mexico. A sequel, *Breaking Through*, picks up the autobiographical story and follows the immigrant boy's high school years. In the third book, *Reaching Out*, Francisco Jiménez describes the challenges he faced in his efforts to continue his education at Santa Clara University. During his college years, the very family solidarity that allowed Francisco to survive as a child is tested.

Cool Salsa: Bilingual Poems on Growing Up Latino in the United States, edited by Lori Carlson. A collection of poems that express Latino culture and speak to the teenage experience of growing up in the U.S. Contributing poets include Oscar Hijuelos, Sandra Cisneros, Gary Soto, Ed Vega, and others. Juniper, 1995.

The Fight in the Fields: Cesar Chavez and the Farmworkers Movement, by Susan Ferriss and Ricardo Sandoval. A companion volume to the PBS documentary of the same name. This book tells the story of Cesar Chavez and the United Farm Workers both in words and powerful photographs. 352 pages, Harcourt Brace, 1998.

Jesse, by Gary Soto. The story of a 17-year-old Mexican American boy in Fresno, California, in the late 60s. Soto details the young boy's life working in the fields, his involvement in Cesar Chavez's movement, and his struggles to find himself and a meaningful life in spite of the limits placed on him by poverty and prejudice. 166 pages, Harcourt Brace, 1994.

La Causa: The Migrant Farmworkers' Story (Stories of America), by Dana De Ruiz and Richard Larios. This book for young adults describes the efforts of Cesar Chavez and Dolores Huerta in the 1960s to organize migrant workers in California into a union which became the United Farm Workers. 92 pages, Raintree/Steck Vaughn, 1992.

Voices from the Fields: Children of Migrant Farmworkers Tell Their Stories, by S. Beth Atkin. Photographs, poems, and interviews with children reveal what life is like for migrant children and their families. Poetry by young people, printed in both English and Spanish, is interspersed among the interviews. 96 pages, Joyst Books, 1993.

FACTSHEETS AND POSTERS

Agricultural Safety and Health Inspection Project poster in English and Spanish. A Cal/OSHA poster that describes some of the steps employers must take to protect workers. http://www.dir.ca.gov/dosh/dosh_publications/aship_poster.pdf.

Are You a Teen Working in Agriculture? A 4-page factsheet for teen agricultural workers about their rights and responsibilities on the job. Covers both health and safety regulations and child labor laws. Produced by U.C. Berkeley's Labor Occupational Health Program (LOHP). Available in English or Spanish from LOHP.

☎ (510) 642-5507. http://www.dir.ca.gov/dosh/dosh_publications/agfacten.pdf.

Childhood Agricultural Injury Fact Sheet (#53) and Migrant Children Fact Sheet (#38).

These factsheets present selected facts about childhood agricultural injury in the United States. They include citations from peer-reviewed journals. Produced by the National Farm Medicine Center in Wisconsin. ☎ (715) 389-4999 or (888) 924-7233.

Controlling Heat Stress Made Simple. A colorful poster with tips on preventing and treating heat-related illnesses. Produced by the U.S. Environmental Protection Agency and the Occupational Safety and Health Administration (No. EPA-750-h-93-001), September, 1995. Order from the Superintendent of Documents. ☎ (202) 512-1800 or check <http://bookstore.gpo.gov>.

North American Guidelines for Children's Agricultural Tasks. This is a series of illustrated posters with task-specific guidelines to help adults assign tasks to working youth or to children on family farms. Produced by the National Children's Center for Rural and Agricultural Health and Safety in Marshfield, Wisconsin, ☎ (888) 924-7233 or check www.nagcat.org.

Protect Yourself from Heat Illness poster in English and Spanish. A "pocket guide" (fact sheet that folds and fits into your pocket) describing the key symptoms of heat illness and how to prevent it. http://www.dir.ca.gov/dosh/dosh_publications/HeatIllnessEmployeeEngSpan.pdf.

SHORT EDUCATIONAL VIDEOS

A Celebration of Life is a tribute to the life and legacy of Cesar Chavez. Documents Chavez's funeral and the more than 50,000 people who gathered to say good-bye in Delano, CA. 15 minutes. Order from United Farm Workers. ☎ (661) 823-6143 or check www.ufw.org.

La Causa (3:34 minutes) <http://www.youtube.com/watch?v=RKQ4gcvnSaY>

La Causa is the story of Marta Hernandez, the daughter of Mexican American migrant workers, and her life changing involvement in the Farm workers Movement led by Cesar Chavez in the 1960's and 70's. Accompanying 16-page Teacher's Guide available at <http://www.livingvoices.org/teachguide/lcguide.pdf>

Obstacles Facing Today's Agricultural Workers (5:09 minutes) <http://www.youtube.com/watch?v=OWwVEQYj6D0>. Talks about pesticides, lack of sanitation/e-coli and lack of unionization among other obstacles.

The Playing Field portrays how one boy gained understanding of his sister's sudden illness and the potential danger pesticides present to young children who play in the fields. Comes with a curriculum guide for grades 3-9 plus a pesticide education poster and bookmarks. 18 minutes. Order from the National Center for Farmworker Health.

☎ (512) 312-2700 or check www.ncfh.org.

Strawberries: The Fruit of Injustice describes the current efforts of strawberry workers to improve their working conditions. Set in a historical context of union organizing, the video discusses health and safety, pesticides, and child labor. Available in English and Spanish. 13 minutes. Order from United Farm Workers ☎ (661) 823-6143 or check www.ufw.org.

FEATURE-LENGTH VIDEOS AND FILMS

...and the earth did not swallow him is a film adapted from Tomás Rivera's acclaimed novel, directed by Severo Perez. A young Mexican American boy comes of age amid the poverty and adversity he and his family faced as migrant farmworkers in the 1950s. 99 minutes. Order from Kino on Video. ☎ (800) 562-3330 or check www.kino.com.

The Fight in the Fields: Cesar Chavez and the Farmworkers' Struggle documents the history and impact of the United Farm Workers Union. Woven through the film is the story of Cesar Chavez, including his adolescence as the son of a migrant farmworker. Shown nationwide on PBS. 120 minutes. A teacher's kit is also available. Order from Paradigm Productions. ☎ (800) 903-7804 or check www.paradigmproductions.org.

HEALTH AND SAFETY CURRICULA

Association of Farmworker Opportunity Programs (AFOP) (1997). **ESL for Farm Safety**. Seven beginning ESL lessons for teaching pesticide safety, rights on the job, and safe work practices. The student workbook provides easy-to-use activities accompanied by useful graphics. Contact AFOP. ☎ (703) 528-4141.

Farm Safety For Kids. <http://www.fs4jk.org/services.html>. Some teaching materials available for free while others can be ordered for a fee from the Resources Catalog. Quick facts and suggested teaching activities available for free for eight agricultural-related hazards as well as many factsheets.

North American guidelines for children's agricultural tasks: Professional Resource Manual. National Children's Center for Rural and Agricultural Health & Safety, 1999. This NIOSH-funded project presents developmentally appropriate agricultural work guidelines to assist parents and other adults in assigning safe farm jobs for children aged 16 years and younger. The core content includes the identification of 61 jobs and job hazard analysis dealing with specific tasks that make up those jobs and the level of supervision required. "Best Practice" guidelines aimed at parents/employers, written in lay language, are bound separately. Available on-line at:
http://www.nagcat.org/nagcat/pages/default.aspx?page=nagcat_prm.
Contact: National Children's Center for Rural and Agricultural Health & Safety, Marshfield Clinic, 100 North Oak Ave., Marshfield, WI 54449. You can call the National Farm Medicine Center at 1-800-662-6900 or email nfmcsh@mcrf.mfldclin.edu.

Pesticide Education Center (1992). ***Harvest of Sorrow/Cosecha Dolorosa***, by Marion Moses. A two-part educational series for farmworkers on pesticides, their effects, and the laws that regulate pesticide use. The series includes a video and teaching manual. Available in English and Spanish. Part I: Field Workers, and Part II: Mixer/Loader/Applicators. Contact the Pesticide Education Center, San Francisco, CA. ☎ (415) 391-8511 or check www.pesticides.org/pesticides.

U.S. Environmental Protection Agency (1993). ***Protect Yourself from Pesticides—Guide for Agricultural Workers***. This bilingual guidebook is designed for use under EPA's Worker Protection Standard, which requires that agricultural workers be trained in basic pesticide safety. Its simple format and descriptive illustrations make it an excellent educational resource for ESL classes. Contact the Superintendent of Documents. ☎ (202) 512-1800 or check <http://bookstore.gpo.gov>.

RESEARCH REPORTS AND BACKGROUND INFORMATION

Commission on Security and Cooperation in Europe (1993). ***Migrant farmworkers in the United States***. A compilation of public testimony regarding farm labor economics, living conditions, health and safety issues, children's issues, and challenges facing farmworker women. Includes possible strategies for addressing problems facing migrant farmworkers, their families, and their employers. Contact the Superintendent of Documents. ☎ (202) 512-1800 or check <http://bookstore.gpo.gov>.

González Arroyo, M. and Kurre, L. (1997). ***Young agricultural workers in California***. Presents data on health, safety, and child labor problems affecting youth working in California agriculture. Makes recommendations to educators, community based organizations, and government agencies on how to improve educational efforts. Contact U.C. Berkeley's Labor Occupational Health Program (LOHP) at (510) 642-5507. Available online at www.lohp.org.

National Children's Center for Rural and Agricultural Health and Safety (2001). ***Migrant and seasonal hired adolescent farmworkers: A plan to improve working conditions***. The national action plan includes research, education, and policy recommendations for reducing agricultural injuries and illnesses among young seasonal workers. Contact the Marshfield Clinic, National Farm Medicine Center, Marshfield, WI. ☎ (888) 924-7233 or check <http://research.marshfieldclinic.org/children>.

National Institute for Occupational Safety and Health (NIOSH) (2001). ***Injuries among youth on farms in the United States, 1998***. Summarizes non-fatal work injury data for the entire agricultural production industry for 1998. Contact NIOSH Publications, 4676 Columbia Parkway, Cincinnati, OH 45226-1998. Request DHHS (NIOSH) Publication No. 2001-154. ☎ (800) 356-4674 or check www.cdc.gov/niosh.

Rural Information Center (1994). ***Agricultural safety and health: A resource guide***. A resource list for farmers, farmworkers, extension agents, researchers, policy-makers, and health personnel. Includes publications, audiovisual materials, and organizations that deal with agricultural safety and health. Contact the Rural Information Center, National Agricultural Library. ☎ (800) 633-7701 or check www.nal.usda.gov/ric.

U.S. General Accounting Office (GAO). For publications below, contact the Superintendent of Documents. Use the Report No. to order. ☎ (202) 512-1800 or check <http://bookstore.gpo.gov>.

- ***Child labor in agriculture: Characteristics and legality of work.***
(Report No. GAO/HEHS-98-112R). March, 1998.
- ***Child labor: Characteristics of working children.***
(Report No. GAO/HRD-91-83BR). June, 1991.
- ***Child labor: Information on federal enforcement efforts.***
(Report No. GAO/HRD-92-127FS). June, 1992.

Teens Working in Agriculture



Appendix B

Resource Organizations

Contents

Resource Centers	13
Government Agencies	14
Labor, Community Organizations, and Advocacy Groups	17

RESOURCE CENTERS

California Partnership for Young Workers' Health and Safety

A joint project of several non-profit organizations and state government agencies. Provides training, educational materials, information, referrals, and help to teens parents, educators, and others. Coordinated by the Labor Occupational Health Program at UC Berkeley.

☎ (888)933-TEEN (8336) www.youngworkers.org

National Children's Center for Rural and Agricultural Health and Safety

Works to improve the health and safety of children living and working in agricultural and rural environments, through research, education and outreach. Website has downloadable educational materials for employers and parents of youth who work on farms.

☎ (715) 389-4999 <http://www.marshfieldclinic.org/nccrahs/>

Worker Occupational Safety and Health Training and Education Program (WOSHTEP) Resource Centers

California has three Resource Centers, funded by the California Commission on Health and Safety and Workers Compensation (CHSWC), that provide information and assistance on occupational health and safety. Each Resource Center can provide:

- Written materials including factsheets, books, and reports
- Technical assistance
- Research assistance
- Referrals to state and local health and safety agencies
- A guide to multilingual health and safety training materials, which is also available online at: www.dir.ca.gov/chswc/MultilingualGuide/MultilingualGuideMain.htm

Northern California Resource Center

Labor Occupational Health Program
University of California, Berkeley
2223 Fulton Street, 4th Floor
Berkeley, CA 94720-5120
☎ (510) 643-4335
Karen Andrews, andrews2@berkeley.edu
www.lohp.org

(For assistance in Spanish, please call
Valeria Velazquez, (510) 643-2090.)

Central Valley Resource Center

Western Center for Agricultural Health and Safety
University of California, Davis
One Shields Avenue
Davis, CA 95616-8757
☎ (530) 754-8678 (For assistance in English and Spanish)
Teresa Andrews, terandrews@ucdavis.edu
agcenter.ucdavis.edu

Southern California Resource Center

Labor Occupational Safety and Health Program
University of California, Los Angeles
10945 LeConte Avenue, Box 951478
Los Angeles, CA 90095-1478
☎ (310) 794-5964
Laurie Kominski, lauriek@ucla.edu
www.losh.ucla.edu

(For assistance in Spanish, please call
Jessica Marques, (310) 794-5971.)

GOVERNMENT AGENCIES

California Commission on Health and Safety and Workers' Compensation (CHSWC)

CHSWC is a joint labor-management body created by the workers' compensation reform legislation of 1993 and charged with examining the health and safety and workers' compensation systems in California, and recommending administrative and/or legislative modifications to improve their operation.

1515 Clay Street, Room 901

Oakland, CA 94612

☎ (510) 622-3959 www.dir.ca.gov/CHSWC

California Department of Industrial Relations (DIR)

Established to improve working conditions for California workers. Website includes easy-to-read information for teens working in food service, grocery stores, customer service, theaters, agriculture, and construction.

www.dir.ca.gov/YoungWorker/YouthLaborExhibit/laborcards/DIReCardportal/index.html

California Division of Occupational Safety & Health (Cal/OSHA)

Develops and enforces California regulations and standards. Takes worker complaints and inspects workplaces. The Cal/OSHA Consultation Service assists employers. (For a list of Cal/OSHA Enforcement Unit District Offices see page 15.)

<http://www.dir.ca.gov/dosh/>

California Division of Workers' Compensation (DWC)

Provides information on benefits available when you have a job-related illness or injury.

Benefits Assistance and Enforcement

☎ (800) 736-7401 www.dir.ca.gov/DWC

For local offices, check the "State Government Pages" of your phone directory under: California, State of, Industrial Relations Dept., Workers' Compensation.

California Labor Commissioner - Division of Labor Standards Enforcement (DLSE)

Has information about employment rights, discrimination, and wrongful firings and enforces child labor laws. Takes worker complaints about labor law violations and will investigate them.

Information and Assistance

☎ (415) 703-4810 www.dir.ca.gov/DLSE

For local offices, check the "State Government Pages" of your phone directory under: California, State of, Industrial Relations Dept., Labor Standards Enforcement.

Cal/OSHA Enforcement Unit District Offices

Concord

1450 Enea Circle
Suite 525
Concord 94520
(925) 602-6517
Fax (925) 676-0227

Foster City

1065 East Hillsdale Blvd.
Suite 110
Foster City 94404
(650) 573-3812
Fax (650) 573-3817

Fremont

39141 Civic Center Dr.
Suite 310
Fremont 94538-5818
(510) 794-2521
Fax (510) 794-3889

Fresno

2550 Mariposa Street
Suite 4000
Fresno 93721
(559) 445-5302
Fax (559) 445-5786

Los Angeles

320 West 4th Street
Suite 850
Los Angeles 90013
(213) 576-7451
Fax (213) 576-7461

Modesto

1209 Woodrow
Suite C-4
Modesto 95350
(209) 576-6260
Fax (209) 576-6191

Monrovia

750 Royal Oaks Drive
Suite 104
Monrovia 91016
(626) 256-7913
Fax (626) 359-4291

Oakland

1515 Clay Street
Suite 1301
Oakland 94612
(510) 622-2916
Fax (510) 622-2908

Redding

381 Hemsted Drive
Redding 96002
(530) 224-4743
Fax (530) 224-4747

Sacramento

2424 Arden Way
Suite 165
Sacramento 95825
(916) 263-2800
Fax (916) 263-2798

San Bernardino

464 W. 4th St.
Suite 332
San Bernardino 92401
(909) 383-4321
Fax (909) 383-6789

San Diego

7575 Metropolitan Drive
Suite 207
San Diego 92108
(619) 767-2280
Fax (619) 767-2299

San Francisco

121 Spear Street
Suite 430
San Francisco 94105
(415) 972-8670
Fax (415) 972-8686

Santa Ana

2000 E. McFadden Ave.
Suite 122
Santa Ana 92705
(714) 558-4451
Fax (714) 558-2035

Santa Rosa

1221 Farmers Lane
Suite 300
Santa Rosa 95405
(707) 576-2388
Fax (707) 576-2598

Torrance

680 Knox Street
Suite 100
Torrance 90502
(310) 516-3734
Fax (310) 516-4253

Van Nuys

6150 Van Nuys Boulevard
Suite 405
Van Nuys 91401
(818) 901-5403
Fax (818) 901-5578

Ventura

1000 Hill Road
Suite 110
Ventura 93003
(805) 654-4581
Fax (805) 654-4852

West Covina

1906 West Garvey Ave So.
Suite 200
West Covina 91790
(626) 472-0046
Fax (626) 472-7708

Cal/OSHA Consultation Service Headquarters

(800) 963-9424

National Institute for Occupational Safety and Health (NIOSH)


NIOSH is responsible for conducting research and making recommendations for the prevention of work-related injuries and illnesses. Has free publications on a wide variety of topics including chemicals, ergonomics, child labor, and other hazards.

Headquarters

NIOSH/Centers for Disease Control

1600 Clifton Road NE

Atlanta, GA 30333

 (800) 232-4636 (CDC-INFO)

www.cdc.gov/niosh/childlab.html (Child Labor Page)

www.cdc.gov/niosh/topics/youth/ (Young Worker Page)

U.S. Department of Labor–Wage and Hour Division

The U.S. Department of Labor’s Wage and Hour Division enforces the federal Fair Labor Standards Act (FLSA) for employment in the private sector and in state and local government.

Establishes and enforces national standards for minimum wage, overtime pay, child labor, and recordkeeping.

Assesses penalties if violations are found.

 (866) 487-9243 Toll-Free Hotline

 (916) 978-6123 Sacramento Office

 (415) 625-7720 San Francisco Office
(866) 487-9243

 (213) 894-6375 Los Angeles Office

www.youthrules.dol.gov (Teen Worker Site)

U.S. Occupational Safety and Health Administration (OSHA)

Develops and enforces federal regulations and standards. Has many free publications and video library.

www.osha.gov/SLTC/teenworkers (OSHA Teen Workers Site)

LABOR, COMMUNITY ORGANIZATIONS, and ADVOCACY GROUPS

Child Labor Coalition

Composed of 45 national and international organizations (academic, labor, religious, health, child advocacy, consumer, and women's groups). Works to strengthen child labor laws and enforcement.

Child Labor Coalition
c/o National Consumers League
1701 K Street NW, Suite 1200
Washington, DC 20006

☎ (202) 835-3323 www.stopchildlabor.org

United Farm Workers of America (UFW)

Represents migrant and seasonal farmworkers and has a rich organizing history in California. Offers a selection of posters, videos, and a curriculum on the history of Cesar Chavez and the UFW. Their web site has information on educational materials and current organizing efforts.

UFW
P.O. Box 62
29700 Woodford-Tehachapi Road
Keene, CA 93531

☎ (661) 823-6250 www.ufw.org

California Rural Legal Assistance (CRLA)

CRLA's Migrant Farmworker Project provides free legal services to low-income farmworkers in Fresno, Kern, Kings, Madera, Merced, and Tulare counties. The program focuses on issues affecting farmworkers in the areas of labor, health, housing, education, and civil rights.

CRLA
2115 Kern St., Suite 370
Fresno, CA 93721

☎ (800) 242-2752
www.crla.org

National Center for Farmworker Health, Inc.

Dedicated to improving the health status of farmworker families by providing information and services to organizations and individuals involved in farmworker health. Website has downloadable health education materials in English and Spanish, including fact sheets on work injuries and heat illness.

☎ (512) 312-2700 <http://www.ncfh.org/>


Proteus, Inc.

A non-profit community-based organization which has conducted pesticide safety training for over 9,000 farmworkers.

Proteus, Inc.

1830 N. Dinuba Blvd.

Visalia, CA 93291

 (559) 733-5423
(877) 776-9998

www.proteusinc.org



Appendix C

How the Curriculum meets the California English Language Development Standards

How the Curriculum Meets the English Language Development Standards for California Public Schools (1999), Intermediate Level, Grades 9-12.

This curriculum presents basic agricultural health and safety concepts, using interactive hands-on activities so students “learn by doing.”

English language development: Students are given a variety of opportunities to read, speak, listen, write, think critically, and develop their vocabulary, to expand their English fluency. An oral question-and-answer format is emphasized throughout the curriculum to encourage students to demonstrate English comprehension as well as communicate ideas that are important to them. Below, you will find more details on which ELD standards are targeted in these lessons. While the curriculum does not incorporate fictional literary texts, some of the analysis skills are utilized and therefore included below. Each lesson builds on the knowledge and skills taught in the previous lessons, so it is best to present all nine lessons in the sequence presented.

ELD Standards targeted throughout

All of the lessons include listening, talking to classmates in small groups, and reporting back on specific content. The following ELD Listening and Speaking standards are targeted throughout.

- LS1 Respond to messages by asking simple questions or by briefly restating the message
- LS2 Listen attentively to stories and information and identify important details and concepts by using both verbal and nonverbal responses.
- LS3 Make oneself understood when speaking by using consistent standard English grammatical forms and sounds; however some rules may not be followed
- LS5 Identify the main idea and some supporting details of oral presentations, familiar literature, and key concepts of subject-matter content.
- LS7 Prepare and deliver short presentations on ideas, premises, or images obtained from various common sources.

In addition, each lesson involves vocabulary development activities. Although the vocabulary development does not relate specifically to literature, these activities help address ELD Literary Response and Analysis standard #1:

- LRA1 Use expanded vocabulary and descriptive words in paraphrasing oral and written responses to texts.

Additional standards targeted*:

Lesson 1

- LS8 Prepare and ask basic interview questions and respond to them.

Lesson 2

- LS4 Participate in social conversations with peers and adults on familiar topics by asking and answering questions and soliciting information.
- LS8 Prepare and ask basic interview questions and respond to them.
- RC 3 Read text and use detailed sentences to identify orally the main ideas and use them to make predictions about information text, literary text, and text in content areas.

Lesson 3

- RC 3 Read text and use detailed sentences to identify orally the main ideas and use them to make predictions about information text, literary text, and text in content areas.
- WSA4 Write responses to selected literature that exhibit understanding of the text, using detailed sentences and transitions.

Lesson 4

[see “Standards targeted throughout”]

Lesson 5

- LRA2 Read text and use detailed sentences to respond orally to factual comprehension questions about [three] forms of literature.

Lesson 6

- RC 3 Read text and use detailed sentences to identify orally the main ideas and use them to make predictions about information text, literary text, and text in content areas.
- LRA3 Read literary texts and use detailed sentences to describe orally the sequence of events.
- LRA4 Apply knowledge of language to analyze and derive meaning from literary texts and comprehend them.
- WSA1 Narrate a sequence of events and communicate their significance to the audience.
- WSA4 Write responses to selected literature that exhibit understanding of the text, using detailed sentences and transitions.
- WSA7 Use complex sentences in writing brief fictional biographies and short stories that include a sequence of events and supporting details.

Lesson 7

- LS4 Participate in social conversations with peers and adults on familiar topics by asking and answering questions and soliciting information.

Lesson 8

- LS 6 Identify a variety of media messages (e.g. radio, television, movies) and give some details supporting the messages.

Lesson 9

[Review. See “Standards targeted throughout.”]

* LS: Listening and Speaking
RC: Reading Comprehension
LRA: Literary Response and Analysis
WSA: Writing: Strategies and Applications

