
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.

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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

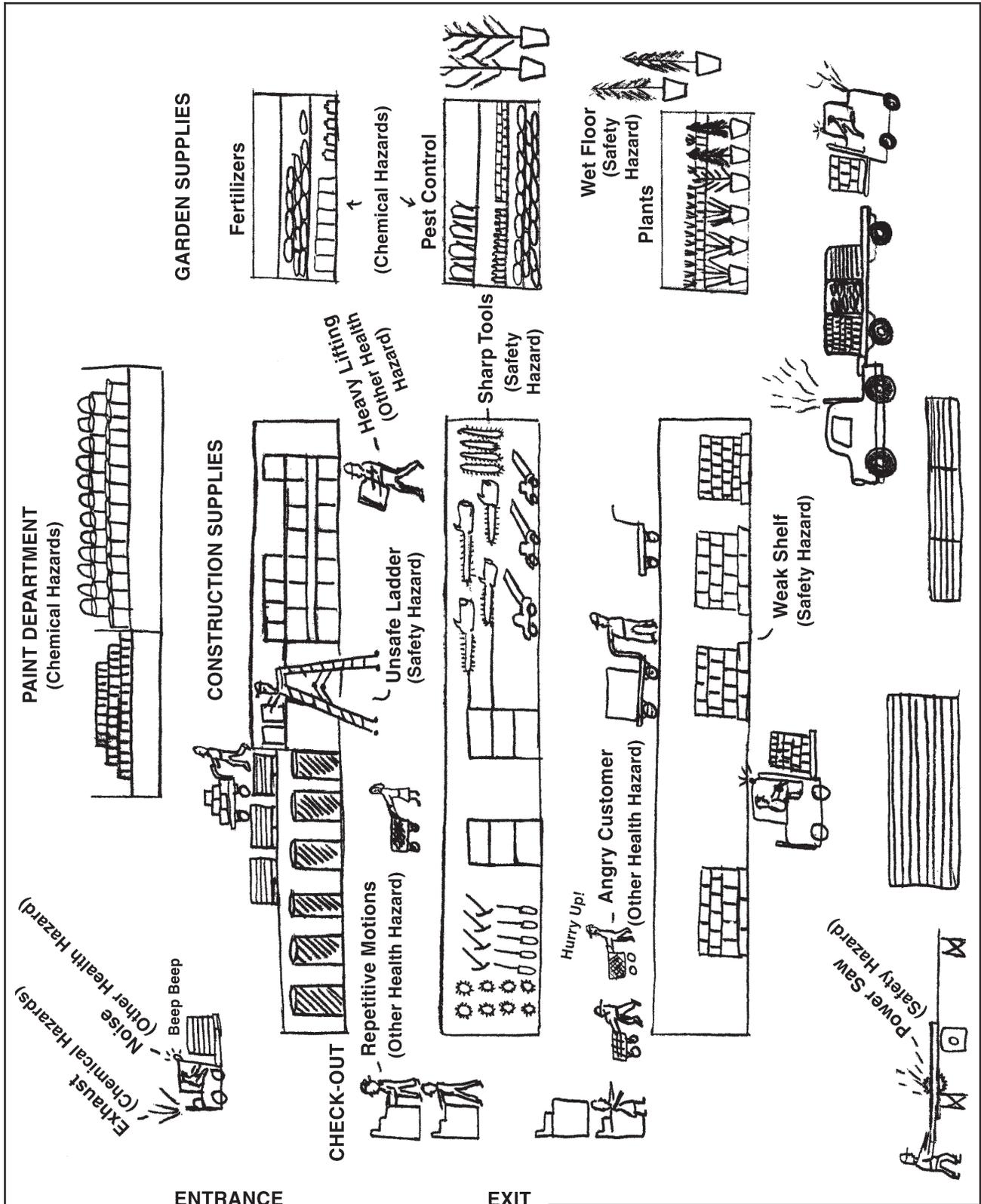
TV Game Show

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





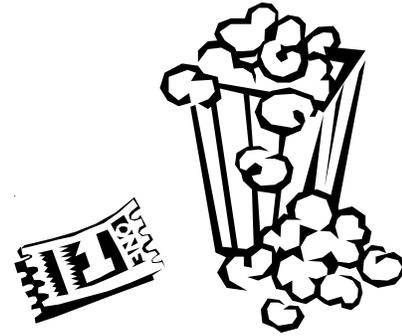
Hazards in the Fast Food Restaurant

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



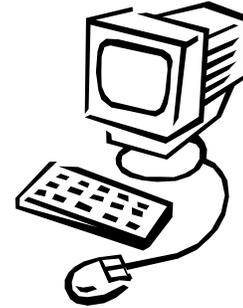
Hazards in the Grocery Store

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?

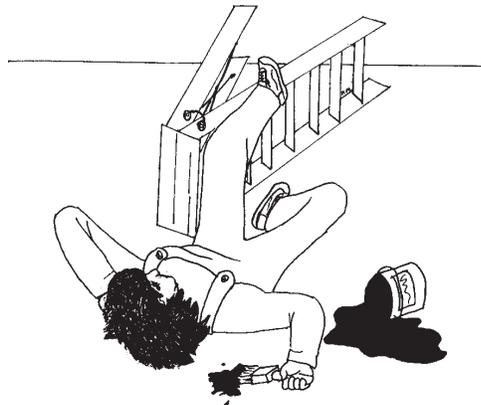
NO! There are laws that protect teens from doing dangerous work.

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?

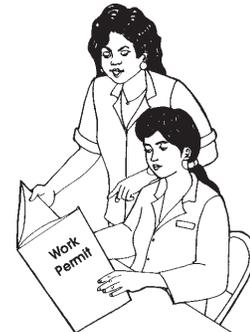
YES! There are many other restrictions regarding the type of work you can and cannot do.

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.



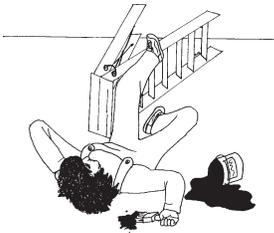
Did You Know?

- ◆ 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?

