

Teens, Work, and Safety



A Curriculum for High School Students

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

1998

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INTRODUCTION

This curriculum is the result of a cooperative effort between teachers in the Oakland Unified School District (Oakland, CA) and staff of the Labor Occupational Health Program (University of California, Berkeley, CA). It is designed to teach teens about workplace 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.

The curriculum covers basic health and safety information that can be presented either in the high school academic curriculum or as part of a job training program. It is appropriate for a wide variety of academic and vocational courses.

Why do high school students need to learn about workplace health and safety?

- Many teens have jobs. Surveys show that most teens hold at least one job by the time they leave high school. Teens typically work at a series of part-time, temporary, low-paying jobs with limited adult supervision. They often go to their jobs after putting in a full day at school.
- About 70 U.S. teens die from job injuries every year, and 64,000 more are seriously injured. The rate of teen work injuries is higher than the rate for adults, even though child labor laws prohibit teens from working in the most hazardous occupations.
- Teens are often inexperienced and unfamiliar with the work they are asked to do. Their most positive traits—energy, enthusiasm, a need for challenge and responsibility—can lead them to take on dangerous tasks. But sometimes they are neither prepared for these tasks nor capable of doing them safely. Teens may also 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. Even their parents and teachers may have little information. Before they enter the 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, and the National Institute for Occupational Safety and Health have all called for better education on workplace health and safety for teens. Students who have learned about workplace health and safety issues in the classroom are better able to avoid job injury.¹

Why teach health and safety in academic classes?

There is an increasing emphasis on tying students' academic learning to the skills and information they will actually need in the workplace. School districts throughout California are implementing "School-to-Career" programs that integrate work-based and school-based learning, based on the federal "School-to-Work" initiative. These programs are explicitly required to educate students about "all aspects of the industry," which includes job health and safety issues.

More importantly, education about real workplace issues is something that **all** students need— not just those in federally-funded vocational or school-to-work programs. 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. Most high school students will have worked on at least one job by the time they leave high school. Almost all of them will work once they leave school. All students need a basic introduction to workplace health and safety issues, and all students take academic classes.

Who may want to use this curriculum?

This curriculum includes three subject-specific units designed to be incorporated into academic high school classes in English, Science,

¹ Some of the material in this section was adapted from *Safe Work/Safe Workers: A guide for teaching high school students about occupational safety and health*, Massachusetts Department of Public Health (Occupational Health Surveillance Program) and Children's Safety Network (Education Development Center), 1997.

and U.S. Government. These units provide a way to present health and safety information while building academic skills appropriate to those particular subject areas. A three-hour general-purpose unit is also included. It can be incorporated into any subject area and taught by any teacher. This unit can either stand alone as an overview of workplace health and safety, or can serve as an introduction to the more comprehensive subject-specific units. The general-purpose unit can also be presented in vocational or job training programs.

Feel free to modify the here to meet your own needs. Activities in all the units can be used in, or adapted for, a variety of educational settings. Most activities are particularly appropriate for use in academic classes that are part of school-to-work programs, work experience programs, or other career-related programs.

Overview of the Curriculum

Each academic unit was developed in partnership with teachers from the appropriate subject area, and is designed to be consistent with the *Curriculum Framework for California Public Schools* in that subject area. In all the units, emphasis is placed on interactive, “hands on” class activities rather than lecture or rote learning. Students “learn by doing.”

The curriculum lends itself to a team teaching approach, where the same group of students learns about the issues from different perspectives in several subject areas.

If you are presenting one of the academic units, you may find that you prefer activities in other units for your particular class. Read through all the units, and find what fits.

Several of the units provide suggestions for optional activities, such as inviting guest speakers or showing videos related to health and safety. A list of appropriate videos appears in the **Resource Section** at the end of the entire curriculum. One video, *Your Work—Keepin’ It Safe*, is included with the curriculum, and is used in all the units. (This 12-minute video was produced by UCLA’s Labor Occupational Safety and Health Program for the California Commission on Health and Safety and Workers’ Compensation.)

Note on the video: There are two scenes in this video that might merit additional discussion. In one scene, a young worker is seen using a circular saw. It is important to point out that workers under 18 are allowed to use power tools only if they are participating in an approved vocational or apprenticeship program. Second, back belts,

such as those shown in the video, have not been proven to prevent back injuries. It is important, whenever possible, to design a job so that workers don't have to rely on equipment like this.

Each curriculum unit contains objectives, a lesson plan, detailed teacher's instructions, overheads to show the class, and student handouts. Transparencies are provided of the overheads and masters are provided for the student handouts.

Following is a description of each unit.

● **General Unit.** The unit includes three lessons:

1. Hazard Mapping
2. Controlling Hazards
3. Teen Workers and the Law

In the first lesson, students draw maps showing health and safety hazards in a typical workplace, and suggest solutions. This hazard mapping activity can be adapted to focus on hazards of a specific industry or career area. The second and third lessons lead students through several activities that teach them how hazards can be controlled, and what legal rights they have on the job.

● **English Unit.** The unit includes six lessons:

1. Danger on the Job!
2. Attitudes and Their Consequences
3. Teen Workers' Rights
4. Taking Action
5. Preparing Oral Histories
6. Presenting Oral Histories

This unit teaches analysis of oral and written information, and preparation of reports. An oral history exercise focusing on job health and safety plays a key role in the unit. Students interview working adults. This helps develop skills in planning, interviewing, analysis, synthesis, and writing. Readings are also provided which encourage students to reflect on the world of work as expressed through different authors' voices and perspectives.

● **Science Unit.** The unit includes five lessons:

1. Danger on the Job!
2. Introduction to Scientific Methodology
3. Survey Assignment
4. Survey Analysis
5. Presenting Your Results

This unit teaches scientific methodology, scientific data gathering skills, and specific health and safety information. In the principal activity of the unit, students conduct a survey of other teens, addressing both knowledge and opinions about workplace health and safety. Before conducting the survey, students work in groups to formulate hypotheses about the results. After completing the survey, the groups tabulate, analyze, and graph the data relevant to their hypotheses.

● **U.S. Government Unit.** The unit includes five lessons:

1. There Ought To Be a Law!
2. Teen Workers' Rights
3. Applying the Law
4. Preparing To Debate
5. The Debate

A major goal of this unit is to help teens develop the knowledge and skills they need to take action on issues in the workplace that affect them, in a way that is effective but also realistic. Students develop model laws to address working conditions and apply existing laws to “real life” scenarios. The centerpiece of the unit is a class debate. Students develop arguments on opposing sides of a social issue involving workplace health and safety, and then debate it in class.

● **Resource Section.** This section has two appendices:

- A. Readings and Materials
- B. Resource Organizations

A variety of resources are listed in Appendix A—books, factsheets, and videos suitable for classroom use; curricula available from several sources; internet sites; and reference materials for the teacher on health, safety, child labor, and teaching techniques. Appendix B lists government and private organizations that may be helpful.

Workplace Health and Safety

GENERAL UNIT



TEACHER'S INTRODUCTION

Why should teens learn about workplace health and safety?

Many teens hold jobs while attending school, and nearly all will work eventually. They need basic health and safety awareness so they can protect themselves on the job. It can literally be a matter of life and death.

Teens will be better protected if they learn the basics of health and safety in school. Such material may be presented either in the high school academic curriculum or as part of a job training program. This unit provides basic health and safety information that can be used in either setting. It is appropriate for a wide variety of academic and vocational courses.

Purpose and Teaching Methods

This unit was designed as a **general** introduction to workplace health and safety issues affecting teens. It presents practical information about job hazards, control measures, and rights and responsibilities under both safety and child labor laws.

Later in this curriculum are several additional units for use in **specific** academic subject areas. These tailor the information to the needs of high school English, Science, and U.S. Government classes. Teachers in those disciplines may choose to supplement the subject specific material with this introductory unit.

In this general unit students will learn about:

- Common health and safety hazards that teens may face on the job
- The use of “hazard maps” to show dangerous areas in a workplace
- Control measures that can reduce or eliminate hazards
- Safety and child labor laws
- How to approach supervisors about health and safety problems
- Sources of safety information and help.

The teaching approach emphasizes interactive, “hands on” activities. Students are given frequent class and small group exercises to keep them involved and interested. These include drawing maps, enacting a skit, and applying the law to a realistic scenario about teen workers. At the end of the unit, students review their knowledge by taking part in a simulated TV game show.

Contents and Time

This unit take approximately three hours to complete. It consists of three lessons, each designed to be presented during one 50-minute class session. Lessons are:

- ✓ **1.** Hazard Mapping
- ✓ **2.** Controlling Hazards
- ✓ **3.** Teen Workers and the Law

Objectives—Workplace Health and Safety

Students will be able to:

- Identify three health and safety hazards on typical teen jobs
- Map the location of hazards in a workplace
- Explain three effective ways to reduce or eliminate hazards
- Describe the legal limitations on tasks and hours for teen workers
- Apply safety and child labor laws to “real life” situations
- Identify three ways to get information and help when health and safety problems arise
- Discuss several appropriate ways to approach supervisors about health and safety problems.

Materials for the Teacher

The following materials are supplied for the teacher:

- **Lesson Plan** and **Detailed Teacher’s Instructions** for each class session (Lessons 1–3).
- **Overheads** to show the class. (Masters are at the end of the unit, following Lesson 3.)
 - Overhead #1—*TV Game Show*

Materials for Students

To present this unit, the teacher will need the following materials to distribute to students:

- **Handouts.** Make one copy of each handout for each student. (Masters are at the end of the unit, following Lesson 3.)
 - Handout #1—*Sample Hazard Map*
 - Handout #2—*Hazards in the Fast Food Restaurant*
 - Hazards in the Grocery Store*
 - Hazards in the Movie Theater*
 - Hazards in the Office*

- Handout #3—*Are You a Working Teen?*
- Handout #4—*Hurt on the Job? Information Alert for Teens*
- Handout #5—*Elena’s Story*

Teacher Preparation

- Read all three lessons and decide how to adapt them to meet the needs of your class.
- Obtain an overhead projector to show the transparencies that are included with this unit.
- Obtain a VCR to show the video that is included with this curriculum. (This 12-minute video, *Your Work—Keepin’ It Safe*, was produced by UCLA’s Labor Occupational Safety and Health Program.)
- Make enough copies of all Student Handouts (see section above).

Tips From Teachers Who Have Used This Unit

- “For the hazard mapping activity, it’s really important to read through all the directions before you begin. You may get totally confused if you don’t!”
- “When you first give the students the factsheet *Are You a Working Teen*, walk them through each section so they know where information can be found. This will make the skit and the game go more smoothly.”

1

LESSON ONE

Hazard Mapping



Lesson Plan One

Activity	Grouping	Time	Materials
<p>A. Video.</p> <p>Students watch a video, <i>Your Work—Keepin’ It Safe</i>, and discuss the issues it raises.</p>	Class	20 minutes	<ul style="list-style-type: none"> ● Video and VCR.
<p>B. Health and safety issues for working teens.</p> <p>Class “brainstorms” to develop a list of typical jobs that teens hold.</p>	Class	5 minutes	
<p>C. Introduction to job hazards.</p> <p>Students name various job health and safety hazards, and categorize them.</p>	Class	10 minutes	
<p>D. Hazard mapping.</p> <p>Small groups draw maps showing the location of hazards in typical workplaces.</p>	Small groups & class	15 minutes	<ul style="list-style-type: none"> ● Handout #1. ● Butcher paper. ● Marking pens.

Total Class Time: 50 minutes

DETAILED TEACHER'S INSTRUCTIONS

A. Video.

(20 minutes)

First, as a “warm-up” discussion, ask the class:

- How many of you have jobs?
- Do you think your job is dangerous?

Let the class spend a few minutes talking about their answers.

Next, as an introduction to the theme of job health and safety, show the video *Your Work—Keepin' It Safe*. (This 12-minute video is included with this curriculum. See page 7 of the **Introduction** at the beginning of the curriculum for more information.)

After the video, hold a brief class discussion of the issues it raises. Ask the class what hazards these teens face on their jobs.

Explain to students that this curriculum will focus on workplace health and safety and teen workers' rights.

B. Health and safety issues for working teens.

(5 minutes)

Explain that the next exercise will be to “brainstorm” about what kinds of jobs teens typically have. Ask people where they and their friends work.

As students answer, make a list on the board. Your list might include:

- fast food restaurant
- grocery store
- movie theater
- office
- hospital or clinic
- video rental store
- retail store
- factory
- park or recreation facility
- farm

Ask if anyone has ever been **injured** on their job, and discuss their injuries briefly.

C. Introduction to job hazards.

(10 minutes)

Ask students if they can define the term “job hazard.” Write possible definitions on the board as students suggest them. See if everyone can agree on a definition, such as:

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

Ask students to think about places they have worked, or workplaces with which they are familiar (restaurants, stores, theaters, offices, etc.). Have them name the health and safety hazards in **all** these various workplaces—as many as come to mind. As students answer, make a list on the board.

Note: Students may confuse the **effects** of hazards with the hazards themselves. For example, they may mention “cuts” rather than their cause, “sharp objects.” The **cause** is the hazard and should be listed on the board. If people mention effects rather than causes, explain this distinction.

Explain that the class will now create a chart to organize the hazards you listed on the board. This may help students think of other hazards that didn’t occur to them before.

Draw a chart on another section of the chalkboard, with three columns. Head the columns like this:

SAFETY HAZARDS	CHEMICAL HAZARDS	OTHER HEALTH HAZARDS
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Explain that:

- **Safety hazards** can cause accidents and injuries. Examples: hot surfaces or slippery floors.
- **Chemical hazards** are gases, vapors, or liquids that can harm your body. Examples: cleaning products or pesticides.
- **Other health hazards** are various harmful things not included in the other two categories. Examples: noise, infectious diseases, or repetitive movements.

Take the hazards listed on the board one at a time, and ask the class to assign each to a category. Then write each hazard in the appropriate column of the chart. Finally, ask students if they can think of any additional hazards to add to the chart.

Your completed chart may be similar to the sample below:

SAFETY HAZARDS	CHEMICAL HAZARDS	OTHER HEALTH HAZARDS
<ul style="list-style-type: none"> • hot surfaces • slippery floors • unsafe ladders • machines without guards • sharp knives • hot grease • unsafe electric circuits • lack of fire exits • motor vehicles • cluttered work areas 	<ul style="list-style-type: none"> • cleaning products • pesticides • solvents • acids • asbestos • lead • ozone (from copiers) • wood dust • mercury • poor air quality 	<ul style="list-style-type: none"> • noise • infectious diseases • radiation • heat or cold • repetitive movements • awkward posture • heavy lifting • fast pace of work • harassment • violence • areas too dark or too light

Some classes may be able to list most of the examples above, and even more. However, if your students have difficulty coming up with enough examples, you may want to give hints.

D. Hazard mapping.

(15 minutes)

In the next exercise, students will work in small groups. Groups will draw maps showing the location of hazards in typical workplaces.

Divide the class into several small groups, with 3 or 4 students per group. Have each group select a type of workplace to study. It may be one they mentioned in the earlier exercise or one of the following:

- Fast Food Restaurant
- Grocery Store
- Movie Theater
- Office.

It's all right to assign the same workplace to more than one group. If possible, each group should include some students who have worked in, or are familiar with, that type of workplace.

Give each group a large sheet of butcher paper to use for their map. Each group should also get black, red, green, and blue marking pens or colored pencils.

Note: If you are teaching a vocational class and students are in the same trade, you may want to adapt this activity for their own type of workplace.

Explaining the Activity

- 1.** Pass out Handout #1, *Sample Hazard Map*. Explain that it shows hazards in a warehouse-style store. Each small group will create a similar, but less detailed map, showing the hazards in the type of workplace they have been assigned. Students in each group should work together, using the butcher paper. The paper can be taped to the wall while they work, or they can work at a table.
- 2.** First, each group should decide which hazards to map. Remind students to include hazards from each category (Safety Hazards, Chemical Hazards, and Other Health Hazards).
- 3.** To begin the map, each group should draw a rough floor plan on the butcher paper, showing the type of workplace they are studying. Use the **black** marker. The floor plan should show rooms, work areas, major fixtures and equipment, work processes, doors, and windows. People or detailed pictures are not necessary.
- 4.** Next, each group should decide where each hazard would be located in the workplace. They should mark the locations on the floor plans using the colored markers:
 - **Red** to show safety hazards
 - **Green** to show chemical hazards
 - **Blue** to show other health hazards.

You may want to write this color code on the board so all the groups can refer to it. Students do not need to label the hazards with words.

- 5.** (Optional.) If you wish, also ask the groups to indicate how dangerous each hazard is. They can highlight hazards they consider especially serious or severe by adding more color.

After you have given these instructions and answered any questions, let the groups begin work. After 10–15 minutes, end today’s class. Collect their maps for safekeeping. Students will report on their maps at the next class.

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LESSON TWO

Controlling Hazards



Lesson Plan Two

Activity	Grouping	Time	Materials
<p>A. Hazard mapping—Report back.</p> <p>Small groups present the hazard maps they drew at the previous class.</p>	Class	20 minutes	
<p>B. Controlling hazards.</p> <p>Class discusses ways to reduce or eliminate hazards on the job.</p>	Class	15 minutes	● Handout #2.
<p>C. Factsheets.</p> <p>Students read the factsheets, <i>Are You a Working Teen?</i> and <i>Hurt on the Job?</i></p>	Individual	15 minutes	● Handouts #3–4.

Total Class Time: 50 minutes

DETAILED TEACHER'S INSTRUCTIONS

A. Hazard mapping–Report back.

(20 minutes)

To begin today's class, return the hazard maps to the small groups that created them last time. Have the groups meet for a few minutes to finish their maps. Each group should also choose one person to report to the class. Each group's spokesperson will have a few minutes to explain the group's map.

Bring the whole class back together, and begin the reports. If groups begin to repeat the same hazards, ask them to focus on hazards that have not yet been mentioned.

Make sure each group's presentation answers this question:

What are the major hazards in this workplace?

As each group presents its map, start a column on the board and list the hazards that people mention. Head this column **HAZARDS**. (You will return to it in the next activity.)

B. Controlling hazards.

(15 minutes)

Pick two or three hazards from the list on the board. (These may be hazards in **any** type of workplace.) For each hazard you choose, ask the class:

How can this workplace hazard be reduced or eliminated?

Start a second column on the board next to the **HAZARDS** column you made earlier. Head this column **POSSIBLE SOLUTIONS**. As students suggest answers, write them in this column next to the appropriate hazard.

Your completed chart may look like this:

HAZARDS	POSSIBLE SOLUTIONS
<ul style="list-style-type: none">• slippery floors• cleaning products• repetitive movements	<ul style="list-style-type: none">• clean up spills quickly• use floor mats• use safer products• have good ventilation• rotate jobs• take regular breaks

Finally, give each student a copy of Handout #2. This handout has four parts:

- *Hazards in the Fast Food Restaurant*
- *Hazards in the Grocery Store*
- *Hazards in the Movie Theater*
- *Hazards in the Office.*

Have students look over the handout. Ask them if it gives them more ideas for possible solutions. Hold a general class discussion of how hazards can be controlled.

Controlling Hazards—Teacher’s Discussion Guide

Try to make the points below during the discussion:

- There are often several different ways to control a hazard, but some may be better than others.
- The best control measures **remove** the hazard from the workplace altogether, or keep it **isolated** 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
 - Store chemicals in locked cabinets

- Use machines instead of doing jobs by hand
- Have guards around hot surfaces.
- **Work rules and procedures** can reduce your exposure to hazards. 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. Here are some examples:
 - Gloves
 - Respirators
 - Lab coats or smocks.

C. Factsheets.

(15 minutes)

Pass out the four-page factsheet *Are You a Working Teen?* (Handout #3). Also pass out *Hurt on the Job? Information Alert for Teens* (Handout #4) which deals with Workers' Compensation. Give students 15 minutes to read them quietly in class. Students should take both factsheets home to finish reading if necessary, and be ready to discuss them at the next class. Remind them to bring the factsheets back to the next class.

3

LESSON THREE

Teen Workers and the Law



Lesson Plan Three

Activity	Grouping	Time	Materials
<p>A. Factsheet review.</p> <p>Class reviews the material in the factsheets, <i>Are You a Working Teen?</i> and <i>Hurt on the Job?</i></p>	Class	5 minutes	<ul style="list-style-type: none"> ● Handouts #3–4. (<i>Copies used at previous class.</i>)
<p>B. Skit—Elena’s story.</p> <p>Students enact a skit that portrays realistic workplace health and safety problems. Small groups use information from the factsheet to suggest solutions, and report these back to the class.</p>	Small groups & class	20 minutes	<ul style="list-style-type: none"> ● Handout #5. ● Handout #3. (<i>Copy used previously.</i>) ● Butcher paper. ● Marking pens.
<p>C. Taking action.</p> <p>Class discusses how to approach supervisors about health and safety problems, and where to get information and help.</p>	Class	10 minutes	
<p>D. TV game show.</p> <p>Students review the material presented in this unit by taking part in a simulated TV game show.</p>	Class & small groups (teams)	15 minutes	<ul style="list-style-type: none"> ● Overhead #1. ● Handout #3. (<i>Copy used previously.</i>)

Total Class Time: 50 minutes

DETAILED TEACHER'S INSTRUCTIONS

A. Factsheet review.

(5 minutes)

Make sure everyone has read the factsheets *Are You a Working Teen?* (Handout #3) and *Hurt on the Job?* (Handout #4) and has brought them back to class. Briefly review and discuss the factsheets. Answer any questions that students may have.

B. Skit—Elena's story.

(20 minutes)

Pass out copies of *Elena's Story* (Handout #5). Ask for volunteers to play the roles of Elena, Mr. Johnson, and Joe. Have the volunteers come to the front of the class and read their parts aloud.

The class will analyze this story by working in small groups. Divide the class into three groups. Give each group a large sheet of butcher paper and some marking pens.

In the skit, Elena is asked to do tasks that violate various child labor and safety laws. Below the story in Handout #5 are three questions that ask students to identify these violations and to suggest what Elena should have done.

Many of the answers can be found in the factsheet *Are You a Working Teen?* (Handout #3).

Assign each group to use specific sections of the factsheet to come up with answers for questions 1 and 2:

- **Group 1:** *What Are My Rights on the Job?* (page 2)
- **Group 2:** *Is It OK To Do Any Kind of Work?* (page 3)
- **Group 3:** *Should I Be Working This Late or This Long?* (page 4)
- **All groups** should also read *What If I Need Help?* (page 4).

Tell each group to try to answer all three questions and to write brief answers on the butcher paper.

Now have the groups begin to work. Tell them they will have about 10 minutes, and will then report their answers back to the class.

After 10 minutes, bring the whole class back together. Ask each of the three groups to choose a spokesperson to present their answers. Each spokesperson should display the butcher paper with their group's answers to the three questions, and explain how the group came up with them.

After the three spokespersons have reported, discuss all the answers that were given, and add any that the groups missed.

Finally, if time permits, you may want to ask some or all of the groups to enact a short "role play" that dramatizes their answers to question #3. It should be based on the scenario in *Elena's Story* (Handout #5), but Elena should handle the problems in a different way.

Elena's Story—Teacher's Discussion Guide

The section below provides the teacher with some possible answers to the three questions in Handout #5. (Page references are to the factsheet *Are You a Working Teen?*)

1. What laws are being violated here?

- Elena should be given information about the cleaning chemicals (*page 2*).
- Protective clothing (gloves) should be supplied (*page 2*).
- No worker under 18 may use a meat slicer (*page 3*).
- No one who is 16 or 17 may work after 10pm on a school night (*page 4*).

2. Whom could Elena contact about these problems?

- Parents or teachers (*page 4*).
- Cal/OSHA about health and safety violations (*page 4*).
- Labor Standards Enforcement about child labor violations (*page 4*).

3. How do you think Elena should have handled this situation?

- Tell the supervisor she is uncomfortable with the late hours and prohibited duties.

- Ask a co-worker, friend, parent, or teacher, for advice or help.
- Contact a local union or community organization for advice on workers' rights.
- File a complaint with Cal/OSHA and/or Labor Standards Enforcement.

C. Taking action.

(10 minutes)

Hold a class discussion of the question:

What steps can you take to solve health and safety problems on your job?

Pose the question to the class and let volunteers answer. Discuss the answers they give.

Taking Action—Teacher's Discussion Guide

Try to make the points below during the discussion:

- Get advice and support from co-workers, friends, and responsible adults (parents, teachers, counselors, etc.).
- Do some homework. Find out all you can about the problem and possible solutions.
- Decide what solution is best, and work toward this goal.
- Approach your supervisor. Be polite, and state the problem clearly. Give facts. Explain your preferred solution, and why you think it's best. Show that you are willing to work with your supervisor to solve the problem. If you're uncomfortable talking to your supervisor, consider having a friend, parent, or counselor go with you.
- Call a government enforcement agency (like Cal/OSHA or Labor Standards Enforcement) only as a last resort. It's always better to talk to your supervisor first. But if all else fails, remember there are laws that protect you and agencies that enforce them.

D. TV game show.

(15 minutes)

This game will help students review what they have learned during the unit. It 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.

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

Show the class Overhead #1, *TV Game Show*. This is a sample game board.

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. If you wish, leave Overhead #1 on the screen during the game. Otherwise, draw the game board on the chalkboard or a sheet of butcher paper, like this:

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 appear on page 26, and answers are on page 27. 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 give the answer. Encourage students to use the factsheet *Are You a Working Teen?* (Handout #3), which they received previously, as reference material to find answers.

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 students the answer (from page 27).

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—a great method of motivation!

This concludes the unit. If there is time, ask students to share their reactions to the curriculum, and answer any questions they may have.

TV Game Show—Teacher’s Discussion Guide

Questions to ask for each category and dollar amount appear on page 26. Correct answers are on page 27.

TV GAME QUESTIONS

	Workers' Rights	Job Hazards	Teens and the Law	Taking Action
\$100	Who must pay for your medical care if you get hurt on the job?	Define the term "job hazard."	True or False? Everyone under 18 needs a work permit to get a job.	Name two ways to avoid getting injured on the job.
\$200	True or False? Your employer is required by law to give you health and safety training.	Name three hazards that a worker at a fast food restaurant might face.	If you are 14 or 15, how many hours can you work on a school day?	Name two steps you should take when you discover a hazard on the job.
\$300	How much is the minimum wage now, and can you be paid less?	Give one reason why teens should learn about job hazards.	True or False? Teens under 18 are allowed to drive motor vehicles on the job.	True or False? If you get injured on the job, you can sue your employer.
\$400	True or False? Your employer is required by law to give you any protective clothing and equipment you need.	Name one way to protect workers from slippery floors.	If you are 16 or 17, how late can you work on a school night?	True or False? You should tell your supervisor about a hazard before you complain to a government agency.
\$500	True or False? You can't join a union to protect your rights if your boss won't let you.	Name one job hazard that doesn't affect your health right away, but may have effects later.	Whom can you contact if your employer doesn't pay minimum wage, or assigns you illegal hours?	What agency enforces state health and safety laws and takes complaints from workers?

TV GAME ANSWERS

	Workers' Rights	Job Hazards	Teens and the Law	Taking Action
\$100	Your employer (through workers' compensation). You may also be entitled to lost wages.	Anything at work that can harm your body—physically or mentally.	False. You don't need a work permit if you have graduated from high school or have a GED.	<i>Any 2:</i> Follow safety rules, get training, keep work area clean, use safety equipment, know emergency procedures.
\$200	True.	<i>Any 3:</i> Burns, slips, falls, back injuries, chemicals, stress.	Not over 3 hours a day.	<i>Any 2:</i> Get the facts; talk to your supervisor; discuss with co-workers, teachers, or parents; complain to state agency.
\$300	\$5.75 an hour (as of 3/98). Yes, you can sometimes get less during your first 3 months on the job.	<i>Any of these:</i> So you can get them corrected, so you won't get hurt, so you can warn co-workers, because it's your legal right to know.	False.	False. (In nearly all cases).
\$400	True.	<i>Any of these:</i> Clean up spills immediately, use non-slip floor mats.	Not after 10pm.	True.
\$500	False. You always have the right to join a union.	<i>Any of these:</i> Noise, eyestrain, repetitive motion, lifting, certain chemicals.	<i>Any of these:</i> Employer, parent, teacher, counselor, state Labor Standards Enforcement office.	Cal/OSHA.

Overheads

General Unit Overhead #1

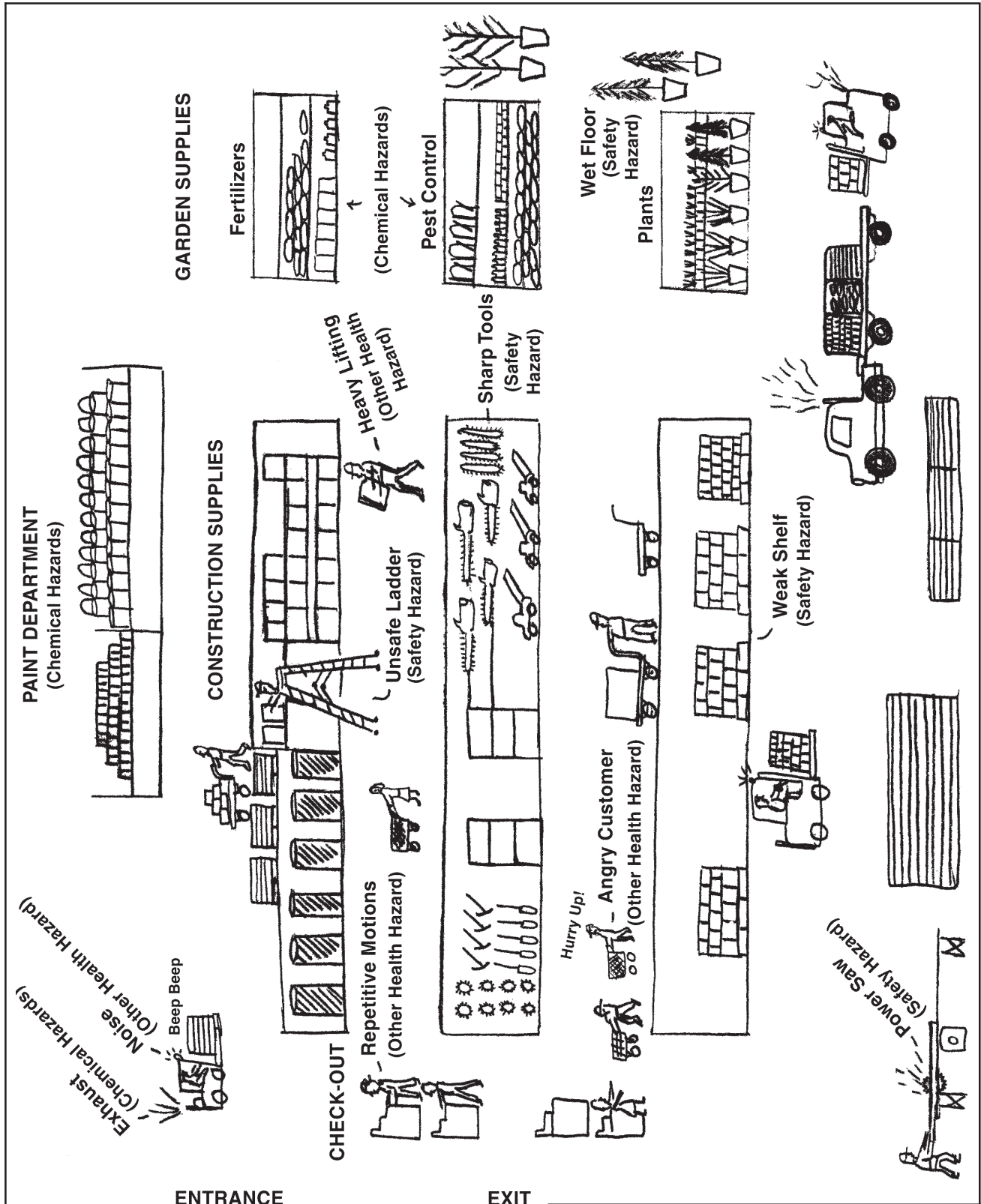
TV Game Show

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



Handouts

Sample Hazard Map—Warehouse Store





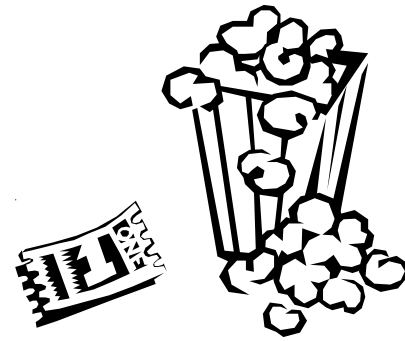
Hazards in the Fast Food Restaurant

HAZARD	EFFECT	POSSIBLE SOLUTIONS
Safety Hazards		
Cooking equipment	Burns or electric shocks	<ul style="list-style-type: none"> • Keep appliances in safe condition • Have guards around hot surfaces • Wear gloves or mitts
Hot grease	Burns	<ul style="list-style-type: none"> • Use grease pans that dump automatically • Have splash guards • Wear protective clothing
Slicers and powered cutting equipment	Cuts	<ul style="list-style-type: none"> • Must be 18 or older to use • Keep guards in place • Get proper training • Turn off when cleaning
Slippery floors	Slips or falls	<ul style="list-style-type: none"> • Clean up spills quickly • Use floor mats
Chemical Hazards		
Dishwashing products	Skin contact may cause irritation or dermatitis	<ul style="list-style-type: none"> • Use safer products • Wear gloves
Cleaning products	Some vapors cause headaches and other health problems; skin contact may cause irritation or dermatitis	<ul style="list-style-type: none"> • Use safer products • Wear gloves when necessary • Have good ventilation
Other Health Hazards		
Contact with public	Stress; criminal violence; robbery	<ul style="list-style-type: none"> • Have adequate security • Schedule at least two people per shift • Use barriers where money is handled • Get customer service training
Standing for long periods	Back injuries; varicose veins	<ul style="list-style-type: none"> • Use floor mats • Take regular breaks • Rotate jobs
Bending, reaching, stretching, and lifting	Muscle strains or sprains	<ul style="list-style-type: none"> • Keep heavy items on lower shelves • Rotate jobs • Use helpers



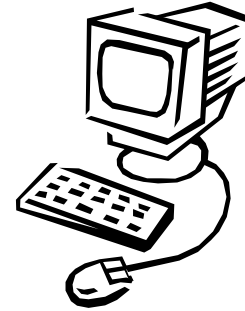
Hazards in the Grocery Store

HAZARD	EFFECT	POSSIBLE SOLUTIONS
Safety Hazards		
Box cutters	Cuts	<ul style="list-style-type: none"> • Cut properly • Store properly
Box crushers	Various body injuries	<ul style="list-style-type: none"> • Must be over 18 to use • Get proper training
Sharp knives	Cuts	<ul style="list-style-type: none"> • Keep in good condition • Cut properly • Store Properly
Deli slicers	Cuts	<ul style="list-style-type: none"> • Must be 18 or older to use • Keep guards in place • Get proper training • Turn off when cleaning
Chemical Hazards		
Cleaning products	Some vapors cause headaches and other health problems; skin contact may cause irritation or dermatitis	<ul style="list-style-type: none"> • Use safer products • Wear gloves when necessary • Have good ventilation
Other Health Hazards		
Checkout scanners	Muscle, tendon, or nerve injuries	<ul style="list-style-type: none"> • Redesign checkstands • Take regular breaks • Rotate jobs
Bending, reaching, stretching, and lifting	Muscle strains or sprains	<ul style="list-style-type: none"> • Use machinery instead • Keep heavy items on lower shelves • Get proper training • Rotate jobs • Use helpers
Cold temperatures (in cold storage areas, freezers)	Frostbite	<ul style="list-style-type: none"> • Limit time working in cold areas



Hazards in the Movie Theater

HAZARD	EFFECT	POSSIBLE SOLUTIONS
Safety Hazards		
Popcorn, hot dog, and coffee machines	Burns or electric shocks	<ul style="list-style-type: none"> • Keep appliances in safe condition • Wear gloves or mitts
Slippery floors	Slips or falls	<ul style="list-style-type: none"> • Clean up spills quickly • Use floor mats
Ladders	Falls	<ul style="list-style-type: none"> • Must be 16 or older to use • Use safe ladders • Get proper training
Chemical Hazards		
Cleaning products	Some vapors cause headaches and other health problems; skin contact may cause irritation or dermatitis	<ul style="list-style-type: none"> • Use safer products • Wear gloves when necessary • Have good ventilation
Other Health Hazards		
Contact with public	Stress; criminal violence; robbery	<ul style="list-style-type: none"> • Have adequate security • Schedule at least two people per shift • Use barriers where money is handled • Get customer service training • Rotate job
Dark environments	Eyestrain; slips or falls	<ul style="list-style-type: none"> • Use flashlights
Standing for long periods	Back injuries; varicose veins	<ul style="list-style-type: none"> • Use floor mats • Take regular breaks • Rotate jobs



Hazards in the Office

HAZARD	EFFECT	POSSIBLE SOLUTIONS
Safety Hazards		
Cords and loose carpeting	Tripping	<ul style="list-style-type: none"> • Don't run cords through public areas • Keep carpets secured
Unsecured furniture	Can fall in earthquake	<ul style="list-style-type: none"> • Secure bookcases, file cabinets etc.
Overloaded electric circuits	Fire	<ul style="list-style-type: none"> • Have enough outlets
Chemical Hazards		
Ozone from copiers	Breathing difficulty; headaches; dizziness	<ul style="list-style-type: none"> • Place copiers in separate area • Have good ventilation
Poor indoor air quality	Breathing difficulty; headaches; dizziness	<ul style="list-style-type: none"> • Have good ventilation
Other Health Hazards		
Computer keyboards and mice	Tendon and nerve problems	<ul style="list-style-type: none"> • Use adjustable chairs and workstations • Have good posture • Take regular breaks
Computer monitors	Eyestrain	<ul style="list-style-type: none"> • Position monitor correctly • Adjust monitor properly • Take regular breaks
Sitting for long periods of time	Back pain	<ul style="list-style-type: none"> • Use proper chairs • Have good posture • Take regular breaks
Repetitive, boring work	Stress	<ul style="list-style-type: none"> • Rotate jobs

Are You a Working Teen?



**Protect Your Health
Know Your Rights**

Labor Occupational Health Program
University of California, Berkeley

General Unit Handout #3—Page 2

Could I Get Hurt or Sick on the Job?

Every year **70 teens die** from work injuries in the United States. Another **64,000 get hurt** badly enough that they go to a hospital emergency room.

Here are the stories of three teens:

- 18-year-old Sylvia caught her hand in an electric cabbage shredder at a fast food restaurant. Her hand is permanently disfigured and she'll never have full use of it again.
- 17-year-old Joe lost his life while working as a construction helper. An electric shock killed him when he climbed a metal ladder to hand an electric drill to another worker.
- 16-year-old Donna was assaulted and robbed at gunpoint at a sandwich shop. She was working alone after 11 p.m.

Why do injuries like these occur? Teens are often injured on the job due to unsafe equipment, stressful conditions, and speed-up. Also they may not receive adequate safety training and supervision. Teens are much more likely to be injured when they work on jobs they are not allowed to do by law.

What Are My Rights on the Job?

By law, your employer must provide:

- A safe and healthful workplace.
- Training about health and safety, including information on chemicals that could be harmful to your health.
- Protective clothing and equipment.
- Payment for medical care if you get hurt or sick because of your job. You may also be entitled to lost wages.
- At least the minimum wage, \$5.75 an hour as of March, 1998. In some cases, employers can pay less than minimum wage during your first three months, if you are under 18. Call toll-free ☎ 1-888-275-9243 for more information.

You also have a right to:

- Report safety problems to Cal/OSHA.
- Work without racial or sexual harassment.
- Refuse to work if the job is immediately dangerous to your life or health.
- Join or organize a union.

What Hazards Should I Watch Out For?

Type of Work	Examples of Hazards
Janitor/Clean-up	<ul style="list-style-type: none">• Toxic chemicals in cleaning products• Blood on discarded needles
Food Service	<ul style="list-style-type: none">• Slippery floors• Hot cooking equipment• Sharp objects
Retail/Sales	<ul style="list-style-type: none">• Violent crimes• Heavy lifting
Office/Clerical	<ul style="list-style-type: none">• Stress• Harassment• Poor computer work station design

General Unit Handout #3—Page 3

Is It OK to Do Any Kind of Work?

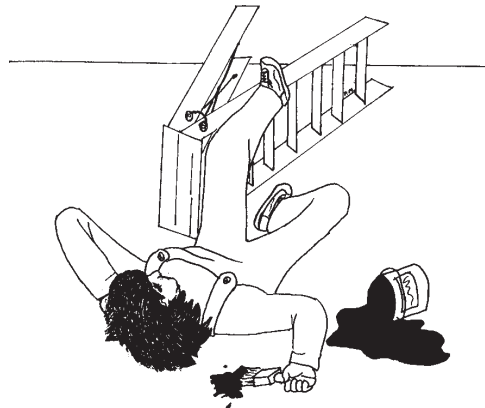
NO! There are laws that protect teens from doing dangerous work.

In California no worker under 18 may:

- Drive a motor vehicle or forklift on the job
- Use powered equipment like a circular saw, box crusher, meat slicer, or bakery machine
- Work in wrecking, demolition, excavation, or roofing
- Work in logging or a sawmill
- Handle, serve, or sell alcoholic beverages
- Work where there is exposure to radiation

Also, no one 14 or 15 years old may:

- Do baking or cooking on the job (except at a serving counter)
- Work in dry cleaning or a commercial laundry
- Work on a ladder or scaffold
- Do building, construction, or manufacturing work
- Load or unload a truck, railroad car, or conveyor



Are There Other Things I Can't Do?

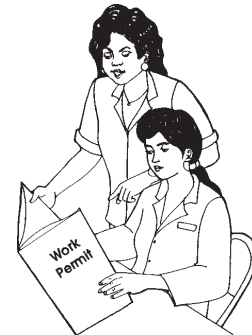
YES! There are many other restrictions regarding the type of work you can and cannot do.

If you are **under 14**, there are even stricter laws to protect your health and safety.

Check with your school counselor or job placement coordinator to make sure the job you are doing is allowed.

Do I Need a Work Permit?

YES! If you are under 18 and plan to work, you must get a work permit from your school (unless you have graduated).



What Are My Safety Responsibilities on the Job?

To work safely you should:

- Follow all safety rules and instructions
- Use safety equipment and protective clothing when needed
- Look out for co-workers
- Keep work areas clean and neat
- Know what to do in an emergency
- Report any health and safety hazard to your supervisor

General Unit Handout #3—Page 4

Should I Be Working This Late or This Long?

Child labor laws protect teens from working too long, too late, or too early.

This table shows the hours teens may work. (There are exceptions for students in work experience programs.)

Work Hours for Teens		
	Ages 14 and 15	Ages 16 and 17
Work Hours	<ul style="list-style-type: none"> • Not before 7 am or after 7 pm during the school year • Not during school hours • 7 am–9 pm during the summer 	<ul style="list-style-type: none"> • Not before 5 am or after 10 pm on school nights • Not before 5 am or after 12:30 am when there is no school the next day
Maximum Hours When School Is in Session	18 hours a week, but not over: <ul style="list-style-type: none"> • 3 hours a day on school days • 8 hours a day Saturday—Sunday and holidays 	48 hours a week, but not over: <ul style="list-style-type: none"> • 4 hours a day Monday–Thursday • 8 hours a day Friday–Sunday and holidays
Maximum Hours When School Is <i>not</i> in Session	<ul style="list-style-type: none"> • 40 hours a week • 8 hours a day 	<ul style="list-style-type: none"> • 48 hours a week • 8 hours a day

What If I Need Help?

- Talk to your boss about the problem.
- Talk to your parents or teachers.
- For health and safety information and advice, call U.C. Berkeley's Labor Occupational Health Program (LOHP).

☎ (510) 642-5507

- If necessary contact one of these California government agencies: (your local number can be found in the State Government pages.)

➤ **Cal/OSHA** (under Industrial Relations Dept.)—to make a health or safety complaint.

☎ (415) 972-8500

➤ **Labor Standards Enforcement** (under Industrial Relations Dept.) to make a complaint about wages or work hours.

☎ (415) 557-7878

➤ **Fair Employment and Housing**—to make a complaint about sexual harassment or discrimination.

☎ (800) 884-1684

You have a *right* to speak up!

It is illegal for your employer to fire or punish you for reporting a workplace problem.



Hurt on the Job? Information Alert for Teens

Every year, 70 workers under 18 die from job injuries in the U.S. and another 70,000 get hurt badly enough to go to a hospital emergency room. This is true even though child labor laws say employers can't give workers under 18 the most dangerous jobs.

If you get hurt on the job, your employer is required by law to provide **workers' compensation benefits**. These include:

- Medical care for your injury, whether or not you miss time from work.
- Payments if you lose wages for more than 3 days or if you are hospitalized overnight.
- Other benefits if you become permanently disabled.



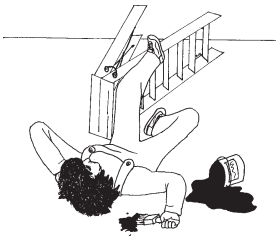
Did You Know?

- ◆ You can receive benefits:
 - even if you are under 18.
 - even if you are a temporary or part-time worker, no matter how long you've had your job.
- ◆ You receive benefits no matter who was at fault for your job injury.
- ◆ You don't have to be a U.S. citizen to receive workers' compensation benefits.
- ◆ It's illegal for your employer to punish or fire you:
 - for having a job injury; or
 - for requesting benefits when hurt on the job.
- ◆ You can't sue your employer for a job injury (in most cases).
- ◆ You can see your own doctor if you give your employer the doctor's name and address *before* you are injured.

General Unit Handout #4—Page 2

What should I do if I get hurt on the job?

- Tell your boss right away. If you're under 18, tell your parents too.
- Get emergency medical treatment if needed.
- Your employer must give you a **claim form**. Fill it out and return it to your employer to request workers' compensation benefits.



How can I prevent a job injury?

Report unsafe conditions to your boss and your union. If you need help, talk to a responsible adult, such as a co-worker, parent, or teacher. If your employer doesn't fix the problem, you can call

Cal/OSHA, the state agency that enforces health and safety laws. For information about enforcement of child labor laws, call the state **Division of Labor Standards Enforcement (DLSE)**. Cal/OSHA and DLSE are listed in the phone book under: State Government Offices/Industrial Relations.

How can I find out more about workers' compensation?

- Talk to a supervisor or manager at work. Your employer is required by law to give you information about workers' compensation.
- Talk to your union rep, if you have one.
- Contact a state **Information & Assistance officer**. Call toll-free ☎ 1-800-736-7401. For a local office, check the Government Pages at the front of the white pages of your phone book. Look under: State Government Offices/Industrial Relations/Workers' Compensation.

This is one of a series of factsheets about workers' compensation. You can see **the other factsheets** on the Web. Many public libraries let you access the Web. Go to: www.dir.ca.gov. Through this Web site, link to: Commission on Health and Safety and Workers' Compensation. You can also contact the state Division of Workers' Compensation. Call toll free ☎ 1-800-763-7401, or check the Government Pages at the front of the white pages of your phone book. Look up: State Government Offices/Industrial Relations/Workers' Compensation/Information & Assistance.

This factsheet was designed and produced by the Labor Occupational Health Program (LOHP), University of California at Berkeley, under contract with the Commission on Health and Safety and Workers' Compensation.

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Illustrations by Peter Moreno.



The information in this factsheet is true in most situations. However, some **rules, exceptions, and deadlines** not covered here may apply to you and affect your case. To learn more, see the factsheet **For More Information**.

The information here describes the California workers' compensation system as of January 1998. It applies to most private, state, and local government employees whose "date of injury" is 1994 or later.

Elena's Story

Scene: Sandwich shop. Elena is a 17-year-old high school student. Mr. Johnson is her supervisor, and Joe is one of her co-workers. It is Thursday evening.

Mr. Johnson: Elena, Andre just called in sick so I need you to work extra hours. I'd like you to stay until 11 tonight.

Elena: But Mr. Johnson, I have a test tomorrow and I need to get home to study.

Mr. Johnson: I'm really sorry, but this is an emergency. If you want to work here you have to be willing to pitch in when we need you.

Elena: But I've never done Andre's job before.

Mr. Johnson: Here's what I want you to do. First, go behind the counter and take sandwich orders for a while. Ask Joe to show you how to use the meat slicer. Then, when it gets quiet, go mop the floor in the supply closet.

Some

of the cleaning supplies have spilled and it's a real mess.

Later: Elena gets the mop and goes to the supply closet.

Elena: Hey, Joe! Do you know what this stuff spilled on the floor is?

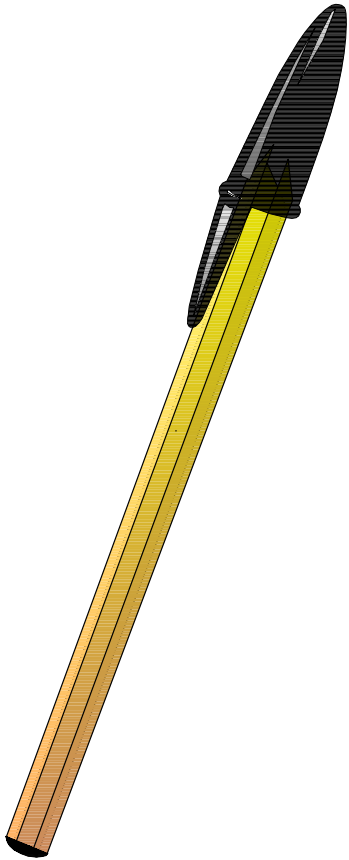
Joe: No idea. Just be careful not to get it on your hands. You really should wear gloves if you can find any. Andre got a rash from that stuff last week.

Questions

Use the factsheet *Are You a Working Teen?* to help you answer these questions. For questions 1 and 2, look in the specific sections of the factsheet that you have been assigned.

1. What laws are being violated here?
2. Whom could Elena contact about these problems?
3. How do you think Elena should have handled this situation?

Workplace Health and Safety



ENGLISH UNIT

TEACHER'S INTRODUCTION

Why discuss workplace health and safety in an English class?

Many teens hold jobs while attending school, and nearly all will work eventually. The skills taught in the English Arts framework—reading, writing, listening, and speaking—are crucial for students' success in the workplaces of today and tomorrow.

At the same time, students need basic health and safety awareness so they can protect themselves on the job. Such knowledge can even mean the difference between life and death.

This curriculum helps students develop and apply English skills as they learn about job health and safety. Students build analytical ability by evaluating their own work experiences as well as the experiences of parents, friends, and others.

Purpose and Teaching Methods

This unit teaches analysis of oral and written information, and preparation of oral and written reports in a variety of formats. For example, an oral history exercise focusing on job health and safety is included. This helps develop skills in planning, interviewing, analysis, synthesis, and writing. Readings are also provided which encourage students to reflect on the world of work as expressed through different authors' voices and perspectives.

The unit also presents basic health and safety concepts. It can be used at the beginning of an English course, or at any time thereafter. Each lesson builds on the knowledge and skills taught in the previous lessons, so it is important to present the entire unit in the sequence shown here.

In the first lesson, a video and several statistical overheads introduce students to the subject of workplace health and safety. These are followed in the second lesson by a realistic skit involving teens on the job and their attitudes toward personal safety and job safety. Students are asked to evaluate these attitudes and suggest their possible consequences. In later lessons, students are asked to consider how and why safety attitudes, laws, and working conditions can change. They also read stories about young people who have faced health and safety issues on the job (in both historical and modern times).

In other lessons, students learn about their legal rights and apply this knowledge to suggest solutions to various workplace problems.

Students' major homework assignment for the unit is the oral history interview of a parent or another adult who works. The theme of the interview will be the subject's experiences and attitudes concerning job health and safety. Part of Lesson Four and all of Lesson Five are devoted to preparing students to successfully complete this assignment, which will be due the following week.

These activities particularly support Chapter 3 (Effective Instruction in English-Language Arts) in the *English-Language Arts Curriculum Framework for California Public Schools* (1990). The activities reinforce core skills in listening, speaking, interviewing, reading, writing, and critical thinking.

The unit is appropriate for sophomore and junior English classes.

Contents and Time

This unit takes approximately six hours to complete. It consists of six lessons, each designed to be presented during one 50-minute class session:

- ✓ **1.** Danger on the Job!
- ✓ **2.** Attitudes and Their Consequences
- ✓ **3.** Teen Workers' Rights
- ✓ **4.** Taking Action
- ✓ **5.** Preparing Oral Histories
- ✓ **6.** Presenting Oral Histories

Students will probably need from several days to an entire week to do the oral history project. They will need to prepare and conduct their oral history, and write the final oral history report. Therefore, it is preferable for the oral history presentations (Lesson 6) to begin the following week. Lesson 6 may take more than one class period, depending upon the number of presentations.

Objectives—English Skills

Students will be able to:

- Analyze and discuss workplace health and safety issues based on information from skits, factsheets, and first-hand accounts.
- Form opinions and defend them, orally and in writing.
- Establish and explain cause and effect relationships.
- Conduct oral history interviews and present results in their choice of formats.

Objectives—Workplace Health and Safety

Students will be able to:

- Identify workplace health and safety problems, both historical and contemporary.

- Describe factors that can lead to change in working conditions.
- Explain teen workers' rights—health and safety, work hours, and working conditions.

Materials for the Teacher

The following materials are supplied for the teacher:

- **Lesson Plan** and **Detailed Teacher's Instructions** for each class session (Lessons 1–6).
- **Overheads** to show the class. (Masters are at the end of the unit, following Lesson 6.)
 - Overhead #1—*Where Do U.S. Teens Work?*
 - Overhead #2—*Thousands of Teens Are Injured on the Job*
 - Overhead #3—*Where Are Teens Injured?*
 - Overhead #4—*How Are Teens Injured?*

Materials for Students

To present this unit, the teacher will need the following materials to distribute to students:

- **Handouts.** Make one copy of each handout for each student. (Masters are at the end of the unit, following Lesson 6.)
 - Handout #1—*Danger at the Meat Slicer!*
 - Handout #2—*Think Positive / Think Negative*
 - Handout #3—*Are You a Working Teen?*
 - Handout #4—*Check Your Understanding*
 - Handout #5—*Teen Worker Scenarios*
 - Handout #6—*On the Job—Yesterday and Today*
 - Handout #7—*Your Oral History Project*

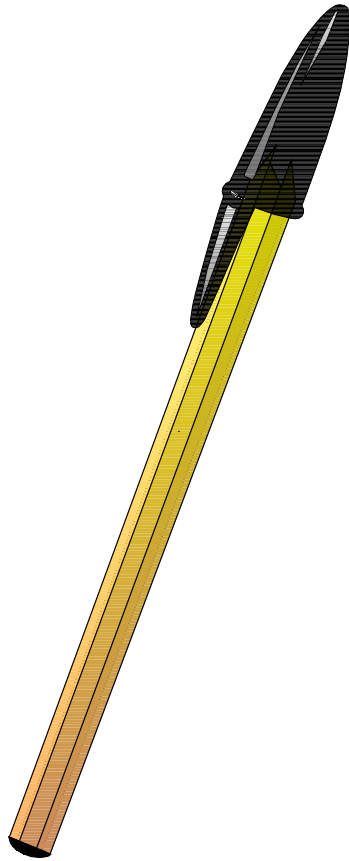
- Handout #8—*The Oral History Interview*
- Handout #9—*Writing Your Oral History Report*
- Handout #10—*Example of an Oral History Written Report*

Teacher Preparation

- Read all six lessons and decide how to adapt them to meet the needs of your class.
- Read the “General Unit” curriculum in this binder for additional introductory health and safety activities that you may want to use.
- Obtain an overhead projector to show the transparencies that are included with this unit.
- Obtain a VCR to show the video that is included with this curriculum. (This 12-minute video, *Your Work—Keepin’ It Safe*, was produced by UCLA’s Labor Occupational Safety and Health Program.)
- Make enough copies of all Student Handouts (see section above).

Tips From Teachers Who Have Used This Unit

- “The Oral History Report was my major writing assignment for this marking period. I would advise devoting a lot of attention to the project and have periodic ‘check-ins’ to make sure students are on track.”
- “I had students do most of the homework assignments in class and extended the time frame to two weeks.”
- “I included Gary Soto’s short story ‘Father’ as an additional class activity. Students had to write a one-paragraph news article about the father’s death (the kind of story that would be ‘buried’ in the back pages of a newspaper). Then I had them write a letter to the editor from the child who told the story in ‘Father.’”



1

LESSON ONE

Danger on the Job!



Lesson Plan One

Activity	Grouping	Time	Materials
A. Video. Students watch a video, <i>Your Work—Keepin' It Safe</i> , and discuss the issues it raises.	Class	30 minutes	● Video and VCR.
B. Health and safety issues for working teens. Teacher presents national statistics on teen workers and job injuries.	Class	20 minutes	● Overheads #1–4.

Total Class Time: 50 minutes

DETAILED TEACHER'S INSTRUCTIONS

A. Video.

(30 minutes)

First, as a “warm-up” discussion, ask the class:

- How many of you have jobs?
- Do you think your job is dangerous?

Let the class spend a few minutes talking about their answers.

Next, as an introduction to the theme of job health and safety, show the video *Your Work—Keepin' It Safe*. (This 12-minute video is included with this curriculum. See page 7 of the **Introduction** at the beginning of the curriculum for more information.)

After the video, hold a brief class discussion of the issues it raises. Ask the class what hazards these teens face on their jobs.

If you are unable to show the video, see the General Unit curriculum for other activities you might use.

Explain to students that this curriculum will focus on workplace health and safety and teen workers' rights.

B. Health and safety issues for working teens.

(20 minutes)

Use the first four overheads to present key statistical information on where teens work and what kinds of injuries occur. (Overhead masters are provided at the end of this unit, following Lesson 6.)

After showing each overhead, ask the class the related discussion question. (See section below.) The questions are designed to help students compare the national statistics given in the overheads to their own experiences.

- Overhead # 1, *Where Do U.S. Teens Work?*

Question: How many students in this class work in a restaurant? grocery store? office? with children? (Calculate the percentage of the class working in various occupations, and write the results on the board. Then compare the class figures to the national statistics in Overhead #1.)

- Overhead #2, *Thousands of Teens Are Injured on the Job*

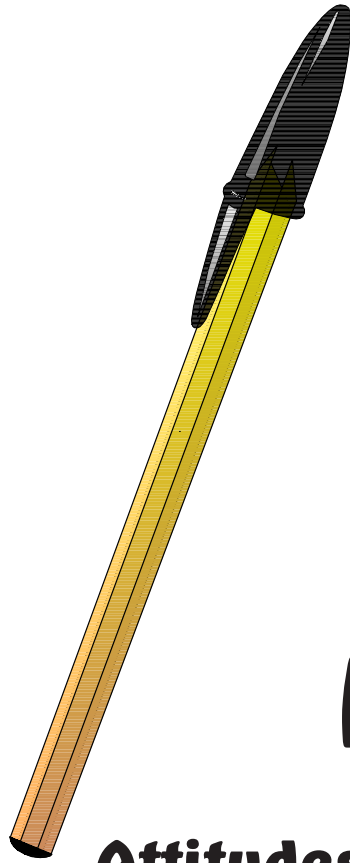
Question: How many students in the class have *ever* been injured on *any* job? (Calculate the percentage of the class who have been injured on the job, and write the results on the board. If there is time, you may also want to break down the total by age and gender. Then, in a general way, compare these class figures to the national statistics in Overhead #2.)

- Overhead #3, *Where Are Teens Injured?*

Question: If you have ever been injured at work, on what kind of job did your injury happen? (Write students' responses on the board, and compare them to the national statistics in Overhead #3.)

- Overhead #4, *How Are Teens Injured?*

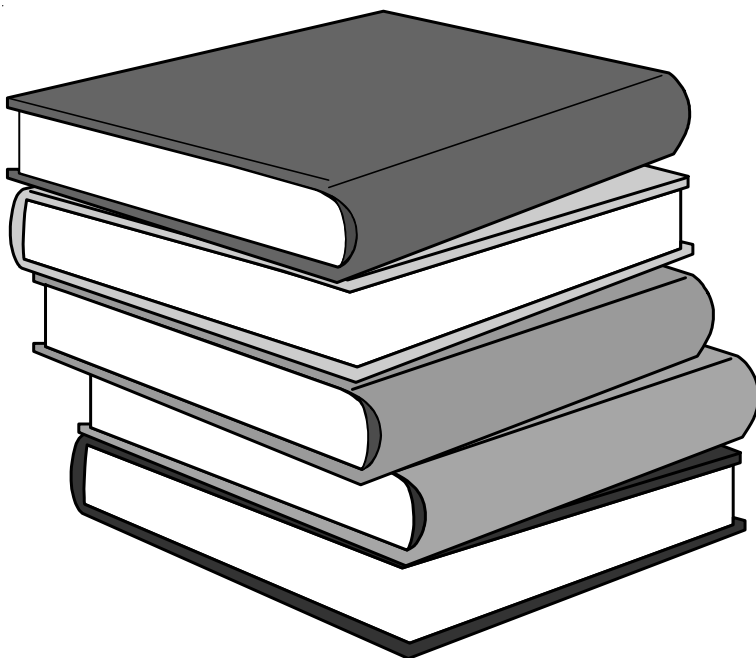
Questions: The overhead shows that a lot of teens get injured on the job when they work late at night, or work alone. How many students in this class work after 10pm on school nights? How many work alone? (Mention that later in this unit, the class will learn about laws that limit the hours teens can work.)



2

LESSON TWO

Attitudes and Their Consequences



Lesson Plan Two

Activity	Grouping	Time	Materials
<p>A. Skit—Teens and safety.</p> <p>Students enact a skit. Each student takes a position on the issues presented, and writes one paragraph to defend this view. Entire class discusses these written statements.</p>	<p>Class & individual</p>	<p>25 minutes</p>	<p>● Handout #1.</p>
<p>B. Attitudes and their consequences.</p> <p>Students classify various attitudes toward safety as “positive” or “negative” thinking. They then choose one “negative” attitude and write a short rebuttal opinion.</p>	<p>Individual & class</p>	<p>20 minutes</p>	<p>● Handout #2.</p>
<p>C. Homework.</p> <p>Students read the factsheet, <i>Are You a Working Teen?</i> and answer a set of questions</p>	<p>Individual</p>	<p>5 minutes <i>(for explanation)</i></p>	<p>● Handouts #3–4.</p>

Total Class Time: 50 minutes

DETAILED TEACHER'S INSTRUCTIONS

A. Skit–Teens and safety.

(25 minutes)

At the beginning of the class, pass out *Danger at the Meat Slicer!* (Handout #1). Ask for three volunteers to play the roles of Mario, Gloria, and Tasha. Have the volunteers come to the front of the class and read their parts.

Next, ask the class to consider the two possible endings for the story (“What Should Mario Do?”). Ask students to choose which action they would take if they were Mario. Each student should write one paragraph defending his or her choice.

After a few minutes, ask several volunteers to read their paragraphs. Try to solicit responses from both sides of the issue. Have the whole class discuss the responses that are read. Remind everyone to express different opinions respectfully, so people will feel free to be honest about their views.

As facilitator, the teacher should ensure that a range of health and safety issues emerge from the discussion. Try to include questions such as:

- Are job injuries usually the worker’s fault?
- If you report an injury, can your boss fire you?
- If you decide to report an unsafe condition to your boss, what should you say?
- If you don’t report an unsafe condition and someone else gets hurt, how will you feel?
- Is it silly to worry about safety?

B. Attitudes and their consequences.

(20 minutes)

Pass out *Think Positive / Think Negative* (Handout #2). Give students ten minutes, working individually, to complete the exercise. They should classify each of the health and safety attitudes as either “positive” or “negative” thinking:

- **Positive** thinking encourages constructive action, and can lead to safer working conditions.
- **Negative** thinking discourages action and won't lead to change.

(If you wish, have students work together in groups of two or three on this exercise.)

After 5 minutes, begin a class discussion of students' answers. Read each statement on the handout aloud. Ask whether it represents "positive" or "negative" thinking, and why. When students classify an attitude as "negative," ask whether they have ever encountered this attitude. Have they ever felt this way? Have their friends?

Then have each student choose one attitude from Handout #2 that represents "negative" thinking, and write a short rebuttal (one to two paragraphs) in class. The rebuttal should attempt to convince other people to change their way of thinking.

When people have finished, ask for several volunteers to read aloud the rebuttal opinions they wrote. Volunteers should explain which attitude (from Handout #2) they chose, and then read their opinions. Finally, students should turn in their written rebuttals to the teacher.

C. Homework.

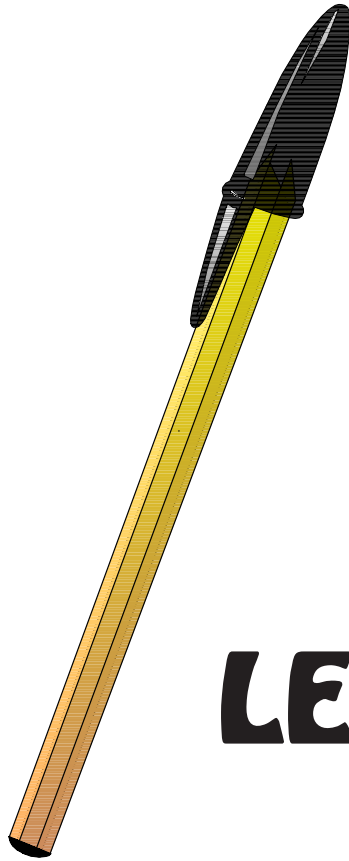
(5 minutes for explanation)

At the end of the class, pass out the four-page factsheet *Are You a Working Teen?* (Handout #3). Also pass out *Check Your Understanding—Questions on the Factsheet* (Handout #4).

Explain that the homework assignment is to read the factsheet and answer the questions. (All the answers can be found in the factsheet.)

Also explain that students should keep the factsheet; it supplies background information they can use later. Remind them to bring Handouts #3 and #4 back to the next class.

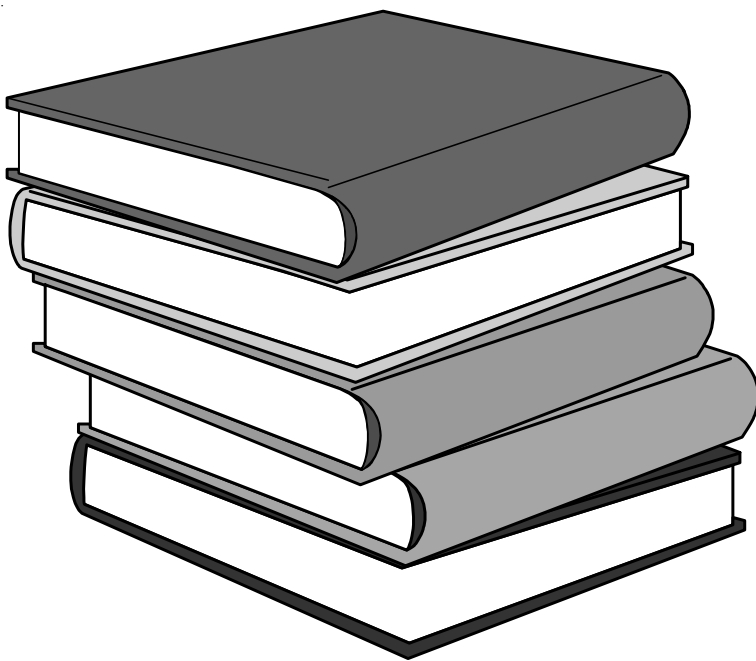
This homework assignment should take no more than 30 minutes.



3

LESSON THREE

Teen Workers' Rights



Lesson Plan Three

Activity	Grouping	Time	Materials
<p>A. “Check Your Understanding” game.</p> <p>Students play a game based on the factsheet, <i>Are You a Working Teen?</i></p>	Small groups & class	20 minutes	<ul style="list-style-type: none"> ● Handouts #3–4. (<i>Copies used for homework.</i>)
<p>B. Teen worker scenarios.</p> <p>Students read short scenarios that present typical problems teens may face on the job. Small groups try to solve the problems based on legal and other information in the factsheet, <i>Are You a Working Teen?</i></p>	Small groups	25 minutes	<ul style="list-style-type: none"> ● Handout #3. (<i>Copy used for homework.</i>) ● Handout #5.
<p>C. Homework.</p> <p>Teacher explains reading assignment in the handout, <i>On the Job—Yesterday and Today.</i></p>	Individual	5 minutes (<i>for explanation</i>)	<ul style="list-style-type: none"> ● Handout #6.

Total Class Time: 50 minutes

DETAILED TEACHER'S INSTRUCTIONS

A. 'Check Your Understanding' game.

(20 minutes)

Make sure each person has brought copies of the two handouts used for homework—*Are You a Working Teen?* (Handout #3) and *Check Your Understanding* (Handout #4). Ask students what information was new to them, or surprised them.

Now have the class play a game to review their homework. Divide the class into several teams, with 4 or 5 students per team. Pose the first question from Handout #4 to one team and give them 15 seconds to come up with an answer. Their team gets 10 points if they give the correct answer. If they don't answer correctly, any other team can volunteer an answer, and gets 10 points if it is correct. You may want to discuss the answer briefly.

Continue in the same way with the remaining questions. Rotate questions among the teams so they all have a chance. At the end of the game, the team with the most points wins. You can decide what the prize will be.

The section below provides the correct answers as well as some background information on each question. You may want to introduce some of the background information during the discussion.

✓ Check Your Understanding—Teacher's Discussion Guide

1. Who is responsible for keeping the workplace safe and healthy?

Your employer is ultimately responsible for maintaining a safe and healthful work environment. But you also have a responsibility—you should follow all safety rules and instructions, use safety equipment provided by your employer, and keep work areas clean and neat.

2. Are teens allowed to drive a motor vehicle on the job?

For most occupations, California law says that you must be at least 18 years old to drive a motor vehicle on the job. (Teens working in agriculture are allowed to begin driving at age 16.)

3. Who pays for your medical care if you get hurt or sick because of your job?

Every California employer must carry workers' compensation insurance. This covers medical care if you get hurt or sick on the job (even if it's your own fault). In many cases, you are also entitled to payments that make up for wages you lost because of the injury. Because you can get these workers' compensation benefits, you usually are not allowed to sue your employer for a job injury.

4. Can 16 year olds work on ladders or scaffolds?

In California, you can work in some types of construction beginning at age 16. This includes working on a ladder or scaffold. For more dangerous construction work, like roofing or demolition, you must be 18.

5. Are teens allowed to work with restaurant equipment like slicers or bakery machines?

In California, you must be at least 18 years old to work with any power machinery like a slicer or bakery machine.

6. Who is responsible for *supplying* safety equipment and protective clothing?

Your employer is required to provide any safety equipment you need. Your employer must also give you any necessary protective clothing (like gloves, aprons, or ear plugs). Your employer must train you in how to use this equipment.

7. Who is responsible for *using* safety equipment and protective clothing?

It is your responsibility to use the safety equipment and protective clothing you are given, as instructed by your employer.

8. If you are over 18 years old but still in high school, do you need a work permit?

No. In California, only students under 18 need to get a work permit before taking a job.

9. If you graduated from high school but are still under 18, do you need a work permit?

No. Only *students* under 18 need a work permit.

10. If you are 15 years old, how late in the evening can you work during the school year?

California teens who are 14 or 15 are not allowed to work after 7pm during the school year.

11. What are four things you can do if you need help with a problem at work?

- Talk to a supervisor about the problem.
- Talk to a parent or teacher.
- Talk to co-workers or friends.
- Call the appropriate government agency.

12. Who can you call to complain about a health and safety problem at work?

Cal/OSHA is the California government agency responsible for health and safety in the workplace. There are Cal/OSHA offices throughout the state. Your local office is listed in the “State Government” pages of the phone book under “Industrial Relations Dept., Occupational Safety and Health.” (You may want to bring a phone book to class and show students how to find the listing.)

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

No—it’s against the law. Still, some employers may *try* to fire you for this reason. In this case, you can file a complaint with the California Labor Commissioner, and you may be able to get your job back. (You may also get back pay.) See the “State Government” pages of the phone book under “Labor Commissioner.”

14. Can your employer pay you less than the minimum wage?

If you’re under 18, your employer can sometimes pay you less than minimum wage for the first 90 days of employment. After the 90 days, you must get at least the minimum wage.

15. Who can you call if your employer doesn't pay you the minimum wage or makes you work too many hours?

The California Labor Commissioner is responsible for wage and hour laws. See the "State Government" pages of the phone book under "Labor Commissioner." The California minimum wage is \$5.75 an hour as of March, 1998.

16. Who should you call if you are a victim of sexual harassment or discrimination on the job?

Call the California Fair Employment and Housing Department. See the "State Government" pages of the phone book under "Fair Employment and Housing Department."

B. Teen worker scenarios.

(25 minutes)

Pass out *Teen Worker Scenarios* (Handout #5). The handout presents four realistic scenarios about teen safety on the job. Each scenario is followed by a set of questions for students to answer. Answering the questions will require information on legal rights and other issues from the factsheet, *Are You a Working Teen?* (Handout #3.) Make sure students still have their copies of the factsheet.

Divide the class into several groups, with 4 to 6 students per group. Before breaking up, assign one of the four scenarios to each group. (If necessary, it's all right to give the same scenario to more than one group.)

Explain that, in each group, someone should read the group's assigned scenario aloud. Then the group should try to answer the set of questions, using both the factsheet and their own knowledge. Ask each group to choose someone as a recorder. This person will take notes on their answers.

Give the groups 10 minutes to work. Then bring the class back together. Ask the recorder from each group, in turn, to read the group's assigned scenario and questions to the class. Then the recorder should present the group's answers. If time permits, encourage the entire class to discuss the answers.

As an alternative to the small group approach, you may choose one or two of the scenarios to study as a class. Ask for a volunteer to read a scenario to the class, and have the whole class discuss and answer the questions.

The section below provides answers for the teacher and some background information on each question.

✓ Teen Scenarios—Teacher’s Discussion Guide

Scenario #1

Billy A.

Billy A. is a 15-year-old restaurant worker. One day, while flipping hamburgers on the grill, he slipped on grease which had splattered on the floor. He tried to grab a bar next to the grill to catch his fall, but missed it and put his hand on the grill instead. His right hand was badly burned.

A few days before, Billy’s boss had told the crew he would never pay for medical treatment if anyone hurt themselves. He said that most injuries happen because workers are careless.

Questions and Answers

1. List four things Billy should do right after he is injured.

- Immediately inform his supervisor about the accident.
- Get emergency medical treatment (call 911 if necessary).
- File a workers’ compensation claim.
- Later, discuss the whole situation with the boss and with a responsible adult like a parent or teacher. Try to figure out how the injury could have been prevented. Make sure Billy and his boss both understand their legal rights and responsibilities.

2. Were any laws broken?

Yes. You have to be at least 16 years old to work at a grill in a restaurant. Also, by law, the employer **must** pay for medical treatment for any workplace injury.

3. Could Billy sue the employer for this job injury?

Workers usually **do not** have the right to sue an employer because of a job injury. Unless the employer was extremely negligent, workplace injuries are handled by the workers' compensation system.

4. Could Billy get workers' compensation?

Billy should be able to get workers' compensation (despite what his boss said). Under the workers' compensation system, Billy's employer (or employer's insurance company) is responsible for medical expenses related to the injury, and for lost wages if Billy has to miss time from work.

5. How could Billy's injury have been prevented?

- Someone should have cleaned up the greasy floor as soon as possible. Cal/OSHA rules say that the employer is responsible for keeping the workplace safe.
- The employer should have given the workers safety training, and posted safety procedures in the workplace.

Scenario #2

Michael B.

Michael B. is 16 years old and works in a sheet metal shop. One day, a machine he uses was not working properly. He told his supervisor. The supervisor told Michael to remove a safety device so a mechanic could fix the machine. He said that Michael should keep working on the machine until the mechanic arrived.

Michael removed the safety device and kept working. After a few minutes, a lever on the machine released on its own. Michael tried to pull his hand out of the way, but the tip of his finger was caught and cut off.

A few days before, Michael's boss had told everyone in the shop to be careful, because he would fire anyone who had a job injury.

Questions and Answers

1. List four things Michael should do right after he is injured.

- Immediately inform his supervisor about the accident.
- Get emergency medical treatment (call 911 if necessary).
- File a workers' compensation claim.
- Later, discuss the whole situation with the boss and with a responsible adult like a parent or teacher. Try to figure out how the injury could have been prevented. Make sure Michael and his boss both understand their legal rights and responsibilities.

2. Were any laws broken?

Yes. You have to be at least 16 years old to work with powered machinery. Also, a machine should **never** be operated if safety devices are removed. Michael's employer could be prosecuted for "extreme and gross negligence" for allowing Michael to work on the machine at the age of 16 and for making him work with the safety device removed.

By law, workers cannot be fired for a job injury. In fact, the boss's threat to fire people is illegal.

3. Could Michael sue the employer for this job injury?

Workers usually **do not** have the right to sue an employer because of a job injury. Unless the employer was extremely negligent, workplace injuries are handled by the workers' compensation system. However, in this case, there is a possibility that the employer might be found negligent. (See answer to question #2.) So Michael might be able to sue for damages.

4. Could Michael get workers' compensation?

Michael should be able to get workers' compensation. All injured workers are eligible for workers' compensation, no matter who was at fault for their injury. Under workers' compensation, Michael's employer (or employer's insurance company) is responsible for medical expenses related to the injury, and for lost wages if Michael has to miss time from work.

If Michael can't do his usual job in the future because of the missing fingertip, he may also be entitled to workers' compensation **rehabilitation** benefits, including retraining for another job.

5. How could Michael's injury have been prevented?

The employer should never have allowed an underage worker to use this machine in the first place. **No one** should have used the machine after the safety device was removed. Safety training might also have helped.

Scenario #3

Tasha C.

Tasha C. is 14 years old. She works a few hours every day after school in a nursing home, for a total of 20 hours a week. She delivers trays of food to the residents, and gives them other assistance when they need it. Sometimes she works until 9pm to help the residents get ready for the night. Some of these patients are bedridden and need to be lifted.

When she gets home at night, Tasha is often too tired to do her homework. Lately she has had a lot of back pain.

Questions and Answers

1. What should Tasha do about her back pain?

Tasha probably hurt her back while lifting trays or patients. If so, this is a job injury. She should tell her supervisor and see a doctor. She should tell the doctor that the injury may be job-related. She may also want to file a workers' compensation claim.

Tasha should also discuss the whole situation with her supervisor and with a responsible adult like a parent or teacher. They should try to figure out how the injury could have been prevented.

2. Were any laws broken?

Yes. If you're under 16, you're not allowed to work after 7pm on a school night. You also cannot work more than 18 hours a week when school is in session.

One reason these laws exist is to allow young people time for homework and other school activities.

3. Could Tasha sue the employer for this job injury?

Workers usually **do not** have the right to sue an employer because of a job injury. Unless the employer was extremely negligent, workplace injuries are handled by the workers' compensation system.

4. Could Tasha get workers' compensation?

Tasha should be able to get workers' compensation. Under the workers' compensation system, Tasha's employer (or employer's insurance company) is responsible for medical expenses related to the injury, and for lost wages if Tasha has to miss time from work.

5. How could Tasha's injury have been prevented?

- Tasha should not work after 7pm on a school night, or over 18 hours a week when school is in session.
- Tasha's employer should have trained her in proper lifting techniques and general safety procedures.
- Tasha should not have been allowed to do heavy lifting (such as patients), or the employer should have assigned someone to help her when lifting.

Scenario #4

Molly D.

Molly D. is 16 years old and works in a supermarket. One evening she was asked to clean the meat slicer in the deli department. She had never used or cleaned it before, and had never been trained to do so. She was afraid of the slicer because once she had seen a co-worker cut his hand to the bone. Still, she did not complain, and did what she was told. She cleaned the slicer without any problems and didn't get injured.

Molly decided to clean the meat slicer without complaint because she didn't want any more trouble with her supervisor. For several weeks, he had been giving her a hard time. The

last time he reprimanded her, he turned to a male co-worker and said “Girls are only good for one thing.”

Questions and Answers

1. Were any laws broken?

Yes. You have to be at least 18 years old to use or clean any powered equipment like a meat slicer. Also, everyone has a right to work without racial or sexual harassment, and in this case Molly is being sexually harassed. Her supervisor’s comments are illegal.

2. What should Molly do about this situation?

Molly can legally refuse to clean the meat slicer. **No one** should be asked to clean dangerous equipment if they haven’t been trained. Most importantly, it is illegal for a 16-year-old to clean the machine. (See answer to question #1 above.) And Molly doesn’t have to prove herself. She shouldn’t give in to the pressure of sexual harassment.

Molly should report her supervisor’s remarks to someone higher in the store management. She should also discuss the situation with a responsible adult like a parent or teacher.

If the harassment doesn’t stop, Molly can file a complaint with the California Fair Employment and Housing Department or the federal Equal Employment Opportunity Commission (EEOC).

3. If Molly refused to clean the meat slicer, could she be fired?

No. By law, an employer can’t fire a worker for refusing an illegal work assignment.

C. Homework.

(5 minutes for explanation)

Pass out *On the Job—Yesterday and Today* (Handout #6). The handout has seven stories about young workers and job safety. Some deal with young people working earlier in this century and others are about young people today. Each story is followed by a set of questions.

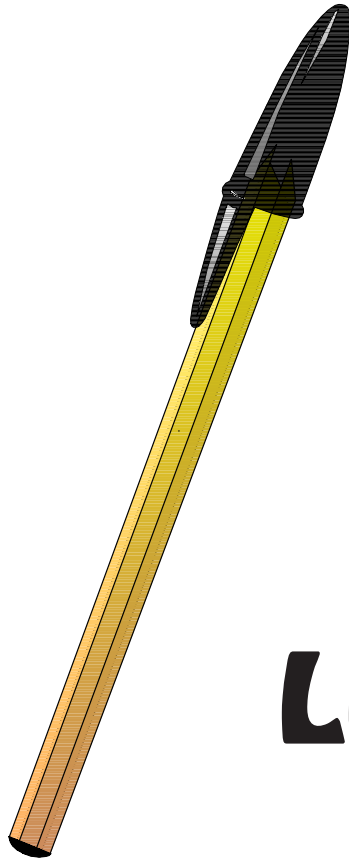
Explain that everyone should read all three stories as their homework. Each student should then choose **one** story that he or she finds particularly interesting and answer the three questions that follow it.

These are essay questions, but the answers may be fairly short. Tell students that to answer some of the questions, they will probably need to contribute facts and ideas from their own knowledge and experience. Suggest that if the answer to a question isn't clear from the story, they should explain in their response what isn't clear and what additional information they would like to have.

If reading all three stories does not seem practical for your class, you can choose one of the three.

This exercise encourages students to think about how and why working conditions change. Students should bring their answers to the next class, where these issues will be discussed in more depth.

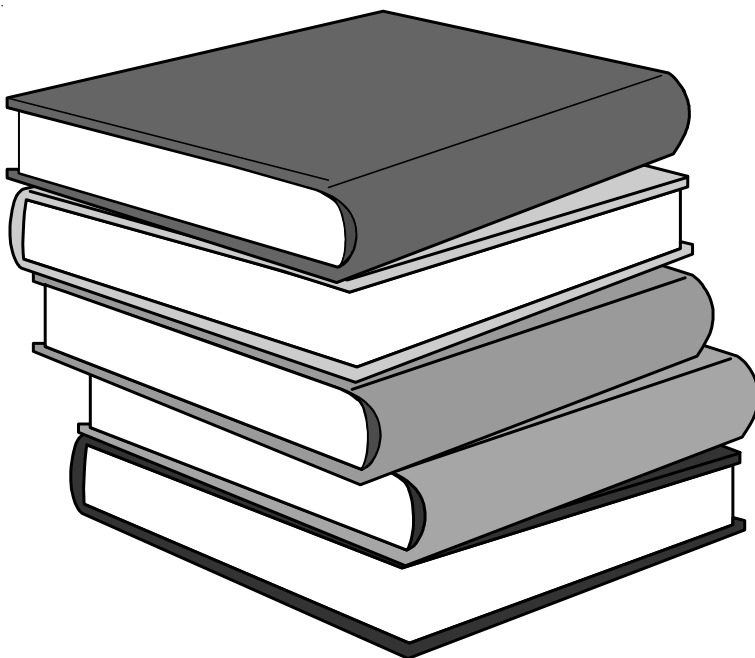
Mention that the readings may give students ideas they can use for their oral history presentations later in the unit.



4

LESSON FOUR

Taking Action



Lesson Plan Four

Activity	Grouping	Time	Materials
<p>A. Homework review.</p> <p>Students discuss readings in the handout, <i>On the Job—Yesterday and Today</i>, and answer the questions provided about each story.</p>	Class	15 minutes	● Handout #6. (<i>Copies used for homework.</i>)
<p>B. Brainstorming.</p> <p>Based on the stories students read for homework, the class discusses what factors contribute to change in working conditions.</p>	Class	15 minutes	
<p>C. Oral history assignment.</p> <p>Teacher explains the concept of an oral history and presents an example. Students are given the major week-long homework assignment—an oral history of a parent or other working adult.</p>	Class	15 minutes	● Handout #7.
<p>D. Homework.</p> <p>Students prepare questions for their oral history interview.</p>	Individual	5 minutes (<i>for explanation</i>)	

Total Class Time: 50 minutes

DETAILED TEACHER'S INSTRUCTIONS

A. Homework review.

(15 minutes)

Make sure students have brought their copies of *On the Job—Yesterday and Today* (Handout #6). The homework assignment was to read all three stories and to answer the essay questions on any **one** story.

Go through the three stories in order. (If time is short, you may want to cover only one of them.)

If you wish, have someone read the first story and its questions aloud. Then ask another member of the class to try to answer the questions, and have the entire class discuss the answers. Students who chose this story for their written homework may have more to contribute to the discussion, but try to get everyone involved. Tell students they will probably need to contribute facts and ideas from their own knowledge and experience.

Proceed in the same way with the remaining stories.

As facilitator of the discussion, give special attention to the **second** question following each story. Focus on the health and safety hazards depicted. You may find it helpful to make a list on the chalkboard of the hazards students find in each story. (Make a separate list for each story.)

For example, your list for the first story, *The Triangle Fire*, might include:

- cloth scraps spread fire
- inadequate fire exits and fire escape
- no sprinklers
- doors opened inward
- locked doors
- overcrowding.

B. Brainstorming.

(15 minutes)

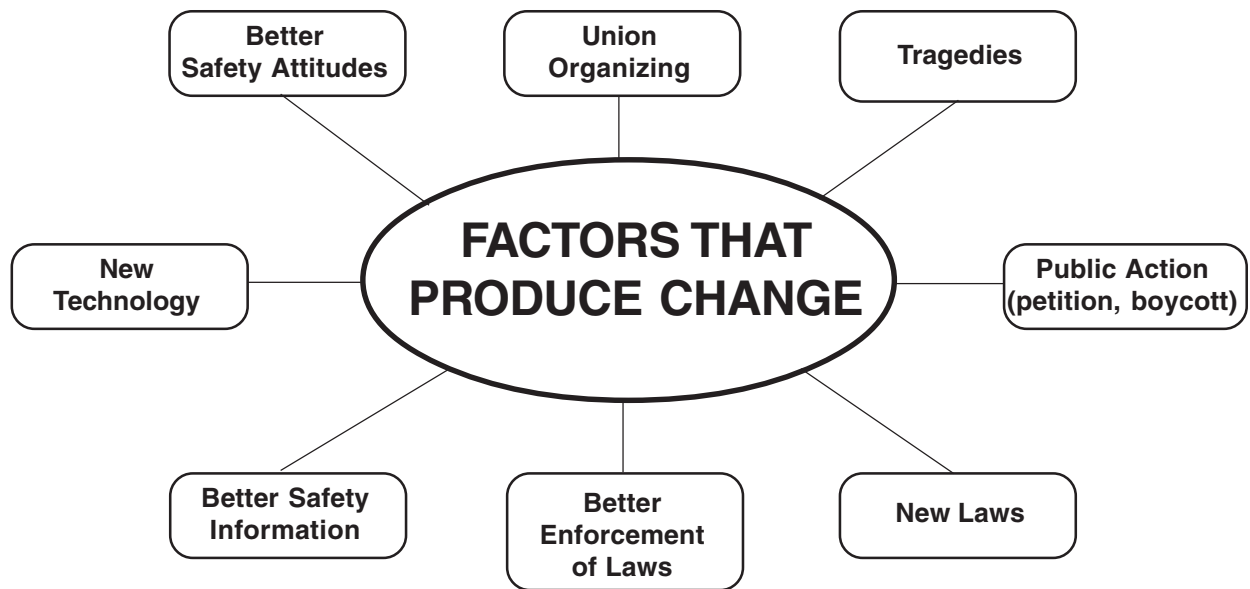
Explain that students will now look at the material from the homework assignment in a new way. The class will “brainstorm” a list of the factors that led to better working conditions in each story.

The class should draw on **all** the stories in Handout #6. Ask for people’s answers to the **third** question following each story. Make a list on the chalkboard of the points they mention—factors that led to change in each story, and what else might have been done. Your list may look like this:

✓ Factors That Can Produce Change

- tragedies
- public awareness of problems
- petition campaigns and boycotts
- government investigations
- new laws—child labor, safety, workers’ compensation
- better enforcement of laws
- penalties and fines
- union organizing
- better worker and employer attitudes toward safety
- better safety information
- different jobs and technology.

A visual diagram of your brainstorm might look like this:



After you have completed the brainstorm, ask students to turn in their written homework.

C. Oral history assignment.

(15 minutes)

Explain to the class that an oral history project will be a major part of this unit. Ask for volunteers to try to define what an oral history is. Then explain that an oral history collects information about past events, attitudes, and actions through personal stories.

Tell the class that each student will interview a parent or other working adult, focusing on workplace health and safety. This will be a two-week homework assignment. Each student will be required to write a **1–2 page report** summarizing the information from the interview. Interview notes should also be turned in with the final report. In addition, each student will give a **short oral presentation** not exceeding 5 minutes.

If students need additional help understanding the concept of an oral history, you may want to have the class read an example. Two of the stories in Handout #6, *Strawberry Fields* and *Pizza Delivery*, are oral history accounts. Although they were used earlier, you may want to have the class re-read one of these stories now with an oral history focus in mind.

If you have access to the Internet, you can find additional oral history examples and information by searching the World Wide Web under “oral history.”

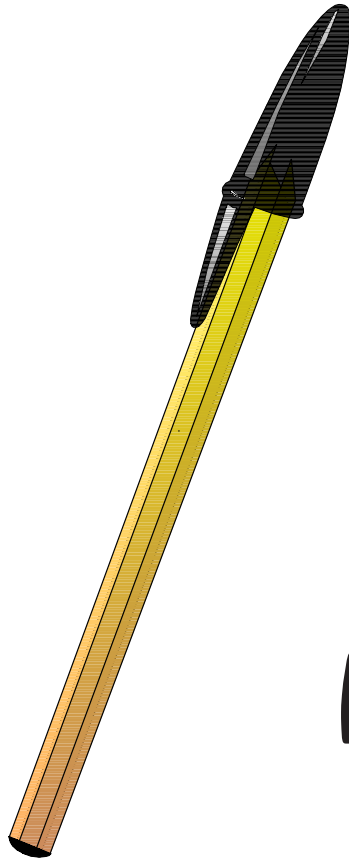
Distribute *Your Oral History Project* (Handout #7).

D. Homework.

(5 minutes for explanation)

Tonight’s homework is the first step in the oral history project. Each student should prepare questions to use in the oral history interview. Everyone should come up with one question in each of the areas below. (These categories are also listed in Handout #7.) Thus each student will write five questions.

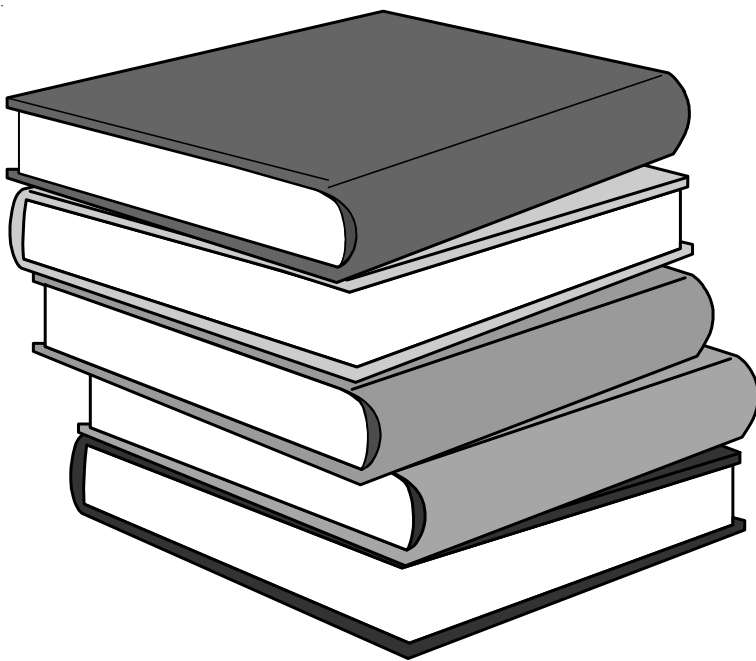
- **Work Experience.** It is important to know what kind of work the interview subject does and/or has done in the past. A description of the working conditions on the person’s job(s) will make the interview interesting.
- **Dangers on the Job.** Learn about any health and safety hazards, work injuries, and/or work-related illnesses that the interview subject has faced.
- **Health and Safety Attitudes.** Ask about the subject’s attitudes toward job health and safety, along with the attitudes of co-workers and supervisors.
- **Changes in Workplace Health and Safety.** Try to find out if the subject has seen any changes in working conditions or health and safety attitudes during his or her working life. It will be interesting to see if working conditions have improved, gotten worse, or stayed the same.
- **Opinions.** Ask the subject why he or she believes changes in workplace health and safety occurred, or why things stayed the same.



5

LESSON FIVE

Preparing Oral Histories



Lesson Plan Five

Activity	Grouping	Time	Materials
<p>A. Preparing for the oral history interview.</p> <p>Students read and discuss the oral history questions they prepared. Teacher presents guidelines for conducting the oral history interview.</p>	Class	25 minutes	● Handout #8.
<p>B. Writing the final report.</p> <p>Students learn how to organize and write their oral history reports.</p>	Class	20 minutes	● Handouts #9–10.
<p>C. Homework.</p> <p>Teacher assigns the oral history project and answers any questions.</p>	Individual	5 minutes <i>(for explanation)</i>	

Total Class Time: 50 minutes

DETAILED TEACHER'S INSTRUCTIONS

A. Preparing for the oral history interview.

(25 minutes)

Divide the chalkboard into five columns. Give the columns these headings: Work Experience, Dangers on the Job, Health and Safety Attitudes, Changes in Workplace Health and Safety, and Opinions. These headings correspond to the topic areas for the oral history interviews.

Work Experience	Dangers on the Job	Health and Safety Attitudes	Changes in Workplace Health and Safety	Opinions

Next, ask for several volunteers to read one question from the list they developed last night for homework. Write these questions on the board under the appropriate topic area. Make sure you get some questions from each topic area. If students come up with questions that are not relevant to workplace health and safety, suggest ways to alter the questions to make them relevant.

Following are examples of questions that should be included in each of the topic areas:

● **Work Experience**

Where do you work?

How long have you worked there?

What business is your company in?

What is your job?

● **Dangers on the Job**

What are some of the hazards on your job?

Have you or a co-worker ever been injured at work? If so, what happened?

- **Health and Safety Attitudes**

Do you think health and safety at work is important? Why or why not?

What are the health and safety attitudes of your co-workers and supervisors?

- **Changes in Workplace Health and Safety**

Is your job safer or less safe than it used to be? Why?

Has your company made any changes that make your job safer?

- **Opinions**

Why do you think health and safety improvements have or have not happened in your workplace?

Have students identify which questions on the board are open-ended questions and why. Remind them that open-ended questions get the person to tell a story instead of just giving a simple “yes” or “no” response. These questions will make the interview more interesting and provide more information for the final report. Most open-ended questions start with “Why,” “How,” “What,” “When,” or “Where.”

Have students copy the questions from the board. Encourage them to use some of these examples in addition to the questions they prepared themselves. However, remind them to make their interview questions specific to the person they are interviewing.

Finally, distribute *The Oral History Interview* (Handout #8). Go over the points on the handout with the class. Tell students to read over these guidelines again prior to their interview. The handout provides tips for making the interview successful. Answer any questions students may have about the handout.

B. Writing the final report.

(20 minutes)

First, distribute *Writing Your Oral History Report* (Handout #9). Using the handout, go over the basic elements of a written report (such as Title, Introduction, Body of Paper, and Conclusion).

Next, pass out *Example of an Oral History Written Report* (Handout #10). This is a sample of a written report of an oral history interview conducted by a student. Have the class read it. Lead a class discussion of the questions following the report on the handout. (Questions are reprinted below.) Then ask students to identify key elements of report writing, based on the example.

Questions

1. What information is included in the introduction? What other information would you include?
2. Put a check mark next to each main topic within the body of the paper. Did the author devote one paragraph to each topic? Look at the paragraphs. What is the main topic of each one?
3. What is the topic sentence of the second paragraph? Does the author provide details to support the topic sentence? List these.
4. How did the interview affect the author's attitudes and opinions about health and safety? In which paragraph is this information provided?
5. What is the title of this report? Write another title that would also fit this report.

C. Homework

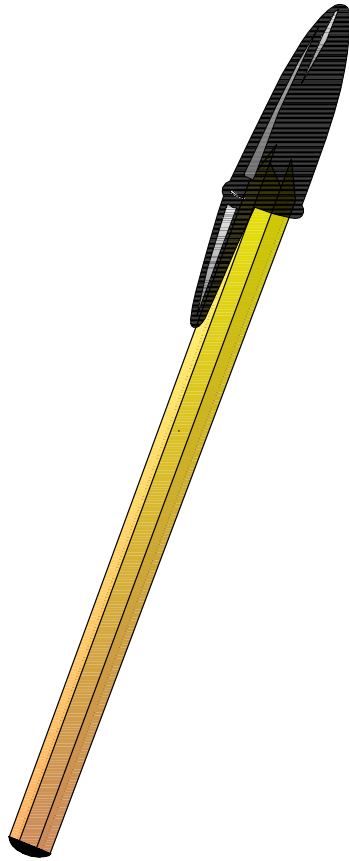
(5 minutes for explanation)

Each student will now conduct an oral history interview and write a report. Everyone should also prepare a short class presentation about his or her project.

Remind students that they will need to turn in their interview notes along with the written report.

Set a due date for the completion of this assignment. This will be the date of the next class in this unit (Lesson 6). It's best to schedule Lesson 6 for a week or more after students begin the assignment, to allow enough time. In Lesson 6, students will turn in their reports and interview notes. They will also give their class presentations.

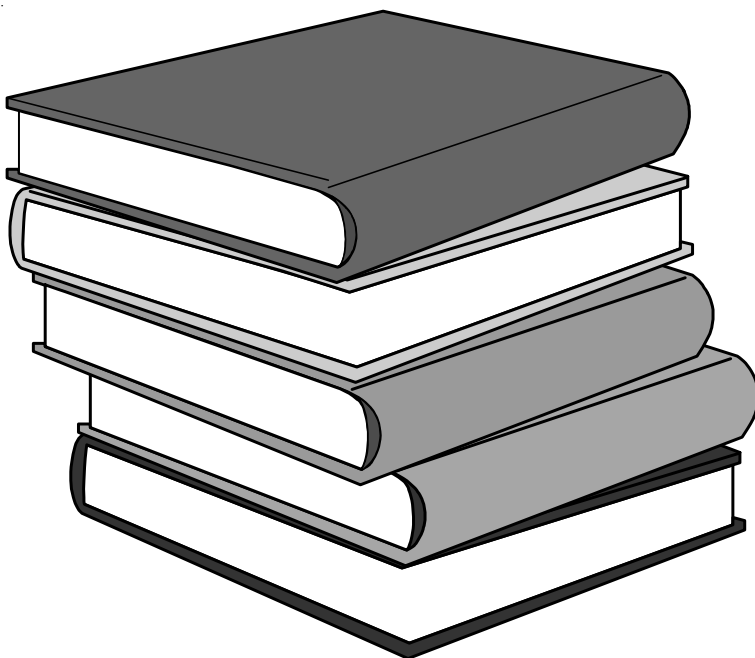
Answer any questions students have about the assignment.



6

LESSON SIX

Presenting Oral Histories



Lesson Plan Six

Activity	Grouping	Time	Materials
A. Presenting oral histories. Students give reports about their oral histories to the entire class.	Class	1–2 class periods	
B. Summing up. Students discuss their reactions to the project and ask any questions they have.	Class	10 minutes	

Total Class Time: Depends on the number of oral presentations.

DETAILED TEACHER'S INSTRUCTIONS

A. Presenting oral histories.

(1–2 class periods)

Have each student give a brief presentation summarizing his or her oral history project. No presentation should exceed five minutes.

If there is insufficient time for all students to give their presentations, it is preferable to devote an additional class period to those remaining. Most students will take pride in their work, and no one should be left out.

In addition to their oral presentations, students are required to turn in their written reports and interview notes. Collect these now.

B. Summing up.

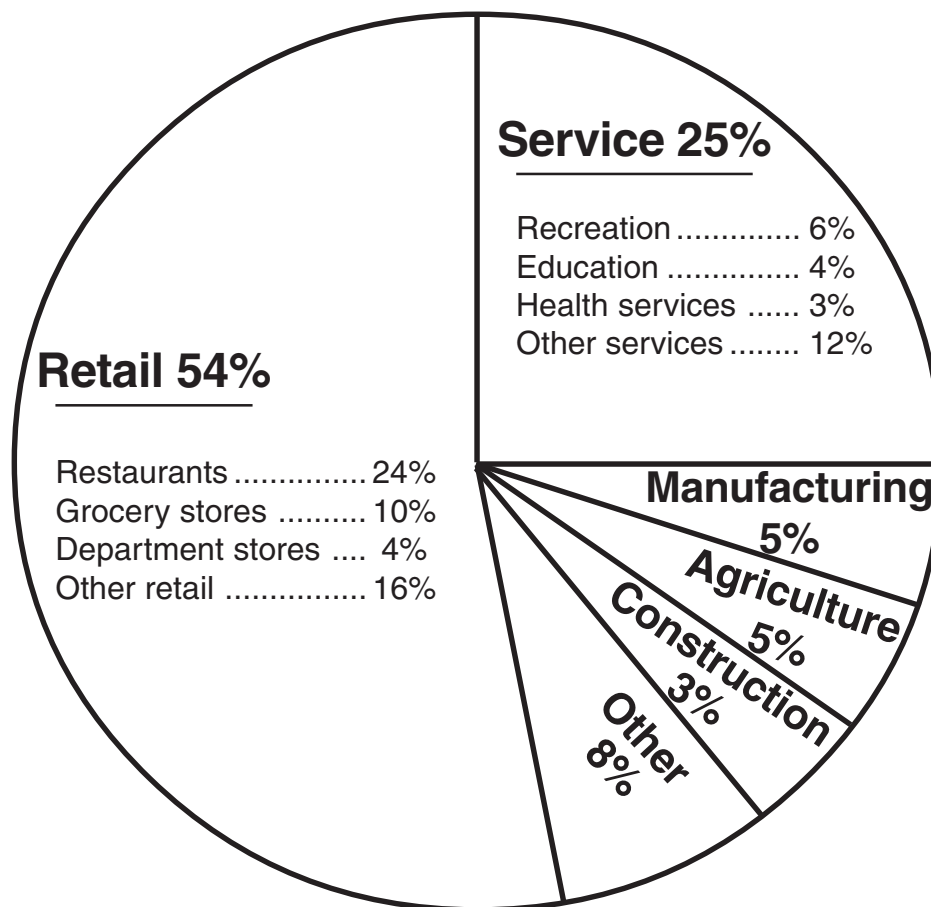
(10 minutes)

Ask students to share their reactions to the entire project, and answer any questions they have. Involve the whole class in this discussion.

Overheads

Where Do U.S. Teens Work?

- Most teen jobs are part-time, temporary, and low-paying.
- Many teens work in industries that have high injury rates. Examples: grocery stores, health services, and recreation.
- This chart shows where U.S. teens work:



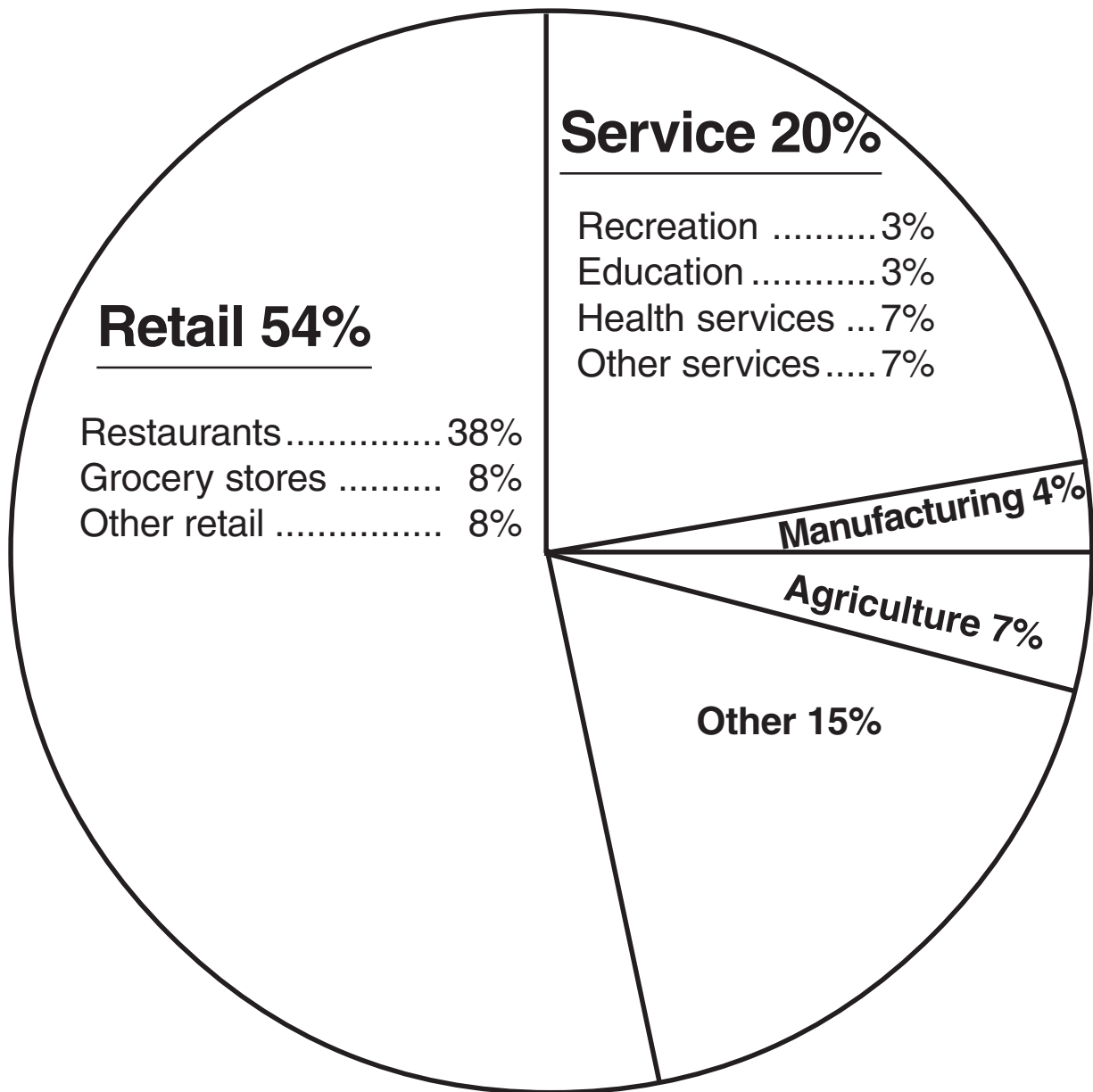
Thousands of Teens Are Injured on the Job

- Millions of U.S. teens work, and thousands are injured on the job every year.
- About 64,000 U.S. teens (ages 14–17) went to hospital emergency rooms with job injuries in 1992.*
- Teen job injury rates:
 - are higher for males than for females.
 - are higher for older teens than for younger ones.
- Common teen job injuries include cuts, sprains, strains, burns and fractures.
- About 70 U.S. teens (ages 16–17) died from job injuries every year during the 1980s.* Leading causes of death were motor vehicles, farm machinery, other machines, electrocution, and homicides.

** These are the latest figures available.*

Where Are Teens Injured?

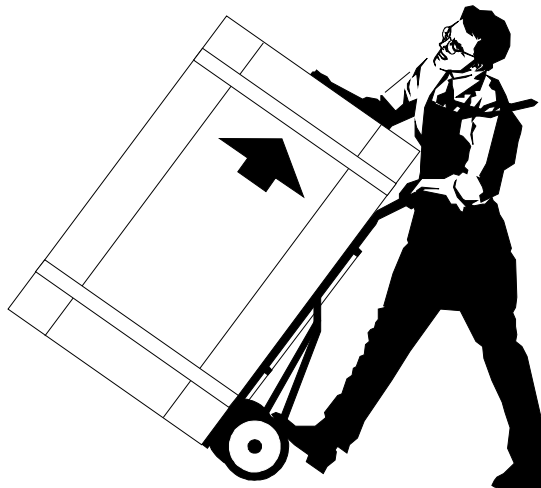
- This chart shows U.S. teen injuries by industry in 1992:



How Are Teens Injured?

- Statistics show that many teen job injuries are caused by:
 - Driving motor vehicles
 - Operating tractors
 - Handling hot liquids and grease
 - Using cutting tools
 - Using non-powered hand tools
 - Lifting heavy objects
 - Working late at night
 - Working alone.

- The law prohibits teens from doing some of these tasks (but not all).





Handouts

Danger at the Meat Slicer!

Scene: Teen workers in a fast food restaurant.

Mario: Oh, man! I really cut myself this time. Maybe I need stitches.

Gloria: You should tell the boss. He should pay for you to go to the doctor. And he should fix that slicer. This isn't the first time someone's been hurt.

Tasha: Are you crazy? You want to get him fired? He should have been paying attention and he wouldn't have been hurt. Jobs aren't easy to find.

Mario: Maybe she's right. I got distracted. Besides, I don't think it's so bad. It has stopped bleeding now.

Gloria: You guys are the ones who are crazy. That slicer needs a safety guard put back on. What if the next person who gets cut isn't so lucky? Someone could lose a finger!

What Should Mario Do?

If you were Mario, what would you do? Read these two possible endings for the story, choose one, and write one paragraph explaining why you think Mario should make this choice.

Ending #1: Mario tells his boss about the accident. He also tells the boss that the meat slicer is missing a safety guard.

Ending #2: Mario just puts a bandage on his cut and keeps working. He says nothing to the boss.

Think Positive / Think Negative

The statements here reflect some common attitudes toward safety. Read each one, and try to decide if it is a **positive** or **negative** attitude. You are not saying whether you agree or disagree with these attitudes—you're trying to decide if they are positive or negative.

● **POSITIVE** thinking encourages constructive action, and can lead to safer working conditions.

● **NEGATIVE** thinking discourages action and won't lead to change.

CIRCLE

+

-

- | | | |
|---|---|---------------------------------------------------------------------------------|
| + | - | It is important to speak up for what I believe in. |
| + | - | It won't happen to me. |
| + | - | I'm more careful than people who get hurt. |
| + | - | A safe workplace makes good business sense. |
| + | - | Getting hurt on the job is too awful. I just don't want to think about it. |
| + | - | People might think I'm silly if I complain. |
| + | - | I don't want to take the extra time to try to change things. |
| + | - | My health is more important than how much money this business makes. |
| + | - | If I don't watch out for myself, I can't assume anyone else will. |
| + | - | I have influence with my friends and try to get them to do what's right. |
| + | - | Safety is all in the cards. Whatever happens happens. There's nothing I can do. |
| + | - | If my job can't be made safe, I'd rather look for another job. |
| + | - | I'm a man. I can take it. You won't catch me worrying about safety. |
| + | - | I'm a woman. It wouldn't be right for me to speak up. |
| + | - | I have to take my job as it is. I can't risk losing my job by complaining. |

Writing assignment: Choose one "negative" attitude and write a short rebuttal (one to two paragraphs) to convince other people to change their way of thinking.

Are You a Working Teen?



**Protect Your Health
Know Your Rights**

Labor Occupational Health Program
University of California, Berkeley

English Handout #3—Page 2

Could I Get Hurt or Sick on the Job?

Every year **70 teens die** from work injuries in the United States. Another **64,000 get hurt** badly enough that they go to a hospital emergency room.

Here are the stories of three teens:

- 18-year-old Sylvia caught her hand in an electric cabbage shredder at a fast food restaurant. Her hand is permanently disfigured and she'll never have full use of it again.
- 17-year-old Joe lost his life while working as a construction helper. An electric shock killed him when he climbed a metal ladder to hand an electric drill to another worker.
- 16-year-old Donna was assaulted and robbed at gunpoint at a sandwich shop. She was working alone after 11 p.m.

Why do injuries like these occur? Teens are often injured on the job due to unsafe equipment, stressful conditions, and speed-up. Also they may not receive adequate safety training and supervision. Teens are much more likely to be injured when they work on jobs they are not allowed to do by law.

What Are My Rights on the Job?

By law, your employer must provide:

- A safe and healthful workplace.
- Training about health and safety, including information on chemicals that could be harmful to your health.
- Protective clothing and equipment.
- Payment for medical care if you get hurt or sick because of your job. You may also be entitled to lost wages.
- At least the minimum wage, \$5.75 an hour as of March, 1998. In some cases, employers can pay less than minimum wage during your first three months, if you are under 18. Call toll-free ☎ 1-888-275-9243 for more information.

You also have a right to:

- Report safety problems to Cal/OSHA.
- Work without racial or sexual harassment.
- Refuse to work if the job is immediately dangerous to your life or health.
- Join or organize a union.

What Hazards Should I Watch Out For?

Type of Work	Examples of Hazards
Janitor/Clean-up	<ul style="list-style-type: none">• Toxic chemicals in cleaning products• Blood on discarded needles
Food Service	<ul style="list-style-type: none">• Slippery floors• Hot cooking equipment• Sharp objects
Retail/Sales	<ul style="list-style-type: none">• Violent crimes• Heavy lifting
Office/Clerical	<ul style="list-style-type: none">• Stress• Harassment• Poor computer work station design

English Handout #3—Page 3

Is It OK to Do Any Kind of Work?

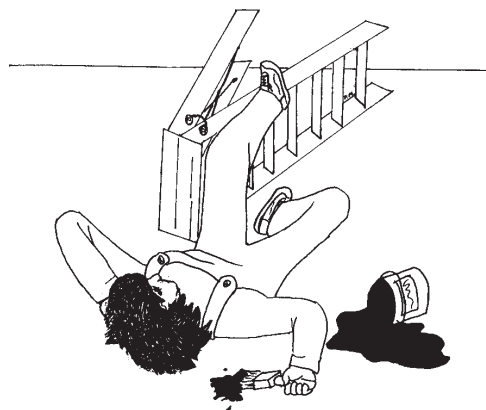
NO! There are laws that protect teens from doing dangerous work.

In California no worker under 18 may:

- Drive a motor vehicle or forklift on the job
- Use powered equipment like a circular saw, box crusher, meat slicer, or bakery machine
- Work in wrecking, demolition, excavation, or roofing
- Work in logging or a sawmill
- Handle, serve, or sell alcoholic beverages
- Work where there is exposure to radiation

Also, no one 14 or 15 years old may:

- Do baking or cooking on the job (except at a serving counter)
- Work in dry cleaning or a commercial laundry
- Work on a ladder or scaffold
- Do building, construction, or manufacturing work
- Load or unload a truck, railroad car, or conveyor



Are There Other Things I Can't Do?

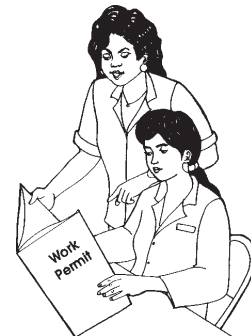
YES! There are many other restrictions regarding the type of work you can and cannot do.

If you are **under 14**, there are even stricter laws to protect your health and safety.

Check with your school counselor or job placement coordinator to make sure the job you are doing is allowed.

Do I Need a Work Permit?

YES! If you are under 18 and plan to work, you must get a work permit from your school (unless you have graduated).



What Are My Safety Responsibilities on the Job?

To work safely you should:

- Follow all safety rules and instructions
- Use safety equipment and protective clothing when needed
- Look out for co-workers
- Keep work areas clean and neat
- Know what to do in an emergency
- Report any health and safety hazard to your supervisor

English Handout #3—Page 4

Should I Be Working This Late or This Long?

Child labor laws protect teens from working too long, too late, or too early.

This table shows the hours teens may work. (There are exceptions for students in work experience programs.)

Work Hours for Teens		
	Ages 14 and 15	Ages 16 and 17
Work Hours	<ul style="list-style-type: none"> • Not before 7 am or after 7 pm during the school year • Not during school hours • 7 am–9 pm during the summer 	<ul style="list-style-type: none"> • Not before 5 am or after 10 pm on school nights • Not before 5 am or after 12:30 am when there is no school the next day
Maximum Hours When School Is in Session	18 hours a week, but not over: <ul style="list-style-type: none"> • 3 hours a day on school days • 8 hours a day Saturday—Sunday and holidays 	48 hours a week, but not over: <ul style="list-style-type: none"> • 4 hours a day Monday–Thursday • 8 hours a day Friday–Sunday and holidays
Maximum Hours When School Is not in Session	<ul style="list-style-type: none"> • 40 hours a week • 8 hours a day 	<ul style="list-style-type: none"> • 48 hours a week • 8 hours a day

What If I Need Help?

- Talk to your boss about the problem.
- Talk to your parents or teachers.
- For health and safety information and advice, call U.C. Berkeley's Labor Occupational Health Program (LOHP).
☎ (510) 642-5507
- If necessary contact one of these California government agencies: (your local number can be found in the State Government pages.)
 - **Cal/OSHA** (under Industrial Relations Dept.)—to make a health or safety complaint.
☎ (415) 972-8500
 - **Labor Standards Enforcement** (under Industrial Relations Dept.) to make a complaint about wages or work hours.
☎ (415) 557-7878
 - **Fair Employment and Housing**—to make a complaint about sexual harassment or discrimination.
☎ (800) 884-1684

You have a right to speak up!

It is illegal for your employer to fire or punish you for reporting a workplace problem.





Check Your Understanding

Questions on the Factsheet

1. Who is responsible for keeping the workplace safe and healthy?
2. Are teens allowed to drive a motor vehicle on the job?
3. Who pays for your medical care if you get hurt or sick because of your job?
4. Can 16 year olds work on ladders or scaffolds?
5. Are teens allowed to work with restaurant equipment like slicers or bakery machines?
6. Who is responsible for *supplying* safety equipment and protective clothing?
7. Who is responsible for *using* safety equipment and protective clothing?
8. If you are over 18 years old but still in high school, do you need a work permit?



English Handout #4

Page 2

- 9.** If you graduated from high school but are still under 18, do you need a work permit?

- 10.** If you are 15 years old, how late in the evening can you work during the school year?

- 11.** What are four things you can do if you need help with a problem at work?

- 12.** Who can you call to complain about a health and safety problem at work?

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

- 14.** Can your employer pay you less than the minimum wage?

- 15.** Who can you call if your employer doesn't pay you the minimum wage or makes you work too many hours?

- 16.** Who should you call if you are a victim of sexual harassment or discrimination on the job?

Teen Worker Scenarios

Scenario #1

Billy A.

Billy A. is a 15-year-old restaurant worker. One day, while flipping hamburgers on the grill, he slipped on grease which had splattered on the floor. He tried to grab a bar next to the grill to catch his fall, but missed it and put his hand on the grill instead. His right hand was badly burned.

A few days before, Billy's boss had told the crew he would never pay for medical treatment if anyone hurt themselves. He said that most injuries happen because workers are careless.

- 1. List four things Billy should do right after he is injured.**
- 2. Were any laws broken?**
- 3. Could Billy sue the employer for this job injury?**
- 4. Could Billy get workers' compensation?**
- 5. How could Billy's injury have been prevented?**

Scenario #2

Michael B.

Michael B. is 16 years old and works in a sheet metal shop. One day, a machine he uses was not working properly. He told his supervisor. The supervisor told Michael to remove a safety device so a mechanic could fix the machine. He said that Michael should keep working on the machine until the mechanic arrived.

Michael removed the safety device and kept working. After a few minutes, a lever on the machine released on its own. Michael tried to pull his hand out of the way, but the tip of his finger was caught and cut off.

A few days before, Michael's boss had told everyone in the shop to be careful, because he would fire anyone who had a job injury.

- 1. List four things Michael should do right after he is injured.**
- 2. Were any laws broken?**
- 3. Could Michael sue the employer for this job injury?**
- 4. Could Michael get workers' compensation?**
- 5. How could Michael's injury have been prevented?**

Scenario #3

Tasha C.

Tasha C. is 14 years old. She works a few hours every day after school in a nursing home, for a total of 20 hours a week. She delivers trays of food to the residents, and gives them other assistance when they need it. Sometimes she works until 9pm to help the residents get ready for the night. Some of these patients are bedridden and need to be lifted.

When she gets home at night, Tasha is often too tired to do her homework. Lately she has had a lot of back pain.

- 1. What should Tasha do about her back pain?**
- 2. Were any laws broken?**
- 3. Could Tasha sue the employer for this job injury?**
- 4. Could Tasha get workers' compensation?**
- 5. How could Tasha's injury have been prevented?**

Scenario #4

Molly D.

Molly D. is 16 years old and works in a supermarket. One evening she was asked to clean the meat slicer in the deli department. She had never used or cleaned it before, and had never been trained to do so. She was afraid of the slicer because once she had seen a co-worker cut his hand to the bone. Still, she did not complain, and did what she was told. She cleaned the slicer without any problems and didn't get injured.

Molly decided to clean the meat slicer without complaint because she didn't want any more trouble with her supervisor. For several weeks, he had been giving her a hard time. The last time he reprimanded her, he turned to a male co-worker and said "Girls are only good for one thing."

- 1. Were any laws broken?**
- 2. What should Molly do about this situation?**
- 3. If Molly refused to clean the meat slicer, could she be fired?**

On the Job—Yesterday and Today

Here are three stories about young people who face health and safety hazards on the job. Some of the stories are about young workers in the past, and some are about young workers today. Each story is followed by a set of questions.

Read all three stories. Then choose **one** story that particularly interests you, and answer the questions that follow it. These are essay questions. To answer some of the questions you may need to add information from your own experience. If the answer to a question isn't clear to you from the story, explain what isn't clear and what additional information you'd like to have.

This exercise encourages you to think about how and why working conditions change. Bring your answers to the next class where we will discuss these issues in more depth.

Reading these stories may give you ideas you can use for your oral history presentation.

The Triangle Fire

It was a Saturday afternoon—March 25, 1911—near quitting time at the Triangle Shirtwaist Company in New York City. Passersby suddenly heard a sound “like a big puff,” the noise of crashing glass, and then smoke billowed through an eighth-floor window. People saw a bundle come out of a window. More and more bundles came out. When they hit the street, they turned out to be bodies.

More than 140 workers—primarily young Italian and Jewish women—died in less than a half hour. Many of the victims were teenagers. Some burned to death, others were overcome by smoke, and many died jumping from windows.

The fire began in workrooms which were full of cloth scraps. These spread the fire quickly. In minutes, flames moved from the eighth floor, where the fire started, to the ninth and tenth floors.

The building had only two staircases, and they were winding and narrow. The elevators stopped running, and some workers tried to climb down the elevator cables. There were no sprinklers. The one fire escape collapsed when workers attempted to use it.

English Handout #6

Page 2

Doors opened inward, not outward, so it was difficult to open them from inside. Many of the doors had been locked by the company so that workers could be stopped and checked for theft when they left the building.

The Triangle Shirtwaist Fire was a decisive event in labor history. It marked a turning point in the fight by labor unions and reformers to eliminate dangerous sweatshops and to obtain workplace safety legislation. Sweatshops like the Triangle factory had proliferated in late 19th- and early 20th-century American cities, but public horror over the 146 deaths on March 25, 1911 gave new impetus to a reform current in the press and politics. The fire likewise called public attention to the growing number of women workers in the U.S.

After the fire, the factory owners were tried for manslaughter, but were acquitted. Only a few of the dead workers' families received any compensation. But three months after the fire, the state legislature created a Factory Investigating Commission. Under public pressure, the Commission issued dozens of new industrial regulations, covering everything from fire safety to working hours.

Many worker protections taken for granted today originated in New York at that time. New laws were created all over the country. By 1914 every state but one had a minimum working age of at least twelve. Many states also passed their first workers' compensation laws during this period. Unions began to organize garment workers in large numbers.

—*LOHP Monitor and other sources*

Questions

1. What do you find most interesting about this story? Why?
2. What health and safety hazards are shown in this story?
3. Did the events in this story lead to better working conditions? If so, what factors caused conditions to change? If not, what else do you think might have been done to improve conditions?

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.

English Handout #6

Page 4

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 Oaxequeno.” 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*

Questions

1. What do you find most interesting about this story? Why?
2. What health and safety hazards are shown in this story?
3. Did the events in this story lead to better working conditions? If so, what factors caused conditions to change? If not, what else do you think might have been done to improve conditions?

Pizza Delivery

Jesse Colson was a seventeen-year-old Indiana boy who died in 1989 while making a delivery for Domino's Pizza. His mother told a Congressional committee what happened to her son. Shortly after this incident and several other accidents, Domino's ended its guarantee of 30-minute delivery.

Domino's had a policy of guaranteeing the delivery of pizza within 30 minutes. They relied on young people whom they hired as drivers. I wish that someone at Domino's headquarters had taken 30 minutes to think about the sensibility of their policy. That 30 minutes just may have saved my son's life.

After he began working at Domino's, I noticed that Jesse's driving habits were not as good as they had been. He always seemed to be in a hurry. He began to talk about the pressure he was feeling. I could see that he was pressured just by looking at him.

We also began to question the distance he had to go to deliver these pizzas. And Jesse was not getting enough sleep due to the late hours. He would be so "wired" when he came home at night that it took him a while to relax just so he could fall asleep. It was becoming apparent to me that the whole Domino's work ethic was a recipe for disaster.

Finally, I told Jesse he needed to find another job. This one just wasn't worth it. He was under too much pressure, not getting enough sleep, and was tearing up his car. He found another job, which he would have started the following Monday.

On Saturday, Jesse discovered that his car had a flat, and by the time he got it repaired he was running late for work. As he ran out the door, he asked me to call his manager to let him know he was late. That was the last time I saw him alive.

During the day, it had begun to storm and by that evening there was standing water in the roads. The roads in that area are badly paved, rough, curvy, and winding. The site of the accident was three miles from the store. I don't know where he was headed.

From what the police officers could tell, Jesse was driving too fast and he came upon a small rise in the road with standing water. He hydroplaned and became airborne. The officer told me there was no way he could have controlled the vehicle, a pickup truck that belonged to the store.

English Handout #6

Page 6

The truck wrapped around an enormous utility pole and Jesse, who wasn't wearing his seatbelt, was thrown between the door and the doorframe and killed instantly. His aorta was ruptured. Officers told me that it wasn't likely a seatbelt would have saved his life.

—Adapted from Milton Meltzer, *Cheap Raw Material*

Questions

- 1. What do you find most interesting about this story? Why?**
- 2. What health and safety hazards are shown in this story?**
- 3. Did the events in this story lead to better working conditions? If so, what factors caused conditions to change? If not, what else do you think might have been done to improve conditions?**

Your Oral History Project

What is an oral history?

An oral history collects information about events, attitudes, and actions through personal stories. The oral history project for this class will focus on hazards in the workplace.

What will I need to do to complete the assignment?

- Choose someone to interview.
- Set up a time and place for the interview.
- Develop interview questions.
- Prepare for the interview.
- Conduct the interview.
- Write your final report.
- Prepare a class presentation at home, and practice delivering it.
- Give your presentation during class.
- Turn in your written report and interview notes.

Whom should I interview?

Interview a parent or other working adult. Your questions should deal with health and safety conditions on this person's current job, or on some job they had in the past. This person is called your **interview subject**.

What should I ask during the interview?

The interview should focus on the person's experiences and opinions about health, safety, and other conditions on the job. You should ask questions in each of the following areas:

- **Work Experience.** It is important to know what kind of work the interview subject does and/or has done in the past. A description of the working conditions on the person's job will make the interview interesting.
- **Dangers on the Job.** Learn about any health and safety hazards, injuries, and/or work-related illnesses that the subject has faced.
- **Health and Safety Attitudes.** Ask about the subject's attitudes toward job health and safety, along with the attitudes of co-workers and supervisors.

English Handout #7

Page 2

- **Changes in Workplace Health and Safety.** Try to find out if the subject has seen changes in working conditions or health and safety attitudes during his or her working life. It will be interesting to see if working conditions have improved, gotten worse, or stayed the same.
- **Opinions.** Ask the subject why he or she believes changes in workplace health and safety occurred, or why things stayed the same.

What makes a good interview question?

Ask open-ended questions. These get your interview subject to say more than **YES** or **NO**. Most open-ended questions start with **WHY**, **HOW**, **WHAT**, **WHEN**, or **WHERE**. For example, “What safety information was given to you before you began working?” is an open-ended question.

The Oral History Interview

Set up the interview.

Agree on a time and place for the interview. Set a definite time, even if the subject is a family member who lives with you. It is important to respect the person's time. Choose a time that is convenient and a place that is comfortable for both of you.

Prepare for the interview.

- **Do some research.** Our work in class should provide you with valuable information to help focus the interview. Other sources include magazines, newspapers, and other outside reading. If you can ask your interview subject a few questions in advance, it may help you to find interesting areas to explore during the interview itself.
- **Make a list of areas of interest.** Plan to cover as many of the topics listed in Handout #7 as possible. It may be helpful to write out a list of questions in advance, but don't limit yourself to these questions. You don't want to just read a list of questions to your subject. You need to be flexible enough to follow up if the person says something interesting.

Conduct the interview.

- **Use a tape recorder** (if possible). Test it before the interview to make sure it works. Place it close enough to the subject to get good sound. Ask the subject's permission to tape. If you can't use a tape recorder, take brief notes during the interview. Immediately afterward, go over your notes and write down other points you remember.
- **Listen carefully.** Answers that the subject gives may raise new questions you'll want to ask.
- **Show that you are listening.** Let your subject know you are interested by the way you sit, look, and respond. Make your subject feel comfortable with you and the interview.
- **Start with simple background questions.** Begin with name, age, place of birth, etc. Your next question should be one which encourages the subject to talk—for example, "How did you choose your occupation?"
- **Ask open-ended questions.** These get your subject to say more than "yes" or "no." Most open-ended questions start with "Why," "How," "What," "When," or "Where." For example, "What safety information was given to you before you began working?" is an open-ended question.

Writing Your Oral History Report

Your written report should summarize the interview. Go over your interview notes. Use your notes to help you remember the details of the interview. Your final written report should include the following sections:

Title

- **Choose a descriptive title for your report.** The title should be fairly short, describe the topic of the report, and catch the interest of your reader.

Introduction

- **Provide general information about the person you interviewed.** For example, you might want to include place of employment, type of job, length of time at that job, age, and place of birth. Feel free to include other general information about the person.
- **Alert your reader to the topics in your report.** End your introduction by listing the topic areas that will be discussed in the body of the paper.

Body of Paper

- **Write one paragraph for each topic you covered during the interview.** You might want to use the topic areas listed in *Your Oral History Project* (Handout #7) as a guide.
- **Begin each paragraph with a topic sentence.** A topic sentence is a general statement that gives the main point of the paragraph.
- **Provide details and examples from the interview for each topic.** The examples you use should support the topic sentence of the paragraph.

Conclusion

- **Use a transitional phrase to begin your concluding paragraph.** Examples: to conclude, in conclusion, in summary.
- **State what you learned overall from the interview.** Summarize the main points of the person's story, and what they taught you.
- **Describe how the interview affected your outlook on work, health, and safety.** Close the report with a few sentences about your attitudes and opinions regarding health and safety on the job, whether this project changed them, and why.

Oral History Report Format

Your name
Your class
Date

Title

Introduction

Body of paper

Topic #1

(one paragraph)

Topic #2

(one paragraph)

Topic #3

(one paragraph)

Topic #4

(one paragraph)

Conclusion

Example of an Oral History Written Report

Office Jobs Can Be Dangerous, Too! An Oral History Interview With My Aunt

I interviewed my Aunt Sandra. She is a data entry clerk in the office of a big trucking company. She has worked at this job for six years. Aunt Sandra was born in 1963 in Chicago. She got her first job when she was in high school. She washed dishes at a restaurant in her neighborhood. She moved to the Bay Area when she was 22. She says that her current job in an office may look safe to outsiders, but it can be dangerous. This report will discuss the hazards at my Aunt Sandra's work, attitudes about health and safety, changes she has seen in her workplace, and her opinions about why these changes happened.

Even though offices seem safe, there are many hazards in my Aunt Sandra's workplace. For example, she spends most of the day typing on a computer. She says that this can make your hands, wrists, and arms hurt. Aunt Sandra had to go to the doctor recently because of pain in her hands. She also got a tingling feeling in her hands. Sometimes the pain was so bad that it was hard for her to button her shirt. Typing was very difficult. She even had pain in her hands at home at night. The doctor told her that she had carpal tunnel syndrome, which is a nerve problem in the wrists and hands. The doctor said it was caused by the long hours of typing. Aunt Sandra said that high pressure and stress are other hazards on her job. Some of the people she works with also get headaches and allergies from the bad air in their office building.

At Aunt Sandra's office, different people have different attitudes about health and safety. Aunt Sandra believes that health and safety are very important. However, some of her co-workers don't think they will ever get hurt at work. Some of the supervisors don't think there are problems either. Aunt Sandra says that people need to realize that office jobs can cause injuries, like hers, as well as health problems. If everyone thinks it's no big deal, more people will get hurt. Aunt Sandra is glad that there are other people at work who feel the same way she does.

There have been a few changes in the working conditions at Aunt Sandra's office. For example, she now has a new chair that is adjustable and a wrist pad for her keyboard. These help put her hands and wrists in a better position when she is typing. During this past year there has also been health and safety training. Aunt Sandra thinks these are good ideas. But she also says that more needs to be done. She thinks that all people at her office need to have good equipment. They also need longer breaks to let their hands rest.

English Handout #10

Page 2

Changes at Aunt Sandra's office have happened for various reasons. She says that the company began training the workers after several people got hurt (like she did) working on the computers. She says that articles in magazines have also made people more aware of the things that can happen when you use computers. In addition, Aunt Sandra says that the union has talked to the company about getting people better equipment. In her opinion, this has been very helpful in getting some improvements. She says the union and many of the workers will keep pushing for more changes.

In conclusion, I learned many things about health and safety on Aunt Sandra's job. Some people think that only jobs like construction are dangerous. But my oral history interview with Aunt Sandra shows that office jobs have hazards, too. I now feel that health and safety in all jobs is very important. I also believe that people must try to improve their working conditions before somebody gets hurt.

Questions

- 1.** What information is included in the introduction? What other information would you include?
- 2.** Put a check mark next to each main topic within the body of the paper. Did the author devote one paragraph to each topic? Look at the paragraphs. What is the main topic of each one?
- 3.** What is the topic sentence of the second paragraph? Does the author provide details to support the topic sentence? List these.
- 4.** How did the interview affect the author's attitudes and opinions about health and safety? In which paragraph is this information provided?
- 5.** What is the title of this report? Write another title that would also fit this report.

Workplace Health and Safety



SCIENCE UNIT

TEACHER'S INTRODUCTION

Why discuss workplace health and safety in a science class?

Many teens hold jobs while attending school, and nearly all will work eventually. In the workplace, they will encounter numerous applications of the science and technology principles they learned in school. One way to develop and apply their science knowledge is to analyze the health and safety hazards at work.

Purpose and Teaching Methods

This unit teaches scientific methodology, scientific data gathering skills, and specific health and safety information. It can be used at the beginning of a science course, or at any time thereafter. Students will conduct a survey of other teens. The survey will address both

knowledge and opinions about workplace health and safety. Before conducting the survey, students will work in groups to formulate hypotheses about the results. After completing the survey, these student groups will tabulate, analyze, and graph the data relevant to their hypotheses.

These activities particularly support Chapter 6, Section F (Science, Technology, and Society) and Chapter 6, Sections H 2–4 (High School Science: Science and Technology— Independent Investigation and Science Communication) in the *Science Framework for California Public Schools* (1990). The activities reinforce core skills in categorizing, inferring, applying, and communicating (Chapter 6, Section A).

This unit would also be appropriate in a math class, or as a way to introduce sampling and statistics in a social science class.

Contents and Time

This unit takes approximately five hours to complete. It consists of five lessons, each designed to be presented during one 50-minute class session:

- ✓ **1.** Danger on the Job!
- ✓ **2.** Introduction to Scientific Methodology
- ✓ **3.** Survey Assignment
- ✓ **4.** Survey Analysis
- ✓ **5.** Presenting Your Results.

Objectives—Scientific Methodology

Students will be able to:

- formulate hypotheses
- gather scientific data
- analyze data
- test hypotheses
- present results clearly.

Objectives—Workplace Health and Safety

Students will be able to:

- Identify teen workers in their community—how many teens work and in what kinds of jobs?
- Describe workplace issues faced by teens—health and safety, work hours, and working conditions.

Materials for the Teacher

The following materials are supplied for the teacher:

- **Lesson Plan and Detailed Teacher’s Instructions** for each class session (Lessons 1–5).
- **Overheads** to show the class. (Masters are at the end of the unit, following Lesson 5.)
 - Overhead #1—*Where Do U.S. Teens Work?*
 - Overhead #2—*Thousands of Teens Are Injured on the Job*
 - Overhead #3—*Where Are Teens Injured?*
 - Overhead #4—*How Are Teens Injured?*

Materials for Students

To present this unit, the teacher will need the following materials to distribute to students:

- **Handouts.** (Masters are at the end of the unit, following Lesson 5.)
 - Handout #1—*Are You a Working Teen?* (make one copy per student)
 - Handout #2—*Check Your Understanding* (make one copy per student)
 - Handout #3—*Work and Safety Survey Form* (make five copies per student)

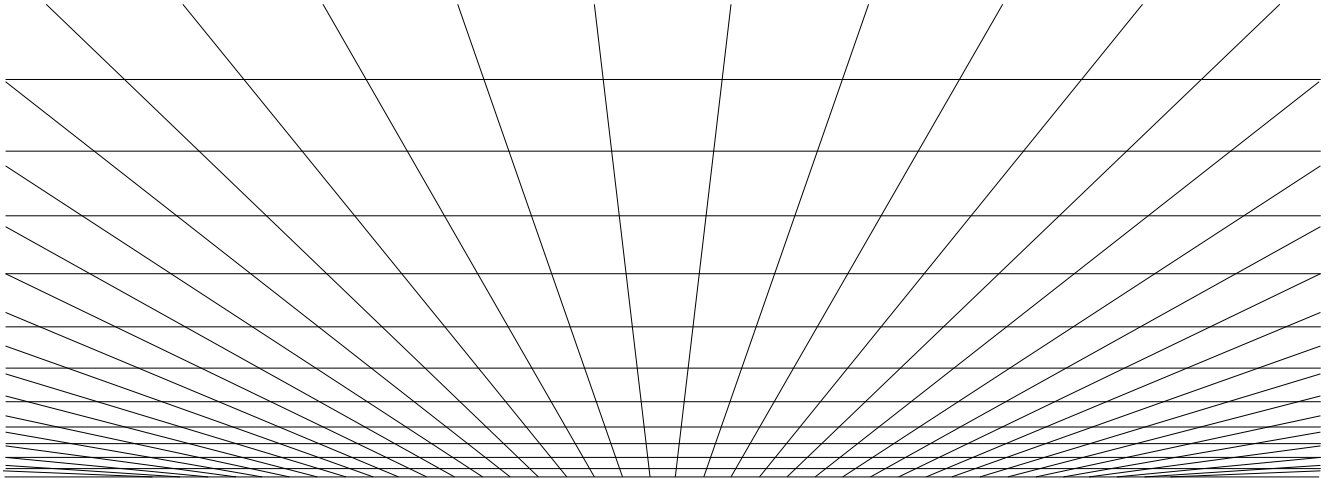
- Handout #4—*Survey Instructions* (make one copy per student)
- Handout #5—*Test Your Hypothesis* (make one copy per student).

Teacher Preparation

- Read all five lessons and decide how to adapt them to meet the needs of your class.
- Read the “General Unit” curriculum in this binder for additional introductory health and safety activities that you may want to use.
- Obtain an overhead projector to show the transparencies that are included with this unit.
- Obtain a VCR to show the video that is included with this curriculum. (This 12-minute video, *Your Work—Keepin’ It Safe*, was produced by UCLA’s Labor Occupational Safety and Health Program.)
- Make enough copies of all Student Handouts (see section above).

Tips From Teachers Who Have Used This Unit

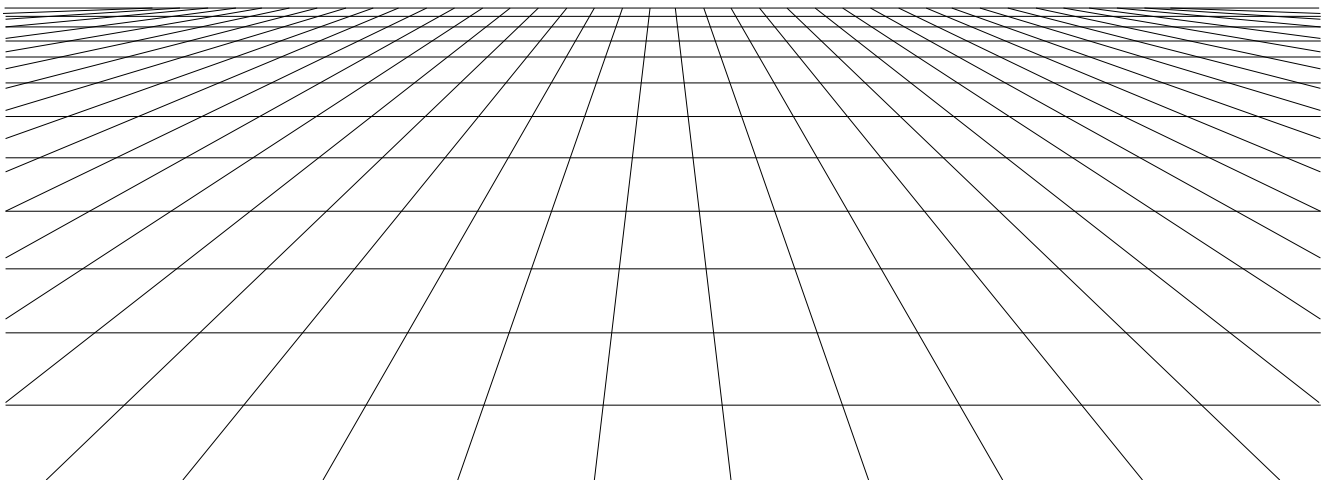
- “I assigned research objectives to each group to ensure that a variety of topics were addressed.”
- “I asked several other teachers to administer the survey to their students, instead of having my students do the interviews themselves.”
- “In my class we used computers and spreadsheet software to create the tables and charts.”
- “Be as organized and clear as possible when you show students how to tabulate the data.”
- “Scientific methodology has always been boring for my students. I saw it come alive for the first time when we used this unit.”



1

LESSON ONE

Danger on the Job!



Lesson Plan One

Activity	Grouping	Time	Materials
<p>A. Video.</p> <p>Students watch a video, <i>Your Work—Keepin’ It Safe</i>, and discuss the issues it raises.</p>	Class	25 minutes	● Video and VCR.
<p>B. Health and safety issues for working teens.</p> <p>Teacher presents national statistics on teen workers and job injuries.</p>	Class	20 minutes	● Overheads #1–4.
<p>C. Homework.</p> <p>Students answer a set of questions about the factsheet, <i>Are You a Working Teen</i>.</p>	Individual	5 minutes <i>(for explanation)</i>	● Handouts #1–2.

Total Class Time: 50 minutes

DETAILED TEACHER'S INSTRUCTIONS

A. Video.

(25 minutes)

First, as a “warm-up” discussion, ask the class:

- How many of you have jobs?
- Do you think your job is dangerous?

Let the class spend a few minutes talking about their answers.

Next, as an introduction to the theme of job health and safety, show the video *Your Work—Keepin' It Safe*. (This 12-minute video is included with this curriculum. See page 7 of the **Introduction** at the beginning of the curriculum for more information.)

After the video, hold a brief class discussion of the issues it raises. Ask the class what hazards these teens face on their jobs.

If you are unable to show the video, see the General Unit curriculum for other activities you might use.

Explain to students that this curriculum will focus on workplace health and safety and teen workers' rights.

B. Health and safety issues for working teens.

(20 minutes)

Use the first four overheads to present key statistical information on where teens work and what kinds of injuries occur. (Overhead masters are provided at the end of this unit, following Lesson 5.)

After showing each overhead, ask the class the related discussion questions. (See section below.) The questions are designed to help students compare the national statistics given in the overheads to their own experiences.

- Overhead # 1, *Where Do U.S. Teens Work?*

Question: How many students in this class work in a restaurant? grocery store? office? with children? (Calculate the percentage of the class working in various occupations, and write the results on the board. Then compare the class figures to the national statistics in Overhead #1.)

- Overhead #2, *Thousands of Teens Are Injured on the Job*

Question: How many students in the class have *ever* been injured on *any* job? (Calculate the percentage of the class who have been injured on the job, and write the results on the board. If there is time, you may also want to break down the total by age and gender. Then, in a general way, compare these class figures to the national statistics in Overhead #2.)

- Overhead #3, *Where Are Teens Injured?*

Question: If you have ever been injured at work, on what kind of job did your injury happen? (Write students' responses on the board, and compare them to the national statistics in Overhead #3.)

- Overhead #4, *How Are Teens Injured?*

Questions: The overhead shows that a lot of teens get injured on the job when they work late at night, or work alone. How many students in this class work after 10pm on school nights? How many work alone? (Mention that later in this unit, the class will learn about laws that limit the hours teens can work.)

C. Homework.

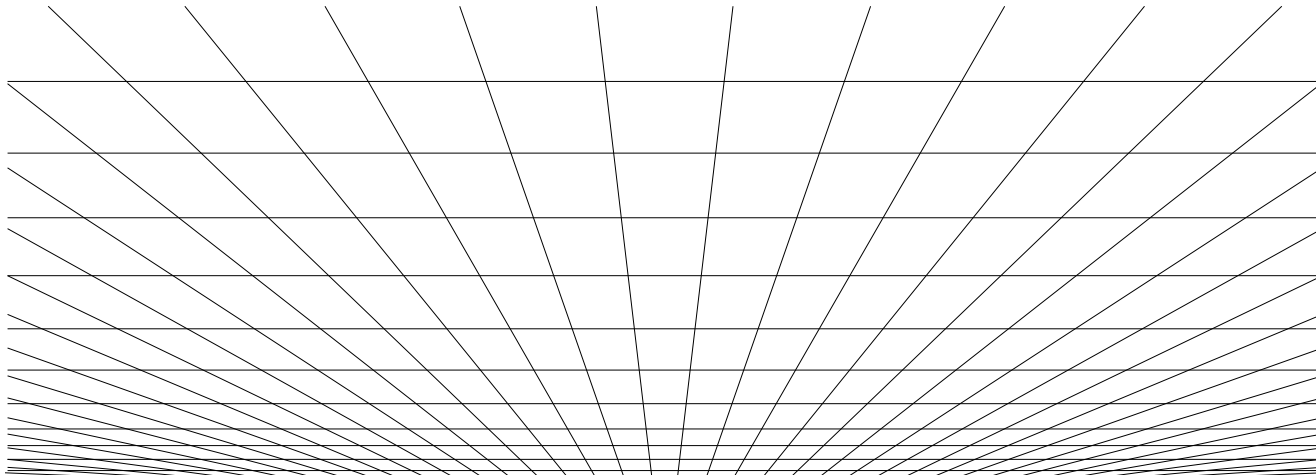
(5 minutes for explanation)

At the end of the class, pass out the four-page factsheet *Are You a Working Teen?* (Handout #1). Also pass out *Check Your Understanding—Questions on the Factsheet* (Handout #2).

Explain that the homework assignment is to read the factsheet and answer the questions. (All the answers can be found in the factsheet.) Also explain that the purpose of the factsheet is to supply background information on teen health and safety. Students should keep the factsheet, because they will need this information later to understand the results of the survey they will conduct.

Remind students to bring Handout #2 back to the next class.

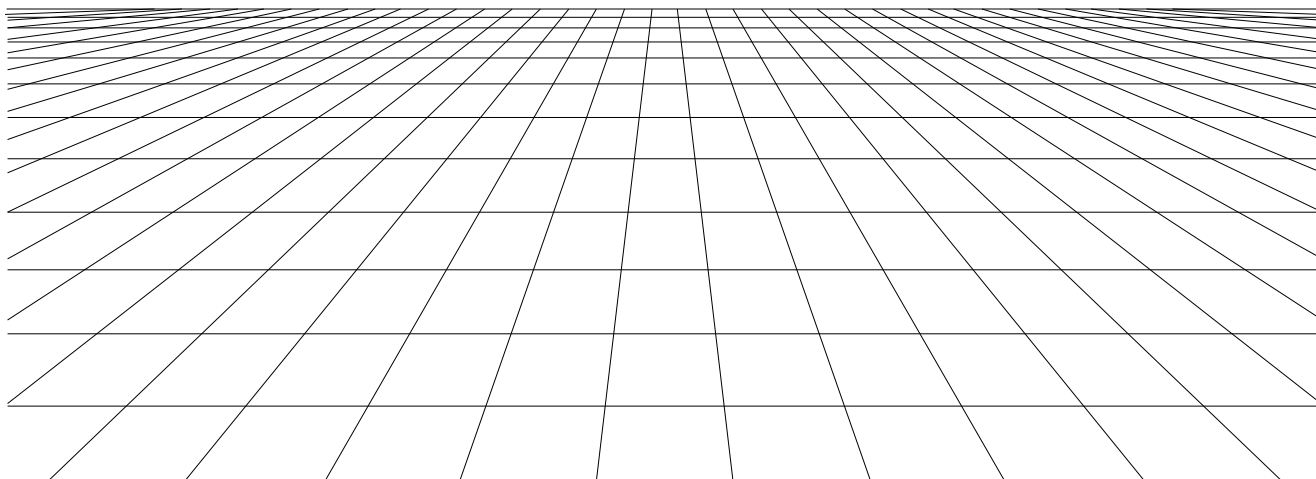
The assignment should take no more than 30 minutes.



2

LESSON TWO

Introduction to Scientific Methodology



Lesson Plan Two

Activity	Grouping	Time	Materials
<p>A. “Check Your Understanding” game.</p> <p>Students play a game based on the factsheet, <i>Are You a Working Teen?</i></p>	<p>Small groups & class</p>	<p>20 minutes</p>	<p>● Handouts #1–2. (Copies used for homework.)</p>
<p>B. Work and safety survey.</p> <p>Students answer a set of questions on jobs and safety.</p>	<p>Individual (during class)</p>	<p>5 minutes</p>	<p>● Handout #3.</p>
<p>C. Formulating a hypothesis.</p> <p>Students learn to define a research objective and develop a hypothesis.</p>	<p>Class</p>	<p>5 minutes</p>	
<p>D. Tabulating and analyzing results.</p> <p>Using survey responses, students:</p> <ul style="list-style-type: none"> ● Create table. ● Create bar graph. ● Prove or disprove hypothesis. 	<p>Class</p>	<p>20 minutes</p>	

Total Class Time: 50 minutes

DETAILED TEACHER'S INSTRUCTIONS

A. 'Check Your Understanding' game.

(20 minutes)

Make sure each person has brought copies of the two handouts used for homework—*Are You a Working Teen?* (Handout #1) and *Check Your Understanding* (Handout #2). Ask students what information was new to them, or surprised them.

Now have the class play a game to review their homework. Divide the class into several teams, with 4 or 5 students per team. Pose the first question from Handout #2 to one team and give them 15 seconds to come up with an answer. Their team gets 10 points if they give the correct answer. If they don't answer correctly, any other team can volunteer an answer, and gets 10 points if it is correct. You may want to discuss the answer briefly.

Continue in the same way with the remaining questions. Rotate questions among the teams so they all have a chance. At the end of the game, the team with the most points wins. You can decide what the prize will be.

The section below provides the correct answers as well as some background information on each question. You may want to introduce some of the background information during the discussion.

✓ Check Your Understanding—Teacher's Discussion Guide

1. Who is responsible for keeping the workplace safe and healthy?

Your employer is ultimately responsible for maintaining a safe and healthful work environment. But you also have a responsibility—you should follow all safety rules and instructions, use safety equipment provided by your employer, and keep work areas clean and neat.

2. Are teens allowed to drive a motor vehicle on the job?

For most occupations, California law says that you must be at least 18 years old to drive a motor vehicle on the job. (Teens working in agriculture are allowed to begin driving at age 16.)

3. Who pays for your medical care if you get hurt or sick because of your job?

Every California employer must carry workers' compensation insurance. This covers medical care if you get hurt or sick on the job (even if it's your own fault). In many cases, you are also entitled to payments that make up for wages you lost because of the injury. Because you can get these workers' compensation benefits, you usually are not allowed to sue your employer for a job injury.

4. Can 16 year olds work on ladders or scaffolds?

In California, you can work in some types of construction beginning at age 16. This includes working on a ladder or scaffold. For more dangerous construction work, like roofing or demolition, you must be 18.

5. Are teens allowed to work with restaurant equipment like slicers or bakery machines?

In California, you must be at least 18 years old to work with any power machinery like a slicer or bakery machine.

6. Who is responsible for *supplying* safety equipment and protective clothing?

Your employer is required to provide any safety equipment you need. Your employer must also give you any necessary protective clothing (like gloves, aprons, or ear plugs). Your employer must train you in how to use this equipment.

7. Who is responsible for *using* safety equipment and protective clothing?

It is your responsibility to use the safety equipment and protective clothing you are given, as instructed by your employer.

8. If you are over 18 years old but still in high school, do you need a work permit?

No. In California, only students under 18 need to get a work permit before taking a job.

9. If you graduated from high school but are still under 18, do you need a work permit?

No. Only *students* under 18 need a work permit.

10. If you are 15 years old, how late in the evening can you work during the school year?

California teens who are 14 or 15 are not allowed to work after 7pm during the school year.

11. What are four things you can do if you need help with a problem at work?

- Talk to a supervisor about the problem.
- Talk to a parent or teacher.
- Talk to co-workers or friends.
- Call the appropriate government agency.

12. Who can you call to complain about a health and safety problem at work?

Cal/OSHA is the California government agency responsible for health and safety in the workplace. There are Cal/OSHA offices throughout the state. Your local office is listed in the “State Government” pages of the phone book under “Industrial Relations Dept., Occupational Safety and Health.” (You may want to bring a phone book to class and show students how to find the listing.)

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

No—it’s against the law. Still, some employers may *try* to fire you for this reason. In this case, you can file a complaint with the California Labor Commissioner, and you may be able to get your job back. (You may also get back pay.) See the “State Government” pages of the phone book under “Labor Commissioner.”

14. Can your employer pay you less than the minimum wage?

If you’re under 18, your employer can sometimes pay you less than minimum wage for the first 90 days of employment. After the 90 days, you must get at least the minimum wage.

15. Who can you call if your employer doesn't pay you the minimum wage or makes you work too many hours?

The California Labor Commissioner is responsible for wage and hour laws. See the "State Government" pages of the phone book under "Labor Commissioner." The California minimum wage is \$5.75 an hour as of March, 1998.

16. Who should you call if you are a victim of sexual harassment or discrimination on the job?

Call the California Fair Employment and Housing Department. See the "State Government" pages of the phone book under "Fair Employment and Housing Department."

B. Work and safety survey.

(5 minutes)

Next, pass out the *Work and Safety Survey Form* (Handout #3). Have each student fill it out. Students should feel free to ask questions about anything they don't understand.

Explain that students will be using the same form later to survey other teens in their school and community.

C. Formulating a hypothesis.

(5 minutes)

Ask the class:

"Do you think there is a difference in the percent of teens who work depending on (a) their age or (b) their sex?"

Have students make "educated guesses" about the answer. Write one or two of their guesses on the board. For example, someone might guess that more 16 year olds work than 15 year olds, or more females work than males.

Explain that asking a question and guessing its answer are basic steps that every scientist takes before trying to prove or disprove a theory. The question is called your **research objective** and the educated guess is called your **hypothesis**.

D. Tabulating and analyzing results.

(20 minutes)

Refer to the survey forms that students just filled out (Handout #3). Show how to tabulate the class's overall results for the three items related to age, gender, and employment (questions #1, 2, and 5).

To tabulate the results, ask for a show of hands on each of the three questions. Then make a table on the chalkboard to record the totals. Also calculate percentages and put them in the table.

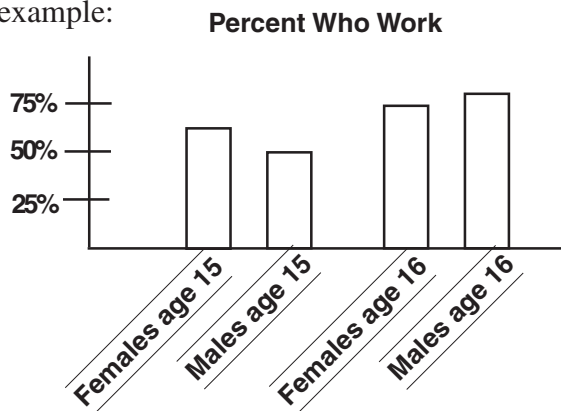
Example: Suppose that a class of 33 students consists entirely of 15 and 16 year olds, both male and female. Your "sample size" is 33.

Your table might look like this:

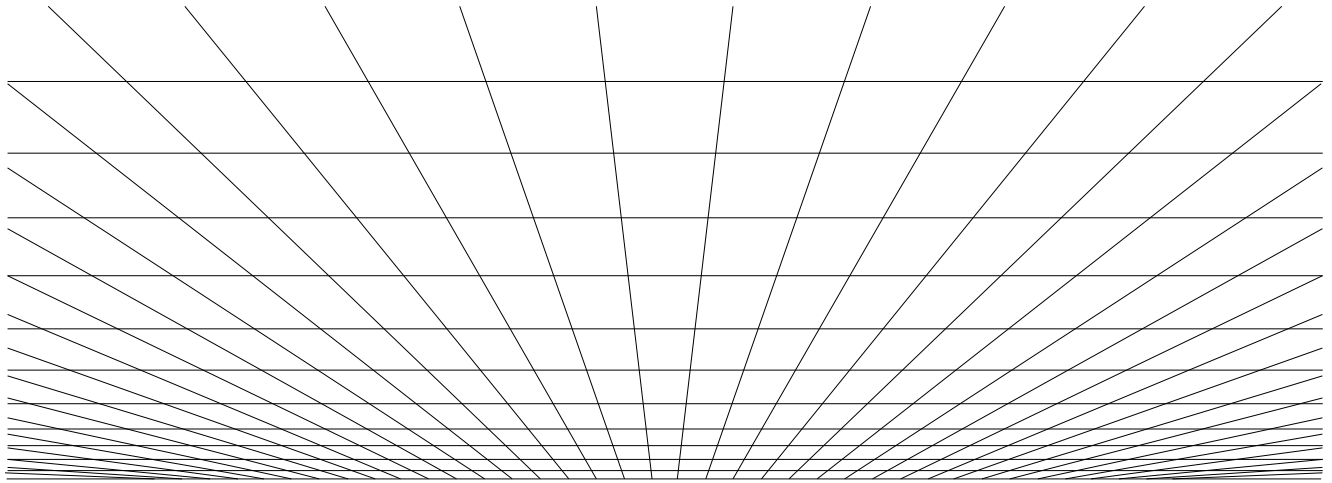
Sample Size=33	TOTAL	Number who work	Percent who work	Number who don't work	Percent who don't work
Males—15	8	4	50%	4	50%
Females—15	8	5	62.5%	3	37.5%
Males—16	9	7	78%	2	22%
Females—16	8	6	75%	2	25%

This means, for example, that 50% of 15 year old boys in the class are working as compared to 62.5% of 15 year old girls.

Next, use the data in the table to create a **bar graph** by age and gender. For example:



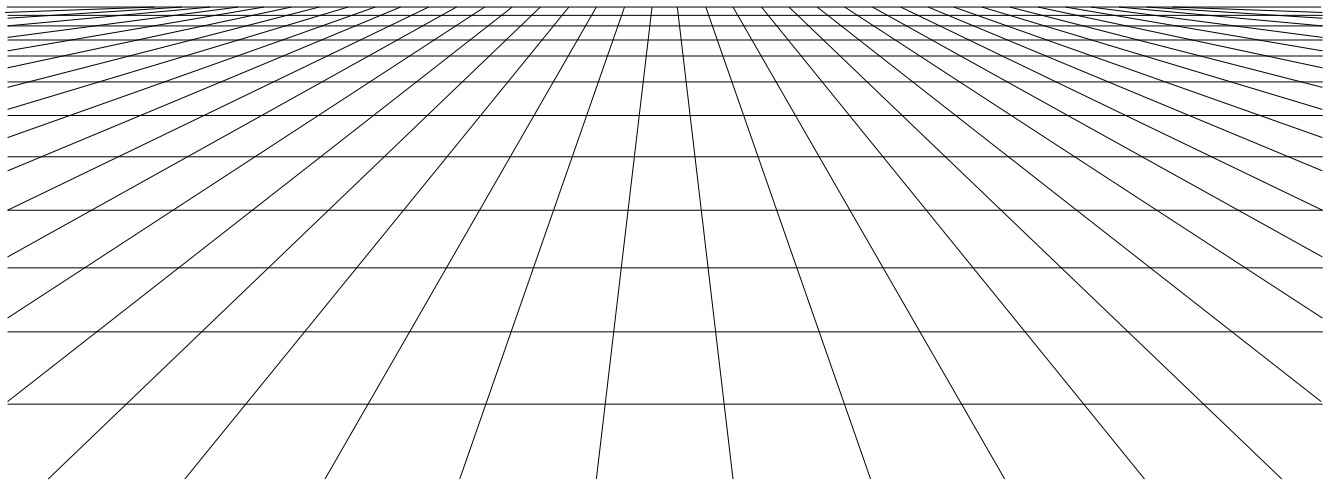
Finally, refer back to the hypotheses ("educated guesses") that the class suggested earlier and that you wrote on the board. (See Step C.) Using the table and bar graph you created, have the class try to prove or disprove each hypothesis.



3

LESSON THREE

Survey Assignment



Lesson Plan Three

Activity	Grouping	Time	Materials
<p>A. Introduction to the survey assignment.</p> <p>Explain that students will survey other teens about work and safety. Assign everyone to a small group (3 to 5 students per group).</p>	Class	10 minutes	
<p>B. Survey methodology.</p> <p>Discuss how many people to survey and how to choose them.</p>	Class	10 minutes	<ul style="list-style-type: none"> ● Handout #3. (5 copies per student.)
<p>C. Selecting a question.</p> <p>Assign each small group a question to investigate after collecting survey data.</p>	Class	10 minutes	
<p>D. Formulating a hypothesis.</p> <p>Students in each small group propose a hypothesis based on their assigned question.</p>	Small groups	15 minutes	<ul style="list-style-type: none"> ● Handout #4.
<p>E. Homework.</p> <p>Students conduct the survey.</p>	Individual	5 minutes (for explanation)	

Total Class Time: 50 minutes

DETAILED TEACHER'S INSTRUCTIONS

A. Introduction to the survey assignment.

(10 minutes)

Tell the class that, for the next exercise, everyone will work as a member of a small group. Assign each student to a group. Ideally, each group should have from 3 to 5 students, although this is flexible.

Before the groups meet, explain to the whole class that their assignment is to survey other teens in the school or community about jobs and safety. To do this, students will use the *Work and Safety Survey Form* (Handout #3; the same form that they filled out themselves at the previous class). Every student will survey five people.

Explain that each small group will be assigned (or will choose) a question to investigate, related in some way to certain items on the survey form. The question is the group's **research objective**. Later during today's class, each small group will meet to develop its **hypothesis** (an "educated guess" about the answer to the group's question).

Tell the class that each individual in each group will then conduct the assigned number of surveys as homework. Everyone should bring his or her survey results to the next class. Then each group will analyze all its data and try to prove its hypothesis.

B. Survey methodology.

(10 minutes)

Pass out five copies of the *Work and Safety Survey Form* (Handout #3) to each student for use in the homework assignment.

Explain how students should choose the people they will survey. The primary purpose of this assignment is to survey other teens in school and in the community who are under 18. Try to survey roughly equal numbers of males and females. It is preferable to choose teens who are not in this class.

C. Selecting a question.

(10 minutes)

Each group will need a **research objective** (the question they will try to answer with their survey results). These may either be assigned by the teacher or chosen by the small groups themselves. If they are assigned, you should try to structure them to suit the level and interests of the class. If groups choose their own, you may want to specify a certain level of complexity, or may ask to review and approve the questions they select before the survey is carried out.

Some possible research objectives (questions) are suggested below. Note that some deal with facts and others with attitudes. They also vary in complexity—some require tabulating responses to a single item on the survey form, while others include multiple items.

Questions suggested below do *not* indicate relevant item numbers on the survey form. Determining which survey items are relevant, and why, will be part of the students' assignment.

One-item questions

- What percentage of teens in our sample work?
- What jobs do teens have in our community?
- What percentage of teens have been hurt on the job?
- What percentage know another teen who has been hurt?

Two-item questions

- Are employers assigning teens hours which are not allowed by law?
- Do recent immigrants know less about their rights?
- Do male and female teens work for different reasons?

Attitude questions

- If a person knows someone who was hurt on the job, do they have a different attitude toward work safety?
- Does someone's age affect their attitude toward work safety?

- Which items on the survey most affect attitudes toward work safety?

(For attitude questions like the three above, groups should decide which survey responses should be considered “safety-positive” and which responses “safety-negative.”)

D. Formulating a hypothesis.

(15 minutes)

Give each student a copy of the *Survey Instructions* (Handout #4). Explain that the small groups you assigned will now meet for about 15 minutes. By the end of that time, each group should:

- Read Handout #4, which explains the steps the group should follow today.
- Decide what question the group wants to answer (if they have not already been assigned one).
- Decide which items on the *Work and Safety Survey Form* are related to their question. It is this data that the group will need to analyze at the next class meeting, after doing the survey.
- Develop a **hypothesis** based on their assigned question. This is an “educated guess” about what the survey results will be. Each group should come up with just *one* hypothesis.

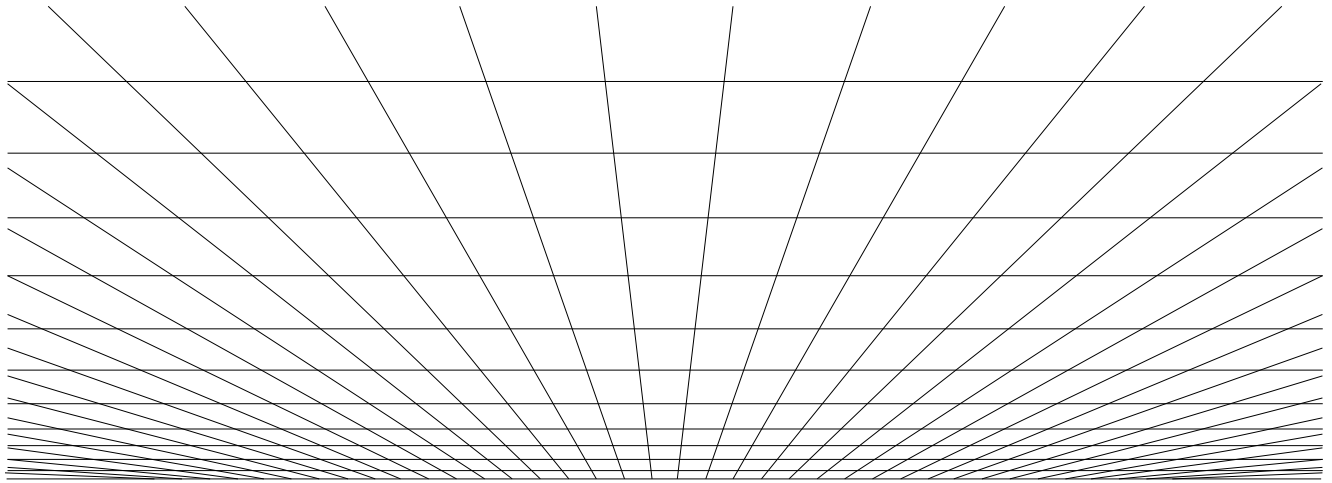
While the groups are meeting, you should circulate among them, giving any help that may be needed. Students may need the most help in deciding which items on the survey form are relevant to their question.

E. Homework.

(5 minutes for explanation)

After the groups have met, bring the whole class back together. Ask if each group has developed a hypothesis. Reiterate that the homework assignment is for each student to complete five surveys. Students should have people fill out the *entire* survey, even though their own group is just concerned with one or two items on the form. (Groups will share their data at the next class.)

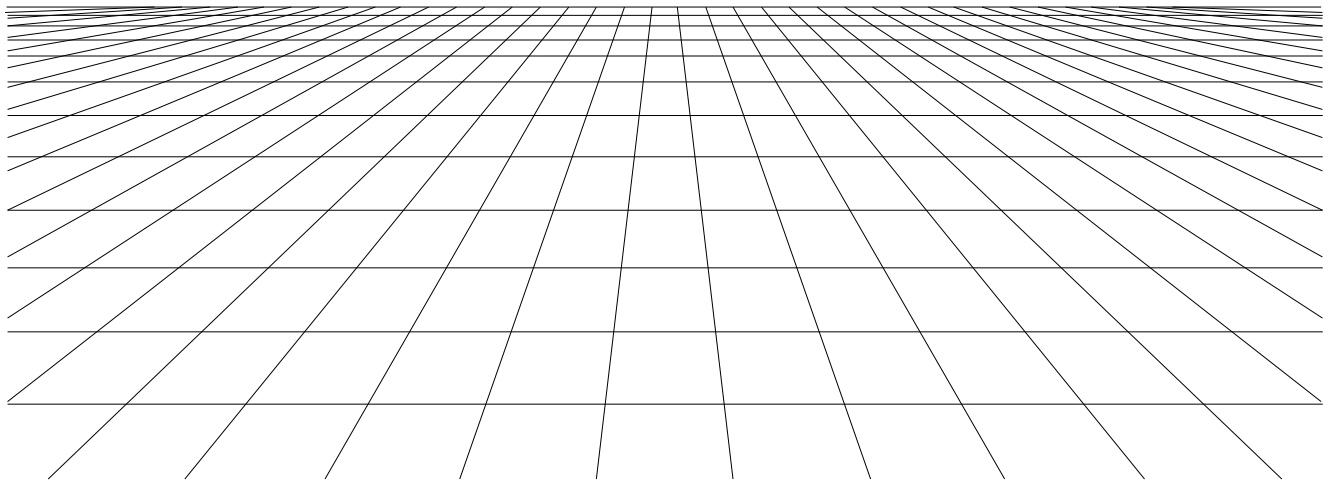
Answer any questions the students may have. Make sure students understand who they should survey and how many surveys they need to do. Tell them to have their data collected and ready for analysis by the next class meeting.



4

LESSON FOUR

Survey Analysis



Lesson Plan Four

Activity	Grouping	Time	Materials
<p>A. Gather completed surveys.</p> <p>Groups inform the teacher how many completed surveys they collected.</p>	Small groups	15 minutes	<ul style="list-style-type: none"> ● Completed survey forms.
<p>B. Tabulate results.</p> <p>Each group will:</p> <ul style="list-style-type: none"> ● Tabulate relevant items from their own surveys. ● Tabulate the same data from other groups' surveys. ● Record results in a table and bar graph. 	Small groups	25 minutes	<ul style="list-style-type: none"> ● Handout #5. ● Graph paper.
<p>C. Analyze results.</p> <p>Each group compares its results to its original hypothesis.</p>	Small groups	10 minutes	

Total Class Time: 50 minutes

DETAILED TEACHER'S INSTRUCTIONS

A. Gather completed surveys.

(15 minutes)

Have students break into the same small groups they were in at the previous class. Assign a “Group ID Number” to each group (#1, #2, #3, #4, #5, etc.).

Each group should staple together (in **one** packet) all the completed surveys they collected. On the front of the packet they should write their Group ID Number and the number of surveys in the packet.

For example, one group might write prominently on the front of its packet, “Group #3—20 surveys.”

B. Tabulate results.


(25 minutes)

Pass out *Test Your Hypothesis* (Handout #5) to each student in each small group. Tell the groups to take a few minutes to read it. Also give each group a few sheets of graph paper.

Handout #5 has complete instructions on how the groups should proceed. Each group should:

- Review (from the previous class) their research objectives, their hypothesis, and which items on the survey form they decided were relevant to their hypothesis.
- Make a table to record the resulting data (following the instructions in the handout). Make the boxes in the table large, because by the end of the exercise, students will tally the surveys from the entire class.

The object is to tabulate responses to the survey questions. Each group will begin by tabulating their own packet of surveys, then exchange packets with other groups. Each group should follow these steps. See Handout #5 for more details on the procedure.

1. Using their own packet of surveys, tabulate all the responses to the survey items that are **relevant** to their hypothesis. Use hash marks to count the various possible responses to each item: 

2. When finished with the packet, make a record of the “Group ID Number” and the total number of surveys (written on the front of the packet). Since groups will trade packets, the ID Number helps to make sure no group gets the same packet twice.
3. Trade packets with another group, and tabulate the relevant responses from the new packet. Remember to record the ID Number and the number of surveys in the new packet.
4. Continue trading packets until the group has tabulated them all.
5. Add up the totals (for all the packets combined) for each possible response to each survey item being analyzed. Do this by counting the hash marks. Put the totals in the table.
6. Calculate the percentage of people giving each response. Write these percents in the table.
7. Finally, make a bar graph showing the data (following the instructions in the handout).

While the groups are working, you should circulate among them to answer any questions. Also make sure all groups are clear on their hypothesis, which survey items to analyze, how to construct tables, and how to create bar graphs.

You may also want to explain to the groups why it is important to trade survey packets. This allows every group to analyze **all** the surveys from the class. Every group then has a larger **sample size** from which to draw its data. The larger the sample size, the more accurate the results.

C. Analyze results.

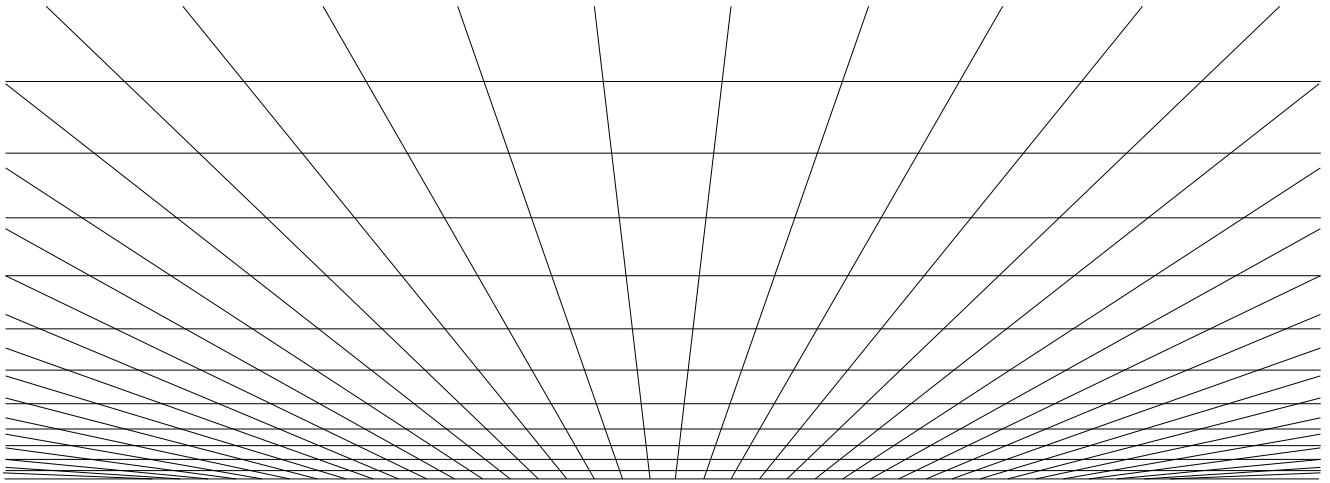
(10 minutes)

Next, each group should use their table and bar graph to compare the survey results to their original hypothesis. Are the results what the group expected? If they are not what was expected, the group should discuss the possible reasons.

Some students may feel disappointed if the data fails to support their hypothesis. Explain that disproving a hypothesis also provides important scientific information.

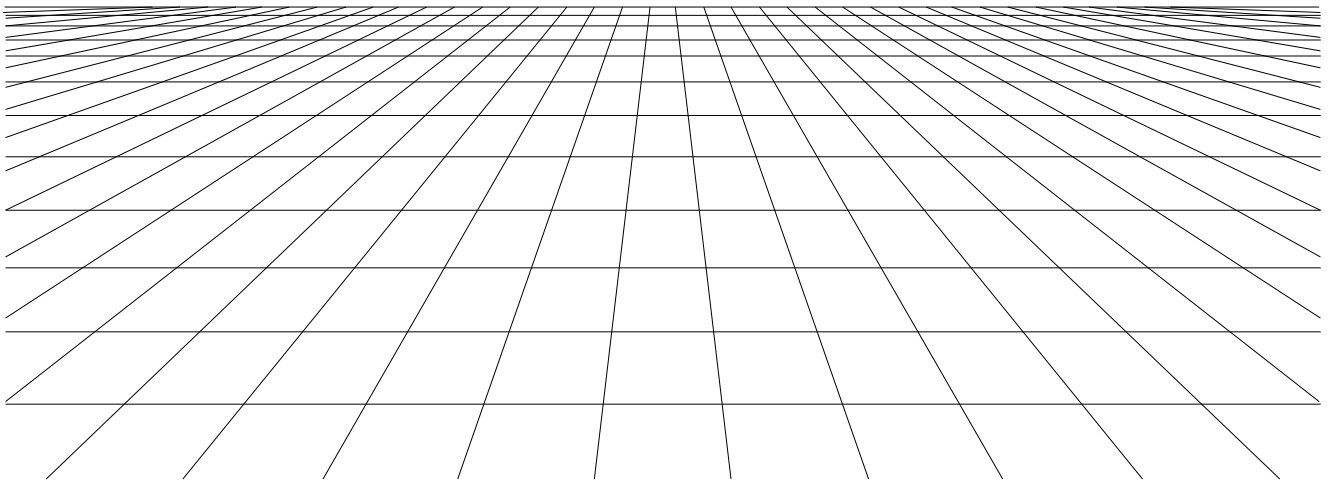
Groups should now begin to prepare for the next class, where they will give presentations about their results. First, groups should talk about the “Points for Discussion” in Handout #5, which was distributed earlier.

Finally, ask everyone to read the “Student Presentation Guidelines” at the end of Handout #5 prior to the next class. It explains what information should be included in the group’s final presentation.



5 **LESSON FIVE**

Presenting Your Results



Lesson Plan Five

Activity	Grouping	Time	Materials
A. Student presentations. Small groups present their data and analysis to the class.	Class	30–40 minutes	
B. Summing up. Students discuss their reactions to the project and ask any questions they have. If there is time, the teacher can also pose some broader related issues.	Class	10–20 minutes	

Total Class Time: 50 minutes

DETAILED TEACHER'S INSTRUCTIONS

A. Student presentations.

(30–40 minutes, depending on the number of groups)

Ask each small group to present its results to the class. Each presentation should be limited to five minutes or less. A group may choose one spokesperson to give its presentation, or several group members may give the presentation together. Every group should:

- State its research objective and its hypothesis.
- Explain which items on the *Work and Safety Survey Form* were relevant.
- Show the class its table and bar graph, and explain the figures.
- Compare the results to its hypothesis.
- Discuss what group members learned from the results:
 - What was expected or unexpected?
 - What are some possible reasons for any unexpected results?
 - What was especially interesting about the results?

Evaluate each group as it makes its presentation. Consider the complexity of the topic, the appropriateness of the survey items chosen, the accuracy and quality of the table and bar graph, and the clarity of the overall presentation and conclusions.

B. Summing up.

(10–20 minutes)

Ask students to share their reactions to the entire project, and answer any questions they have. Involve the whole class in this discussion.

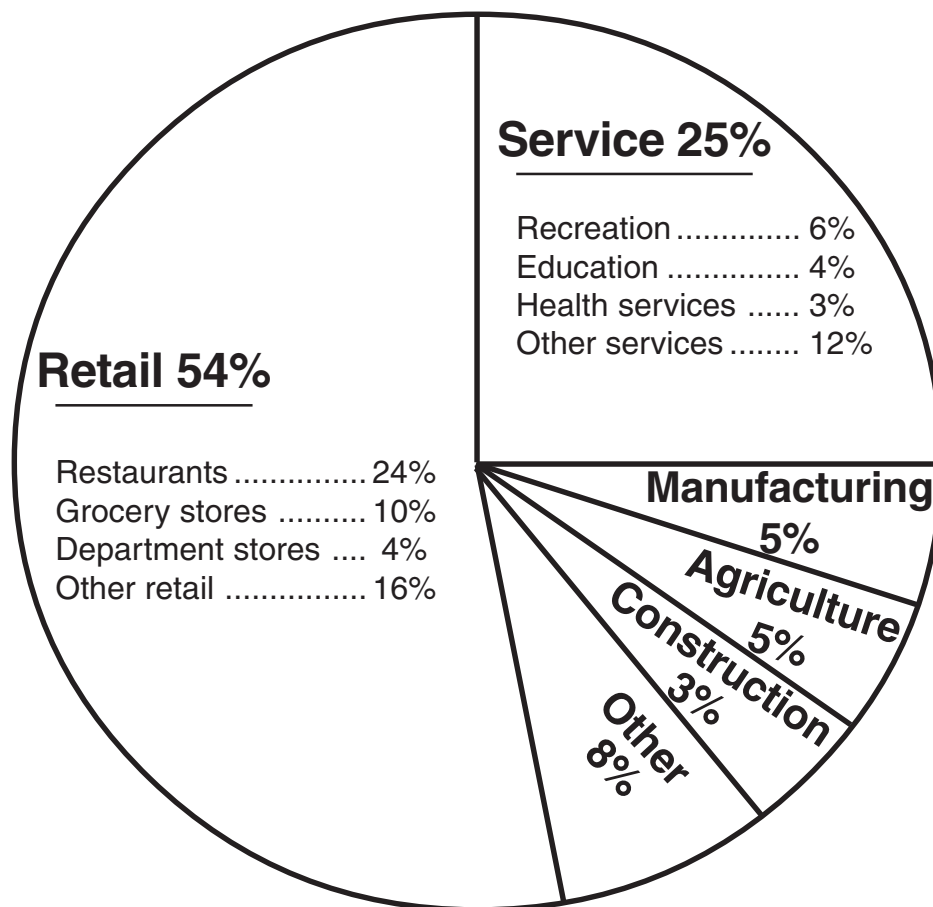
If there is time, you may want to pose some broader related issues (either on scientific method or on workplace safety). Let the whole class discuss them. For example:

- Were the sample sizes adequate? What is an adequate sample size?
- Do you think the teens who were surveyed are typical of teens nationwide? Why or why not?
- What's the biggest problem that teens face on the job?

Overheads

Where Do U.S. Teens Work?

- Most teen jobs are part-time, temporary, and low-paying.
- Many teens work in industries that have high injury rates. Examples: grocery stores, health services, and recreation.
- This chart shows where U.S. teens work:



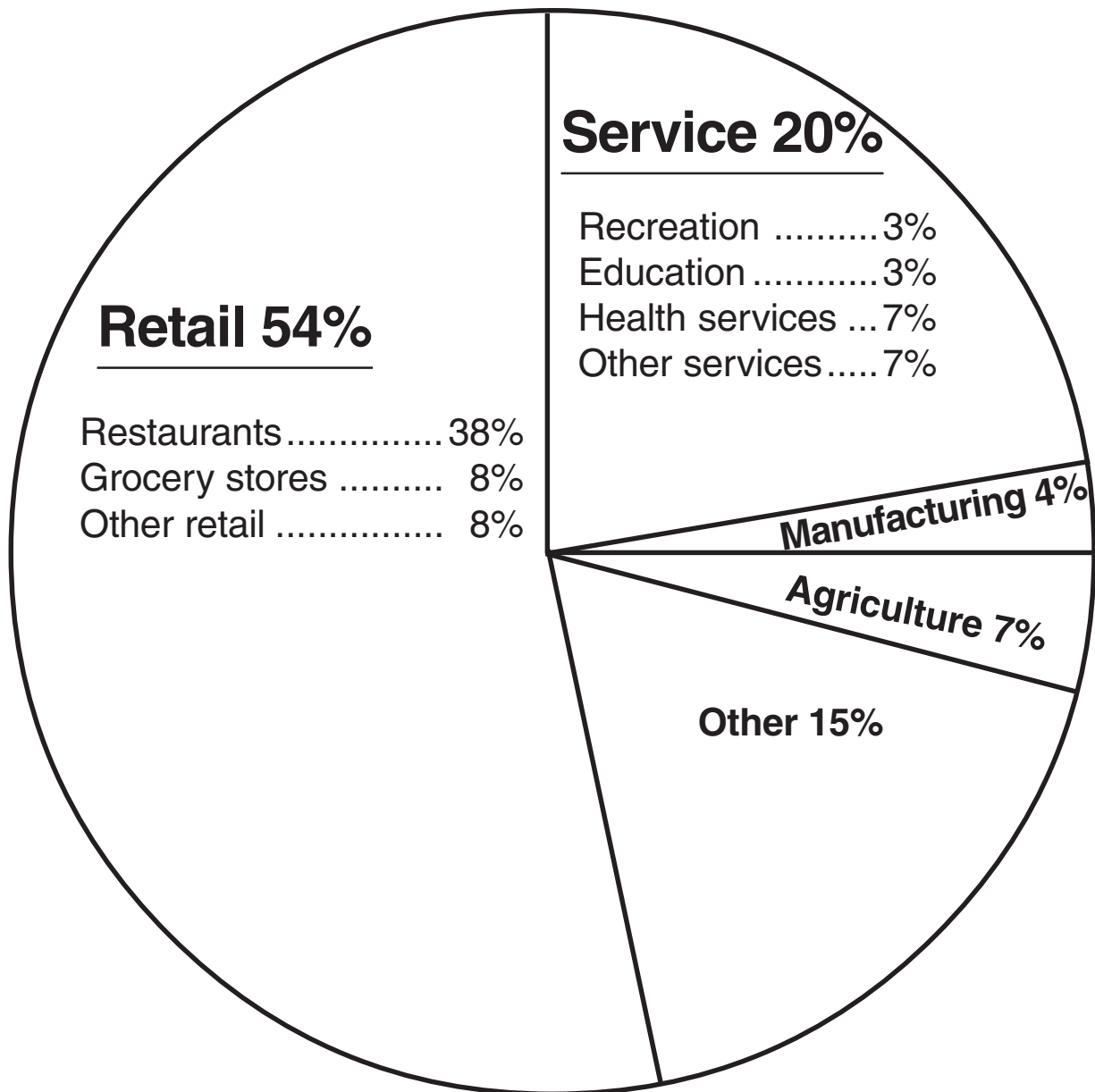
Thousands of Teens Are Injured on the Job

- Millions of U.S. teens work, and thousands are injured on the job every year.
- About 64,000 U.S. teens (ages 14–17) went to hospital emergency rooms with job injuries in 1992.*
- Teen job injury rates:
 - are higher for males than for females.
 - are higher for older teens than for younger ones.
- Common teen job injuries include cuts, sprains, strains, burns and fractures.
- About 70 U.S. teens (ages 16–17) died from job injuries every year during the 1980s.* Leading causes of death were motor vehicles, farm machinery, other machines, electrocution, and homicides.

** These are the latest figures available.*

Where Are Teens Injured?

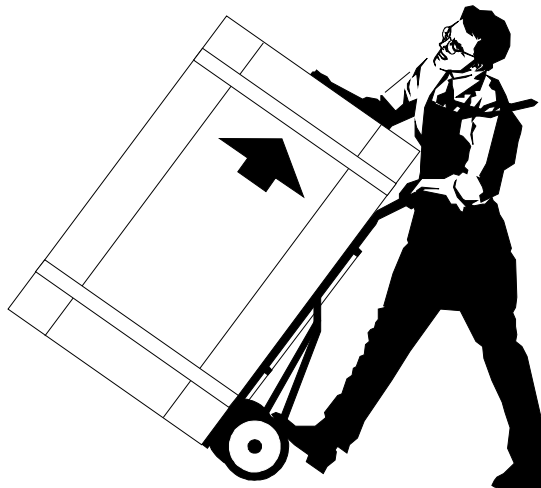
- This chart shows U.S. teen injuries by industry in 1992:



How Are Teens Injured?

- Statistics show that many teen job injuries are caused by:
 - Driving motor vehicles
 - Operating tractors
 - Handling hot liquids and grease
 - Using cutting tools
 - Using non-powered hand tools
 - Lifting heavy objects
 - Working late at night
 - Working alone.

- The law prohibits teens from doing some of these tasks (but not all).





Handouts

Are You a Working Teen?



**Protect Your Health
Know Your Rights**

Labor Occupational Health Program
University of California, Berkeley

Science Handout #1—Page 2

Could I Get Hurt or Sick on the Job?

Every year **70 teens die** from work injuries in the United States. Another **64,000 get hurt** badly enough that they go to a hospital emergency room.

Here are the stories of three teens:

- 18-year-old Sylvia caught her hand in an electric cabbage shredder at a fast food restaurant. Her hand is permanently disfigured and she'll never have full use of it again.
- 17-year-old Joe lost his life while working as a construction helper. An electric shock killed him when he climbed a metal ladder to hand an electric drill to another worker.
- 16-year-old Donna was assaulted and robbed at gunpoint at a sandwich shop. She was working alone after 11 p.m.

Why do injuries like these occur? Teens are often injured on the job due to unsafe equipment, stressful conditions, and speed-up. Also they may not receive adequate safety training and supervision. Teens are much more likely to be injured when they work on jobs they are not allowed to do by law.

What Are My Rights on the Job?

By law, your employer must provide:

- A safe and healthful workplace.
- Training about health and safety, including information on chemicals that could be harmful to your health.
- Protective clothing and equipment.
- Payment for medical care if you get hurt or sick because of your job. You may also be entitled to lost wages.
- At least the minimum wage, \$5.75 an hour as of March, 1998. In some cases, employers can pay less than minimum wage during your first three months, if you are under 18. Call toll-free ☎ 1-888-275-9243 for more information.

You also have a right to:

- Report safety problems to Cal/OSHA.
- Work without racial or sexual harassment.
- Refuse to work if the job is immediately dangerous to your life or health.
- Join or organize a union.

What Hazards Should I Watch Out For?

Type of Work	Examples of Hazards
Janitor/Clean-up	<ul style="list-style-type: none">• Toxic chemicals in cleaning products• Blood on discarded needles
Food Service	<ul style="list-style-type: none">• Slippery floors• Hot cooking equipment• Sharp objects
Retail/Sales	<ul style="list-style-type: none">• Violent crimes• Heavy lifting
Office/Clerical	<ul style="list-style-type: none">• Stress• Harassment• Poor computer work station design

Science Handout #1–Page 3

Is It OK to Do Any Kind of Work?

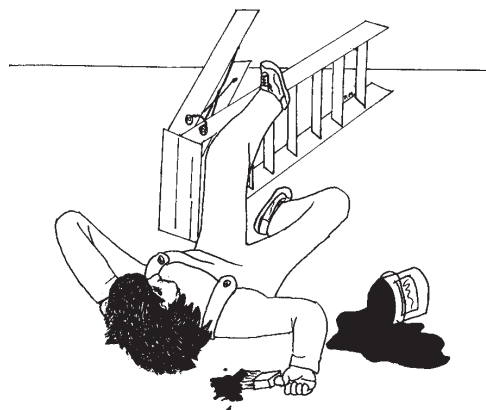
NO! There are laws that protect teens from doing dangerous work.

In California no worker under 18 may:

- Drive a motor vehicle or forklift on the job
- Use powered equipment like a circular saw, box crusher, meat slicer, or bakery machine
- Work in wrecking, demolition, excavation, or roofing
- Work in logging or a sawmill
- Handle, serve, or sell alcoholic beverages
- Work where there is exposure to radiation

Also, no one 14 or 15 years old may:

- Do baking or cooking on the job (except at a serving counter)
- Work in dry cleaning or a commercial laundry
- Work on a ladder or scaffold
- Do building, construction, or manufacturing work
- Load or unload a truck, railroad car, or conveyor



Are There Other Things I Can't Do?

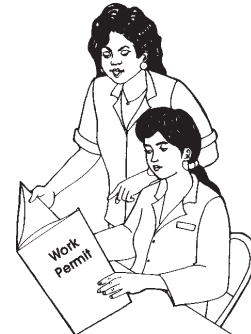
YES! There are many other restrictions regarding the type of work you can and cannot do.

If you are **under 14**, there are even stricter laws to protect your health and safety.

Check with your school counselor or job placement coordinator to make sure the job you are doing is allowed.

Do I Need a Work Permit?

YES! If you are under 18 and plan to work, you must get a work permit from your school (unless you have graduated).



What Are My Safety Responsibilities on the Job?

To work safely you should:

- Follow all safety rules and instructions
- Use safety equipment and protective clothing when needed
- Look out for co-workers
- Keep work areas clean and neat
- Know what to do in an emergency
- Report any health and safety hazard to your supervisor

Should I Be Working This Late or This Long?

Child labor laws protect teens from working too long, too late, or too early.

This table shows the hours teens may work. (There are exceptions for students in work experience programs.)

Work Hours for Teens		
	Ages 14 and 15	Ages 16 and 17
Work Hours	<ul style="list-style-type: none"> • Not before 7 am or after 7 pm during the school year • Not during school hours • 7 am–9 pm during the summer 	<ul style="list-style-type: none"> • Not before 5 am or after 10 pm on school nights • Not before 5 am or after 12:30 am when there is no school the next day
Maximum Hours When School Is in Session	<ul style="list-style-type: none"> • 18 hours a week, but not over: <ul style="list-style-type: none"> • 3 hours a day on school days • 8 hours a day Saturday—Sunday and holidays 	<ul style="list-style-type: none"> • 48 hours a week, but not over: <ul style="list-style-type: none"> • 4 hours a day Monday–Thursday • 8 hours a day Friday–Sunday and holidays
Maximum Hours When School Is <i>not</i> in Session	<ul style="list-style-type: none"> • 40 hours a week • 8 hours a day 	<ul style="list-style-type: none"> • 48 hours a week • 8 hours a day

What If I Need Help?

- Talk to your boss about the problem.
- Talk to your parents or teachers.
- For health and safety information and advice, call U.C. Berkeley's Labor Occupational Health Program (LOHP).

☎ (510) 642-5507

- If necessary contact one of these California government agencies: (your local number can be found in the State Government pages.)

➤ **Cal/OSHA** (under Industrial Relations Dept.)—to make a health or safety complaint.

☎ (415) 972-8500

➤ **Labor Standards Enforcement** (under Industrial Relations Dept.) to make a complaint about wages or work hours.

☎ (415) 557-7878

➤ **Fair Employment and Housing**—to make a complaint about sexual harassment or discrimination.

☎ (800) 884-1684

You have a *right* to speak up!

It is illegal for your employer to fire or punish you for reporting a workplace problem.





Check Your Understanding

Questions on the Factsheet

1. Who is responsible for keeping the workplace safe and healthy?
2. Are teens allowed to drive a motor vehicle on the job?
3. Who pays for your medical care if you get hurt or sick because of your job?
4. Can 16 year olds work on ladders or scaffolds?
5. Are teens allowed to work with restaurant equipment like slicers or bakery machines?
6. Who is responsible for *supplying* safety equipment and protective clothing?
7. Who is responsible for *using* safety equipment and protective clothing?
8. If you are over 18 years old but still in high school, do you need a work permit?



Science Handout #2

Page 2

- 9.** If you graduated from high school but are still under 18, do you need a work permit?

- 10.** If you are 15 years old, how late in the evening can you work during the school year?

- 11.** What are four things you can do if you need help with a problem at work?

- 12.** Who can you call to complain about a health and safety problem at work?

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

- 14.** Can your employer pay you less than the minimum wage?

- 15.** Who can you call if your employer doesn't pay you the minimum wage or makes you work too many hours?

- 16.** Who should you call if you are a victim of sexual harassment or discrimination on the job?

Work and Safety Survey Form



1. Age: _____
2. Male Female
3. Were you:
 Born in the U.S.? Born in another country (immigrant)?
4. YES NO Have you ever had a job?
5. YES NO Do you have a job now?
6. YES NO Do you know what OSHA is?
7. YES NO Have you heard of laws that say teens can only work certain hours?
8. YES NO Do you know what a work permit is?
9. YES NO Do you know at least one teen who has been hurt on the job?



Fill out this section if you have ever worked.

10. Is the job:
- | | | |
|-------------------------------------------|------------------------------------------------------|------------------------------------------|
| <input type="checkbox"/> in a restaurant? | <input type="checkbox"/> in a store? | <input type="checkbox"/> in a factory? |
| <input type="checkbox"/> in an office? | <input type="checkbox"/> in construction? | <input type="checkbox"/> in health care? |
| <input type="checkbox"/> with children? | <input type="checkbox"/> other? (Type of job: _____) | |



Science Handout #3

Page 2

11. YES NO Do you ever work after 10pm on school nights?

12. YES NO Do you ever work alone (without a supervisor or co-worker present)?

13. Why do you work? (*You may check more than one.*)

- | | |
|-------------------------------------------------|------------------------------------------------------------------|
| <input type="checkbox"/> To support your family | <input type="checkbox"/> To buy something expensive (like a car) |
| <input type="checkbox"/> To earn spending money | <input type="checkbox"/> Because your friends work |
| <input type="checkbox"/> To learn new skills | <input type="checkbox"/> To have something to do |

14. YES NO On *any* job, have you ever been asked to do work that you felt was unsafe?

15. YES NO On *any* job, have you ever been injured?
(*Type of injury:* _____)



Everyone should fill out this section.

—Give your opinion—

16. AGREE DISAGREE If teens pay attention to what they are doing, they won't get hurt on the job.

17. AGREE DISAGREE I want safety training before I begin any new job.

18. AGREE DISAGREE Most teen injuries can't be prevented.

19. AGREE DISAGREE I know the hazards on my job and how to protect myself.

20. AGREE DISAGREE Most teen jobs are quite safe.

Thank you.

Survey Instructions

Your group's assignment is to survey other teens using the *Work and Safety Survey Form*. You will do the survey as your homework after today's class.

① TODAY

- Meeting with your group, decide what question you want to answer with the survey. This is your *research objective*. (The teacher may assign you a research objective.)
- Decide which items on the *Work and Safety Survey Form* are related to your research objective. This is the data you will need to analyze after doing the survey. Depending on your research objective, you may need to look at only one survey item, or more than one.
- Make an “educated guess” about the results. This is your *hypothesis*. Your group should come up with just *one* hypothesis.
- Discuss why you expect these results.

② AFTER CLASS

- Each student in your group should survey five people. Bring all the survey data you collect to the next class.

③ FUTURE CLASSES

- Meeting with your group, tabulate responses to the survey items you decided were relevant.
- Show your data both as a table and as a bar graph.
- Compare your results to your hypothesis.
- Make a group presentation to the whole class, explaining your results.

Test Your Hypothesis

1. Your group will be assigned a “Group ID Number” (#1, #2, #3, #4, #5, etc.). Staple together all the surveys your group collected (in **one** packet). Write your Group ID Number on the front of the packet.
2. Count your group’s completed surveys as directed by your teacher. How many completed surveys does your group have? This is called your group’s *sample size*. Write it next to the ID Number on the front of your packet.
3. Review (from the previous class) your group’s research objective (question), your hypothesis, and which items on the survey form you decided were relevant.
4. Make a table to record the data. **For example**, suppose your topic is:

Are immigrants less likely to know what OSHA is?

Responses to two items on the survey form will give you information relevant to this research objective:

#3. Were you born in the U.S., or born in another country (immigrant)?

#6. Do you know what OSHA is?

For each of these items, there are only two possible responses. In this example the responses to item #3 should be listed vertically in the table and the responses to #6 horizontally. Show both the number and the percent in each category.

At this point, a blank table may look like this:

	TOTAL	Number Who Know What OSHA Is	Percent Who Know What OSHA Is	Number Who Don't Know What OSHA Is	Percent Who Don't Know What OSHA Is
Immigrants					
Non-Immigrants					

Science Handout #5

Page 2

- Begin with your own group's packet of completed surveys. Find the survey items that relate to your group's research objective (in the example, #3 and #6). Using hash marks, tally the responses from each survey in your packet. For each survey form, look at Question #3 (about immigrant status). Make a hash mark in the "TOTAL" column next to either "Immigrants" or "Non-Immigrants." Then, on the same survey form, look at Question #6 (about knowledge of OSHA). Make another hash mark in the appropriate column (in the same row where you marked immigrant or non-immigrant).
- Now trade packets with another group, and tally the relevant responses from the new packet. Continue doing this until you have tallied all the packets. Remember to keep a record of each packet's Group ID Number and total number of surveys. Make sure you don't tally the same packet twice.

After you tally your results, your table may look like this:

	TOTAL	Number Who Know What OSHA Is	Percent Who Know What OSHA Is	Number Who Don't Know What OSHA Is	Percent Who Don't Know What OSHA Is
Immigrants	 			 	
Non-Immigrants	 	 		 	

- Now add up your hash marks and replace them with the actual numbers. From the records you kept as you tallied the packets, figure the total number of surveys you analyzed (from **all** the packets combined). This is your "sample size." Write it at the upper left of your table. Note that you can easily check your work. The sum of the "TOTAL" column (adding down) should equal your sample size, and each entry in the "TOTAL" column should be the sum of the two numbers in the same row (those who know about OSHA, and those who don't.)

Now your table may look like this:

Sample Size=50	TOTAL	Number Who Know What OSHA Is	Percent Who Know What OSHA Is	Number Who Don't Know What OSHA Is	Percent Who Don't Know What OSHA Is
Immigrants	20	5		15	
Non-Immigrants	30	18		12	

Science Handout #5

Page 3

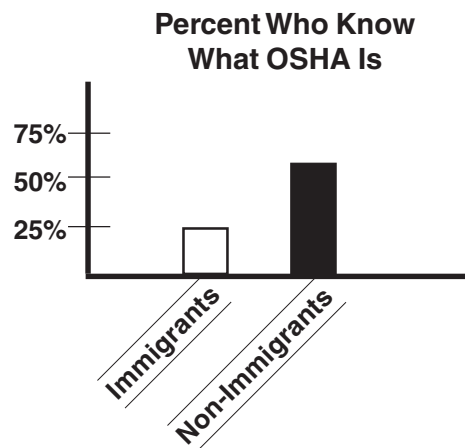
8. To finish your table, calculate the percent in each category. For example, among immigrants, the “Percent Who Know What OSHA Is” will be the “Number Who Know What OSHA Is” divided by the total number of immigrants.

Now your table is complete. It may look like this:

Sample Size=50	TOTAL	Number Who Know What OSHA Is	Percent Who Know What OSHA Is	Number Who Don't Know What OSHA Is	Percent Who Don't Know What OSHA Is
Immigrants	20	5	25%	15	75%
Non-Immigrants	30	18	60%	12	40%

9. On the graph paper supplied by your teacher, make a bar graph to show your results. Include a title, a label for each bar, and a vertical scale showing percentages.

For example:



Points for Discussion

After tabulating and graphing your data, your group should discuss these questions to help you prepare for your group's final report.

- Compare the results with your hypothesis. Did you get the results you expected? How are the results different? Why do you think they are different?
- How might your results be different if you did the same survey in a different place, or with a different group of people? Give some examples.

Student Presentation Guidelines

Limit your group's presentation to five minutes or less. Every group should:

- State your research objective (question).
- State your hypothesis.
- Explain which items on the *Work and Safety Survey Form* were relevant.
- Show the class your table and bar graph, and explain the figures.
- Compare your results to your hypothesis.
- Discuss what your group learned from the results.
 - What was expected or unexpected?
 - What are some possible reasons for any unexpected results?
 - What was especially interesting about your results?

Workplace Health and Safety



U.S. GOVERNMENT UNIT

TEACHER'S INTRODUCTION

Why discuss workplace health and safety in a government class?

Many teens hold jobs while attending school, and nearly all will work eventually. Students need basic health and safety awareness so they can protect themselves on the job. They especially need to be aware of the laws that regulate health, safety, and other working conditions.

In U.S. Government classes, students learn about the principles of democracy, including how laws are made and applied. This unit helps students understand existing health, safety, and child labor laws that directly affect their lives in the workplace. While the unit explains legal rights and responsibilities, it also encourages students to assess whether existing laws are too restrictive, afford adequate protection, or should be strengthened. The interactive activities included here are designed to show the law at work in actual everyday situations, and thereby bring the law to life.

Purpose and Teaching Methods

This unit is designed to build skills in basic research, critical thinking, advocacy, debate, and group participation. It also presents specific practical information about laws and public policies that affect teens' jobs and working conditions.

Students will:

- Critically examine young people's working conditions in both modern and historical times.
- Develop and justify model laws to improve teen working conditions.
- Compare and contrast their model laws with existing laws.
- Apply existing laws to case studies depicting "real life" situations that teens may face on the job.
- Research arguments for and against child labor laws, and participate in a debate on this subject.

A major goal of this unit is to help students evaluate various alternative solutions to workplace problems. Students are encouraged to address problems in a way that is effective but also realistic.

Students' major homework assignment for the week is preparation for the debate, which will be held at the final class. Each student will prepare to argue both for and against child labor laws, utilizing background information found through library research and/or other resources.

The unit is designed for senior U.S. Government classes. It fits within the guidelines for Secondary Curriculum: Grade Twelve (Principles of American Democracy) in the *History-Social Science Framework for California Public Schools* (1988).

The unit can be used at the beginning of a U.S. Government course, or at any time thereafter. Each lesson builds on the knowledge and skills taught in the previous lessons. Therefore, it is important to present the entire unit in the sequence shown here.

Contents and Time

This unit takes approximately five hours to complete. It consists of five lessons, each designed to be presented during one 50-minute class session.

Lessons are:

- ✓ **1.** There Ought To Be a Law!
- ✓ **2.** Teen Workers' Rights
- ✓ **3.** Applying the Law
- ✓ **4.** Preparing To Debate
- ✓ **5.** The Debate

Objectives—Social Science Skills

Students will be able to:

- Analyze and discuss job health and safety problems facing teens, based on information from first-hand accounts, factsheets, and personal experience.
- Develop model laws in response to workplace problems.
- Describe several existing labor laws affecting teen workers, and explain their purpose and limitations.
- Apply existing laws and regulations to “real life” scenarios depicting teens on the job.
- Participate effectively in groups working toward a common goal.
- Resolve and develop arguments on both sides of a public policy issue.
- Debate the pros and cons of protective regulations for teen workers.

Objectives—Workplace Health and Safety

Students will be able to:

- Identify workplace health and safety problems, both historical and contemporary.
- Explain teen workers' rights under the law—health and safety, work hours, and working conditions.
- Name three agencies that enforce these protections.
- Articulate the purpose of protective regulations and discuss whether they are needed.
- Explore their own attitudes toward safety and labor regulations.

Materials for the Teacher

The following materials are supplied for the teacher:

- **Lesson Plan and Detailed Teacher's Instructions** for each class session (Lessons 1–5).
- **Overheads** to show the class. (Masters are at the end of the unit, following Lesson 5.)
 - Overhead #1—*Where Do U.S. Teens Work?*
 - Overhead #2—*Thousands of Teens Are Injured on the Job*
 - Overhead #3—*Where Are Teens Injured?*
 - Overhead #4—*How Are Teens Injured?*
 - Overhead #5—*Child Labor Laws*
 - Overhead #6—*Job Health and Safety Laws*
 - Overhead #7—*More Worker Rights*
 - Overhead #8—*Who Enforces the Law in California?*

Materials for Students

To present this unit, the teacher will need the following materials to distribute to students:

- **Handouts.** Make one copy of each handout for each student. (Masters are at the end of the unit, following Lesson 5.)
 - Handout #1—*There Ought To Be a Law!*
 - Handout #2—*Are You a Working Teen?*
 - Handout #3—*Check Your Understanding*
 - Handout #4—*Debate Worksheet*
 - Handout #5—*Case Studies—Rights on the Job*

Teacher Preparation

- Read all five lessons and decide how to adapt them to meet the needs of your class.
- Read the “General Unit” curriculum in this binder for additional introductory health and safety activities that you may want to use.
- Obtain an overhead projector to show the transparencies that are included with this unit.
- Obtain a VCR to show the video that is included with this curriculum. (This 12-minute video, *Your Work—Keepin’ It Safe*, was produced by UCLA’s Labor Occupational Safety and Health Program.)
- Make enough copies of all Student Handouts (see section above).

Tips From Teachers Who Have Used This Unit

- “I started by showing *Shattered Dreams*, a video about international child labor. It grabbed students’ attention, and helped put the issue of working teens in perspective.”

- “My students had never held a debate before, so they needed a lot of help preparing for it. They didn’t all understand what an ‘argument’ was, in the context of a debate, and some didn’t know how to back up what they said.”
- “It’s really important to bring in the historical perspective. Remind students about things they may have studied in history class—why child labor laws were passed, and the role labor unions played. Emphasize that none of these protections came easily. It would be great to work with a U.S. History teacher to help tie it all together.”



1

LESSON ONE

There Ought To Be a Law!

Lesson Plan One

Activity	Grouping	Time	Materials
<p>A. Introduction to the unit.</p> <p>Teacher explains the purpose of this unit, and gives a preview of major activities included.</p>	Class	5 minutes	
<p>B. Brainstorm—Unsafe working conditions.</p> <p>Class develops a list of unsafe conditions that workers may face.</p>	Class	10 minutes	
<p>C. Health and safety issues for working teens.</p> <p>Teacher presents national statistics on teen workers and job injuries.</p>	Class	10 minutes	<ul style="list-style-type: none"> ● Overheads #1–4.
<p>D. There ought to be a law!</p> <p>Meeting in small groups, students read first-hand accounts depicting teens and unsafe working conditions. Groups identify the hazards in each story, and propose new laws to improve conditions.</p>	Small groups	20 minutes	<ul style="list-style-type: none"> ● Handout #1. ● Butcher paper. ● Marking pens.
<p>E. Homework.</p> <p>Students answer a set of questions about the factsheet, <i>Are You a Working Teen?</i></p>	Individual	5 minutes (for explanation)	<ul style="list-style-type: none"> ● Handouts #2–3.

Total Class Time: 50 minutes

DETAILED TEACHER'S INSTRUCTIONS

A. Introduction to the unit.

(5 minutes)

Explain the purpose of this unit to the class.

Many students probably have jobs already, after school or on weekends. Someday they'll be working full time. It's important to realize that the workplace can be dangerous. Some teens get burns, cuts, and even serious diseases at work.

There are laws designed to protect workers on the job. This unit will discuss where laws come from, why they exist, what they say, and how they work. It will cover two main types of laws:

- **Job health and safety laws** that protect all workers

—and—

- **Child labor laws** that give special protection to young people.

Explain that many laws in our society exist to protect us from danger. But students may not usually think of the law that way. Some laws just seem to be a hassle or a nuisance—or even take away their freedom. On the other hand, most people agree that our food, water, and highways are safer because of the law.

Explain that later this week, there will be a class debate. The class will try to decide whether labor laws designed to protect teens are useful. Should these laws be stricter, or should they be less restrictive? Students will develop “pro” and “con” arguments, and everyone will be assigned to a team to prepare their case for the debate.

B. Brainstorm—Unsafe working conditions.

(10 minutes)

First ask the class a few background questions on teen work and teen workplace injuries:

- How many of you work?
- What kind of work do you do?

- Do you know anyone who has been hurt on the job?
- If so, what kind of injury?

As students answer the last two questions, list the types of injuries they mention on the board. Save your list for use later in this lesson.

Next, explain that the class will “brainstorm” to develop a list of unsafe or unhealthy conditions that workers may face on the job. Ask the class:

Can you give some examples of working conditions that might cause someone to get hurt or sick on the job?

To answer, students should draw on their own work experiences and those of friends, as well as on information from school, outside reading, or TV. Encourage them to think about working conditions in the past as well as the present, and in other countries as well as the U.S. (With some classes, you may want to give some hints.)

As students answer, make a list of the conditions they mention on the board. Your list might include:

- toxic chemicals
- fire hazards
- no emergency exits
- long hours
- late hours
- no breaks
- sharp objects
- unsafe machinery
- heavy lifting
- slippery floors
- no safety training
- no protective clothing
- overcrowding
- young children working

Save your list for use later in this lesson.

C. Health and safety issues for working teens.

(10 minutes)

Use the first four overheads to present key statistical information on where teens work and what kinds of injuries occur. (Overhead masters are provided at the end of this unit, following Lesson 5.)

After showing each overhead, ask the class the related discussion questions. (See section below.) The questions are designed to help students compare the national statistics given in the overheads to their own experiences.

- Overhead # 1, *Where Do U.S. Teens Work?*

Question: How many students in this class work in a restaurant? grocery store? office? with children? (Calculate the percentage of the class working in various occupations, and write the results on the board. Then compare the class figures to the national statistics in Overhead #1.)

- Overhead #2, *Thousands of Teens Are Injured on the Job*

Question: How many students in the class have *ever* been injured on *any* job? (Calculate the percentage of the class who have been injured on the job, and write the results on the board. If there is time, you may also want to break down the total by age and gender. Then, in a general way, compare these class figures to the national statistics in Overhead #2.)

- Overhead #3, *Where Are Teens Injured?*

Question: If you have ever been injured at work, on what kind of job did your injury happen? (Write students' responses on the board, and compare them to the national statistics in Overhead #3.)

- Overhead #4, *How Are Teens Injured?*

Questions: The overhead shows that a lot of teens get injured on the job when they work late at night, or work alone. How many students in this class work after 10pm on school nights? How many work alone? (Mention that later in this unit, the class will learn about laws that limit the hours teens can work.)

D. There ought to be a law!

(20 minutes)

In this exercise students will write model laws to improve working conditions for teens.

Give each student a copy of *There Ought To Be a Law!* (Handout #1). Everyone will work as a member of a small group. Ideally, each group should have 4 or 5 students, although this is flexible. Give each group a large piece of paper (butcher paper, etc.) and marking pens.

Handout #1 includes three separate stories, with a set of questions following each one. The stories depict teens working in unsafe

conditions—in both modern and historical times, and in both the U.S. and other countries. Assign each group to read **one** of the stories and answer the questions that follow it. (You may assign the same story to more than one group.)

Before the groups meet, explain that they will have 15–20 minutes to work. Each group will report back at the next class. Remind students to bring Handout #1 to the next class.

Explain that each group should:

- Choose someone to be the facilitator (to lead the discussion).
- Choose someone to be the recorder (to take notes on the discussion).
- Read the group’s assigned story from Handout #1. (This may be done any way the group chooses—one student reading aloud to the group, everyone reading silently, etc.)
- Read and discuss the questions following the story. The questions ask the group to identify the hazardous working conditions shown in the story, and to propose model laws that will improve teen working conditions. The model laws may be based on the working conditions in the story, on students’ own experience, or on the list of unsafe conditions that the class made earlier.
- Agree on **three** laws the group believes will protect teens the most. Use the butcher paper and marking pens to list the three laws, and save the list. Make the print large—it will be shown to the whole class later. Be prepared to justify the three laws at the next class. Groups should turn in their lists to the teacher to keep until the next class.
- **Bear in mind:** It’s not necessary to know what the current law actually says. Groups may propose a law whether or not similar legislation already exists. (At the next class, students will compare their model laws to existing U.S. law.)

E. Homework.

(5 minutes for explanation)

At the end of the class, bring everyone back together to assign tonight’s homework. Pass out the four-page factsheet *Are You a Working Teen?* (Handout #2). Also pass out *Check Your Understanding—Questions on the Factsheet* (Handout #3).

Tell students that the homework is to read the factsheet and answer the questions. (All the answers can be found in the factsheet.)

Also explain that students should keep the factsheet; it supplies background information they can use later. Remind them to bring Handouts #2 and #3 back to the next class.

This homework assignment should take no more than 30 minutes.



2

LESSON TWO

Teen Workers' Rights

Lesson Plan Two

Activity	Grouping	Time	Materials
<p>A. Video.</p> <p>Students watch a video, <i>Your Work—Keepin’ It Safe</i>, and discuss the issues it raises.</p>	Class	20 minutes	● Video and VCR.
<p>B. “Check Your Understanding” game.</p> <p>Students play a game based on the factsheet, <i>Are You a Working Teen?</i></p>	Small groups & class	10 minutes	● Handouts #2–3. (Copies used for homework.)
<p>C. There ought to be a law! (Report back).</p> <p>Small groups report on the model laws they developed at the previous class. Students compare these to existing U.S. laws.</p>	Class	15 minutes	● Handouts #1–2. (Copies used earlier.)
<p>D. Homework.</p> <p>Students are given their major week-long homework assignment. They will do research for a debate on whether child labor laws protecting teen workers are useful.</p>	Individual	5 minutes (for explanation)	● Handout #4.

Total Class Time: 50 minutes

DETAILED TEACHER'S INSTRUCTIONS

A. Video.

(20 minutes)

First, as a “warm-up” discussion, ask the class:

- How many of you have jobs?
- Do you think your job is dangerous?

Let the class spend a few minutes talking about their answers.

Next, as an introduction to the theme of job health and safety, show the video *Your Work—Keepin' It Safe*. (This 12-minute video is included with this curriculum. See page 7 of the **Introduction** at the beginning of the curriculum for more information.)

After the video, hold a brief class discussion of the issues it raises. Ask the class what hazards these teens face on their jobs.

If you are unable to show the video, see the General Unit curriculum for other activities you might use.

Explain to students that this curriculum will focus on workplace health and safety and teen workers' rights.

B. 'Check Your Understanding' game.

(10 minutes)

Make sure each person has brought copies of the two handouts used for homework—*Are You a Working Teen?* (Handout #2) and *Check Your Understanding* (Handout #3). Ask students what information was new to them, or surprised them. Did the factsheet mention rights or protections that they didn't know they had?

Now have the class play a game to review their homework. Divide the class into several teams, with 4 or 5 students per team. Pose the first question from Handout #3 to one team and give them 15 seconds to come up with an answer. Their team gets 10 points if they give the correct answer. If they don't answer correctly, any other team can volunteer an answer, and gets 10 points if it is correct. You may want to discuss the answer briefly.

Continue in the same way with as many questions as time allows. Rotate questions among the teams so they all have a chance. At the end of the game, the team with the most points wins. You can decide what the prize will be.

The section below provides the correct answers as well as some background information on each question. You may want to introduce some of the background information during the discussion.

✓ Check Your Understanding—Teacher’s Discussion Guide

1. Who is responsible for keeping the workplace safe and healthy?

Your employer is ultimately responsible for maintaining a safe and healthful work environment. But you also have a responsibility—you should follow all safety rules and instructions, use safety equipment provided by your employer, and keep work areas clean and neat.

2. Are teens allowed to drive a motor vehicle on the job?

For most occupations, California law says that you must be at least 18 years old to drive a motor vehicle on the job. (Teens working in agriculture are allowed to begin driving at age 16.)

3. Who pays for your medical care if you get hurt or sick because of your job?

Every California employer must carry workers’ compensation insurance. This covers medical care if you get hurt or sick on the job (even if it’s your own fault). In many cases, you are also entitled to payments that make up for wages you lost because of the injury. Because you can get these workers’ compensation benefits, you usually are not allowed to sue your employer for a job injury.

4. Can 16 year olds work on ladders or scaffolds?

In California, you can work in some types of construction beginning at age 16. This includes working on a ladder or scaffold. For more dangerous construction work, like roofing or demolition, you must be 18.

5. Are teens allowed to work with restaurant equipment like slicers or bakery machines?

In California, you must be at least 18 years old to work with any power machinery like a slicer or bakery machine.

6. Who is responsible for *supplying* safety equipment and protective clothing?

Your employer is required to provide any safety equipment you need. Your employer must also give you any necessary protective clothing (like gloves, aprons, or ear plugs). Your employer must train you in how to use this equipment.

7. Who is responsible for *using* safety equipment and protective clothing?

It is your responsibility to use the safety equipment and protective clothing you are given, as instructed by your employer.

8. If you are over 18 years old but still in high school, do you need a work permit?

No. In California, only students under 18 need to get a work permit before taking a job.

9. If you graduated from high school but are still under 18, do you need a work permit?

No. Only *students* under 18 need a work permit.

10. If you are 15 years old, how late in the evening can you work during the school year?

California teens who are 14 or 15 are not allowed to work after 7pm during the school year.

11. What are four things you can do if you need help with a problem at work?

- Talk to a supervisor about the problem.
- Talk to a parent or teacher.
- Talk to co-workers or friends.
- Call the appropriate government agency.

12. Who can you call to complain about a health and safety problem at work?

Cal/OSHA is the California government agency responsible for health and safety in the workplace. There are Cal/OSHA offices throughout the state. Your local office is listed in the “State Government” pages of the phone book under “Industrial Relations Dept., Occupational Safety and Health.” (You may want to bring a phone book to class and show students how to find the listing.)

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

No—it’s against the law. Still, some employers may *try* to fire you for this reason. In this case, you can file a complaint with the California Labor Commissioner, and you may be able to get your job back. (You may also get back pay.) See the “State Government” pages of the phone book under “Labor Commissioner.”

14. Can your employer pay you less than the minimum wage?

If you’re under 18, your employer can sometimes pay you less than minimum wage for the first 90 days of employment. After the 90 days, you must get at least the minimum wage.

15. Who can you call if your employer doesn’t pay you the minimum wage or makes you work too many hours?

The California Labor Commissioner is responsible for wage and hour laws. See the “State Government” pages of the phone book under “Labor Commissioner.” The California minimum wage is \$5.75 an hour as of March, 1998.

16. Who should you call if you are a victim of sexual harassment or discrimination on the job?

Call the California Fair Employment and Housing Department. See the “State Government” pages of the phone book under “Fair Employment and Housing Department.”

C. There ought to be a law! (Report back).

(15 minutes)

During Lesson 1, students met in small groups to develop laws that they felt would protect young workers the most. Now they will present their model laws to the class. Make sure everyone has their copy of *There Ought To Be a Law* (Handout #1), which was used in Lesson 1.

Each small group previously chose a recorder to take notes on their discussion. The recorder may present the group's report, or the group may select someone else (possibly even several people).

Ask each group to report in turn. As each group reports, they should post their three model laws at the front of the class. (They previously wrote these out in large print on butcher paper.) In addition to reading and discussing their model laws, groups should explain **why** they believe each law is needed.

After all the groups have reported, ask the class if they can think of any other laws that are needed, but that no one has mentioned.

Is There a Law?

Next have students compare the model laws they developed with the actual law in the U.S. Do any of their model laws already exist?

Ask everyone to turn to the factsheet *Are You a Working Teen?* (Handout #2), which they read previously. Ask each group if they can find laws or regulations mentioned in the factsheet that are similar to their model laws.

In cases where students find that a law similar to the model already exists, ask them to compare the model law to the actual one. How are the two the same? How are they different? Does the model law or the actual law give teens better protection? Would either the model law or the actual law cause problems for teens? Discuss the answers that the class gives.

Here's an example:

- **Model law:** If you need gloves to do your job safely, your employer must pay for them.
- **Actual law:** Your employer must provide any protective clothing or equipment you need. (*Are You a Working Teen?*, page 2.)

- **Comparison:** The actual law is stronger—it covers **any** kind of protective gear. (Safety glasses, respirators, etc. as well as gloves.)

If you need more details on the existing law to guide this discussion, sources of background information are listed in the **Resource Section** at the end of the entire curriculum.

D. Debate assignment.

(5 minutes for explanation)

Give each student a copy of the *Debate Worksheet* (Handout #4). Explain that this is a major week-long homework assignment. Later this week, students will conduct a debate on whether child labor laws covering teen workers are useful. Do we need such laws, or not? Do you support such laws, or not? Do teens need this protection, or do the laws just create unnecessary restrictions?

Students' assignment is to read Handout #4 carefully, and to begin preparation for the debate.

Explain that an “argument” is a statement that clearly supports one side or another of a question. Everyone must prepare arguments on both sides of this issue—three “pro” and three “con” arguments. Each student should bring the completed *Debate Worksheet* to the fourth class, where debating teams will be formed and assigned one side or the other.

Explain that “pro” and “con” arguments about protective labor laws may be based on either historical or present-day source material. Very effective arguments on both sides can be developed by comparing the working conditions faced by teens in historical and modern times. What has changed, and what hasn't? What impact has the law had?

Point out that some possible sources of information (both a book and websites) are listed in the *Debate Worksheet*.

Answer any questions that students may have about the assignment.



3

LESSON THREE

Applying the Law

Lesson Plan Three

Activity	Grouping	Time	Materials
<p>A. Teen workers and the law.</p> <p>Teacher presents an overview of the major health, safety, and labor laws that protect teen workers.</p>	Class	10 minutes	<ul style="list-style-type: none"> ● Overheads #5–8.
<p>B. Case studies—Rights on the job.</p> <p>Meeting in small groups, students read short workplace scenarios and identify violations of applicable laws.</p>	Small groups	15 minutes	<ul style="list-style-type: none"> ● Handout #2. (<i>Copies used earlier.</i>) ● Handout #5.
<p>C. Report back and discussion.</p> <p>Small groups report to the class on the violations they found in the case studies. The class discusses the case studies further.</p>	Class	15 minutes	
<p>D. Debate reminder.</p> <p>Teacher reminds students about the week-long debate research assignment, and answers any questions. Completed worksheet is due at the next class.</p>	Class	5 minutes	
<p>E. Homework.</p> <p>Students are asked to write a case study of their own, similar to those covered in class today</p>	Individual	5 minutes <i>(for explanation)</i>	

Total Class Time: 50 minutes

DETAILED TEACHER'S INSTRUCTIONS

A. Teen workers and the law.

(10 minutes)

Use Overheads #5–8 to summarize the major health, safety, and labor laws that protect workers on the job, including laws that are covered in the factsheet (Handout #2).

Especially for Teens

- Overhead #5, *Child Labor Laws*, explains the limits on teens' working hours and the kind of work they can do. As you show this overhead, ask the class how many think it is important to have laws that specifically cover teen workers. Point out that this is one of the issues on the *Debate Worksheet* that they are doing as homework. Tell them to be sure to find facts to support the arguments they make on the worksheet.

For All Workers

- Overhead #6, *Job Health and Safety Laws*, covers a few basic legal principles of health and safety—the right to a safe workplace, the right to report unsafe conditions, the right to receive training, and the right to get protective equipment. As you show this overhead, ask the class how many think it is important to have health and safety laws that employers must follow.
- Overhead #7, *More Worker Rights*, give examples of other important labor laws—minimum wage, workers' compensation, the right to organize, and freedom from discrimination.
- Overhead #8, *Who Enforces the Law in California?*, lists some of the government agencies primarily responsible for enforcing the various laws.

Discuss the overheads with the class, and answer any questions. Use the factsheet and the overheads to reinforce each other—point out the similarities.

If you want to discuss legal rights in more detail, sources of background information are listed in the **Resource Section** (at the end of the entire curriculum).

B. Case studies—Rights on the job.

(15 minutes)

Now that students have learned about some of the laws that protect teen workers, they will practice applying these laws to “real life” situations.

Pass out *Case Studies—Rights on the Job* (Handout #5). The handout presents two scenarios depicting teen injuries on the job. Both scenarios are based on actual incidents. In both cases, there are laws and regulations that should have protected the teens involved, and might have prevented the injuries. Each scenario is followed by a set of questions for students to answer.

Explain that students will work in small groups. Each group will read **one** of the case studies and try to answer the questions that follow it. Answering the questions may require information from the factsheet *Are You a Working Teen?* (Handout #2).

Divide the class into several groups, with 4 to 6 students per group. Before breaking up, assign one of the two case studies to each group. Half of the groups should work with Case Study #1, and half with Case Study #2, so there will be an opportunity to see how different groups approach the same case.

Explain that, in each group, someone should read the group’s assigned case study aloud. Then the group should try to answer the set of questions, using both the factsheet and their own knowledge. Ask each group to choose someone as a recorder (to take notes on their answers).

Give the groups 10–15 minutes to work.

C. Report back and discussion.

(15 minutes)

Bring the entire class back together. Ask the recorder (or someone else) from a group that was assigned Case Study #1 to read the case study and questions to the class. Then this person should present the group’s answers to all three questions.

For Question #1, the recorder should list the violations of law that the group found on the chalkboard. For each law listed, the recorder should briefly explain whether this law could have prevented the injury.

For Question #2, the recorder should begin a new list on the chalkboard, showing any additional legal protections the group believes Juan should have.

For Question #3, have the recorder briefly explain what consensus the group reached (if any) on what Juan should have done.

Next, ask the recorders from other groups that were assigned the **same** case to answer the three questions. If their groups identified different legal violations or proposed legal protections, add these to the lists on the board.

After all the groups that were assigned Case Study #1 have reported, briefly discuss everyone's answers to all three questions. Ask others in the class if they agree or disagree with the lists on the board, and why. When you discuss Question #3, you may want to guide the class by asking more specific questions. (See "Case Studies—Teacher's Discussion Guide" below.)

Repeat this process for Case Study #2.

The section below provides background information for the teacher.

✓ Case Studies—Teacher's Discussion Guide

Case Study #1

Juan A.

15-year-old Juan A. just started his first real job. He got a work permit to be an office assistant at a construction firm. He hoped they would like him and hire him on a construction crew the next summer. Then he could make a lot more money and get construction skills.

After just two weeks on the job, Juan was offered the chance to go to a construction site. They were short-handed. There was no time for training. But he would not have to do anything that required much skill. In the morning, he would run a few errands, driving between the office and the construction site. In the afternoon he would help a carpenter, handing him tools.

The afternoon was hot. A nearby crew was laying asphalt, and there was a strong odor. As he was climbing a scaffold to hand a heavy power tool to the carpenter, Juan suddenly felt light-headed. The next thing he knew, he was on the ground, after falling over 20 feet.

Juan was rushed to the hospital. His condition was serious—multiple broken bones, and a crushed foot from the power tool he had been holding. The doctors thought they could save his foot.

Juan’s boss visited him in the hospital. He said he would keep Juan on the payroll if he agreed to “keep it quiet” and not report the accident. The boss also offered to pay all the medical bills out of his own pocket if Juan didn’t file for workers’ compensation.

Questions and Answers

1. What laws were broken? For each law you mention, explain whether it could have prevented Juan’s injury, and how.

Violations of the law include:

- **Prohibited duties.** Under California law, a 15-year-old may work in an office, but not on a construction site (or on a scaffold). Notice that Juan’s work permit was only for office work. Also, no one under 18 may drive a motor vehicle on the job, even to run errands.
- **No safety and health training.** Every employer is required to provide safety training, including information on chemical exposures such as the asphalt fumes.
- **Job discrimination.** The boss is threatening to fire Juan for getting hurt, unless he agrees to cover up the accident. It is illegal to discriminate against any worker for having or reporting a job injury.
- **Obstructing workers’ compensation.** The boss is trying to discourage Juan from filing a workers’ compensation claim. But Juan doesn’t yet know how serious his injury is, or what workers’ compensation benefits he might get. He has a right to file for workers’ compensation and still keep his job. If he does file a claim, he may be eligible to have his medical bills paid and get payments to replace any lost wages.

2. What other legal protections do you think Juan *should* have?

Here are some examples. The employer could be required to:

- Post notices about age limits on the construction site.

- Notify workers in advance that hazardous asphalt fumes would be produced.
- Stop work in areas near the asphalt operation.

Discuss whether any of these measures are already required by law.

3. If you were Juan, what would you have done? Would you have agreed to work on the construction crew?

In the class discussion, try to cover such issues as:

- Are there other ways Juan could get the construction skills he wants?
- Do you think Juan knew about the restrictions on the work he could do?
- Why don't people know about these laws?
- Why aren't these laws better enforced?
- If Juan had known about his right to keep his job, and his right to workers' compensation, do you think he would have agreed to keep the accident quiet anyway? Would he stand up for his rights? Some teens don't. Why not?
- Could Juan sue his employer for this job injury? Why or why not? (Note that the law makes this impossible in most cases because workers' compensation is provided instead, and it is a "no fault" system.)

Case Study #2

Tanya B.

17-year-old Tanya B. was working alone at a sandwich shop late on a school night. She had asked if she could leave by 9pm, after a 4-hour shift. But, as usual, there was nobody else the boss trusted to close up. So Tanya stayed even though it was the third night in a row she would have to work past 11pm. She was worried about her grades, because she had not had time to study for two major tests coming up.

However, Tanya didn't make a big deal out of it. She wanted to keep her job and was eager to work at least 40 more hours to complete her "training period." Once she became a regular employee she would earn minimum wage, rather than the lower trainee wage.

At about 11pm, as she was locking up the store, Tanya was robbed at gunpoint. The robber hit her and knocked her down. Then he took several hundred dollars from the cash register. The store had no alarm system. After the robber left, Tanya called a friend to take her to the emergency room. The emergency room notified the police, and Tanya gave the police a statement before going home.

Tanya's supervisor called her the next day to see how she was doing. The supervisor told Tanya that she would do all she could to hold onto Tanya's job while she was out recovering. The supervisor mentioned that Tanya could get in trouble because she had not called 911 right away. Although Tanya didn't know it, there was a company policy that employees should inform the police of robberies immediately. The supervisor also said that an injury like this isn't covered by workers' compensation.

Questions and Answers

1. What laws were broken? For each law you mention, explain whether it could have prevented Tanya's injury, and how.

Violations of the law include:

- **Illegal hours of work.** Under California law, a 17-year-old may not work after 10pm on a school night, and may not work more than 4 hours a day (Monday-Thursday) when school is in session.
- **Unsafe workplace.** Employers are required to provide a safe and healthful workplace. They should take proper security measures to avoid workplace violence. These may include security training, alarm systems, safe cash handling procedures, and limits on working alone, especially late at night.
- **No safety training.** Every employer is required to provide safety training. Tanya was not trained in how to handle an emergency.

- **Illegal wage.** In most cases, teen workers must be paid at least the minimum wage, even when new on the job.
- **Job discrimination.** Tanya has the **right** to keep her job. It's not just a matter of the supervisor "doing all she can." It's illegal to discriminate against any worker for having a job injury.
- **Misinformation on workers' compensation.** The supervisor is wrong. Tanya's injury occurred on the job and is covered by workers' compensation. Tanya should be encouraged to file for workers' compensation. If she files a claim, she may be eligible to have her medical bills paid and get payments to replace any lost wages.

2. What other legal protections do you think Tanya *should* have?

Here are some examples. The employer could be required to:

- Post wage and hour regulations in the shop.
- Set up a "buddy system" so no one ever works alone in a store at night.
- Limit the amount of cash on hand, and post a sign saying so.

Discuss whether any of these measures are already required by law.

3. If you were Tanya, what would you have done? Would you have worked late alone?

In the class discussion, try to cover such issues as:

- Do you think Tanya knew about the hour and age regulations?
- Why don't people know about these laws?
- Why aren't these laws better enforced?
- If Tanya knew about the regulations, do you think she would have agreed to work late anyway? Would she stand up for her rights? Some teens don't. Why not?
- Could Tanya sue her employer for this job injury? Why or why not? (Note that the law makes this impossible in most cases because workers' compensation is provided instead, and it is a "no fault" system.)

D. Debate reminder.

(5 minutes)

Remind students about the week-long debate research assignment, and answer any questions they may have. The completed *Debate Worksheet* (Handout #4) is due at the next class.

E. Homework.

(5 minutes for explanation)

As an additional homework assignment for tonight, ask each student to create a new case study. These should be similar to the Juan A. and Tanya B. scenarios that were discussed in today's class. Each case study should describe a teen job injury, and depict violations of child labor, safety, or other employment laws.

Tell students that these case studies may be based on their own experiences, those of friends, or hypothetical situations. Each case study should be no more than 500 words, and should be accompanied by a list of the legal violations involved.



4

LESSON FOUR

Preparing To Debate

Lesson Plan Four

Activity	Grouping	Time	Materials
<p>A. Homework review.</p> <p>Students present their own case studies to the class.</p>	Class	10 minutes	
<p>B. Research assignment review.</p> <p>Class discusses results of the research assignment.</p>	Class	10 minutes	<ul style="list-style-type: none"> ● Handout #4. (<i>Copies used for homework.</i>)
<p>C. Preparing to debate.</p> <p>Students work in small groups to prepare for the debate.</p>	Small groups	30 minutes	<ul style="list-style-type: none"> ● Handout #4. (<i>Copies used for homework. Also give each team an extra copy.</i>)

Total Class Time: 50 minutes

DETAILED TEACHER'S INSTRUCTIONS

A. Homework review.

(10 minutes)

As homework, each student was assigned to write a case study depicting a teen worker's job injury, similar to the case studies used in class yesterday. Each student's case study was to include violations of health, safety, or other labor laws.

Ask for a volunteer to read his or her case study to the class. Then have the class identify the violations of law involved. Compare the class responses to the volunteer's own list of legal violations. (Creating this list was part of the homework assignment.)

As time permits, call on additional volunteers and repeat the process above. When time is up, ask students to hand in their case studies and lists of legal violations.

B. Research assignment review.

(10 minutes)

Another assignment due today is the *Debate Worksheet* (Handout #4). Make sure everyone has brought the completed worksheet to class. The purpose of the research assignment was to help students prepare for the debate they will conduct during Lesson 5. Teams of students will argue "pro" and "con" positions on the need for child labor laws.

Hold a short discussion about the research assignment. Get students to begin to talk about the various "pro" and "con" arguments they are developing. (For some arguments on both sides, see "Pro and Con—Teacher's Discussion Guide" in Lesson 5, beginning on page 40.)

Also ask what facts that students learned about child labor were particularly interesting or surprising to them.

C. Preparing to debate.

(30 minutes)

Tell the class that everyone will now work as a member of a team. Divide the class into several teams with four to five students each. Assign half the teams to develop arguments in support of protective laws, and half to develop arguments against these laws.

Explain that teams will have about 30 minutes to work today. Remind students that in a debate, each team should always consider **both** “pro” and “con” positions. Understanding both sides will prepare a team to argue effectively both for its own position and against its opponent’s position.

Give each team a blank copy of the *Debate Worksheet* (Handout #4). Teams should choose strong arguments on both sides of the issue from the worksheets that individual team members prepared at home. They can use the new copy of the worksheet to summarize the team’s best arguments on both sides.

Explain that teams should prepare to support their arguments by citing specific facts and information sources. For each argument they put on the team worksheet, they should list these sources. They should also prepare to give as broad a range of examples as possible (both historical and contemporary).

Now break up into teams. The teacher should check periodically with each team to make sure that the instructions are clear and that they are developing meaningful arguments.



5

LESSON FIVE

The Debate

Lesson Plan Five

Activity	Grouping	Time	Materials
<p>A. Class debate.</p> <p>Teams of students debate “pro” and “con” positions on child labor laws for teens. Other students serve as judges.</p>	Class	35 minutes	<ul style="list-style-type: none"> ● Handout #4. (<i>Copies completed by small groups during Lesson 4.</i>)
<p>B. Summing up.</p> <p>Students discuss their reactions to the week’s activities, especially the debate. The teacher asks for students’ own point of view—did the debate change their minds?</p>	Class	15 minutes	
<p>C. Optional follow-up activities.</p> <p>Suggestions are offered for extra class activities if the teacher wishes to schedule additional class sessions.</p>			

Total Class Time: 50 minutes

DETAILED TEACHER'S INSTRUCTIONS

A. Class debate.

(35 minutes)

At yesterday's class everyone was assigned to a debate team. Now select two teams to debate. One team will argue for and one will argue against current child labor laws that cover teen workers.

You may choose a few class members to serve as judges. Set up a point system for scoring. For example, points may be given for especially relevant example, etc.

Facilitating the Debate

Allow both sides a few minutes to review the notes they made yesterday during the preparation session. Each team should have written down its strongest arguments on the *Debate Worksheet* (Handout #4). Ask that each team try to rank its arguments in the order they will present them, with the strongest argument first.

Explain that teams should support their arguments by citing specific information sources they used. Where possible, they should also try to give a broad mix of examples (both historical and contemporary).

Have the team arguing the "pro" position begin the debate. This team should present its strongest argument. Then the "con" team will give a rebuttal. If you wish, you can set time limits for argument and rebuttal (especially if you plan to have more teams debate later).

Next, reverse the process. The "con" team will present its strongest argument and the "pro" team will give a rebuttal.

Proceed in the same way, alternating between the two teams, until each team has presented three arguments and they have been rebutted. (If time permits, and the teams have more arguments, you can continue.)

At the conclusion of the debate, ask the judges for the point score they gave to each of the two teams. Write each judge's score for each team on the chalkboard. Then total the scores for each team to determine the winning side.

Finally, if you wish and if there is time, repeat the debate with another set of two teams.

The section below provides material to help the teacher guide the debate. Some possible “pro” and “con” arguments are suggested.

✓ **Pro and Con—Teacher’s Discussion Guide**

Possible Arguments in Favor of Current Child Labor Laws

- **Child labor laws can prevent injury.** Thousands of U.S. teens are injured or killed on the job every year. Many teen job injuries occur in situations that are illegal—teens work long or late hours, or they do prohibited work. If existing laws were enforced better, many injuries wouldn’t happen.
- **Some employers don’t care about safety.** History shows that we can’t depend on the good will of employers to protect young workers. We don’t want to return to the days of unregulated child labor.
- **Child labor laws are based on research and expert knowledge.** We can’t assume that teens or their parents will know what kinds of work are dangerous. Child labor laws reflect the best knowledge of labor and safety professionals.
- **Child labor laws put education first.** Teens’ school work is their real ticket to success in the world. Working long, late hours hurts their chances of doing well in school.
- **Child labor laws should be stronger, not weaker.** Some teen injuries occur in situations that are dangerous, but are still legal under the present law. The law needs to give better protection. For example, research shows that teens are more likely to be injured when they work without adult supervision. Maybe the law should require an adult supervisor to be present.
- **We need strong laws to deal with new realities on the job.** New technologies (like computer keyboards, mice, and grocery scanners) have new health and safety hazards.
- **The work permit system could be effective if enforced.** When teens are required to get a work permit, an adult makes sure that their work is safe and legal, and that it won’t interfere with school.

Possible Arguments Against Current Child Labor Laws

- **Child labor laws are too complicated.** Employers (especially small employers) find it difficult to understand and follow these laws. For example, they wonder why there should be different rules for 14 and 15-year-olds than for 16 and 17-year-olds.
- **Child labor laws discourage employers from hiring teens.** Some employers feel that the laws are too much trouble. They are afraid they will be cited for some technical violation, when they may not even understand the laws. The result is that they won't hire teens at all.
- **Restrictions on hours don't reflect today's reality.** Many teen jobs are in the food service and retail industries. Today, restaurants and stores are often open around the clock. Employers need people who can work late. Many teens are willing and able to work these hours, but the law prohibits it.
- **There are other health and safety laws.** Child labor laws are extra, unnecessary restrictions. Other laws already require employers to give all workers safety training, supply protective equipment, and keep the workplace safe. These laws cover both adult and teen workers. Teens are responsible and capable—why shouldn't they be subject to the same laws as adults?
- **Parents know best.** A teenager's parents should decide if certain hours or jobs are OK. Parents know their own teenagers well. Teens and their families should make these decisions, not the government.
- **Families need the income.** Why can't teens contribute to the family income by taking a job that the law now prohibits? The extra money may be badly needed.
- **The work permit system is a burden to both employers and teens.** There's too much paperwork involved, and school personnel who give out the permits don't always know what's best for that particular teenager.

B. Summing up.

(15 minutes)

Ask students to share their reactions to the debate project, and to this entire curriculum unit. Answer any questions they may have. Involve the whole class in this discussion. Ask for students' own points of view—did the debate change their minds?

C. Optional follow-up activities.

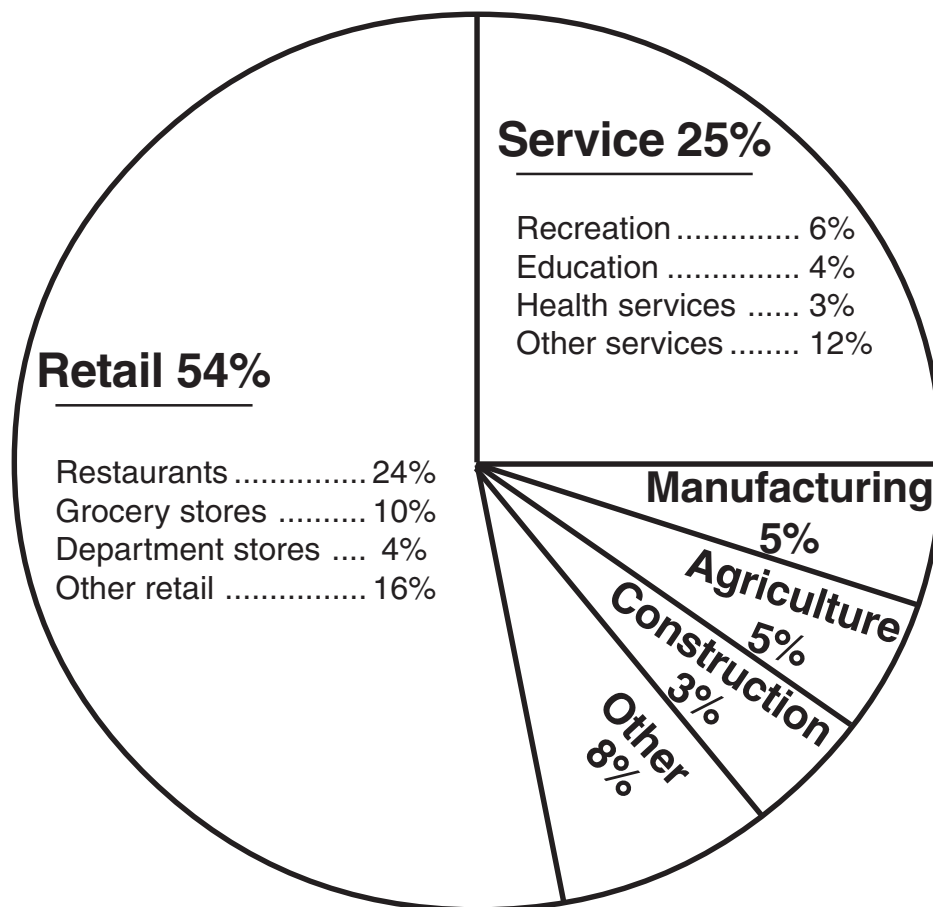
The teacher may want to continue this unit by scheduling an additional class session. Choose from these suggestions for activities:

- Obtain and show a video related to worker health and safety or child labor. A number of suitable videos—both documentaries and dramas—are listed in the **Resource Section** at the end of the entire curriculum.
- Invite a guest speaker who has first hand experience with worker health and safety and/or child labor. This might be a Cal/OSHA inspector, a labor law enforcement officer, an employer, or a union representative.
- Ask each student to write an essay of 200–500 words, taking a personal position for or against child labor laws. The student should support his or her position with at least three arguments.

Overheads

Where Do U.S. Teens Work?

- Most teen jobs are part-time, temporary, and low-paying.
- Many teens work in industries that have high injury rates. Examples: grocery stores, health services, and recreation.
- This chart shows where U.S. teens work:



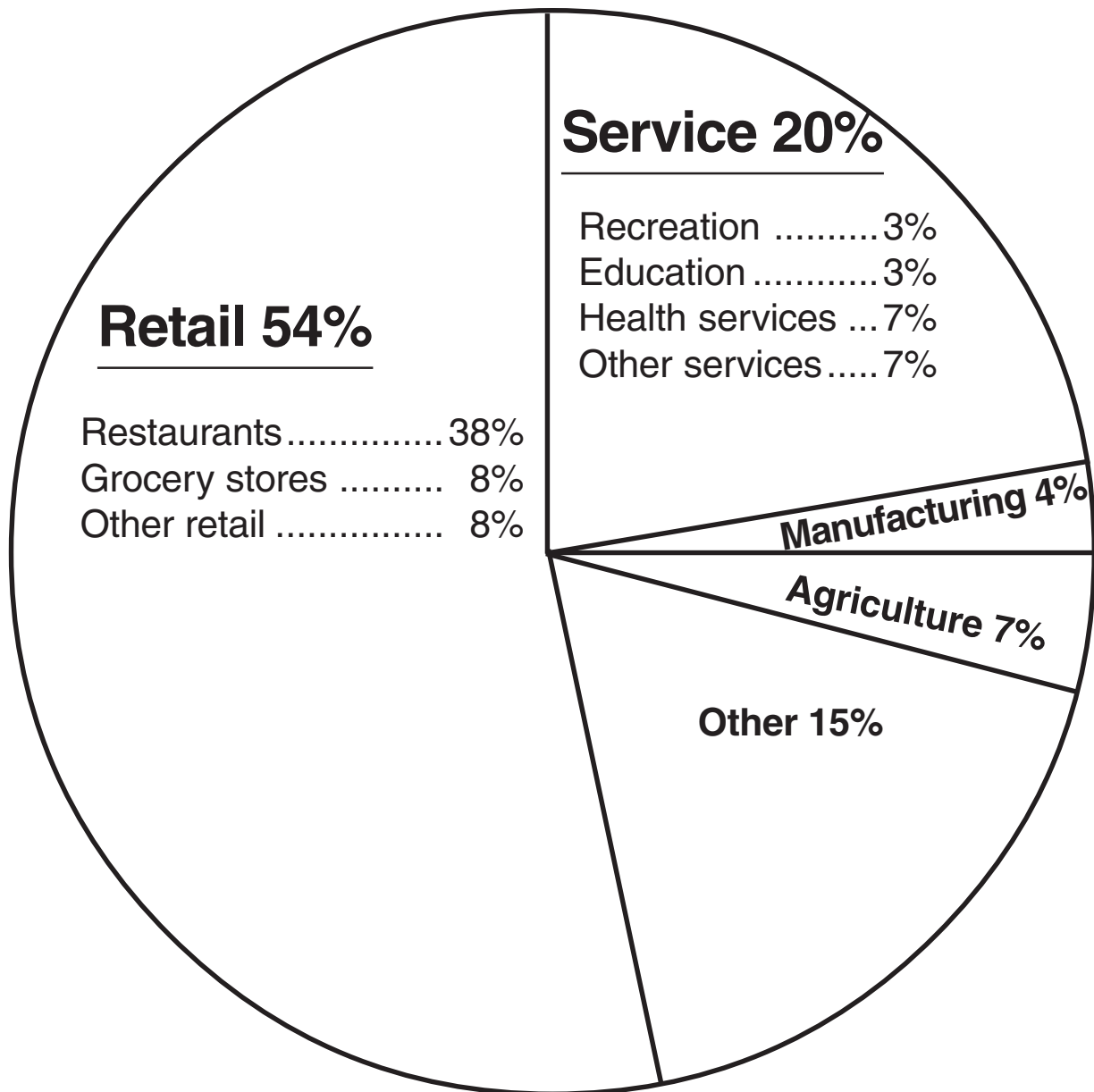
Thousands of Teens Are Injured on the Job

- Millions of U.S. teens work, and thousands are injured on the job every year.
- About 64,000 U.S. teens (ages 14–17) went to hospital emergency rooms with job injuries in 1992.*
- Teen job injury rates:
 - are higher for males than for females.
 - are higher for older teens than for younger ones.
- Common teen job injuries include cuts, sprains, strains, burns and fractures.
- About 70 U.S. teens (ages 16–17) died from job injuries every year during the 1980s.* Leading causes of death were motor vehicles, farm machinery, other machines, electrocution, and homicides.

** These are the latest figures available.*

Where Are Teens Injured?

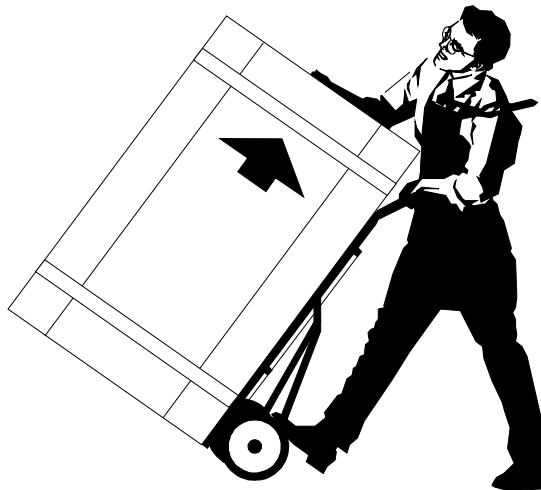
- This chart shows U.S. teen injuries by industry in 1992:



How Are Teens Injured?

- Statistics show that many teen job injuries are caused by:
 - Driving motor vehicles
 - Operating tractors
 - Handling hot liquids and grease
 - Using cutting tools
 - Using non-powered hand tools
 - Lifting heavy objects
 - Working late at night
 - Working alone.

- The law prohibits teens from doing some of these tasks (but not all).



Child Labor Laws

California labor laws protect working teens. These laws:

- Set a minimum age for certain work (like construction and manufacturing)
- Prohibit hazardous tasks (like driving and using a meat slicer)
- Limit work during early morning and late night hours
- Set maximum working hours per day and per week.



Job Health and Safety Laws

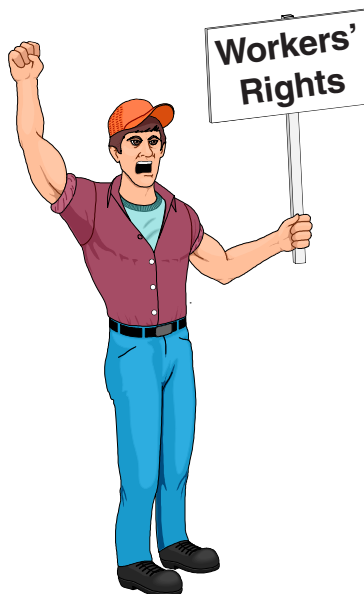
California law says that every employer must:

- Provide a workplace that is safe and healthful
- Follow all Cal/OSHA health and safety regulations
- Give all workers health and safety training, including information on toxic materials
- Set up a system for workers to report hazards without fear of punishment
- Provide necessary safety equipment (including gloves, respirators, etc.)

More Worker Rights

In most cases, every worker has a right to:

- Earn at least the minimum wage
- Get medical care and lost wages paid through workers' compensation if injured on the job
- Join or organize a union
- Work without racial or sexual harassment.



Who Enforces the Law in California?

Laws

Enforced by:

- Child labor Labor Commissioner

- Job health and safety Cal/OSHA

- Minimum wage Labor Commissioner

- Workers' compensation Department of
Industrial Relations,
Division of Workers'
Compensation

- Union rights Labor Commissioner

- Racial or sexual Department of Fair
discrimination Employment and
Housing

Many of these laws are found in the California Labor Code
(available in some public libraries)



Handouts

There Ought To Be a Law!

Here are three stories about young people who face health and safety hazards on the job. The stories are about young workers in the past and present-day U.S., as well as in other countries.

Your assignment is to identify the health, safety, and other labor abuses shown in each story, and to propose laws that might prevent them. To help you, each story is followed by a set of questions.

Note that you don't need to know what the law actually says about these issues. Your purpose is to propose laws that you think might solve the problems, regardless of whether these laws actually exist. Your proposed laws may deal with health, safety, working hours, child labor, or other working conditions.

You will work in a small group. Your group will be assigned **one** of the stories. Everyone in your group should read your story (or pick someone to read it aloud). Then discuss the story and try to answer the questions. Feel free to draw on information from other classes or from your own experience.

Your group should work together to come up with your answers. Choose someone in the group to be the "recorder." This person will take notes on your discussion and report your group's answers to the class later. You'll have about 20 minutes.



Fast Food

At the age of 15, Jennifer Forshee worked in a Burger King in Santa Rosa, California. She tells what happened to her:

I cut the tip of my right finger off. The reason for this was because the machine I was using was broken. I was forced to use my hand instead of the tool that pushed the vegetables down into the food processor. The only training I ever received on this machine was how to turn the machine itself on and how to make the salads look pretty.

I feel that this Burger King was very irresponsible. . . . I was only 15 at the time and I do not feel that I should have been the one to say that I should not have been on this machine.

Jennifer said that no one—neither her employer nor her school—told her anything about the child labor laws and what her rights were under those laws. She worked 25 to 30 hours a week during the school year, and sometimes 50 hours a week in summertime. She didn't work because her family needed help, but to earn money for a car.

*—Milton Meltzer, **Cheap Raw Material***

Questions

- 1. What health, safety, and other labor abuses are shown in this story?**
- 2. What laws do you think there should be to prevent these particular abuses?**
- 3. What other laws should there be to protect teens from being injured at work?**

From your answers to questions #2 and #3, your group should choose three laws to present to the class.

The Mule-Room

Al Priddy, a 13-year-old, took a job in a Massachusetts cotton mill in 1895. According to state law, he had to attend school for at least three months each year, but he was allowed to work full time in the mill the rest of the year. Eventually he was assigned to a part of the mill called the “mule-room.” His job was to clean and maintain spinning machines (called mules) that were used to make thread. Here is Al’s story:

At last the terror of the mill began to blacken my life. The romance, the glamour, and the charm were gone.

Five days of the week, at the outer edge of winter, I never stood out in the daylight. I was a human mole, going to work while the stars were out and returning home under the stars.

I dodged past the mules and the iron posts they met, just in time to avoid being crushed. Alfred Skinner, a close friend of mine, had his body pinned and crushed badly. I also tried to clean the small wheels which ran on tracks while they were in motion, and, in doing so, I had to crawl under the frame and follow the carriage. ... One day the wheel nipped off the end of my little finger, though that was nothing at all in comparison to what occurred to some of my friends. Jimmy Hendricks today is a dwarfed cripple from such an accident. Hern Hanscom has two fingers missing, and Earl Rogers had his back broken horribly.

Yet notices always were posted, the company was never liable, and they said we had no one but ourselves to blame. Yet we could not work there without taking the risk, which shows how much humanity there can be in law.

Legally I worked ten and a half hours, though actually the hours were very much longer. The machinery that I could not clean while in motion, I had to leave until noon or early morning. Then, too, the spinner I worked for paid me to take over some of his work that could be done during the stopping hours. There were generally from three to four days in the week when I worked 13 or more hours a day, in order to catch up.

Five men had the right to boss me—two spinners, the overseer, second hand, and third hand. One of the spinners was a kindly man, very considerate of my strength and time, while the other was the most drunken and violent-tempered man in the room.

U.S. Government Handout #1

Page 4

Day after day I had to face the thousands of bobbins and keep them moving. Thousands of things turning, turning, turning, emptying, emptying, emptying, and requiring quick fingers to keep moving. A fight with a machine is the most cunning torture man can face—when the odds are in favor of the machine. ... A machine never tires, is never hungry, has no heart to make it suffer. It never sleeps, and has no ears to listen to your appeal for mercy.

—Adapted from *Children and Youth in America: A Documentary History*,
edited by Robert H. Bremner (Harvard University Press).

Questions

- 1. What health, safety, and other labor abuses are shown in this story?**
- 2. What laws do you think there should be to prevent these particular abuses?**
- 3. What other laws should there be to protect teens from being injured at work?**

From your answers to questions #2 and #3, your group should choose three laws to present to the class.

The Carpet Weavers

This newspaper account from 1997 shows that serious child labor abuses still occur in some parts of the world.

NEW DELHI, India (UPI)—The South Asian Coalition on Child Servitude (SACCS), an independent organization, has freed more than 20,000 children from bondage in India in the past decade, according to a leader of the movement.

Most of these children were found to be working in industries considered hazardous, such as stone quarrying and construction, said the chairman of SACCS, Kailash Satyarthi.

In a raid on a carpet-weaving factory in the northern Indian state of Uttar Pradesh, SACCS, along with a local magistrate, liberated a group of children between the ages of seven and twelve who were working 16-hour shifts with no wages, Satyarthi said.

“Some of these children who had left their families at the age of four seemed paralyzed by their new found freedom,” he added.

According to SACCS, the children are tempted away from very poor households with promises of wrist watches and radios. Parents who try to get the child back are beaten and chased away. Children are used because they cannot form unions or strike, Satyarthi told UPI.

Nine-year-old Sanjay Choudhry told UPI that he was kept hungry while working to prevent him from falling asleep. “I was not allowed to use the toilet, and the weaving master would beat me if I cried for my mother,” the little boy said. Children working under these conditions often fall prey to lung, throat, and eye infections, Satyarthi said.

The Indian government said earlier this week that total abolition of child labor in the near future was not considered feasible due to existing socioeconomic conditions in the country.

The minister of state for labor, P.A. Sangma, told parliament that the government aimed at a slower progressive elimination of child labor.

The national plan of action includes a greater emphasis on compulsory education for children and focuses on antipoverty and development programs, Sangma added.

U.S. Government Handout #1

Page 6

According to a recent SACCS report, there are about 50 million children employed as laborers in India and an equal number of adults searching for jobs. The United States has put pressure on the Indian government to find a solution to the issue.

Germany, previously India's biggest buyer of carpets, now refuses to buy any woven by children, according to exporters.

*—Adapted from **Worker Rights News***

Questions

- 1. What health, safety, and other labor abuses are shown in this story?**
- 2. What laws do you think there should be to prevent these particular abuses?**
- 3. What other laws should there be to protect teens from being injured at work?**

From your answers to questions #2 and #3, your group should choose three laws to present to the class.

Are You a Working Teen?



**Protect Your Health
Know Your Rights**

Labor Occupational Health Program
University of California, Berkeley

U.S. Government Handout #2–Page 2

Could I Get Hurt or Sick on the Job?

Every year **70 teens die** from work injuries in the United States. Another **64,000 get hurt** badly enough that they go to a hospital emergency room.

Here are the stories of three teens:

- 18-year-old Sylvia caught her hand in an electric cabbage shredder at a fast food restaurant. Her hand is permanently disfigured and she'll never have full use of it again.
- 17-year-old Joe lost his life while working as a construction helper. An electric shock killed him when he climbed a metal ladder to hand an electric drill to another worker.
- 16-year-old Donna was assaulted and robbed at gunpoint at a sandwich shop. She was working alone after 11 p.m.

Why do injuries like these occur? Teens are often injured on the job due to unsafe equipment, stressful conditions, and speed-up. Also they may not receive adequate safety training and supervision. Teens are much more likely to be injured when they work on jobs they are not allowed to do by law.

What Are My Rights on the Job?

By law, your employer must provide:

- A safe and healthful workplace.
- Training about health and safety, including information on chemicals that could be harmful to your health.
- Protective clothing and equipment.
- Payment for medical care if you get hurt or sick because of your job. You may also be entitled to lost wages.
- At least the minimum wage, \$5.75 an hour as of March, 1998. In some cases, employers can pay less than minimum wage during your first three months, if you are under 18. Call toll-free ☎ 1-888-275-9243 for more information.

You also have a right to:

- Report safety problems to Cal/OSHA.
- Work without racial or sexual harassment.
- Refuse to work if the job is immediately dangerous to your life or health.
- Join or organize a union.

What Hazards Should I Watch Out For?

Type of Work	Examples of Hazards
Janitor/Clean-up	<ul style="list-style-type: none">• Toxic chemicals in cleaning products• Blood on discarded needles
Food Service	<ul style="list-style-type: none">• Slippery floors• Hot cooking equipment• Sharp objects
Retail/Sales	<ul style="list-style-type: none">• Violent crimes• Heavy lifting
Office/Clerical	<ul style="list-style-type: none">• Stress• Harassment• Poor computer work station design

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Is It OK to Do Any Kind of Work?

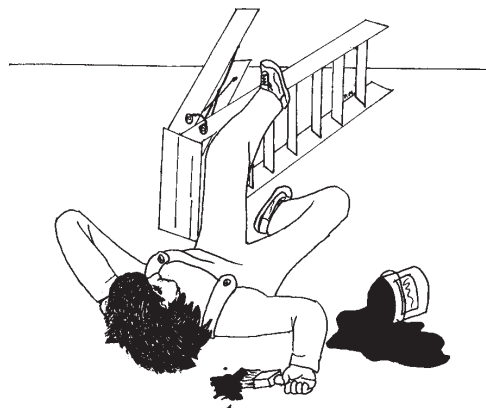
NO! There are laws that protect teens from doing dangerous work.

In California no worker under 18 may:

- Drive a motor vehicle or forklift on the job
- Use powered equipment like a circular saw, box crusher, meat slicer, or bakery machine
- Work in wrecking, demolition, excavation, or roofing
- Work in logging or a sawmill
- Handle, serve, or sell alcoholic beverages
- Work where there is exposure to radiation

Also, no one 14 or 15 years old may:

- Do baking or cooking on the job (except at a serving counter)
- Work in dry cleaning or a commercial laundry
- Work on a ladder or scaffold
- Do building, construction, or manufacturing work
- Load or unload a truck, railroad car, or conveyor



Are There Other Things I Can't Do?

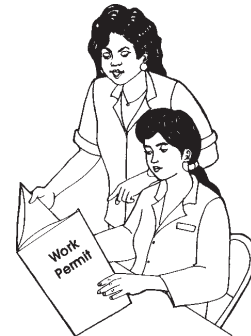
YES! There are many other restrictions regarding the type of work you can and cannot do.

If you are **under 14**, there are even stricter laws to protect your health and safety.

Check with your school counselor or job placement coordinator to make sure the job you are doing is allowed.

Do I Need a Work Permit?

YES! If you are under 18 and plan to work, you must get a work permit from your school (unless you have graduated).



What Are My Safety Responsibilities on the Job?

To work safely you should:

- Follow all safety rules and instructions
- Use safety equipment and protective clothing when needed
- Look out for co-workers
- Keep work areas clean and neat
- Know what to do in an emergency
- Report any health and safety hazard to your supervisor

Should I Be Working This Late or This Long?

Child labor laws protect teens from working too long, too late, or too early.

This table shows the hours teens may work. (There are exceptions for students in work experience programs.)

Work Hours for Teens		
	Ages 14 and 15	Ages 16 and 17
Work Hours	<ul style="list-style-type: none"> • Not before 7 am or after 7 pm during the school year • Not during school hours • 7 am–9 pm during the summer 	<ul style="list-style-type: none"> • Not before 5 am or after 10 pm on school nights • Not before 5 am or after 12:30 am when there is no school the next day
Maximum Hours When School Is in Session	18 hours a week, but not over: <ul style="list-style-type: none"> • 3 hours a day on school days • 8 hours a day Saturday—Sunday and holidays 	48 hours a week, but not over: <ul style="list-style-type: none"> • 4 hours a day Monday–Thursday • 8 hours a day Friday–Sunday and holidays
Maximum Hours When School Is not in Session	<ul style="list-style-type: none"> • 40 hours a week • 8 hours a day 	<ul style="list-style-type: none"> • 48 hours a week • 8 hours a day

What If I Need Help?

- Talk to your boss about the problem.
- Talk to your parents or teachers.
- For health and safety information and advice, call U.C. Berkeley's Labor Occupational Health Program (LOHP).
☎ (510) 642-5507

- If necessary contact one of these California government agencies: (your local number can be found in the State Government pages.)

➤ **Cal/OSHA** (under Industrial Relations Dept.)—to make a health or safety complaint.

☎ (415) 972-8500

➤ **Labor Standards Enforcement** (under Industrial Relations Dept.) to make a complaint about wages or work hours.

☎ (415) 557-7878

➤ **Fair Employment and Housing**—to make a complaint about sexual harassment or discrimination.

☎ (800) 884-1684

You have a right to speak up!

It is illegal for your employer to fire or punish you for reporting a workplace problem.





Check Your Understanding

Questions on the Factsheet

- 1.** Who is responsible for keeping the workplace safe and healthy?

- 2.** Are teens allowed to drive a motor vehicle on the job?

- 3.** Who pays for your medical care if you get hurt or sick because of your job?

- 4.** Can 16 year olds work on ladders or scaffolds?

- 5.** Are teens allowed to work with restaurant equipment like slicers or bakery machines?

- 6.** Who is responsible for *supplying* safety equipment and protective clothing?

- 7.** Who is responsible for *using* safety equipment and protective clothing?

- 8.** If you are over 18 years old but still in high school, do you need a work permit?



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- 9.** If you graduated from high school but are still under 18, do you need a work permit?

- 10.** If you are 15 years old, how late in the evening can you work during the school year?

- 11.** What are four things you can do if you need help with a problem at work?

- 12.** Who can you call to complain about a health and safety problem at work?

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

- 14.** Can your employer pay you less than the minimum wage?

- 15.** Who can you call if your employer doesn't pay you the minimum wage or makes you work too many hours?

- 16.** Who should you call if you are a victim of sexual harassment or discrimination on the job?

Debate Worksheet

In class later this week, we'll hold a debate. You will be assigned to a debate team. Your team will be asked to argue one side of the question:

Are child labor laws for teen workers useful? Do you support such laws, or not? Do teens need this protection, or do the laws just create unnecessary restrictions on them?

Your homework assignment over the next few days is to prepare for the debate. After you do your own preparation, you'll be assigned to a team and compare notes with other members of your team. The team will choose its best arguments to present at the debate.

You won't know which side of the issue your team will be assigned to argue until the day of the debate. So you will need to prepare arguments on **both** sides.

Assignment

Develop three arguments in favor of child labor laws for teens, and three arguments against them. Your arguments may be based on either present-day or historical source material. Try to support your arguments by facts. Here are some sources of information:

- Your own personal experience
- Experiences of your friends
- Experience of your parents or other adults
- The library—check out books and articles on child labor
- The Internet—try searching for “child labor”
- Material presented in class.

You may not be able to find material in all these ways, but do the best you can. Keep a record of your sources. You will be asked to cite them at the debate.

List your key arguments in the “pro” and “con” sections provided. Complete **both** sections

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Resources

Here are a few examples of sources you may want to use to develop your arguments. Much more material is available in books, newspapers, and on the Internet. Your teacher may be able to suggest other sources.

BOOK

Cheap Raw Material: How Our Youngest Workers are Exploited and Abused, by Milton Meltzer. The voices of young workers tell their own stories. Includes both contemporary and historical accounts. Covers young workers in the United States and internationally. 167 pages, hard cover, Viking/Penguin, 1994.

INTERNET

Child Labor Coalition

<http://www.essential.org/clc>

Free the Children

<http://www.freethechildren.org>

Institute for Global Communications, Children's Rights Page

<http://www.igc.org/igc/issues/hr/>

National Consumers League

<http://www.natlconsumersleague.org>

National Institute for Occupational Safety and Health, Child Labor Page

<http://www.cdc.gov/niosh/chlldlab.html>

Nike Boycott Home Page

<http://www.saigon.com/~nike/>

Stop Sweatshops Campaign

<http://www.uniteunion.org>

Triangle Factory Fire Website

<http://www.ilr.cornell.edu/trianglefire>

U.S. Department of Labor Employment Standards Administration, Wage & Hour Division, Youth Page

<http://www.dol.gov/dol/esa/public/youth/index.htm>

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Pro Arguments

Using what you have learned from your information sources, list three arguments or ideas **in favor** of keeping (or strengthening) current child labor laws for teens. Include supporting facts, and your sources of information for each argument.

	ARGUMENT	SUPPORTING INFO AND SOURCE
Example	Child labor laws can prevent injuries.	<ul style="list-style-type: none">● One of the leading causes of work-related death among teens is driving. (Source: National Institute for Occupational Safety and Health statistics.) Even more might be killed or injured if there were fewer restrictions on teens driving on the job.● At one time, teens and children were allowed to do any kind of work. Many were hurt or killed. (Source: Handout #1 story, <i>The Mule Room</i>, and history textbooks.) Many fewer teens are injured now that we have protective laws.
	1.	
	2.	
	3.	

Use opposite side if you need more space.

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Pro Arguments *(continued)*

U.S. Government Handout #4

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Con Arguments

Using what you have learned from your information sources, list three arguments or ideas **against** current child labor laws for teens. (You can argue either that such laws shouldn't cover teens at all, or that they should be more flexible.) Include supporting facts, and your sources of information for each argument.

ARGUMENT

SUPPORTING INFO AND SOURCE

Example

Child labor laws discourage employers from hiring teens.

- If you're a teen, it's hard to find work. If you can't work late, or can't work with certain equipment, employers think it's too much of a hassle to hire you. (Source: Personal experience and conversations with other teens.)
- Employer groups say they can't hire teens for some jobs until child labor laws are made more flexible. For example, employers say they need teens to drive, work longer hours, and operate equipment like box crushers. (Source: The National Consumers League Website covers current legislative debates about child labor laws. The address is in the "Resources" section of this handout.)

1.

2.

3.

Use opposite side if you need more space.

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Con Arguments *(continued)*

Case Studies—Rights on the Job

Case Study #1

Juan A.

15-year-old Juan A. just started his first real job. He got a work permit to be an office assistant at a construction firm. He hoped they would like him and hire him on a construction crew the next summer. Then he could make a lot more money and get construction skills.

After just two weeks on the job, Juan was offered the chance to go to a construction site. They were short-handed. There was no time for training. But he would not have to do anything that required much skill. In the morning, he would run a few errands, driving between the office and the construction site. In the afternoon he would help a carpenter, handing him tools.

The afternoon was hot. A nearby crew was laying asphalt, and there was a strong odor. As he was climbing a scaffold to hand a heavy power tool to the carpenter, Juan suddenly felt light-headed. The next thing he knew, he was on the ground, after falling over 20 feet.

Juan was rushed to the hospital. His condition was serious—multiple broken bones, and a crushed foot from the power tool he had been holding. The doctors thought they could save his foot.

Juan's boss visited him in the hospital. He said he would keep Juan on the payroll if he agreed to "keep it quiet" and not report the accident. The boss also offered to pay all the medical bills out of his own pocket if Juan didn't file for workers' compensation.

- 1. What laws were broken? For each law you mention, explain whether it could have prevented Juan's injury, and how.**
- 2. What other legal protections do you think Juan *should* have?**
- 3. If you were Juan, what would you have done? Would you have agreed to work on the construction crew?**

Case Study #2

Tanya B.

17-year-old Tanya B. was working alone at a sandwich shop late on a school night. She had asked if she could leave by 9pm, after a 4-hour shift. But, as usual, there was nobody else the boss trusted to close up. So Tanya stayed even though it was the third night in a row she would have to work past 11pm. She was worried about her grades, because she had not had time to study for two major tests coming up.

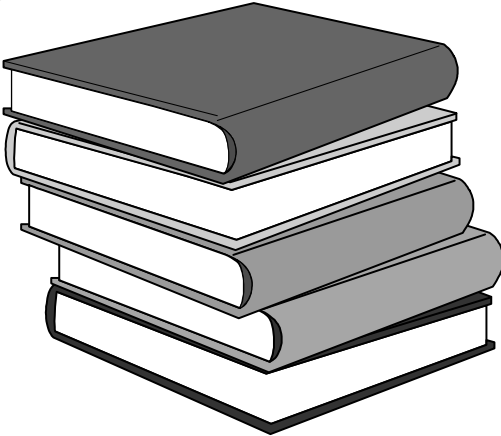
However, Tanya didn't make a big deal out of it. She wanted to keep her job and was eager to work at least 40 more hours to complete her "training period." Once she became a regular employee she would earn minimum wage, rather than the lower trainee wage.

At about 11pm, as she was locking up the store, Tanya was robbed at gunpoint. The robber hit her and knocked her down. Then he took several hundred dollars from the cash register. The store had no alarm system. After the robber left, Tanya called a friend to take her to the emergency room. The emergency room notified the police, and Tanya gave the police a statement before going home.

Tanya's supervisor called her the next day to see how she was doing. The supervisor told Tanya that she would do all she could to hold onto Tanya's job while she was out recovering. The supervisor mentioned that Tanya could get in trouble because she had not called 911 right away. Although Tanya didn't know it, there was a company policy that employees should inform the police of robberies immediately. The supervisor also said that an injury like this isn't covered by workers' compensation.

- 1. What laws were broken? For each law you mention, explain whether it could have prevented Tanya's injury, and how.**
- 2. What other legal protections do you think Tanya *should* have?**
- 3. If you were Tanya, what would you have done? Would you have worked late alone?**

Workplace Health and Safety

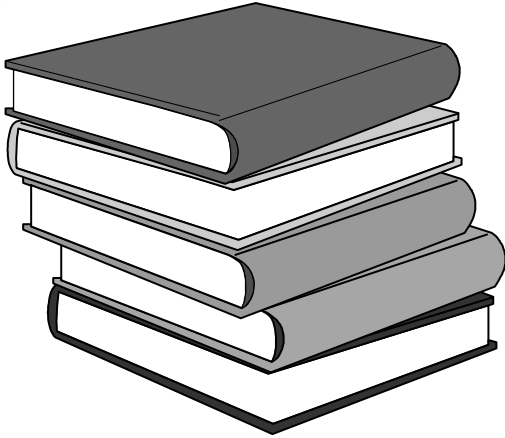


Resource Section

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Workplace Health and Safety



Appendix A

Readings and Materials

- **Workplace Health and Safety**
- **Child Labor**

Contents	
Books for Teachers and Students	4
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Health and Safety Curricula	7
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Research Reports and Background Information	8
Internet Resources on Child Labor	11

BOOKS FOR TEACHERS AND STUDENTS

The Art of Work: An Anthology of Workplace Literature, by Christine LaRocco and James Coughlin. A collection of poems, short stories, essays, and drama about workers and their lives. The book encourages readers to share their own experiences through workplace-related writing, reading, speaking, and listening activities. 280 pages, soft cover, South-Western Educational Publishing, 1996.

Cheap Raw Material: How Our Youngest Workers Are Exploited and Abused, by Milton Meltzer. The voices of young workers tell their own stories. Includes both contemporary and historical accounts. Covers young workers in the United States and internationally. 167 pages, hard cover, Viking/Penguin, 1994.

Kids at Work: Lewis Hine and the Crusade Against Child Labor, by Russell Freedman. Illustrated with black and white photographs by noted photographer Lewis Hine, documenting the child labor atrocities of the early twentieth century. 104 pages, hard cover, Clarion Books, 1994.

Stolen Dreams: Portraits of Working Children, by David L. Parker. Features over 50 photos of working children around the world, including workers in Nepal, Thailand, Mexico, and the United States. 112 pages, hard cover, Lerner Publishing Group, 1997.

FACTSHEETS

Are You a Working Teen? Protect Your Health, Know Your Rights. A 4-page factsheet for teens about their rights on the job. Covers both health and safety regulations and child labor laws (restrictions on hours and types of work). Produced by U.C. Berkeley's Labor Occupational Health Program (LOHP). Available in English, Spanish, and Chinese.

- California residents can get a free copy of the original California edition from LOHP. ☎ (510) 642-5507.
- Residents of other states should contact the National Institute for Occupational Safety and Health for the national English-language edition. ☎ (800) 35-NIOSH (press 0 and ask for publication 97-132).

Are You a Teen Working in Agriculture? A 4-page factsheet for teen agricultural workers about their rights 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, Spanish, and in a simplified English version for English as a Second Language (ESL) students. A free copy of any version can be obtained from LOHP. ☎ (510) 642-4407.

The Teen Workers' Bill of Rights. A 2-page factsheet that describes teens' rights under the federal Fair Labor Standards Act. Includes minimum wage, overtime pay, safety, and equal employment opportunity. Free copies are available from the U.S. Department of Labor. ☎ (800) 959-3652, or visit their web site at <http://www.dol.gov>

SHORT EDUCATIONAL VIDEOS

Danger: Kids at Work shows graphic footage of child labor violations in the garment industry, agriculture, and fast food restaurants. Stresses the need for better child labor law enforcement. 15 minutes. Contact U.S. Department of Labor, Employment Standards Administration, Wage and Hour Division, San Francisco, CA. ☎ (415) 744-5590.

Dying for a Job tells the human stories of the thousands of workers who get injured or die on the job each year. Features survivors of the Hamlet, North Carolina chicken processing plant fire that killed 25 workers. 15 minutes, \$89.00. Reduced price on multiple orders. Order from We Do the Work, Oakland, CA. ☎ (510) 268-WORK. (A lesson plan is also available.)

I Am a Child! introduces some of the world's youngest and most vulnerable workers in Kenya, Thailand, and Brazil. Shows the efforts of governments, other organizations, and individuals to eradicate child labor worldwide. Available in English, French, Spanish, and German. 52 minutes, \$40.50. Order from International Labour Organization (ILO), Washington Office, Washington, DC. ☎ (202) 653-7652.

Leaving Home looks at “free trade” and its effect on workers on both sides of the U.S./Mexico border. Emphasizes the maquiladora program. Includes Mexican workers who describe dangerous conditions on the job, and gives viewpoints of economists, environmentalists, labor representatives, and business experts. 60 minutes, \$89.00. Reduced price on multiple orders. Order from We Do the Work, Oakland, CA. ☎ (510) 268-WORK. (A lesson plan is also available.)

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, \$5.00 suggested donation. Order from Jocelyn Sherman, United Farm Workers. ☎ (562) 633-9679.

Teens: The Hazards We Face in the Workplace features teens who introduce the basics of job health and safety and injury prevention. Part of a high school curriculum (*Safe Work/Safe Workers*). Produced by the Massachusetts Department of Public Health and the Children's Safety Network. 13 minutes, \$35.00. Order from Education Development Center, Sewickley, PA. ☎ (800) 793-5076.

Transit Tech shows New York high school students working with unions, teachers, and the transit authority to develop a new career focus. 17 minutes, \$89.00. Reduced price on multiple orders. Order from We Do the Work, Oakland, CA. ☎ (510) 268-WORK. (A lesson plan is also available.)

When Children Do the Work shows conditions facing young workers around the world who produce high-end products for U.S. consumers. 30 minutes, \$89.00. Reduced price on multiple orders. Order from We Do the Work, Oakland, CA. ☎ (510) 268-WORK. (A lesson plan is also available.)

The Wrath of Grapes describes the efforts of farmworkers to promote pesticide safety in the vineyards through the grape boycott. Available in English and Spanish. 15 minutes, \$5.00 suggested donation. Order from Jocelyn Sherman, United Farm Workers. ☎ (562) 633-9679.

Your Work—Keepin' It Safe illustrates the rights and responsibilities of young workers. Covers health and safety hazards in fast food, construction, and grocery stores. Shows teens teaching teens, and includes a discussion guide and other teaching materials. 12 minutes. A copy of the video is included with this curriculum. To order or for more information, call UCLA Labor Occupational Safety and Health Program, Los Angeles, CA. ☎ (310) 794-5964.

Zoned for Slavery shows how young people in factories along the U.S./Mexico Border and in Latin America produce trendy clothing for U.S. companies. Youth discuss the hazards they experience every day, from 15-hour work shifts to mandatory birth control. 23 minutes. To order or for more information, call National Labor Committee, New York, NY. ☎ (212) 242-0700.

For a catalog that lists over 40 educational videos on workplace issues (which include lesson plans), contact We Do the Work, Oakland, CA. ☎ (510) 268-WORK.

FEATURE-LENGTH VIDEOS AND FILMS

There are several feature-length videos that address workplace issues, including health and safety, union organizing, and social justice. Teachers and other educators may want to use them to supplement class material.

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, \$59.95 for schools. A teacher's kit is also available. Order from Paradigm Productions, Sparks, NV. ☎ (800) 903-7804, or visit their web site at <http://www.paradigmproductions.org>

The Killing Floor is the true story of Frank Custer, a young black man from rural Mississippi who worked in a Chicago meat-packing plant in 1917. Illustrates tensions between the African American and Eastern European workers who tried to organize a union. Includes graphic footage of the slaughtering process. 118 minutes, \$29.99. Available from Movies Unlimited, Philadelphia, PA (catalog #73-1053). ☎ (800) 4-MOVIES.

Matewan tells the story of a bitter clash between the union and company in the coal fields of West Virginia in the 1920s. Describes the harsh health and safety conditions that make mining one of the most dangerous occupations. 100 minutes. Available at most video rental stores.

Norma Rae focuses on the life of a Southern textile worker who joined with co-workers to organize a union. Shows the health and safety hazards textile workers face daily, including noise, shift work, lung disease, and stress. 117 minutes. Available at most video rental stores.

Silkwood tells the real-life story of Karen Silkwood, a union activist who was contaminated by plutonium in an Oklahoma plant where she worked. She died mysteriously in 1977 when her car crashed on her way to meet with a New York Times reporter to discuss safety conditions. 131 minutes. Available at most video rental stores.

HEALTH AND SAFETY CURRICULA

American Lung Association (1993). *Future workers' education project: Units for auto body and repair, health occupations, welding, and cosmetology*. Flexible, easy to use programs for teaching students how to protect their health in the workplace. Additional units on agriculture and carpentry/woodworking are in process. Contact American Lung Association, Sewickley, PA. ☎ (800) 292-5542.

Boston Public Schools, Department of Technical-Vocational Education (1993). *New directions at Madison Park Technical-Vocational High School*. A framework for helping vocational education teachers integrate information on “all aspects of industry” into their instruction. Includes ideas for activities on health, safety, and labor. Contact Madison Park Technical-Vocational High School, Roxbury, MA. ☎ (617) 635-8970.

California Occupational Health Program, Labor Occupational Health Program, and American Lung Association (1992). *Toxics on the job: Protecting your health. A curriculum for teaching workers about toxics and tobacco*. For vocational education instructors. Includes 4 units with trade-specific pamphlets for welders, machinists, auto repair workers, and construction workers. Also includes a general handbook for students in other trades. Contact Labor Occupational Health Program (LOHP), University of California at Berkeley. ☎ (510) 642-5507.

Council for Citizenship Education (1992). *The working teenager: A teacher's guide for secondary education (2nd ed.)*. Includes 5 lessons on workers' rights, laws affecting working teens, unemployment benefits, and workers' compensation. Includes a quiz for the working teenager. Contact Council for Citizenship Education, Russell Sage College, Troy, NY. ☎ (518) 270-2363.

Massachusetts Coalition for Occupational Safety and Health (MassCOSH) (1990). *Vocational-technical education health and safety manual*. A health and safety checklist for vocational education instructors. Contact MassCOSH, Jamaica Plain, MA. ☎ (617) 524-6686.

Massachusetts Department of Public Health (Occupational Health Surveillance Program) and Children's Safety Network (1997). *Safe work/safe workers: A guide for teaching high school students about occupational safety and health*. A 3-hour curriculum designed to raise awareness among young people about workplace health and safety and injury prevention. Includes a 13-minute videotape. Contact Education Development Center, Sewickley, PA. ☎ (800) 793-5076.

National Institute for Occupational Safety and Health (NIOSH) (1981). *Safety and health for industrial/vocational education*. 17 units on basic health and safety issues. Contact NIOSH Publications, Cincinnati, OH. ☎ (513) 533-8287.

New Jersey Department of Health, and University of Medicine and Dentistry of New Jersey, Robert Wood Johnson Medical School (1990). *Occupational health and safety awareness: Lessons for vocational students in secondary schools*. Includes 6 units to help vocational education instructors teach the use, storage, and disposal of hazardous substances in the workplace. Contact Environmental and Occupational Health Sciences Institute, Piscataway, NJ. ☎ (908) 445-0110.

University of California at Los Angeles, Labor Occupational Safety and Health Program (LOSH) (1997). *Young workers' rights and responsibilities*. Lesson plans on laws, hazards, sexual harassment, and child labor. Appropriate for students with limited English proficiency. Includes a 12-minute videotape. Contact LOSH, Los Angeles, CA. ☎ (310) 794-0369.

Victorian Occupational Health and Safety Commission and the Victorian Curriculum and Assessment Board (Australia) (1991). *Health and safety at work, a resource book for VCE*. Includes 16 health and safety curricula for use in classes in many subjects. Contact Ballarat University College, Ballarat, Victoria, Australia. ☎ 011-61-3-628-8565.

LABOR CURRICULA

California Federation of Teachers (CFT) (1997). *Bringing labor into the K-12 curriculum*. A 12-page listing of resources. To get a free copy contact the CFT Labor in the Schools Committee. The CFT is also developing *Golden lands, working hands*, a series of curricula on the history of the California labor movement. ☎ (510) 832-8812.

Resource Center of the Americas (RCTA) (1997). *Child labor is not cheap*. A 3-lesson unit focusing on child labor. Appropriate for grades 8–12 and adults. Includes 23-minute video *Zoned for Slavery*, handouts, posters, maps, and a listing of web sites and other resources. Contact RCTA, Minneapolis, MN. ☎ (612) 627-9450.

RESEARCH REPORTS AND BACKGROUND INFORMATION

American Youth Work Center and National Consumers League (1990). *Working America's children to death: Reported child labor violations*. Analyzes where and how youth get hurt on the job, and discusses the need for child labor laws and government oversight. Contact American Youth Work Center, Washington, DC. ☎ (202) 785-0764.

Bequele, A. and Myers, W.E. (1995). *First things first in child labour: Eliminating work detrimental to children*. An action-oriented overview of child labor throughout the world. Includes information on intervention, legislative action, enforcement, and public education campaigns. Contact International Labor Organization (ILO), Washington Branch, Washington, DC. ☎ (202) 653-7652.

Beyer, D. (1995). *Understanding and applying child labor laws to today's school-to-work transition programs*. Explains the basics of federal child labor law, and lists contacts at each state's labor department for information on local laws. Contact National Center for Research in Vocational Education (NCRVE), University of California at Berkeley. ☎ (800) 762-4093.

Bush, D. and Baker, R. (1994). *Young workers at risk: Health and safety education and the schools*. Describes a project which collected data on the risk on injuries, illnesses, and fatalities among young workers. Also makes recommendations to Cal/OSHA on how best to educate California's youth about workplace health and safety issues. Contact Labor Occupational Health Program, University of California at Berkeley. ☎ (510) 642-5507.

Child Labor Coalition. For publications below, contact National Consumers League, Washington, DC. ☎ (202) 885-3323. Titles include:

- *Annual state survey*. Information from state labor departments on child labor laws and enforcement activities. Results are available for the years 1991-1994.
- *Children who work—Challenges for the 21st century* (1993). Proceedings of a Congressional briefing on domestic and international child labor.
- *Model state child labor law* (1993). A guide for states.
- *RUGMARK organizer's kit* (1994). Information on children in the carpet industry in South Asia, and on the U.S. RUGMARK consumer education campaign.

Child Safety Network Rural Injury Prevention Resource Center (1994). *Prevention of injury in children of migrant and seasonal farm laborers: A resource list*. Lists English and Spanish printed materials and videos on agricultural safety, general childhood injury prevention, maternal and child health, and agricultural chemicals. Contact Marshfield Clinic, National Farm Medicine Center, Marshfield, WI. ☎ (715) 389-4999.

Fraser, B.S., Charner, I., Rose, K.L., Hubbard, S., and Menzel, S. (1994). *Minor laws of major importance: A guide to federal and state child labor laws*. A booklet developed for the U.S. Department of Education. Contains synopses of federal and state child labor laws applying to age, hours, and occupations. Contact National Institute for Work and Learning, Academy for Educational Development, Washington, DC. ☎ (202) 884-8000.

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 Labor Occupational Health Program, University of California at Berkeley. ☎ (510) 642-5507.

Harnett, T.F. (1989). *Children in the workforce: Setting our priorities*. A report on recommended changes to the New York child labor laws and worker permit process. New York State Department of Labor, Division of Labor Standards, Albany, NY. ☎ (518) 457-2460.

International Labour Organization (ILO) (1996). *World of work: Stop child labour*. An issue of ILO's magazine with a special focus on international child labor. Includes facts and figures as well as recommendations for action. Contact ILO, Washington Branch, Washington, DC. ☎ (202) 653-7652.

Jenkins, E.L., Kisner, S.M., Fosbroke, D.E., et al. (1993). *Fatal injuries to workers in the United States, 1980-1989: A decade of surveillance: National and state profiles*. Summarizes work-related injuries and deaths recorded in the National Traumatic Occupational Fatalities surveillance system, nationally and for each state. Includes analysis by age group, including adolescents. (DHHS/NIOSH Publication 93-108S.) Contact U.S. Government Printing Office. First copy is free; additional copies are \$2.00 each. Include the order number. Fax order to ☎ (301) 258-4066 or mail to PO Box 6015, Gaithersburg, MD 20884-6015.

National Child Labor Committee (1994). *Child labor in the 90s: How far have we come? A compilation of essays by leaders in the field*. An examination of health and safety hazards, legislative issues, trouble spots, and timely solutions to contemporary child labor problems. Contact National Child Labor Committee, New York, NY. ☎ (212) 840-1801.

National Institute for Occupational Safety and Health (NIOSH) (1995). *NIOSH alert: Preventing deaths and injuries of adolescent workers*. A summary of risks facing adolescent workers, with recommendations to employers, parents, educators, and adolescents. Contact NIOSH Publications, Cincinnati, OH. ☎ (513) 533-8287.

National Safe Workplace Institute (1992). *Sacrificing America's youth: The problem of child labor and the response of government*. Documents child labor problems in the U.S. based on information from officials in all 50 states. Includes demographic and statistical data on adolescent work patterns and child labor inspections. Contact National Safe Workplace Institute, Chicago, IL.

U.S. Department of Labor, Bureau of International Labor Affairs (1994). *By the sweat and toil of children: The use of child labor in American imports*. A report to the U.S. Congress; includes a study of child labor in 19 developing countries that export goods to the U.S. Contact U.S. Department of Labor, Bureau of International Affairs, Washington, DC. ☎ (202) 219-6043.

U. S. General Accounting Office (GAO). For publications below, contact U.S. Government Printing Office. First copy is free; additional copies are \$2.00 each. Include the order number. Fax order to ☎ (301) 258-4066 or mail to PO Box 6015, Gaithersburg, MD 20884-6015. Titles include:

- *Child labor: Characteristics of working children*. (Report No. GAO/HRD-91-83BR). June, 1991.
- *Child labor: Increases in detected child labor violations throughout the United States*. (Report No. GAO/HRD-90-116). April, 1990.
- *Child labor: Information on federal enforcement efforts*. (Report No. GAO/HRD-92-127FS). June, 1992.
- *Child labor: Work permit and death and injury reporting systems in selected states*. (Report No. GAO/HRD-92-44FS). March, 1992.

- ***Child labor in agriculture: Characteristics and legality of work.***
(Report No. GAO/HEHS-98-112R). March, 1998.
- ***Child labor violations and sweatshops in the U. S.***
(Report No. GAO/T-HRD-90-18). March, 1990.
- ***Garment industry: Efforts to address the prevalence and conditions of sweatshops.***
(Report No. GAO/HEHS-95-29). November, 1994.
- ***Labor's child labor enforcement efforts: Developments after Operation Child Watch.***
(Report No. GAO/T-HRD-91-44). August, 1991.
- ***Occupational safety and health: Assuring accuracy in employer injury and illness records.*** (Report No. GAO/HRD-89-23). December, 1988.
- ***Sweatshops in New York City: A local example of a nationwide problem.***
(Report No. GAO/HRD-89-101BR). June, 1989.

*Much of the information in this section has been adapted from **Safe Work/Safe Workers: A Guide for Teaching High School Students About Occupational Safety and Health**, a publication of the Occupational Health Surveillance Program of the Massachusetts Department of Public Health and the Children's Safety Network.*

INTERNET RESOURCES ON CHILD LABOR

This is adapted from a list compiled by the *Child Labor Monitor*, a National Consumers League Publication, in July, 1997. Please note that internet addresses are subject to frequent change.

U.S. Government

- **National Institute for Occupational Safety and Health**
<http://www.cdc.gov/niosh/homepage.html> (general information)
<http://www.cdc.gov/niosh/childdlab.html> (child labor)
- **U.S. Congress**
Has copies of Senate and house bills. You must have the bill number.
http://www.access.gpo.gov/su_docs/
- **U.S. Dept. of Labor, Employment Standards Administration, Wage & Hour Division**
Has information on U.S. and international child labor, sweatshops, and the Apparel Trendsetter List.
http://www.dol.gov/dol/esa/public/whd_org.htm (general information)
<http://www.dol.gov/dol/esa/public/youth/index.htm> (youth page)

- **U.S. Dept. of Labor, International Labor Affairs Bureau (ILAB)**
<http://www.dol.gov/dol/ilab/public/aboutilab/org/child.htm>
 Also, for information on ILAB’s study of international child labor, “By the Sweat and Toil of Children: The Use of Child Labor in American Imports” (1994), check the site:
http://www.ilr.cornell.edu/library/e_archive/ChildLabor/
- **U.S. Dept. of Labor, Occupational Safety and Health Administration (OSHA)**
<http://www.osha.gov/>

International Organizations

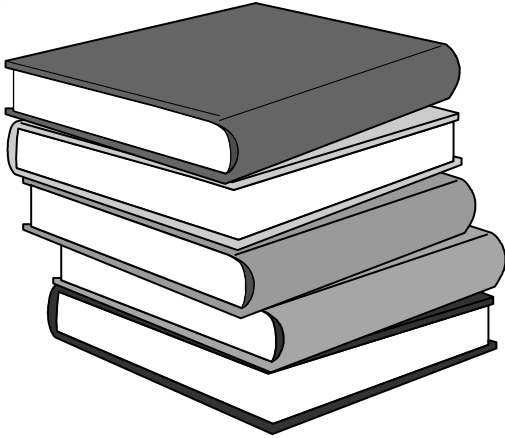
- **International Confederation of Free Trade Unions**
<http://www.icftu.org>
- **International Labour Organization**
<http://www.un.org/depts/ilowbo> (Washington Office)
<http://www.ilo.org> (Geneva Office)
- **United Nations Children’s Fund (UNICEF)**
<http://www.unicefusa.org>

Child Labor—Advocacy Groups and Campaigns

- **Association of Farmworker Opportunity Programs**
 Has information on migrant and seasonal farmworkers in the U.S., including children.
<http://www.afop.org>
- **Boston University School of Public Health**
 Has text and photos from several important books on child labor and workplace health and safety.
<http://www-busph.bu.edu/Gallery>
- **Child Labor Coalition**
<http://www.essential.org/clc>
- **Free the Children**
<http://www.freethechildren.org>
- **Human Rights for Workers Bulletin**
<http://ourworld.compuserve.com/homepages/hrw>
- **Institute for Global Communications, Children’s Rights Page**
<http://www.igc.org/igc/issues/hr/>

- **International Labor Rights Fund**
<http://gwis2.circ.gwu.edu/~laser/ILRF.HTM>
- **Kids Campaign to Build A School for Iqbal**
<http://www.digitalrag.com/mirror/iqbal.html>
- **National Consumers League**
<http://www.natlconsumersleague.org>
- **Nicaragua Network Education Fund, Campaign for Labor Rights**
<http://www.compugraph.com/clr>
- **Nike Boycott Home Page**
<http://www.saigon.com/~nike/>
- **Resource Center of the Americas**
<http://www.americas.org/rcta>
- **Robert F. Kennedy Memorial Center for Human Rights**
<http://www.rfkmemorial.org>
- **Stop Sweatshops Campaign**
<http://www.uniteunion.org/sweatshops/sweatshop.html>
- **Triangle Factory Fire**
<http://www.ilr.cornell.edu/trianglefire>

Workplace Health and Safety



Appendix B

Resource Organizations

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GOVERNMENT AGENCIES—CALIFORNIA

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

- Develops and enforces California regulations and standards.
- Takes worker complaints and inspects workplaces.
- Consultation Service assists employers.

Cal/OSHA Headquarters

45 Fremont St., Suite 1200
San Francisco, CA 94105
Information: ☎ (415) 972-8500

World Wide Web <http://www.dir.ca.gov/>

Cal/OSHA Regional Compliance Offices

Anaheim

2100 East Katella Ave., Suite 140
Anaheim, CA 92806
☎ (714) 939-8611

Los Angeles

3550 W. Sixth St., Room 413
Los Angeles, CA 90020
☎ (213) 736-4911

Sacramento

2424 Arden Way, Suite 125
Sacramento, CA 95825
☎ (916) 263-2803

Santa Rosa

1221 Farmers Lane, Suite 300
Santa Rosa, CA 95405
☎ (707) 576-2419

Cal/OSHA Consultation Service Headquarters

45 Fremont St., Room 1260
San Francisco, CA 94105
☎ (415) 972-8515

For other local Cal/OSHA offices, check the “State Government Pages” of your phone directory under: California, State of, Industrial Relations Dept., Occupational Safety and Health.

California Occupational Health Branch

Part of the California Department of Health Services. This program has two components:

- **Hazard Evaluation System and Information Service (HESIS)**

Has free publications and a library. Answers written requests for information on specific hazards.

- **Occupational Health Surveillance and Evaluation Program (OHSEP)**

Conducts research on job hazards.

Headquarters—HESIS and OHSEP

2151 Berkeley Way, Annex 11

Berkeley, CA 94704

☎ (510) 540-2115

Division of Workers' Compensation

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

Benefits Assistance and Enforcement

☎ (800) 736-7401 (no charge)

World Wide Web <http://www.dir.ca.gov/>

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

Labor Commissioner (Division of Labor Standards Enforcement)

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

Information and Assistance

☎ (415) 557-7878

World Wide Web <http://www.dir.ca.gov/>

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

GOVERNMENT AGENCIES—FEDERAL

National Institute for Occupational Safety and Health (NIOSH)

Health Hazard Evaluation (HHE) program does research on hazards at specific workplaces. Workers, unions, and employers can request HHEs. Has free publications on chemicals, ergonomics, child labor, and other hazards.

Headquarters

NIOSH/Centers for Disease Control
1600 Clifton Road NE
Atlanta, GA 30333
☎ (800) 356-4674

Publications

NIOSH Publications
4676 Columbia Parkway
Cincinnati, OH 45226
☎ (800) 356-4674

World Wide Web <http://www.cdc.gov/niosh/homepage.html>

Child Labor Page <http://www.cdc.gov/niosh/childlab.html>

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

Develops and enforces federal regulations and standards. In California, covers only federal government employees and a few others. Has many free publications and video library.

Headquarters

OSHA
U.S. Dept. of Labor
200 Constitution Ave. NW
Washington, DC 20210
National hotline: ☎ (800) 321-OSHA

Regional Office

OSHA Region IX
71 Stevenson St., Suite 420
San Francisco, CA 94105
☎ (415) 975-4310

World Wide Web <http://www.osha.gov/>

National Labor Relations Board (NLRB)

Has information about employment rights and labor laws. Investigates complaints by workers and unions in the private sector.

California Offices

901 Market St., Suite 400
San Francisco, CA 94103
☎ (415) 744-6810

615 Flower St., Floor 11
Los Angeles, CA 90065
☎ (213) 894-5200

World Wide Web <http://www.nlr.gov/>

U.S. Dept. of Labor, Employment Standards Administration, 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.

Conducts workplace investigations and gathers data on wages, hours, and other employment conditions and practices, to determine compliance with FLSA.

Assesses penalties if violations are found.

Headquarters

200 Constitution Ave. NW, Room S3510
Washington, DC 20210
 (202) 219-8305


World Wide Web <http://www.dol.gov/dol/esa/public/whd-org.htm>

Youth Page <http://www.dol.gov/dol/esa/public/youth/index.htm>

TEEN WORK INJURY PREVENTION 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 on state, federal, and international levels.

Child Labor Coalition, c/o National Consumers League
1701 K Street, N.W., Suite 1200
Washington, DC 20006
 (202) 885-3323

World Wide Web <http://www.essential.org/clc>

Defense for Children International–USA (DCI-USA)

The leading private organization dedicated to promoting children’s rights. Promotes the standards and protection contained in the United Nations Convention on the Rights of the Child. Current domestic agenda includes the continued support and enhancement of federal and state child labor laws, enforcement, and developing new protective policies.

DCI-USA
30 Irving Place, 9th Floor
New York, NY 10003
☎ (212) 840-1801

National Child Labor Committee

A private, nonprofit organization that promotes the rights, dignity, and well-being of children and youth with regard to work.

Focuses efforts on preparing young people for the world of work; preventing the exploitation of youth in the labor market; improving the health and education opportunities for the children of migrant farm workers; and increasing public awareness of child labor issues.

National Child Labor Committee
1501 Broadway, Suite 1111
New York, NY 10036
☎ (212) 840-1801

National Committee for Childhood Agricultural Injury Prevention

Makes recommendations for new research, education, policy, and evaluation efforts. Recommendations are based on injury statistics, and other relevant developments in such fields as general childhood injury prevention, adult agricultural injury prevention, occupational safety, and traffic and transportation.

National Committee for Childhood Agricultural Injury Prevention
National Farm Medicine Center
1000 North Oak Avenue
Marshfield, WI 54449
☎ (715) 387-9298

LABOR UNIONS

Many union organizations are active in safety issues relevant to teen workers. Following are three representative examples.

AFL-CIO

The AFL-CIO's Human Resources Development Institute, in cooperation with the U.S. Dept. of Labor, has produced a brochure for young workers on their rights under federal laws.

AFL-CIO
815 16th Street NW
Washington, DC 20006
☎ (202) 637-5210

World Wide Web <http://www.aflcio.org>

American Federation of Teachers

Represents thousands of primary, secondary, and college teachers. Some members have developed and will share curricula and other materials on workplace and labor-related issues. The union offers a selection of child labor materials and a free child labor poster.

American Federation of Teachers (AFT)
555 New Jersey Ave. NW
Washington, D.C. 20001
☎ (202) 879-4400

World Wide Web <http://www.aft.org>

UNITE (Union of Needletrades, Industrial & Textile Employees)

Textile unions which recently merged to form UNITE have been fighting U.S. sweatshop conditions since 1900. UNITE is concerned with the use of child labor both in this country and around the world, and urges support for legislation that would bar the import of products from countries where child labor is used.

UNITE
1710 Broadway
New York, NY 10019
☎ (212) 265-7000

World Wide Web <http://www.uniteunion.org>

TRAINING, INFORMATION, AND HELP

Labor Occupational Health Program (UC Berkeley)

Trains workers, young people, unions, joint labor-management committees, and others on health and safety. Sells publications and videos. (Free catalog is available.) Offers assistance and referrals on young workers, workplace violence, hazardous waste, ergonomics, and more. Has free library, open to the public.

Labor Occupational Health Program (LOHP)
University of California, Berkeley
2223 Fulton St., 4th Floor
Berkeley, CA 94720-5120
☎ (510) 642-5507

Center for Occupational and Environmental Health, Continuing Education Program (UC Berkeley)

Presents Continuing Education classes for health and safety professionals and management personnel on many topics, including workplace violence.

Continuing Education Program
Center for Occupational and Environmental Health (COEH)
UC Berkeley Richmond Field Station
1301 South 46th Street, Building 102
Richmond, CA 94804
☎ (510) 231-5645

World Wide Web <http://garnet.berkeley.edu:80/~coehce/>

Labor Occupational Safety and Health Program (UCLA)

Trains workers, unions, and others on health and safety. Offers publications, videos, and technical assistance. (Free catalog is available.)

Labor Occupational Safety and Health Program (LOSH)
School of Public Policy and Social Research, Institute of Industrial Relations
University of California, Los Angeles
6350B Public Policy Building
Box 951478
Los Angeles, CA 90095-1478
☎ (310) 794-5964

World Wide Web http://www.sppsr.ucla.edu/res_ctr/iir/losh.htm

Committees on Occupational Safety and Health (COSH)

Local volunteer groups of trade unionists and professionals. Most have regular meetings and offer training, information, and help.

California COSH Groups

Los Angeles Committee on Occupational Safety and Health (LACOSH)
5855 Venice Boulevard
Los Angeles, CA 90019
☎ (213) 931-9000

Sacramento Committee on Occupational Safety and Health (SACCOSH)
3101 Stockton Blvd.
Sacramento, CA 95820
☎ (916) 442-4390

Santa Clara Center for Occupational Safety and Health (SCCOSH)
760 North First St.
San Jose, CA 95112
☎ (408) 998-4050

Worksafe
c/o San Francisco Central Labor Council
510 Harrison St.
San Francisco, CA 94105
☎ (415) 543-2699

For a complete list of “COSH” groups in the U.S., contact:

New York Committee on Occupational Safety and Health (NYCOSH)
275 Seventh Ave., 8th Floor
New York, NY 10001
☎ (212) 627-3900

