

The Young Worker Leadership Academy

Presented by UCLA, UC Berkeley and
The Commission on Health and Safety and Workers' Compensation



**January 24-26, 2008
UC Berkeley
Berkeley, CA**

AGENDA

Young Worker Leadership Academy

January 24-26, 2008

The California Partnership for Young Worker Health and Safety is pleased to announce a three-day *Young Worker Leadership Academy*, January 24-26, 2008, in Berkeley, California. This Academy is a unique opportunity for young adults to become leaders and advocates for teen labor rights and health and safety. Through a series of workshops, participants will learn how and why youth are injured at work, their rights on the job, and how youth can have an impact on public policy, at both the local and state level.

Every 40 seconds a young worker is injured. This is twice the rate for adults (*National Research Council Institute of Medicine*, 1998). The Academy is based on the premise that engaging youth will improve efforts to solve this problem because youth will bring ideas, insights and enthusiasm that otherwise wouldn't be present. The **Young Worker Leadership Academy** will bring together six teams of youth ages 14-17, each with an adult sponsor, from several regions of California. The specific goals of the academy are to:

- ◆ Familiarize participants with young worker safety, including how and why youth are injured at work, their rights on the job, and prospective solutions recommended by other youth and adult experts.
- ◆ Introduce participants to the basic elements of the policymaking process, especially those related to young worker safety.
- ◆ Enable participants to develop a collective statement reflecting their preliminary perspectives on how to address this issue.
- ◆ Help participating youth to develop, implement, and evaluate a project to promote workplace health and safety during Safe Jobs for Youth Month in May of 2008.
- ◆ Develop leadership abilities among participating youth, including the knowledge, confidence and skills they will need to create positive change where workplace safety is concerned.

Participants will assemble in the afternoon on Thursday, January 24th for introductions, briefings on young worker safety and several lively interactive activities to learn about workplace problems and their rights on the job. Participants will have dinner on campus, followed by a group scavenger hunt. On day two, Friday, January 25th, participants learn about how to solve problems in the workplace. They'll also learn about the political process and discuss ideas for policy solutions to help protect and educate youth at work. They will study the recommendations of youth and adult experts before developing their own priority statement about the issue. Groups will also go "on location" to observe young workers in different working environments and to learn about common job hazards and what young workers think is needed. On Saturday, they will conduct a mock planning activity and hear the advice from a panel of experienced youth and adult activists. To conclude the event, they will meet with their local team members to select a project and outline plans for their follow-up activity during Safe Jobs for Youth Month.

The California Partnership for Young Worker Health and Safety brings together key representatives from government agencies and statewide organizations that are involved with California youth employment and education. The Young Worker Leadership Academy grew out of the Partnership's work, and is a collaborative project of the Commission on Health and Safety and Workers' Compensation, the University at California, Berkeley's Labor Occupational Health Program (LOHP), the University of California, Los Angeles' Labor Occupational Safety and Health (LOSH) Program, and the California Center for Civic Participation, a national leader in the area of youth development and youth governance. The Academy is funded by the Commission on Health and Safety and Workers' Compensation and in part by a grant from The California Wellness Foundation.

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Young Worker Leadership Academy

Thursday Afternoon, January 24, 2008

1:00-1:30	ARRIVAL and REGISTRATION: Be sure to have your signed parent permission slip and emergency form with you upon arrival. Review materials in your folder. Introduce yourself to someone new! <u>Optional:</u> Store your luggage at the hotel between 1:00 – 2:00 PM. Walk with YWLA staff to Barrows Hall at 1:45 PM.	Hotel Durant
2:00-2:30	WELCOME and OPENING REMARKS: <ul style="list-style-type: none"> • Welcome to youth • Introducing the YWLA Partnership <ul style="list-style-type: none"> ▪ LOSH, LOHP & the Commission on Health and Safety and Workers' Compensation ▪ California Partnership for Young Worker Health and Safety • Academy goals • Introducing the YWLA Youth Mentors • About youth in policymaking • Expectations, roles, and rules • Review materials in the blue folder 	Lipman Room, Barrows Hall UC Campus
2:30-3:15	INTRODUCTION ACTIVITY- "GETTING TO KNOW YOU!" <p style="text-align: right;">>>> USE WORKSHEET #1</p> <p>Everyone will pair off to interview each other about themselves, their communities, and their work experience, then report back to the full group about their new colleague. Each brief report will focus on something unique about that person, something the pair has in common, and something interesting about their community.</p>	
3:15-3:25	INTRODUCTION TO YOUNG WORKER SAFETY - "FRAMING THE ISSUE" <p style="text-align: right;">>>> USE WORKSHEET #2</p> <ul style="list-style-type: none"> • What do you already know about young worker issues? • What is young worker safety and why is it important? • Why have Young Worker Academies? 	
3:25-3:55	YOUTH PERSPECTIVES ON WORKPLACE SAFETY: <p style="text-align: right;">>>> USE REPORT FORM #1</p> <p>During this session, participating youth will share their initial perspectives on the following questions:</p> <ul style="list-style-type: none"> • Do you think it's important for teens to work? What does a good, healthy job look like? • Why do you think youth are getting injured at higher rates than adults? • What are possible solutions to reducing young worker illness and injury? • Which solutions do you think would be more effective? • Introduce Policy, Education, and Media solutions 	
3:55-4:05	BREAK Did you know? "Eighty % of young people work for pay outside their homes before they graduate high school." <u>U.S. Dept of Education, 1996.</u>	
4:05-4:10	ICE BREAKER	
4:10-4:40	HEARING FROM YOUNG WORKERS: PRE-PROGRAM INTERVIEW <p>Prior to attending the Young Worker Leadership Academy, each of you went out and interviewed youth in the workplace in your community. We are going to take a few minutes to hear about your findings, and do impromptu interviews of participating young workers. What did the youth who you interviewed think about safety on the job? Had they been injured at work? What might have prevented the injury?</p>	
4:40-5:05	LOST YOUTH VIDEO: <p style="text-align: right;">>>> USE WORKSHEET #2</p> <p>This video features youth who have been injured on the job, who describe their experience and how they think injuries to other young workers might be prevented. After watching the video, we will have a brief discussion.</p>	
5:05-5:20	"THERE OUGHT TO BE A LAW": <p style="text-align: right;">>>> USE WORKSHEET #2</p> <p>Discussion about existing laws and a historical context for child labor laws.</p>	
4:10-5:20	YOUTH MENTOR WORKSHOP <p>During a series of 5 breakout workshops, YWLA graduates from 2006 and 2007 will share experiences, develop and practice teaching activities and presentations, and plan activities to keep YWLA graduates active and connected after the Academy.</p>	554 Barrows Hall UC Campus

Young Worker Leadership Academy

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5:20-5:35	BREAK Did you know? Every 40 seconds a young worker is injured twice that of adults." <i>National Research Council, 1998.</i>	
5:35-6:05	KNOW YOUR RIGHTS – JEOPARDY GAME LOSH educators will guide you through this activity where you'll learn about your rights and responsibilities in the workplace -- and win prizes doing it! >>> USE WORKSHEET #2	Lipman Room, Barrows Hall UC Campus
6:05-6:15	ISSUE SLAM! HOW DOES WORK FIT INTO THE LARGER ISSUES OF ECONOMICS AND HEALTH? Should we raise the minimum wage? Provide drivers licenses for undocumented immigrants? Retain the Exit Exam for high school students? Encourage all students to go to college? Require employers to provide health insurance for their workers? Relax the environmental regulations to encourage business? What do you think? What's the other side have to say?	
6:15-7:00	WALK TO HOTEL: Get checked in, then meet in the lobby to walk to dinner.	
7:00-7:45	DINNER!	UCB Cafeteria, at Bowditch and Channing
7:45-9:00	GROUP SCAVENGER HUNT ON CAMPUS! Meet back at Sather Gate on campus at 8:45.	UC Berkeley
9:00-9:30	WALK BACK TO THE HOTEL: We will walk back to the hotel as a group. Meet at Sather Gate on campus.	Hotel Durant
10:00	LIGHTS OUT: Get some rest, we've got a busy day tomorrow!	

Young Worker Leadership Academy

Friday, January 25, 2008

8:00-8:15	WALK TO UC Berkeley Cafeteria	Hotel Durant
8:15-8:45	BREAKFAST	UC Cafeteria at Bowditch/Channing
8:45-9:00	WALK TO UC Berkeley – Lipman Room, Barrows Hall	
9:00-9:15	ICEBREAKER/Check-in	Lipman Room, Barrows Hall
9:15-9:30	WELCOME BY CALIFORNIA LABOR COMMISSIONER ANGELA BRADSTREET	UC Campus
9:30-10:15	<p>TWO FOR ONE! The full group will divide into 2 smaller groups. One will draw work locations and their hazards. The other will learn about solutions and how to prioritize these solutions.</p> <p>1. HAZARD MAPPING: Watch out! Youth Mentors will facilitate this interactive activity designed to help you practice recognizing possible workplace hazards.</p> <p>2. SAFETY PYRAMID GAME: Led by Youth Mentors, this activity will help you learn potential solutions to job hazards.</p>	
10:15-10:30	TAKE A BREAK Did you know? Nationally, an estimated 160,000 teens under 18 will be injured on the job. National Institute for Occupational Safety and Health, 2003.	
10:30-10:45	REPORT BACK TO THE LARGER GROUP: Identify a few people to report back to the whole group: describe the name and activity you participated in and what you learned – key points!	
10:45-11:15	IDEAL COMMUNITY ACTIVITY: The full group will divide into two smaller groups for this activity . Youth delegates will first brainstorm elements of an "ideal community." Then, faced with a limited budget, they will be asked to decide which elements are the most important! This activity will help develop communication, critical thinking and negotiation skills.	
11:15-11:45	ACTION-PLANNING CYCLE: During this lively activity, participants will have the opportunity to explore the decision-making process that goes into developing an action plan for promoting workplace safety. What's the difference between a program and policy action? Which actions will have the most impact? Take the most time to accomplish? Cost the most? Attract support or opposition?	
10:45-11:45	ADULT SPONSOR and YOUTH MENTOR WORKSHOPS (joint): During a series of 3 breakout workshops facilitated by partnership staff, adult sponsors will address different topics related to supporting youth. Adults will sometimes be joined by YWLA youth mentors. For example: <ul style="list-style-type: none"> • How can sponsors (adults) best support the follow-up projects youth participants are expected to accomplish during Safe Jobs for Youth Month? • What else can (and are) sponsors doing to promote young worker safety in their communities? • What activities will be modeled during the leadership academy that might be replicated back home? 	Break out rooms, TBA and 554, Barrows Hall UC Campus
11:45-12:00	LOCAL TEAM CAUCUS #1 – TIME FOR REFLECTION >>> USE WORKSHEET #3 Take this time to meet with your youth and adult partners, reflect, anticipate and make plans for the next day. Staff will also be on hand to answer any questions you may have up to this point. <ul style="list-style-type: none"> • What have you learned so far about young worker safety? The facts? Why is this issue important? • What's coming up next during the academy? What is each local team expected to do? • Review REPORT FORM #1- YOUNG LEADER STATEMENT FORM ON YOUNG WORKER SAFETY. This form will be completed on Sat. and will serve as a "tool" for you to take back to your community. • Review the REPORT FORM #2 – LOCAL PROJECT PLAN REPORT. This worksheet will serve as a 	Lipman Room, Barrows Hall UC Campus

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	<p>tool for guiding your team through the process of planning and selecting an effective project for Safe Jobs for Youth Month in May 2007.</p> <ul style="list-style-type: none"> • Review tomorrow's agenda and thinks about how Saturday's activities will give you the skills and understanding you'll need to select and execute an effective action plan for Safe Jobs for Youth Month. • 1-minute report backs from each group 	
12:00-1:00	LUNCH: Please stay in groups of four or more and be sure to report back to the Lipman Room at 1:00 PM SHARP!	Bear's Lair at the Student Union
1:00-2:00	IMPROV WORKSHOP Stand-up comedian Asterios Kokkinos will lead participants through several fun activities to help build their skills and confidence in working with others, speaking up, and talking in front of groups.	Lipman Room, Barrows Hall UC Campus
2:00-2:45	YOUTH MENTOR WORKSHOP Various topics.	554 Barrows Hall UC Campus
2:00-2:45	TAKING ACTION ROLE PLAY LOHP will lead you through this activity to apply what you know about your rights, and think about how you would actually speak up in the workplace.	Lipman Room, Barrows Hall UC Campus
2:45-3:00	QUICK BREAK BEFORE GOING OUT ON LOCATION: Grab your notepad, pen, worksheet	
3:00-3:30	YOUTH IN THE WORKPLACE PREPARATION: >>> USE WORKSHEET #4 Staff will prepare you and give you tips on going out into the workplace to interview youth on the job. This is your time to practice and prepare. Be sure know where you are going (refer to map in your packet) and have a list of questions. Remember to take notes so that you are prepared to report back to the full-group.	
3:30-3:45	WALKING TO WORKPLACE APPOINTMENTS	
3:45-4:15	YOUTH IN THE WORKPLACE: >>> USE WORKSHEET #4 Participants will break up into small groups to go out "on location" in order to observe and interview youth in different workplace settings. What are the hazards on their jobs? Have they been hurt or injured in their current job? What types of safety programs and incentives are in place in different industries? See attached schedule of appointments for specific times and locations, which we've arranged.	Telegraph Avenue businesses
4:15-4:30	WALKING BACK TO UC BERKELEY CAMPUS	
3:30-4:30	ADULT SPONSOR and YOUTH MENTOR WORKSHOPS Various topics (youth project planning support, publicity, and others TBA.)	Breakout rooms TBA and 554 Barrows Hall UC Campus
4:30-4:45	YOUTH IN THE WORK PLACE REPORTS The full group will reassemble and give reports on what they learned at their appointments in the field.	Lipman Room, Barrows Hall UC Campus
4:45-5:00	TEAM BUILDING ACTIVITY: Put your creative talents to action!	
5:00-5:15	BREAK Seventy teens will die each year from workplace injuries (reported). <i>National Consumers League, May 2003.</i>	
5:15-6:00	YOUTH PRIORITIES STATEMENT - WORKSHOP: >>> USE REPORT FORM #1 The full group will divide into 2 smaller groups to discuss and prioritize ideas on how to best address the problem of young worker safety. Reflecting back over the course of the Academy, participating youth will determine which 3-5 of the ideas heard so far they like the best and why; who else might like these ideas; and what obstacles proponents of these ideas might face. After the small group discussion, the two groups will	

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	reconvene to present their Priority Statements. From the ideas presented, the full group will come up with a "collective" Youth Priority Statement addressing young worker safety.	
5:00-6:00	ADULT SPONSORS: Free Time	
6:00-6:30	LOCAL TEAM CAUCUS TIME #2: Meet with your team to process what you learned today. Items to consider include: <ul style="list-style-type: none">• Summarize the Youth Priority Statement and discuss.• Begin to brainstorm creative and realistic ideas for your Safe Jobs for Youth Month Project• 1 minute report backs to the large group	>>> USE WORKSHEET #5 Lipman Room, Barrows Hall UC Campus
6:30-7:00	WALK TO HOTEL TO COLLECT COATS, ETC. Meet bus at 7pm sharp in front of Hotel Durant.	Hotel Durant
7:00-7:45	TAKE BUS TO SAN FRANCISCO, FISHERMAN'S WHARF	San Francisco
7:45-9:00	DINNER at Bubba Gump's.	
9:00-10:00	LEISURE TIME: Check out the sites!	
10:00-10:30	TAKE BUS BACK TO HOTEL: The full group will gather at 10:00 PM SHARP in front of Bubba Gump's.	
11:00	LIGHTS OUT AND ROOM CHECKS: Remember to be ready to bring your luggage down to the lobby in the morning. We will be storing it for the day while we finish the conference.	Hotel Durant

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Saturday, January 26, 2008

8:00	MEET DOWNSTAIRS TO STORE LUGGAGE FOR THE DAY...	Hotel Durant
8:00-8:15	WALK TO BREAKFAST	
8:15-8:45	BREAKFAST	UC Cafeteria, Bowditch & Channing
8:45-9:15	CHECK OUT OF HOTEL AND DRIVE TO UNIVERSITY HALL	
9:15-9:25	ICEBREAKER AND CHECK-IN	Room 150, University Hall
9:25-9:45	YOUTH MENTORS SHARE THEIR PROJECTS AND EXPERIENCE FROM LAST YEARS ACADEMY AND PROJECT: Hear tips and challenges from youth who attended the 2007 Young Worker Leadership Academy.	
9:45-10:45	SAFE JOBS PROJECT SCRIMAGE – “PRACTICE MAKES PERFECT!” >>>USE WORKSHEET #6 During this segment, the full group will divide into 2 smaller groups for a “mock planning session.” The purpose of the small group workshop is to plan a “mock project” for Safe Jobs for Youth Month. Items for consideration include: What type of project will be effective? How can your team use what you’ve learned to effectively and credibly communicate to others the importance of safety awareness on the job? Who are your allies? What type of budget (if any) will you need? What other resources do you have at school or in the community? This workshop will give youth valuable “rehearsal time” in selecting, planning, and foreseeing obstacles related to their project.	
9:45-10:45	ADULT SPONSOR and YOUTH MENTOR WORKSHOPS (joint) Various topics (youth project planning support, publicity, and others TBA.)	182 University Hall
10:45-11:00	BREAK: Did you Know? Most teens work in Retail (54%), most of the injuries occur in Retail (54%), and the main causes of injuries for teens are: driving motor vehicles, operating tractors, handling hot liquids. <i>Children's Safety Network, 1995.</i>	
11:00-11:45	MOCK PROJECT PRESENTATIONS – “Round Table of Activists Here To Help You!” We have gathered a group of experts, including <i>youth</i> activists, who are ready to critique your strategies for your Safe Jobs for Youth Mock Project. They will provide you with valuable insight on communicating your message about young workers’ safety and they’re ready to answer any questions you may have.	Room 150, University Hall
11:45-12:30	LOCAL TEAM CAUCUS #3 - PLANNING “THE REAL DEAL”: >>>USE REPORT FORM #2 Gather with your local team to discuss specifics for your <i>actual</i> Safe Jobs for Youth Month Project (May 2008). Brainstorm ideas for the project. How will you get your message across? What will it involve? What obstacles might you face? Will you need a budget? Once again, use our valuable worksheets to help guide your discussion. We will be collecting this report so that we can provide project-related advice and assistance.	
12:30-1:30	LUNCH: Please stay in groups of four or more and be sure to be at “The Knoll” at 1:30 PM SHARP!	Restaurants, downtown Berkeley
1:30-1:45	PHOTO OP: Meet at “The Knoll” for picture taking!	
1:45-2:00	WALK BACK TO UNIVERSITY HALL	
2:00-2:30	LOCAL PROJECT REPORTS: Share with the full group your team’s plans for your Safe Jobs for Youth Project.	Room 150, University Hall
2:30-2:45	EVALUATION: Take a few minutes to fill out the evaluation in your folder. Your comments will help us shape future programs.	
2:45-3:00	STAY CONNECTED WITH MORE OPPORTUNITIES and CLOSING COMMENTS FROM PARTICIPANTS AND STAFF: Next year attend the Academy as a Mentor and/or help plan other events and conferences? We want to hear what you thought about the YWLA! What did you learn? What were the best parts of the program?	
3:00	DEPARTURES: Thanks for coming! Suggested optional activities: Tour UC Campus, go to the top of the Campanile tower, visit Lawrence Hall of Science--and there's always San Francisco!	

Facilitator's Guide for YWLA Activities

The activities are listed in the order in which they appear in the Sample YWLA Agenda in the book. The corresponding worksheets can be found in the “YWLA Activities” folder in the “At the Academy” section of the CD. *Please note—these activities are flexible and can be adapted!*

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Activity #1: Introduction Activity
45 minutes (depends on size of group)

Objective: Give participants a chance to meet and learn about one another.

Materials and Prep

- Worksheet #1
- Post flipchart paper on the wall, a separate sheet for each team, with the name of the team at the top
- Large card for each participant (large index card or 1/2 of an 8.5x11 sheet)
- Markers
- Post flipchart paper with Report Back instructions (Name, plus 3 things listed under #1 below)

Instructions

1. *Tell the group:*

- We will break into pairs—everyone needs to choose as a partner someone they have not yet met. Partners will interview each other, and then introduce each other to the group. Use the questions on the worksheet and take notes; focus on what you are most interested in learning about your partner. You will need to introduce your new friend by sharing:
 - Something unique about the person
 - Something that the two of you have in common
 - Something interesting about their community, that might help people guess where he/she is from (without giving it away)
- Start by making a name card for yourself.
- Look at the questionnaire. Choose a few questions you'd like to ask your partner.
- Spend about 5 minutes interviewing each person. Think about the 3 things you will say to introduce them.

2. Divide into pairs (youth with youth, adults with adults).

3. Partners interview each other—after about 5 minutes, facilitator tells people to switch; remind them to think about what they'll share.

4. In the large group: each person introduces their partner, then the rest of the group guesses which team they're from. Then, the person tapes their name to their team's sheet. Leave the sheets up for the rest of the day to help people remember who is on which team.

5. **Concluding remarks and transition:** Throughout the academy we hope you learn more about one another since you will be spending three days together. Your different perspectives and experiences are all important in creating a great academy. Now we will talk about why we are all here today.

Activity #2: Introduction to Young Worker Safety: Framing the Issue

10-15 minutes

Objective: Find out what participants know already about young worker health and safety. Introduce the subject of young worker safety—the dimensions of the issue, why it matters, factors contributing to young worker injuries, and the need for youth to take action to improve young worker health and safety.

Materials and Prep

- Flipchart and marker
- Staff person besides facilitator who can act as scribe
- Overheads: Where Do US Teens Work?, Where Are Teens Injured?, Most Common Types of Injuries Sustained by Teens. (These can be found at the end of this activity as well as in the accompanying PowerPoint file on this CD (slides #1-3).)
- Participants should take out *Worksheet #2: The Facts About Youth in the Workplace*

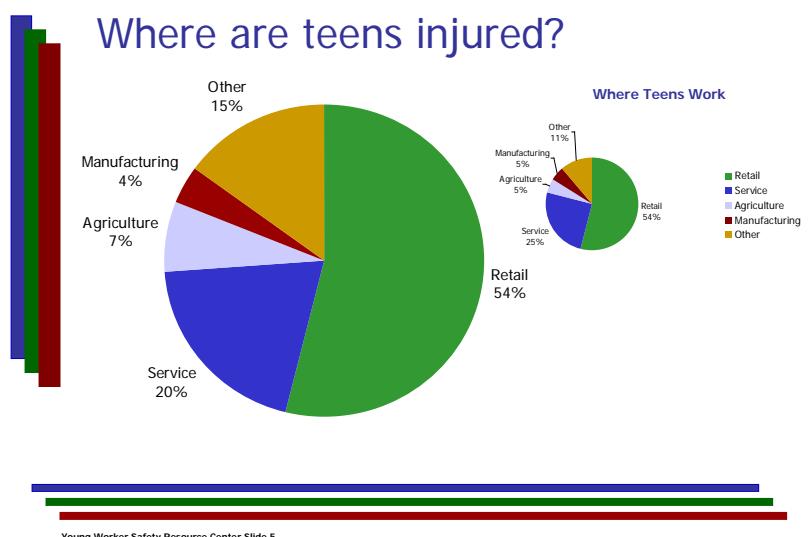
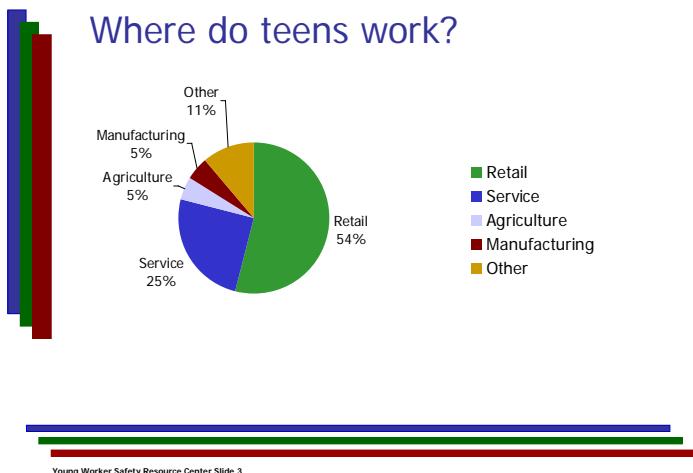
Instructions

1. For this brief activity, the facilitator asks the series of questions below. A scribe should write down participants' answers on a flipchart. Take a few answers per question. The facilitator adds new information related to each question. The questions and supplementary information are listed below.
 - Why are we doing this—why have a YWLA?
 - How many of you work?
 - 80% of teens start working before they leave high school
 - Where do you think young people work?
 - Statistics on where young people work (Overhead #1).
 - For those of you who work, how much did you know about your job before you started?
 - Most young people don't know what to expect when they enter the workplace
 - Do any of you know someone who has been hurt or injured on the job?
 - Every 6 minutes, somewhere in the U.S. someone under the age of 18 goes to a hospital emergency room with a work-related injury.
 - What kinds of injuries?
 - Statistics on types of injuries sustained by young worker (see Overheads #2 and 3). (If you will be showing the “Lost Youth” video –Activity #4-- you can tell participants that that later on in the day they will get some very concrete examples of what this can mean.)
2. **Concluding remarks and transition:** Workplace injuries and illnesses shouldn't be happening. Work is supposed to be a positive experience, not a place to get hurt. Clearly something needs to be done.

We recognize that we all need to be part of the solution. Young people need to understand that we don't have to just accept this situation. We can act, and make a difference. We hope what you learn at this Academy you can put to use in your own job; but also take this information back to your families, schools and communities so you can make a difference for others, and maybe even for future young workers.

So now that you have learned more about the purpose of the academy and gained some factual information about young worker health and safety, we want to know about your own experience with work and what you think about this issue.

PowerPoint Slides (also in separate file on the CD)





What types of injuries do teens experience?



- Cuts 34%
- Contusions 18%
- Sprains 16%
- Burns 12%
- Fractures 4%

Young Worker Safety Resource Center Slide 6

Activity #3: Youth Perspectives on Workplace Safety

15 minutes

Objective: After hearing some statistics about young worker health and safety, participants are now given a chance to share their own knowledge and experience regarding young worker issues. Participants respond to a series of questions, including why they think youth are getting injured at higher rates than adults and possible solutions to this problem. This brainstorming helps youth begin to develop their own opinions on this issue, honors their voice, and helps them integrate their own knowledge and any new information.

Materials and Prep

- Report Form #1 from their packet
- Flip chart and markers
- Ask another staff person to serve as a scribe to record participants' answers.

Instructions

1. Introduce the activity and objectives.
2. Ask participants to take out Report Form #1 titled "Youth Priority Statement." Inform them that this form is a tool that will be used to take notes throughout the Academy. They can then draw on these notes when they begin planning their team's project.
3. Big group brainstorming: Ask the series of questions below. The scribe should record participants' responses on the flip chart.

Questions:

- Why do you think youth get injured at higher rates than adults? What is the problem?
 - What are possible solutions to reducing injuries and even deaths for young workers?
 - What can you do as young people to help reduce young worker injuries and deaths?
4. **Concluding comment and transition:** Let participants know this was the first of many other activities where they will be sharing their knowledge and ideas on this issue. In the upcoming days, they will be able to add new layers of information and develop an informed position on young worker issues. Now we want to hear what you found out from the young people you spoke to yourselves, in your pre-program interviews.

Activity #4: Hearing from Young Workers-- Pre-Program Interview

20 minutes (participants have conducted interviews prior to YWLA)

Objective: Prior to the Academy, participants were asked to interview young workers using an interview guide sent with their registration materials (See Pre-Academy Activity Sheet). In this activity, participants will share their findings from these interviews. As well, participants who currently hold jobs will also have a chance to talk about their experience with health and safety on the job.

Materials and Prep:

- Write each of the interview questions twice, on two different pieces of paper (so two people can be writing answers to that question at the same time). Post around the room.
- Give everyone a marker.

Instructions

1. *Facilitator says:* Prior to attending the Young Worker Leadership Academy, each of you went out and interviewed youth in a workplace in your community. We are going to take a few minutes to hear about your findings. First, take 5 minutes to write your results (just a few words) on the flip chart paper around the room. *Participants spend 5 minutes writing.*

Questions:

- Where do they work?
- What do they like about their jobs?
- What are their main concerns?
- What kind of health and safety training did they get?
- What's the most interesting/compelling thing you learned?

2. Discuss each question, also ask: Had anyone you interviewed been injured? Or have any of you been injured? (describe)
3. **Concluding remarks and transition:** It sounds like you've learned a lot from the young people you interviewed, as well as from your own experience as young workers. Now we'd like to share with you a video where you'll hear from some young people who have been very seriously affected by workplace injuries.

Activity #5: *Lost Youth* Video
30 minutes (video is 17 minutes long)

Objective: *The first-hand accounts of youth injured on the job will serve as a basis for discussion of how work injuries can impact one's life and how injuries can be prevented. Participants will also be encouraged to analyze the video critically and discuss whether it was an effective means of raising awareness.*

Materials and Prep

- *Lost Youth* video/DVD-- Edited Version (unedited version has curse words)
The video can be ordered at:
www.worksafebc.com/publications/how_to_order_publications_and_videos/default.asp
Alternately, it can be downloaded from the website for educational purposes for \$5.00.
For more information call 1-866-319-9704.
- VCR or DVD Player

Instructions

1. Explain how the video was produced and the format it uses.

About *Lost Youth*

This video was developed using research conducted with injured young workers in Canada. These workers advised that a true-to-life video based on “real life stories—graphic, shocking, and really in your face,” would be the most impactful and believable among young people. Injured young workers also commented that youth tend to “tune out” safety messages because they think “That could never happen to me.” Nevertheless, the injured young workers also commented that the more often a message is conveyed and the more realistic it is, the more likely it will connect with youth.

Lost Youth was developed without a script, and features the true stories of four injured young workers whose lives have been permanently changed by their workplace injury. In a docu-drama format, Michael, Jennifer, John and Nick talk emotionally about learning to live with the effects of their workplace injury. Their parents speak about their children’s shattered bodies and dreams. To add to the sense of reality, all injury scenes were re-created with the help of the special effects crew of the TV show *The X-Files*.

Lost Youth: Four Stories of Injured Young Workers was produced by the Workers’ Compensation Board of British Columbia in partnership with the Youth Initiatives Unit of Human Resources and Development Canada- B.C. / Yukon Regional Office.

2. (Optional, if time permits) Introduce the youth featured in the video.

Michael, Jennifer, John, and Nick are young people who were seriously injured at work in British Columbia, Canada. They live every day with the consequences of workplace injuries. All four were teenagers when they were hurt. None were properly trained to deal with hazards at their workplaces. Each experienced a different injury, but all of them have seen their lives change dramatically as a result of getting hurt at work.

- Michael's leg was crushed in a sawmill machine. Once an athletic guy known as "Mr. Active," Michael wears a prosthesis today and can't walk 10 minutes without a rest. He lives in constant pain.
 - Jennifer lost three fingers in a pizza dough maker. This confident young woman now self-consciously covers her hand when she talks.
 - John and Nick broke their back in separate forklift injuries. John's days of shooting hoops are now replaced with days of shooting pains. Nick spends most of his time in a wheelchair.
3. Explain that the video is 17 minutes long and contains graphic scenes and language. Remind viewers that while the injury scenes are re-creations and not real, the young people, their parents, and their stories are real. You may want to suggest that if viewers are upset by the video, they can look away or leave the room.

Some viewers may be strongly affected; you may need to give them some time afterward to reflect on what they have seen.

4. Discussion: Give viewers a moment to reflect on what they have seen before launching into a group discussion. Use the questions below to begin a conversation:

► Does anyone have any initial reactions/comments?

► What are some of the reasons Michael, Jennifer, John, and Nick were injured at work?

Possible answers:

- lack of training
- inexperience
- they didn't ask for help
- they did things that were unsafe because they saw other workers doing them

► What safety measures were discussed?

Possible answers:

- Don't do work that seems unsafe, even if other workers are doing it.
- Ask to be trained about how to work safely and how to recognize hazards.
- Follow safe procedures and encourage others to do so.
- Know your workplace health and safety rights and responsibilities.
- Ask questions if you are uncertain about anything.

► What role does the employer play in keeping workers safe at work?

Possible answers:

- Know and comply with health, safety, and child labor laws.
- Provide thorough training and make sure all workers, old and young, are appropriately supervised.
- Create a workplace culture that encourages asking questions and prioritizing safety.

► What role does the worker play in keeping himself or herself safe at work?

Possible answers:

- Don't do work that seems unsafe, even if other workers are doing it.

- Ask to be trained about how to work safely and how to recognize hazards.
 - Follow safe procedures and encourage others to do so.
 - Know your workplace health and safety rights and responsibilities.
 - Ask questions if you are uncertain about anything.
- What is the most important thing you learned from the video?
- In what ways was the video effective? Ineffective?
- **Concluding remarks and transition:** Workplace safety is a serious issue and this video was created to send that message. Thanks for sharing your reflections. Now we will talk about what kinds of laws you think there *should* be to protect young workers--and what rights you actually have.

Activity #6: There Ought to Be a Law!

30 minutes

Objective: Engage participants in a discussion of existing child labor laws and the historical context for these laws.

Materials and Prep:

- Select a historical child labor photo, such as one taken by Lewis Hine, available at:
<http://www.historyplace.com/unitedstates/childlabor/>
<http://www.kentlaw.edu/ilhs/hine.htm>
<http://www.archives.gov/education/lessons/hine-photos/>
- Make enough copies to have one per every 5 participants or one per table. You may want to enlarge the photos.
- Place a copy of a historical child labor photo on each table.
- Make sure everyone has a copy of the “Are You a Working Teen?” fact sheet (available at <http://www.cdc.gov/niosh/talkingsafety/>. Click onto your state, then click onto “Student Handouts.” Go to page 21 of the handouts.

Instructions

1. Ask: “How many of you had a chance to review the “Are You a Working Teen?” fact sheet? Is there anything new you learned?”
2. Say: Before we talk more about the laws, I want to take you back about a hundred years. Look at the picture you have on the table in front of you.
 - What do you see?
 - What kind of working conditions do you see that might make someone sick, or lead to injury?

List the answers to the following question on flipchart paper.

- Thinking about these youth, the youth you interviewed, the *Lost Youth* video....What kinds of laws could help prevent these kinds of working conditions? What would make a difference?

Suggestions may include things like: “don’t let kids work” [ask what age]; “don’t let young people work with dangerous machinery”; “make sure people are trained”; “make sure people have protective gear”; etc.

Then, consider each suggestion and ask:

- Does this law exist? Can you find it on the fact sheet?
 - Are laws enough to keep young workers safe? What else do you think you need?
3. **Concluding remarks and transition:** “We want to be aware of these laws, and of the different agencies involved in making and enforcing them. These laws protect everyone no matter their race, sexual orientation, gender, or immigration status. In the next activity, we’ll play a game to learn more about your workplace rights and responsibilities.”

Activity #7: Know Your Rights “Jeopardy” Game

30 minutes

This activity was adapted from Youth @ Work: Talking Safety. The instructions and list of questions can be downloaded for free at

<http://www.cdc.gov/niosh/talkingsafety/>. Click onto your state, then click “Entire Booklet.” Go to Lesson 5, page 63

Objective: Have fun while learning about key young worker rights and responsibilities. Youth will have an opportunity to work in teams and review topics like work permits, workers’ compensation, and government agencies involved with worker health and safety.

Materials and Prep

You will need:

- Jeopardy-style game board (PowerPoint Slide #4 in the separate file on this CD). Handwrite this onto a flipchart page or show with an LCD or overhead projector.
- Questions for each square (Go to <http://www.cdc.gov/niosh/talkingsafety/>. Click onto your state, then click “Entire Booklet.” Go to Lesson 5, page 65.)
- Flipchart sheet to use as a score board.
- Markers for writing down score and crossing off boxes on the game board.
- Make sure each participant has a copy of the “Are You a Working Teen?” factsheet for your state <http://www.cdc.gov/niosh/talkingsafety/>. Click onto your state, then click “Student Handouts.” Go to page 21.
- Have small prizes for the winning team.

Instructions

1. Explain that you will be playing a trivia game about young worker rights and responsibilities. Participants will work in teams to answer questions and earn points.
2. Ask participants to take out their copies of the “Are You a Working Teen?” factsheet. Point out the main topics covered in the factsheet. Give a few examples of the type of information offered on each page.
3. Break the group into teams of four to five participants each. For fun, ask each group to pick a team name to use when keeping score.
4. Ask the groups to spend 5 minutes reviewing the factsheet so they will be able to answer questions during the game. You might suggest that team members each review one section of the factsheet. Circulate among the teams as they read to answer any questions.
5. Bring the group back together and explain the rules of the game. Then play!

GAME RULES

- Each team should pick a team leader to speak for them.
- The first team can pick any category and dollar amount from the game board. The game leader will ask the corresponding question.
- The team gets 30 seconds to agree on an answer; the team leader should then give the answer.

- If the first team answers the question correctly, they get the dollar amount in points and this score is written on the board. Then, the next team picks a category and dollar amount.
 - If the first team answers the question incorrectly, the next team is called on to answer the same question and so on, until one team gets the correct answer. This team then gets the dollar amount, and the next team in the sequence gets to pick a category and dollar amount. (Don't call on another team if it's a "true or false" question.)
 - If all teams miss a question, give and explain the correct answer.
 - When a team answers correctly, they do not get another turn—the next team is called on.
 - Take advantage of opportunities to ask further, non-competitive questions, such as "Does anyone know when the minimum wage was last changed?"
 - Some questions have more than one right answer. If teams can give multiple right answers to a question, they can get more points.
 - Once all questions have been asked, the team with the most points wins!
6. **Concluding remarks and transition:** "Great job! Hopefully you are now a little more informed about your workplace rights, where they came from, and what resources and government agencies are out there to help you with workplace problems. We are going to shift gears for a moment now, to find out what kinds of opinions you have on some of the other issues policy makers are making decisions about for you right now!"

Activity #8: Issue Slam!

25 minutes

Objective: This lively activity pushes participants to think on their feet and express and hear opinions about current issues and tough questions. It introduces the concept that policymakers are making decisions about issues participants may care about, and that they can have opinions and make their voices heard on these issues. It also aims to get them thinking about how young worker issues fit into a larger context. Because participants talk one-on-one, it serves as a good ice-breaker as well.

Materials and Prep

- Prepare about 10 questions related to current economic, social, political, or labor issues, ideally issues that are being considered in the city, state or federal legislatures. Include a mix of local, state, and national issues. Newspaper clips and photos can provide helpful stimulus as well. Examples:
 - Should schools require high school seniors to pass an exit exam in order to graduate?
 - Should there be a tax on foods containing unhealthy amounts of sugar and fat to discourage people from buying them?
 - Should there be a limit on how much candidates for political office can spend on their campaigns?

Instructions

1. Introduce the activity and its objectives.
2. Ask participants to stand and form two circles, one inside of the other. Those in the inner circle face outward, those in the outer circle face inward, forming discussion pairs. (There should be an equal number of people in each circle so that every person is facing one person.)
3. Tell the group: I will introduce an issue and ask you a question about that issue. You and your partner will then take turns responding. Each person will have two minutes to give their opinion, and partners should not interrupt each other.
4. Introduce the first issue, providing brief background, then ask the question associated with it.
5. The partners share their responses with each other. After two minutes, have them switch so the other person can respond.
6. After each issue, ask the group if anyone heard anything interesting or surprising from their conversation that they'd like to share. Ask how many people heard an argument for or against, and ask one from each side to explain.
7. You can then add questions to spur later thought and discussion. (Example: “If we don’t have an exit exam, what other ways are there to know whether a student is prepared to graduate high school?”)
8. After each issue, have either the inner or outer circle move two people to their right (or any number that gets people talking to a new partner).

9. Repeat the question-posing and discussion process with a new issue.
10. Ask participants which of these issues they think might have a bearing on young worker issues and how.
11. **Concluding remarks and transition:** We hope that you have learned some new things today, and are starting to develop some of your own opinions and ideas about workplace issues that are important to you, and to your peers. Tomorrow you'll get a chance to learn more specifically how to find and address workplace hazards, using some teaching activities you may want to use back in your own communities.

Activity #9: Hazard Mapping Activity

30 minutes

(This activity happens simultaneously with Activity #10: Safety Pyramid Game. The big group is divided into two smaller groups, with teams represented in both groups. Each group participates in one of the activities.

Participants are recruited to report back to the larger group on the activity and what they learned.

*This activity was adapted from **Safe Jobs for Youth** and can be downloaded for free at www.losch.ucla.edu)*

Objective: During this activity, participants will practice identifying a variety of health and safety hazards found at typical worksites, using specific categories to expand their understanding of these hazards. They will also begin to think about possible solutions to the problems presented. This activity also provides participants with an opportunity to continue building their teamwork and public speaking skills.

Materials and Prep

- Flipchart paper and easel
- Six boxes of markers (red, blue, brown, green, black)
- “Risk Map Color Code” handouts
- Enlarged sample risk map (see sample risk map found after activity instructions)

Instructions

1. Introduce activity and objectives.
2. Start the activity with a brief introduction to what workplace hazards are.
 - Write the word “hazard” on the flip chart and ask a couple volunteers to give you a definition. Write their definitions on the flipchart. Incorporate their definitions with the definition below.

Hazard- something visible or invisible that can harm you physically or psychologically. Can have a negative affect at that moment or at the long-run.

3. Introduce risk maps and the color code.
 - Explain that students will work in groups to draw maps of workplaces, to identify the possible hazards that could cause injuries or illnesses.
 - Group the hazards into the following categories, and assign each a different color. Show PowerPoint #5 (*Color Code for Risk Maps*) found on the separate file on this CD or write this code on the board for students’ reference.
- **Red:** **Safety Hazards** can cause obvious injuries like cuts, slips and falls, burns, and back injuries. Some examples are: sharp knives, deep fat fryers, slippery floors, and heavy objects. Violence and assaults are also safety hazards.
- **Blue:** **Chemical Hazards** can cause immediate or longer-term health effects.

Some examples are: disinfectants, detergents, solvents, paints, and varnishes.

- **Brown:** **Other Physical and Environmental Hazards** include: noise, dust, heat, cold, and unsanitary conditions.
 - **Green:** **Stress Hazards** can be caused by: pressure to work faster, tension between you and your supervisor, fear of assaults, sexual harassment, working late at night, etc.
- Using PowerPoint slides #6 and 7, found on the separate file on this CD, show students the sample risk maps.

Be sure to tell them that you do not expect them all to draw their maps in exactly the same way, and that they do not have to have artistic skills to draw these maps.

4. Split class into small groups and assign roles.
 - *Option:* If not enough people have had work experience, ask one or more of the groups to draw a map for a place where teenagers commonly work, such as a fast food place, a movie theater or a grocery store.
 - Tell them that each person in the group has an important role; you can list on the board the role descriptions from the box below. The tasks should be divided among the group.

Roles for Risk Map Group Activity

Designer	Draws the map and the hazards—this can be done by the person with work experience and by another student who likes to draw.
Hazard List Maker	Makes a list of the hazards that are to be illustrated on the map.
Solution List Maker	Makes a list of ways to eliminate the hazards; the whole group should discuss any changes that are needed to make the job safer.
Reporters	Two people should be prepared to explain the map, the hazards, and the solutions to those hazards.

5. Mapping instructions
 - Explain that each group will draw their own risk map. They can use black markers for the outlines of the buildings, furniture, and equipment. Using the assigned colors, they should color in where the hazards are.
 - After completing their map, each group should identify the three problems or hazards they agree are the most important. They also should discuss and write down some possible solutions to those problems, some of which may already be implemented. Each group should be prepared to present:
 1. What the workplace is;
 2. What are the 3 most important hazards; and

3. One solution for each of the 3 hazards –write these on a flip chart

Possible Solutions sample

Hazards	Possible Solutions
Fast Food	
• <i>Dishwashing chemicals – skin rash</i>	• <i>Change the detergent or wear gloves.</i>
• <i>Stress from customers</i>	• <i>Hire more staff to help customers.</i>
• <i>Stress from supervisor</i>	• <i>Talk to supervisor about problems.</i>
• <i>Burns</i>	• <i>Gloves and protective clothing</i>
• <i>Locked in freezer</i>	• <i>Training on how to get out of the freezer</i>
• <i>Possible robberies</i>	• <i>Security door with code or combination lock</i>

6. Risk maps presentations: Each team has 2 minutes to present back.
7. **Concluding remarks and transition:** Ask one of the teams that presented to volunteer to briefly share with the bigger group (including those who participated in the Safety Pyramid Game activity): 1) what they learned, 2) why it is important, 3) how they could incorporate this activity in their team projects –write this on a flip chart.

Activity #10: Safety Pyramid Game

30 minutes

(This activity happens simultaneously with Activity #9: Hazard Mapping Activity. The big group is divided into two smaller groups, with teams represented in both groups. Each group participates in one of the activities.

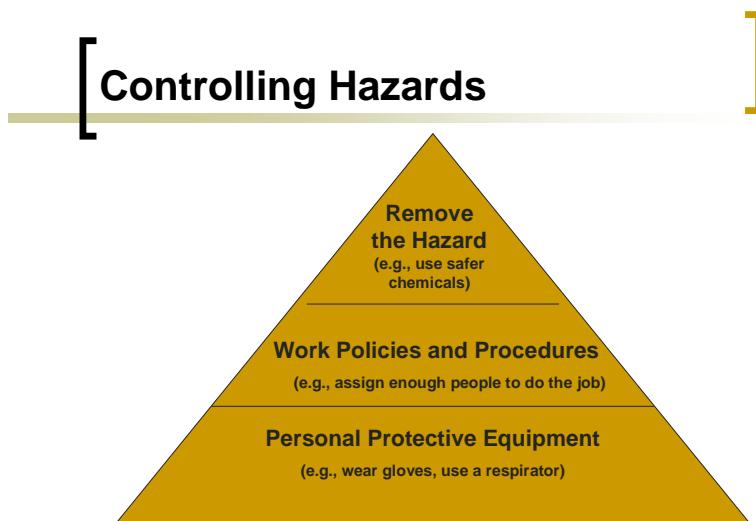
Participants are recruited to report back to the larger group on the activity and what they learned.

This activity was adapted from Youth @ Work: Talking Safety which can be downloaded for free at <http://www.cdc.gov/niosh/talkingsafety/>. Click onto your state, then click “Entire Booklet.” Go to Lesson 3, page 23

Objective: In this activity, participants learn about the three main ways to reduce or eliminate hazards at work, and get to practice applying this approach to different types of workplaces and problems. And they get to have fun doing this!

Materials and Prep

- Flipchart and markers
- Select 3 or 4 stories and their respective PowerPoint slides (#8-16) that are in the separate file on this CD. Or, go to <http://www.cdc.gov/niosh/talkingsafety/>. Click onto your state, then click “Entire Booklet.” Go to Lesson 3, page 26 for the instructor’s notes (or use the instructions below). For the overheads (identical to the PowerPoint slides), go to <http://www.cdc.gov/niosh/talkingsafety/> and click on “Teacher Overheads.” Select from Overheads 16-24. Prepare these as transparencies or PowerPoint slides.
- Overhead or LCD projector
- 4 different colors of 3-inch post-it pads
- 4 pens or pencils (one for each team)
- Draw a game board that looks like this:



Instructions

1. Introduce the activity and its objectives.
2. On a piece of flipchart paper, create a table with two columns. Head the left column **Hazards** and the right column **Possible Solutions**.

3. Pick one job hazard from the list that the class made during Lesson Two. Write it in the **Hazards** column of the table. (For example, you might write “slippery floors.”) Ask the class: “How can this workplace hazard be reduced or eliminated?”
4. As students suggest answers, write them in the **Possible Solutions** column next to the hazard. Possible solutions for slippery floors might include:
 - Put out “Caution” signs.
 - Clean up spills quickly.
 - Install slip-resistant flooring.
 - Use floor mats.
 - Wear slip-resistant shoes.
 - Install grease guards on equipment to keep grease off the floor.
5. **Mini-lecture/discussion on controlling hazards:** Explain to the class that there are often several ways to control a hazard, but some are better than others. Hold a class discussion of the three main control methods: remove the hazard, improve work policies and procedures, and use protective clothing and equipment.

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

1. Remove the Hazard

The best control measures remove the hazard from the workplace altogether, or keep it isolated (away from workers) so it can’t hurt anyone. This way, the workplace itself is safer, and 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 away from work areas
- Use machines instead of doing jobs by hand
- Have guards around hot surfaces.

Ask the class:

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

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

2. Improve Work Policies and Procedures

If you can’t completely eliminate a hazard or keep it away from workers, good safety policies can reduce your exposure to hazards. Here are some examples:

- Safety training on how to work around hazards
- Regular breaks to avoid fatigue
- Assigning enough people to do the job safely (lifting, etc.).

Ask the class:

Which of the solutions for slippery floors on the flipchart involve work policies and procedures? Students should answer that putting out “Caution” signs and cleaning up spills quickly are in this category. On the flipchart, put a “2” next to these solutions.

3. Use Protective Clothing and Equipment

Personal protective equipment (often called “PPE”) is the **least** effective way to control hazards. However, you should use it if it’s all you have. Here are some examples:

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

Ask the class:

Why should PPE be considered the solution of last resort?

Answers may include:

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

Ask the class:

Which of the solutions for slippery floors on the flipchart involve protective clothing and equipment? Students should answer that wearing slip-resistant shoes is in this category. On the flipchart, put a “3” next to this solution. When you have finished marking the three categories on the flipchart, your completed table may look like this:

HAZARD/ POSSIBLE SOLUTIONS

Slippery floors

- Put out “Caution” signs. (2)
- Clean up spills quickly. (2)
- Install slip-resistant flooring. (1)
- Use floor mats. (1)
- Wear slip-resistant shoes. (3)
- Install grease guards on equipment. (1)

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

6. **Explain the \$25,000 Safety Pyramid game.** Explain that in each round of the game, you will read aloud a true story about a youth who got injured at work. Students will work in teams. Teams should think of themselves as safety committees, responsible for finding ways to control the hazard that caused the injury described. Teams will be given a pad of Post-it notes on which to write their solutions.

Notice that the pyramid divides solutions into three categories:

- Remove the Hazard (often called engineering controls)
- Work Policies (often called administrative controls)
- Personal Protective Equipment (PPE).

Explain that this is a fast-paced game and time counts. After you read each story, the teams will have one minute to come up with solutions and post them on the game board. One team member should be chosen as the “writer” for the team. Each solution the team comes up with

should be written on a separate Post-it note. Another team member should be chosen as a “runner” who will post the team’s notes in the correct categories on the game board. Tell the class that you will decide whether each solution is a good one.

To be valid, it must:

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

Remember that some solutions may fall in more than one category. The same solution written on two Post-its placed in two categories should count once. Tell the class that in some cases there may be no good solutions in some of the categories. Explain that if teams put a good solution in the wrong category, you will move that Post-it to the proper category and give them the points.

Explain that, after each round, you will tally the points. Each valid solution in the *Remove the Hazard* category is worth \$2,000. Each valid solution in the *Work Policies* category is worth \$1,000 and in the *PPE* category is worth \$500 because these are usually less protective solutions, or solutions more prone to failure.

7. Select teams of 3-5 participants each. Ask each team to come up with a team name. Record team names on the chalkboard or on a sheet of flipchart paper, where you will keep track of the points. Pass out Post-it note pads, with a different color for each team.
8. Using the corresponding overhead, conduct a practice round. For this round, teams shouldn’t bother writing down solutions, but should just call out their answers. Add any solutions the class misses.

Practice Round: Jamie’s Story

Read the story aloud:

Jamie is a 17-year-old dishwasher in a hospital kitchen. To clean cooking pans, she soaks them in a powerful chemical solution. She uses gloves to protect her hands and arms. One day, as Jamie was lifting three large pans out of the sink at once, they slipped out of her hands and back into the sink. The cleaning solution splashed all over the side of her face and got into her right eye. She was blinded in that eye for two weeks.

Ask the class: What solutions can you think of that might prevent this injury from happening again?

Suggested answers include:

Remove the Hazard. Substitute a safer cleaning product. Use disposable pans. Use a dishwashing machine.

Work Policies. Have workers clean one pan at a time. Give them training about how to protect themselves from chemicals.

Personal Protective Equipment. Goggles.

9. Begin the game. Play as many rounds as it takes for a team to reach \$25,000. For each round, read the story aloud, then give teams one minute to write down their solutions. When a team wins, award prizes. At the end of each round, review the solutions teams have posted and total the points for valid answers. You can identify a team's solutions by the color of its Post-it notes. Add any solutions the teams missed.

Round 1: Billy's Story

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

Ask the teams: What solutions can you think of that might prevent this injury from happening again?

Remove the Hazard. Design the grill so the bar is not so close to the grill. Cover the floor with a non-skid mat. Install non-skid flooring. Put a shield on the grill when not in use to prevent people from accidentally touching it. Put a cover on the french fry basket so grease won't splatter out.

Work Policies. Have workers immediately clean up spilled grease. Design the traffic flow so workers don't walk past the grill.

Personal Protective Equipment. Non-skid shoes. Gloves.

Round 2: Stephen's Story

Stephen is a 17-year-old who works in a grocery store. One day while unloading a heavy box from a truck onto a wooden pallet, he slipped and fell. He felt a sharp pain in his lower back. He was embarrassed, so he got up and tried to keep working. It kept bothering him, so he finally went to the doctor. He had to stay out of work for a week to recover. His back still hurts sometimes.

Ask the teams: What solutions can you think of that might prevent this injury from happening again?

Remove the Hazard. Use a mechanical lifting device. Pack boxes with less weight. Unload trucks in a sheltered area so workers aren't exposed to weather, wind, or wet surfaces.

Work Policies. Assign two people to do the job. Train workers how to lift properly. Enforce a policy that teens never lift over 30 pounds at a time, as recommended by the National Institute for Occupational Safety and Health (NIOSH).

Personal Protective Equipment. Wear non-slip shoes. (Note: A recent NIOSH study found that back belts do not help. For more information see www.cdc.gov/niosh/belting.html.)

Then ask the class:

What is the proper way to lift heavy objects? Demonstrate the following. Tell the class that the rules for safe lifting are:

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

Round 3: Terry's Story

Terry is a 16-year-old who works in the deli department at a grocery store. Her supervisor asked her to clean the meat slicer, although she had never done this before and never been trained to do it. She thought the meat slicer was turned off before she began cleaning it. Just as she started to clean the blades, the machine started up. The blade cut a finger on Terry's left hand all the way to the bone.

Ask the teams: What solutions can you think of that might prevent this injury from happening again?

Remove the Hazard. There should be a guard on the machine to protect fingers from the blade. There should be an automatic shut-off on the machine.

Work Policies. There should be a rule that the machine must be unplugged before cleaning. No one under 18 should be using or cleaning this machine because it is against the child labor laws.

Personal Protective Equipment. Cut-resistant gloves.

Round 4: Chris' Story

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

Ask the teams: What solutions can you think of that might prevent this injury from happening again?

Remove the Hazard. Limit outdoor work on very hot days.

Work Policies. Limit outdoor work on very hot days. Have a cool place to go for frequent breaks. Have plenty of water available. Provide training on the symptoms of heat stress and how to keep from getting overheated. Work in teams to watch one another for symptoms of overheating (such as disorientation and dizziness).

Personal Protective Equipment. A hat to provide shade. A cooling vest.

Round 5: James' Story

James is a 16-year-old who works in a busy pizza shop. His job is to pat pizza dough into pans. He prepares several pans per minute. Lately he has noticed that his hands, shoulders, and back are hurting from the repetitive motion and standing for long periods of time.

Ask the teams: What solutions can you think of that might prevent this musculoskeletal strain?

Remove the Hazard. Provide a chair or stool for sitting while doing this task.

Work Policies. Vary the job so no one has to make the same movements over and over. Provide regular breaks.

Personal Protective Equipment. None.

Round 6: Maria's Story

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

Ask the teams: What solutions can you think of that might prevent this injury from happening again?

Remove the Hazard. Use pesticide-free farming methods. Or use a less toxic pesticide.

Work Policies. Wait the required number of hours or days after the crops are sprayed to re-enter the field. This should be on the label.

Personal Protective Equipment. Wear impermeable gloves and work clothes. If needed, wear a respirator.

Round 7: Sara's Story

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

Ask the teams: What solutions can you think of that might prevent this injury from happening again?

Remove the Hazard. Stop lifting alone. Lift patients only when other people are available to help. Or use a mechanical lifting device.

Work Policies. Make sure workers who have already been injured are not required to lift. Create a policy that workers may lift patients only in teams or when using a lifting device. Train workers about safe lifting methods.

Personal Protective Equipment. None.

Round 8: Brent's Story

Seventeen-year-old Brent worked after school in his father's pallet making business. One day Brent was working on a machine that helps take old pallets apart by cutting through wood and nails. The machine sorts out the old nails into a bin and then cuts the remaining wood into small pieces that can be ground into shavings. Brent's sleeve got caught in the mechanism of the saw. Before he realized what was happening, his arm was cut off. He was rushed to the hospital, but the arm could not be saved.

Ask the teams: What solutions can you think of that might prevent this injury from happening again?

Remove the Hazard. There should be a guard on the machine to protect body parts from the moving parts of the machine. There should be an emergency shut off button in reach of the operator. The machine might be designed so the operator has to keep both hands on the controls. This would keep hands away from the moving parts.

Work Policies. There should be a rule that no loose clothing may be worn around the machinery.

Personal Protective Equipment. None.

10. Tally the dollar amounts. Determine the winners and hand out prizes. *Instructor's Note.* If you wish, you can give students more information on hazards found on typical teen jobs and possible solutions.
11. **Concluding remarks and transition.** Ask two or three participants to volunteer to briefly share with the bigger group (including those who participated in the Hazard Mapping activity): 1) what they learned, 2) why it is important, 3) how they could incorporate this activity in their team projects –write this on a flip chart.

Activity #11: Ideal Community

30 minutes

Objective: This activity provides participants an opportunity to build teamwork and leadership skills, including brainstorming, critical thinking, negotiation, advocacy, and compromise. The Ideal Community activity calls for different types of participation; youth can take on roles based on their strengths or on skills they'd like to develop. Further, the activity helps familiarize participants with the difficult decision-making processes faced by elected officials and government agencies in determining budget priorities. Thus, when youth approach these officials to promote young worker issues, they will have a better understanding of the larger socio-political context, the tensions faced by these individuals, and the challenge of getting their attention.

Materials and Prep

- Flipchart and markers
- You may want to have your own list of answers to “what makes for an ideal community?” to draw on if the group stalls

Instructions

1. Introduce the activity and its objectives.
2. Ask the group to brainstorm answers to the questions:
 - What would an ideal community look like?
 - What problems and needs do we, as community members and leaders, need to address?
 - What services should our community provide?
 - What things would make this community a nice place to live?

Record answers on the flipchart. Answers might include: good schools, parks, police, fire department, health care, shopping malls.

Aim for about 20 responses; if the group is having trouble generating ideas, you can prompt them by asking questions such as, “What services do children need?” or “What helps a community stay safe?”

At this point, if your group is larger than 20 participants, you can divide them into two groups and run the activity simultaneously with each group.

3. Divide the large group (or each large group) into two smaller teams. Say: “Each team is a ‘caucus’ representing half of a City Council. You are going to work together in your caucuses to decide what matters most for your city. Your first task is to rank the things we wrote on the flipchart in order of importance. Which items on the flipchart are the most important for a community?” Give each team a flipchart and markers, and give them 5-10 minutes to determine their rankings. Ask them to record their rankings on their flipchart paper.
4. Say: “But guess what—it’s a little tricky this year, because your City is going through a recession. So the government is collecting less money in taxes. As a City Council, you’re going to have to decide which of all the things we just listed on the flipchart matter most.”

Each caucus should pick seven priority areas. It's important that this be a group decision." Have the groups meet in separate parts of the room to determine their top seven priorities. Tell them they have less than 10 minutes to come to a decision.

5. After 10 minutes, announce to the teams: "Alas, times just got harder for your Cities: you've just been hit by an earthquake. The recovery effort is going to eat up half of your budgets. So now you need to cut your list of seven priorities down to only five." Give each team another five minutes to make their decisions.
6. Each team should then choose one male and one female representative. The teams should sit facing each other, with the representatives facing off in the middle. The objective of the representatives is to present the interests and priorities of their own caucus and lobby on behalf of their group. The caucus members themselves are to be silent during negotiations. If caucus members feel their representatives need help or are being ineffective, they can call "caucus!" and give instructions to and/or fire and replace their representatives. After about 10 minutes, announce that negotiations must end (give the teams a 3-minute warning first).
7. Ask a participant to summarize where it seems the teams are in their negotiations. Continue the debriefing by asking: "How did you feel?," "What did you learn about how elected officials make decisions?," and "How did it feel to be a team representative? How did it feel not to be your team's representative?"
8. **Concluding remarks and transition:** Congratulate both teams for agreeing to take on this challenge. Emphasize that elected officials may not recognize issues that are important to young people as a priority, given all the other issues calling for their attention. We have to be creative and persistent to make sure the issues we care about are taken seriously by policy-makers. Now we're going to take some time to think about creative actions we can take to address the issue of young worker health and safety.

Activity #12: Action Planning Cycle

30 minutes

Objective: This activity aims to expose participants to different strategies for addressing a specific problem identified in their communities, as well as ideas for their YWLA projects. It focuses on three types of solutions or strategies: Education, Policy, and Media. The activity encourages critical thinking and questioning that will help participants in planning their team projects.

Materials and Prep

- Flipchart, easel, and markers
- Write each of the “ideas” for action (see below) on a separate piece of flipchart paper and post them around the room.

Instructions

1. Introduce the activity and the objectives.
2. Ask them to pretend that they live in a community where high rates of injury are being reported among high-school aged workers working in fast food restaurants. Explain that you have posted around the room a variety of different strategies that could be used to address this issue. Read through each strategy and clarify as needed, also noting which involve education, media, or some kind of broader policy change.
3. Then, explain that you will ask different questions, such as “Which of these events would take the most time and money to organize?” Participants should “answer” by standing next to the event description they feel applies.
4. Go through the list of questions (see below). Each time, after participants have made their decisions and stood by their selection, ask a few to explain their choices.

QUESTIONS

Which idea would:

- Have the greatest impact on improving young worker health and safety overall?
 - Do most to reduce the high rate of injuries among young workers in food service (restaurants, delis, etc)?
 - Take the most time and money to organize?
 - Be most likely to attract other youth as volunteers and organizers?
 - Be most likely to attract support from adults in the community?
 - Be least likely to succeed? (Which is the most misguided idea?)
 - Face the most obstacles or community opposition?
 - Be most likely to attract media attention?
5. After you have gone through all the questions, ask participants to stand by the idea they think is the best. Tally the results on a flipchart; ask if anyone has any comments or observations.
 6. Ask if anyone would like to share any other ideas for events or activities.

7. **Concluding remarks and transition:** You will have a chance to discuss possible strategies in greater detail during your team meetings. These are called team “caucus” meetings and you will have your first one right now.

IDEAS

1. Conduct a noisy but **PEACEFUL PROTEST** in the parking lot of your local fast food restaurant.
2. Organize a **COUNTYWIDE POSTER CONTEST** to educate youth and employers about job rights and responsibilities, winners to be unveiled at a press conference during Safe Jobs for Youth Month.
3. Make a **PRESENTATION TO SCHOOL OFFICIALS** recommending that they incorporate young worker health and safety information into existing (K-12) school programs and curriculum.
4. **PRODUCE AND DISTRIBUTE A VIDEO** dramatizing most common food service workplace hazards and things youth can do to prevent related injuries.
5. Propose (and work to pass) a **STATEWIDE LAW** (legislation) requiring additional safety training for fast food employers, managers, and employees.
6. Develop and distribute a **MUTI-LINGUAL BROCHURE** with information about workplace hazards, workers’ rights and contact information for enforcement agencies.
7. Organize and **TRAIN YOUTH EDUCATORS** to lead workshops and educational forums for their peers and parents in your area about workplace safety and rights and responsibilities.
8. Create a **SPECIAL AWARDS EVENT** (including city council resolutions) honoring youth friendly businesses with good workplace safety records.
9. **FORM A COALITION** of individuals and organizations to **WORK FOR BROADER SOCIAL CHANGE**, including improved education, job training, and better job opportunities for all youth.
10. Pay **DOOR-TO-DOOR VISITS TO FOOD SERVICE MANAGERS** in your county to inform them of the high rate of injuries to young workers and provide them with information and resources on how to make their workplaces safer.
11. Write **LETTERS TO CONGRESSIONAL REPRESENTATIVES OF YOUR AREA** asking for increased federal funds to hire more workplace safety inspection and enforcement staff in your county.
12. Work to **INCREASE PENALTIES AND FINES** for food service businesses that violate worker safety regulations.
13. Create a **PUBLIC SERVICE ANNOUNCEMENT** or press release to get local radio, TV and newspapers to report on the problem.

Activity #13: Local Team Caucus #1

20 minutes

Objective: *The caucus is a time for teams and their adult sponsors to meet and take stock of what they have learned thus far, discuss what's next in the YWLA agenda, and generally touch base. YWLA staff are on hand to answer any questions youth or adults might have.*

Materials and Prep:

- Participants need *Worksheet #3* for their first Local Team Caucus
- Participants will also need to briefly review the questions in *Report Form #1* and *Report Form #2*.

Instructions

1. Briefly introduce the idea of a “caucus.” Inform participants that they will have a series of caucuses with their local teams to review activities of the day and start generating community projects.
2. Ask youth participants to join their local teams and adult sponsor. During this 15-minute caucus, they should:
 - Discuss the questions in *Worksheet #3*.
 - Briefly review the *Report Form #1* and *Report Form #2* to get an idea of the information they should consider during the rest of the Academy
 - Think about the upcoming activities.

Ask each team to be prepared to give a one-minute report to the large group on one of the most interesting ideas or discussions the team had.

Staff should circulate to answer any questions participants might have.

3. After about 10 minutes, ask each team to pick one or two people to give a 1 minute report-back on the most interesting ideas or discussions.
4. **Concluding comments and transition:** We hope that you had an opportunity to reflect and discuss with your team. You have learned so far about why young workers get injured, how to identify and address hazards in the workplace, and the laws and resources available to protect youth at work. In this next activity, you'll have the opportunity to apply what you've learned to a specific, problematic workplace!

Activity #14: “Taking Action” Role Play

45 minutes

*This activity was adapted from **Youth @ Work: Talking Safety** which can be downloaded for free at <http://www.cdc.gov/niosh/talkingsafety/>. Click on “Entire Booklet” and go to Lesson 6, page 72.*

Objective: In this activity, participants practice applying safety and child labor laws to “real life” situations, and have the opportunity to observe and discuss with their peers different problem solving approaches and strategies, including different ways to approach a supervisor about problems at work.

Materials and Prep

- Flipchart and markers
- “Are You a Working Teen?” fact sheets
- Make copies of the handout, *Role Play: Elena’s Story* (at the end of these instructions)

Instructions

1. Introduce the topic. Explain that the class will now learn and practice what to do when a safety problem comes up at work. They will also use some of the skills learned in earlier lessons, such as identifying hazards, controlling them to prevent injuries, understanding legal rights, and knowing where to go for help.

Point out that young workers typically try hard to do a good job for employers. Unfortunately this can get students in trouble if the employer takes advantage of their willingness to do anything, even things that are not legal for them to do or for which they have not been correctly trained. Most employers won’t purposely put students in danger, but there are far too many cases where employers allowed an eager young worker to do a task that was beyond his or her training.

2. Pass out copies of the Student Handout, *Elena’s Story*.
3. 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 to the class.
4. Ask students what laws were violated in the story. Suggest they look at the “Are You a Working Teen? factsheet, if necessary. As volunteers answer, write their responses on flipchart paper. Possible answers include:
 - Elena was not given information about the cleaning chemicals.
 - The employer didn’t give Elena protective clothing (gloves).
 - No worker under 18 may use a meat slicer.
 - No one who is 14 or 15 may work that late on a school night.
 - Some students may interpret Mr. Johnson’s comments as a threat to fire Elena if she won’t stay and work. An employer may not threaten to fire someone because they won’t do something illegal.
5. Divide the class into groups of 3–6 students.
6. Explain that each group should come up with an alternate ending to *Elena’s Story*, showing what Elena could have done about the health and safety problems. Assign each group one

issue in the story to focus on (for example, working too late, working around chemicals, or using the meat slicer).

7. Encourage groups to think about these questions:
 - How should Elena approach her supervisor about this problem?
 - What are the different ways her supervisor might respond?
 - Where else could Elena get help?
8. Groups may refer to the factsheet if necessary. Explain that they will be role playing their alternate endings. They should assign parts, decide roughly what each person will say, and take notes if necessary.
9. After about 15 minutes, bring the class back together.
10. Ask several of the groups (or all, if there is time) to act out their alternate endings to the *Elena's Story* skit. Possible endings include:
 - Elena asks a co-worker, friend, parent, or teacher for advice.
 - Elena tells her supervisor she is uncomfortable with the late hours and prohibited duties.
 - Elena asks a union or community organization for information on workers' rights.
 - Elena quits her job because of the long hours or other inappropriate requests.
 - Elena refuses to use the meat slicer because, by law, she is too young.
 - Elena files a complaint with OSHA or the labor law enforcement agency.
11. Ask the class to comment on how effective each group's ending is. Questions to consider include:
 - How serious is the problem?
 - Is it urgent to get it corrected?
 - Will any of these approaches endanger Elena's job?
 - Which approaches will be most effective in solving the problem?
12. Review common problem-solving steps.
 - **Define the problem or problems.** Being able to describe the problem clearly is the first step toward solving it.
 - **Get advice from a parent, teacher, or co-worker.** See if they have ideas about how to handle the problem, and see if they'll help. If there is a union at your workplace, you may also want to ask the union to help you.
 - **Choose your goals.** Think about what you want to happen to fix the problem. You may want to write down your possible solutions.
 - **Know your rights.** Be familiar with what hours you may work, and what tasks you are not allowed to do as a teen. Be familiar with your safety rights too.
 - **Decide the best way to talk to the supervisor.** Figure out what to say and whether to take someone with you when you talk to the supervisor.
 - **If necessary, contact an outside agency for help.** If you continue to have trouble after you talk to your supervisor, get help from someone you trust. If all else fails, you may need to call the appropriate government agency.
13. **Concluding remarks and transition:** Now you've had a chance to practice some of your new knowledge and skills in a role play. It's time to go out into the real world and see if you can use these skills to identify and hazards and talk to workers in actual workplaces.

Elena's Story

Scene: Sandwich shop. Elena is a 15-year-old high school student. Mr. Johnson is her supervisor and Joe is one of her co-workers. It is Thursday evening.

Mr. Johnson: Elena, Andre just called in sick so I need you to work extra hours. I'd like you to stay until 10 tonight.

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

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

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

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

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

Elena: Hey, Joe! Do you know what this stuff 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.

Developing Your Role Play

1. Discuss with the class what laws are being violated here.
2. Work in your small group to come up with a different ending to the story. Choose one problem in the story to focus on. Think about these three questions:
 - How should Elena approach her supervisor about these problems?
 - What are the different ways her supervisor might respond?
 - Where else could Elena get help?
3. Practice role playing your ending with your group. You will perform for the class later.

Activity #15: Youth in the Workplace Interviews

30 minutes for preparation, 45 minutes for interviews (including walking to sites),
15 minutes for reporting back

Objective: By interviewing workers and managers at actual worksites, youth will gain further exposure to the “real world” of workplace health and safety while also practicing their interviewing skills. This activity has the added benefit of allowing youth to get out and explore their surroundings.

Materials and Prep

Before the Academy:

- Prior to the Academy, organizers should contact managers at several nearby businesses that employ young people (e.g. fast food restaurants, book stores, coffee shops, clothing stores). (See CD for a sample letter to potential worksite interviewees.) Explain the purpose of the YWLA and ask if they would be willing to be interviewed, to allow youth to observe their worksite, and to allow one of their employees to be interviewed on the job. If they are willing to participate, make sure to establish clearly when the interviews will take place and that the manager will be present or will communicate with the manager on duty about the interview. You may want to give them a copy of the interview questions.
- A week before and then again the day before, call the participating managers to remind them that the youth teams will be coming. It’s a good idea to have back-up interview sites just in case.
- Divide youth into teams of 3-4 youth each. Do this in advance to make sure interview teams are diverse instead of letting local teams stick together.

At the Academy:

- All participants should have a copy of *Worksheet #4- Workplace Visit* and a pen.
- Give each team a map of the area with their destination marked and the name of supervisor and worker to be interviewed. You may want to give each team the coordinator’s business card in case the supervisor or employer wants to contact them.
- Establish a clear meeting place for teams to return to once they have finished.
- Make sure participants have organizers’ cell phone numbers in case they need to call.

Instructions

Preparation

1. Explain the flow and objectives of the activity.
2. Divide participants into their teams.
3. Review interview basics:
 - Be courteous and polite.
 - Start by introducing yourselves and explaining the YWLA.
 - Ask follow-up questions—it’s okay to diverge from the interview guide.
 - Silence is okay—give the people you’re interviewing a chance to respond.
 - Take notes.
 - Thank the people you interview.

4. Remind the youth that although you have arranged these visits in advance and confirmed with the various managers, they need to be prepared in case the person is not there or says she/he is too busy. If they aren't able to conduct the interview, encourage them to make observations and/or visit other local businesses and attempt ad hoc interviews, if they feel comfortable doing this. Several YWLA teams successfully did this.
5. Remind teams to make sure to try to speak with at least one employee in addition to the manager.
6. In addition to taking notes on the interview, teams should take notes on what they observe, using the back half of Worksheet #4. Suggest that they do the observation discreetly.
7. Ask for a volunteer or two to demonstrate what they would say when they enter the worksite. Role play a manager who was not aware that they were coming, so they can practice explaining who they are, and what they are looking for.
8. If time allows, ask each team to practice interviewing: they should pick one person to act as the manager, another to act as the employee, and a third to be the interviewer. Ask them to work through the interview questions with each person acting out their role. If time permits, ask one team to do their role-play in front of the group.

Interviews

1. Teams head out to their respective locations. A YWLA staff person should be available by cell phone and in the vicinity, but each team will go on their own to their respective worksites.
2. One staff member should be at the meeting point the entire time.

Wrap-up

3. Once the teams have completed their interviews and returned to the Academy site, hold a debriefing. Ask a representative from each team to explain where their team went and what they found out. Ask: Did anyone learn anything surprising? What did you notice that you may not have noticed before coming to the YWLA? What did you find challenging about the activity? What was the most interesting thing about this activity?
4. **Concluding remarks and transition:** “Good work! We hope this field research helped you see and learn new things. Sometimes acting as an “outside observer” help us think about the workplace in a different light. Now, we will spend some time developing a sense of what *your* priorities are, as a group, regarding issues that young people face at work.

Activity #16: Youth Priorities Statement

45 minutes

Objective: This activity gives participants an opportunity to reflect on ideas they have heard thus far for promoting young worker health and safety and create their own youth statement. Youth will reflect upon ideas generated during the “Action Planning Cycle” activity #12. The group will be ready to present themselves as informed youth advocates on this issue. They will also choose their top youth action ideas after considering the advantages and obstacles each might involve Participants will conclude by creating a collective Youth Priorities Statement.

Materials and Prep

- All participants should have a copy of *Report Form #1- Youth Priorities Statement*
- Use the action descriptions (from Activity #12) once again, post them up around the room

Instructions

1. Introduce activity and objectives
2. Say: Throughout the academy you have shared and gained new information on young worker health and safety from your field work and different activities, you also had an opportunity to consider ideas of possible actions from an earlier activity, now you will have an opportunity to create your own collective Youth Priorities Statement.
3. Break out participants into two smaller groups (make sure to have local team youth in each team). In their small teams, youth look back at the actions that they learned about (youth refer to the action descriptions from the earlier activity which are still posted on the walls).
4. Each small group needs to discuss:
 - ▶ Which 3-5 ideas they like the best and why
 - ▶ Who else might like these ideas
 - ▶ What obstacles proponents of these ideas might face
5. After each group has discussed, both groups reconvene to present their Youth Priorities Statement, each team is represented by 2-3 youth
6. Now ask both teams to discuss once again to develop a “collective” Youth Priorities Statement where they vote on the top ideas and once again have representatives to report back. YWLA organizers will collect and send your data to the California Partnership for Young Worker Health and Safety (www.youngworkers.org) a network on young worker health and safety advocacy.
7. **Concluding remarks and transition:** You have developed your Youth Priorities Statement that you can use to share with other youth leaders and adults of what problems and solutions you think are most important. We encourage you to consider ways to use or build on this statement, or these priorities, in your own team projects, which you’ll be discussing next.

Activity #17: Local Team Caucus #2

20 minutes

Objective: During this caucus period local teams reflect and discuss the Youth Priorities Statement and start to brainstorm ideas for their team projects. Brainstorm creative and interesting projects; however, keep them manageable and realistic. YWLA staff are on hand to answer any questions youth or adults might have.

Materials and Prep:

- Everyone should have a copy of the *Worksheet #5: Local Team Caucus #2 Notesheet* and a pen.

Instructions

1. Introduce activity and objective.
2. Teams (youth and adults) should will work together in their local teams and answer questions to the worksheet together. Staff should circulate to answer any questions participants might have.
3. After about 15 minutes, ask each team to pick one or two people to give a 1 minute report-back one of their team's most interesting project ideas or reflections.
4. **Conclude and transition to next day activities:** Great project ideas, please remember that you will have more time to plan out your team projects during the following day.

Activity #18: Safe Jobs Project Scrimmage and Presentations

40 minutes for planning session, 45 minutes for presentations

Objective: In this activity, participants will have a chance to practice planning projects and get valuable feedback from a panel of experts. The participants will be divided into three teams (not their local teams): Policy, Media, and Education. Within their designated topic, each team develops a statement and possible strategies for preventing young worker injuries and deaths. They will shape these into a mock team project. They will then present their projects to a panel of public health professionals, youth activists, and others.

Materials and Prep

Before the Academy

- Recruit four to five panel members. Choose a diverse group, including youth, and aim to include people with event planning, youth development, public health, and/or community outreach experience.
- Divide participants into three groups: Media, Policy, and Education.

At the Academy

- Each participant should have a copy of *Worksheet #6- Safe Jobs for Youth Local Project Scrimmage*.
- Each team should have space in which to meet, e.g. separate corners of large room or separate rooms.

Instructions

1. Explain the objectives and flow of the activity. Explain that each team will plan a mock project drawing on the collective Youth Priorities Statement as well as other ideas and information they've gathered at the YWLA. They will then present their project idea to a panel of experts, who will offer constructive feedback. There will be three groups:
 - Media strategy- involving print, radio, TV, or other media (internet, YouTube) to help make a change
 - Policy strategy- pushing for some kind of change in local or state-level rules, laws, or other policy
 - Educational strategy- Educating a specific group of people to do something differently
2. Divide participants into groups. Explain that groups will have 40 minutes to meet. During that time, they need to pick an idea within their strategy and work through Worksheet #6 together to develop their idea into a project. Tell participants that after the planning period, they will return to the main room to present their idea to the panel. Each group will have about 5 minutes to present their idea. Emphasize that each person in the group needs to participate in the presentation.
3. Groups go to their separate meeting spaces. During this time, YWLA staff should circulate to answer questions, help groups get moving, etc. Staff should also remind the panelists that they should give both positive and critical feedback to the groups when they present—the idea is to encourage the youth whilst stimulating them to think creatively and carefully. (See the “Tips for Critique of Proposed Youth Projects by Expert Panel” included on the CD.)

4. After 40 minutes, ask groups to return to the main room. When everyone is assembled, ask the panelists to introduce themselves. Explain that the panel will be listening to each presentation and giving feedback.
5. Ask for a group to volunteer to go first. The first group comes to the front and members introduce themselves to the panelists. The group presents their idea. Audience members—both youth and adults—are invited to ask clarifying questions. Then, panelists each give a short (three- to five-minute) response, touching on positive points, plus one suggestion or question for the team to think about.
6. Once all the groups have presented, thank the panelists and give everyone a round of applause.
7. **Transition:** Now you will have more time to plan your team project in your last caucus.

Activity #19: Local Team Caucus #3- Planning “The Real Deal”

1 hour for planning, 30 minutes for reporting back

Objective: In this caucus, local teams should begin to discuss specifics for their actual community projects, answering the same types of questions they worked through during the mock project planning activity.

Materials and Prep

- Each participant should have a copy of Report Form #2- Project Plan Report Form “The Real Deal.”

Instructions

1. Teams (youth and their adult sponsors) should work through the worksheet together. Staff should circulate to answer any questions participants might have. Explain that YWLA organizers will keep a copy of the worksheet, so they should fill it out as completely as possible.
2. After about an hour, ask the teams to return to the main room. Ask each team to come to the front of the room and share their plans with the whole group. Encourage the audience to ask questions and give feedback.
3. YWLA organizers should make copies of the forms and then return them to the teams. Organizers can use these forms in their communication with teams after the YWLA.
4. **Concluding remarks:** Great job teams, there are many ideas and we look forward to supporting and hearing about your projects. Don’t forget you need to send us your team evaluations and that the second part of the academy is you going back to your communities and developing and leading your projects. Thanks for making the academy happen!
5. Finish up by providing certificates and congratulating all of the teams.

Guide for Ice-breakers

Ice-breakers can help people get to know each other. They can get the training off to a good start and set the stage for the program. The more comfortable participants feel with each other, the better the learning environment. Ice-breakers can also be used to energize the group in the middle of the training. Make sure you know what you're trying to achieve with your ice-breaker. And as much as possible, tie it in with the purpose of your training. Following are a few ideas for ice-breakers, which can be used for 1) Doing Introductions; 2) Team-building; 3) Breaking into groups and 4) Energizing the group.

INTRODUCTIONS/GETTING TO KNOW EACH OTHER

Musical Chairs Circle

Have participants arrange their chairs in a circle, with enough chairs for everyone except you, the trainer. Pick a question that you would like everyone to answer, such "What is one thing you'd like to learn today?" or "How long have you been working as a trainer?" or any other question that will help the group get to know each other and you get to know the group. You will start by standing in the middle. Explain that you will first answer the question (state what it is), and that everyone who ends up standing in the middle will answer that question. Once you have answered the question, you will pick a characteristic (such as "everyone who has been in the union for 5 years," "everyone wearing blue jeans," "everyone with brown eyes" etc.) and all of those people need to get up and find a new chair, while you also find a chair. This will leave someone new standing in the center. This person then must answer the same question, and then pick a new characteristic to get people to move. Continue until everyone has been in the center. If someone ends up in the center more than once, have them pick someone else who hasn't been in the center yet.

Six Degrees of Separation

It happens all of the time, We meet someone who knows someone we know. It's a small world, that's for sure. The object of this game is to see how small the world really is.

1. First, find a partner. Introduce yourselves and make a list of 5-10 things that you have in common with each other: where you went to school, year you were born, number of years with the company, food likes, sports likes, etc.
 2. Once you have completed your first list, you must find someone else in the room that also has one of those 5-10 things in common with you. When you have found that person, repeat step one with them and develop a new list.
 3. Repeat step two.
 4. Continue until you have met five other people or time is called by the facilitator.
 5. A prize will be given to the first person able to complete the game. When you are done, let the facilitator know that you have finished.
-

Do You Know Me?

Each person is given a name tag and an index card. The name tag has the name of another person in the group on it. Everyone is told to circulate, meet, mix and mingle to gather information, insights or stories about the person on their tag from group members. The opening line “Do you know me?” is used to help generate clues and conversation. The index card is to be used to write down the information collected. At the end of a designated time - about 15 minutes, each participant introduces their “name tag” and its person to the group.

I Remember

You and the others in your group are about to revisit the past and take a trip down memory lane.

1. First, get a coin.
 2. Next, look at the year on the coin. Take a minute to think about what you were doing when that coin was minted. Were you in school? Were you a child? Where did you work? Were you married? Where did you live? What was going on in your life at that time? What was the music of the day? Etc. (If you were not yet born or prefer not to discuss your life during the year selected, choose another coin.)
 3. After you have had some time to remember where you were, you are ready to play the game. Your goal is to find someone with a coin that was minted at least two years before or after yours. Ultimately, your goal is to have the oldest coin in the room.
 4. Once you have found a partner, take three minutes each to tell each other about your moments in time. When you are finished, each of you flip your coin. Reveal the results of your toss to your partner. If they are alike (both heads or tails) exchange coins. If they differ, keep your original coin.
 5. Repeat the process up to three times as designated by the facilitator.
-

Honey, I love you but I just can't smile for you

Objective: To become familiar with YWLA participants’ names while having a good time.

Everyone forms a huge circle, sitting or standing. One person—person #1—stands in the middle of the circle. S/he picks someone else—person #2—, walks up to them, and says the following:

“_____ (person #2’s name) honey, I love you, would you please smile for me?”

Then, person #2 must respond without smiling: “_____ (person #1’s name), honey, I love you, but I just can’t smile for you.” If person #2 smiles while saying this, then s/he is now “it”—and has to go to the middle and approach someone while person #1 takes a place in the circle. If person #2 manages not to smile, however, person #1 must continue approaching new people until s/he manages to make someone smile.

TEAM BUILDING

Marooned

You are marooned on an island. What five (you can use a different number, such as seven, depending upon the size of each team) items would you have brought with you if you knew there was a chance that you might be stranded. Note that they are only allowed five items per team, not per person. You can have them write their items on a flip chart and discuss and defend their choices with the whole group. This activity helps them to learn about other's values and problem solving styles and promotes teamwork.

Scavenger Hunt

The goals of this exercise are to liven up the group, and to see how resourceful team members are. Takes 10-15 minutes. You'll need to prepare a printed list of items to collect (either on flipchart paper, or sheets you can hand out), and have prizes for the winning team (such as candy).

1. Divide the group into teams of 5-7 people.
2. Tell the participants that they are all going to be involved in a scavenger hunt. A prize will be awarded to the winning team.
3. Give the scavenger hunt list to the teams. Tell them that they are to use their own resources to get all of the items.
4. Stop the exercise when the first team collects all of the items required. The group then reassembles for the award presentation.
5. Discussion (if you want): How did your teams function? How was the winning team able to win? Strategies?

Suggested items for a scavenger hunt:

- Hairbrush
- Paperclip
- Newspaper
- Handful of dirt
- Photo of family member
- Number of entrances to the building
- Cup of cold coffee
- Full list of team members' names
- A watch
- A dime, nickle or quarter

Note: The facilitator should tailor the list to suite each group and the surroundings. You can also impose a time limit instead, and make the team with the most items the winner.

Cleaning Up

The goals of this activity are to build team spirit, allow participants to use problem-solving skills, and to get the blood circulating after a long session. Takes 10-15 minutes. You'll need a piece of flipchart paper for every participant.

1. Ask the group to break into teams of 6-8 participants. All teams must be the same size. If there will be participants left over, you should nominate referees beforehand. Ask the team members to take their shoes off for this exercise (unless that feels uncomfortable.)
2. Give each team a number of sheets of flipchart paper. The number of sheets should be half that of the team size.
3. Mark a starting line at one end of the training room. Position a chair for each team at the other end of the training room.
4. Now tell the teams that they will be involved in a race. They are to start at the starting line by placing one sheet of flipchart paper on the floor and having one participant stand on it. That participant then places another sheet down in front of them and moves onto it. The second team member then moves onto the first sheet and so on. It will soon become apparent to the participants that they have to share spaces on the sheets of paper.
5. The first team to go around their char and get back to the starting line will be declared the winner. If any of the team members walks on the floor and not the paper, the team has to go back to the beginning and start again.
6. Discussion (if you want): Did the winning team perform like a team? Why were they most successful?

Note: Participants can solve this in a number of ways (by moving the back sheet of paper, by ripping the paper into strips, etc.) so this can also be used as an exercise in creative thinking.

Paper-Tearing Exercise

The goal of this exercise is to highlight the importance of two-way communication. Takes about 5 minutes. You will need blank 8.5x11in. sheets of paper for each participant.

Instructions:

1. Tell the participants the following: "We are going to play a game that will show us some important things about communication. Pick up your sheet of paper and hold it in front of you. Now, close your eyes and follow the directions I will give you—and no peeking! Participants cannot ask questions."
2. Give the following directions, carrying them out yourself with your own sheet of paper and pausing after each instruction to give the group time to comply:

"The first thing I want you to do is to fold your sheet of paper in half.
Now tear off the upper right right-hand corner.
Fold it in half again and tear off the upper left hand corner of the sheet.
Fold it in half again. Now tear off the lower right-hand corner of the sheet."

3. After the tearing is complete, say something like “Now open your eyes, and let’s see what you have. If I did a good job of communicating and you did a good job of listening, all of our sheets should look the same!” Hold your sheet up for them to see. It is highly unlikely any sheet will match yours exactly.
 4. Observe the differences. There will probably be much laughter.
 5. Ask the group why no one’s paper matched yours. (You will probably get responses like “You didn’t let us ask questions!” or “your directions could be interpreted in different ways.”)
 6. Summarize with discussion of the need for two-way communication.
-

Create a Skit/Song/Poem

Objective: To work as a team, experiment with ways to creatively communicate with others about young worker issues, and have fun!

Participants divide into their local teams.

The facilitator says: “Working as a team, create a skit, song, or poem incorporating a key message you have learned so far about workplace health and safety. Everyone in your group should have a role. You have 10 minutes to create a 2 minute attraction! Each team will perform!”

If possible, photograph or videotape the performances—despite having such limited time, teams come up with impressive presentations!

20-Count

Objective: To develop a sense of teamwork by learning to rely on unspoken, invisible group focus--a sixth sense of teamwork.

Explain that the group will try to count from one to twenty together, eyes closed, with only one person speaking at a time—but participants cannot give each other visual or verbal signals to indicate who will speak next

Participants stand up and form a circle. Everyone closes their eyes. One person starts, saying “one;” someone else must follow with “two,” a different person with “three,” and so on. If two people say the same number (speak at the same time), the group must start over. Sometimes, a group will allow two people to spout off numbers back and forth. If this happens, acknowledge the cleverness but try to encourage the group to take on the challenge of having everyone participate.

BREAKING INTO GROUPS IN A FUN WAY

Ways to break into groups:

- **Candy:** Count out ahead of time, so that you have the right number of different kinds to form the groups you want. Hand out candy, and ask people to join the group with the same kind of candy.
 - **Birthday month:** Decide how many groups you want. For example, if you want to end up with 4 groups, ask how many people have birthdays in Jan-Mar. If this gives the right number for the first group, proceed to the next. If not, add or subtract a month; adjust as needed.
 -
 - **Animal sounds, song, type of exercise, etc.** For example, if you want four groups of four, write “cow” on 4 pieces of paper, “pig” on 4 pieces of paper, etc. Then give one piece to each person, and have them make the sound, exercise, song, etc. until they find all of their group.
-

Clumps

Easy game used to divide your group into teams. Simply “Form a group according to...(hair color, # of siblings, shirt color, etc.)” If you’re looking for a certain number of people per team, just say, “Form a group of 7!” If you end up with a remainder, then have staff go around and divide the leftovers on teams.

Comic Strip Chaos

Each participant takes a turn at picking a comic frame out of the large container. After the entire group has each chosen one, the participants begin to search for others with the same comic strip sequence. After the participants have found everyone in their group, they must arrange themselves so that the sequence of frames are in chronological order to form the comic strip correctly. Upon completion of sequence, the newly formed group sits down together. Great game to break large group into smaller groups.

ENERGIZERS

Race for the Truth

You and the other “runners” in the room are about to embark on a race for the truth. Your goal is to cross the finish line as quickly as possible by truthfully answering questions about yourself by following the facilitator’s directions.

1. Line up on the starting line as directed by the facilitator.
2. In a moment you will hear a statement. If it is true about you move forward one step. If it is false, remain at the finish line.

3. Once all first moves have been made, the facilitator will make another statement. Again, if it is true move forward one step. If it is false, remain on the starting line if you have not yet advanced. If you have advanced past the starting line, take one step back.
 4. Repeat step three until the first runner completes the race.
-

Data Processing

Divide the students into groups of 10-20, depending on the difficulty level you want. The more students in a group, the higher the level of difficulty. Give directions for the “data” groups are to use to “process” themselves. The more creative the “data” the more fun the “processing”. Give prizes to the group who is the first to correctly process their data. Several rounds can be played in a short amount of time, depending on the size of the groups.

Here’s a list of possible “data” for this activity:

Alphabetical by best friend’s first name
Alphabetical according to favorite food
Length of hair
Shoe size
Birthdays
Number of letters in last name
Length of thumb
For teachers, number of years taught

Shake Your Buns

Objective: To get energized while moving around and to learn something new, different, common, or unique about the YWLA participants.

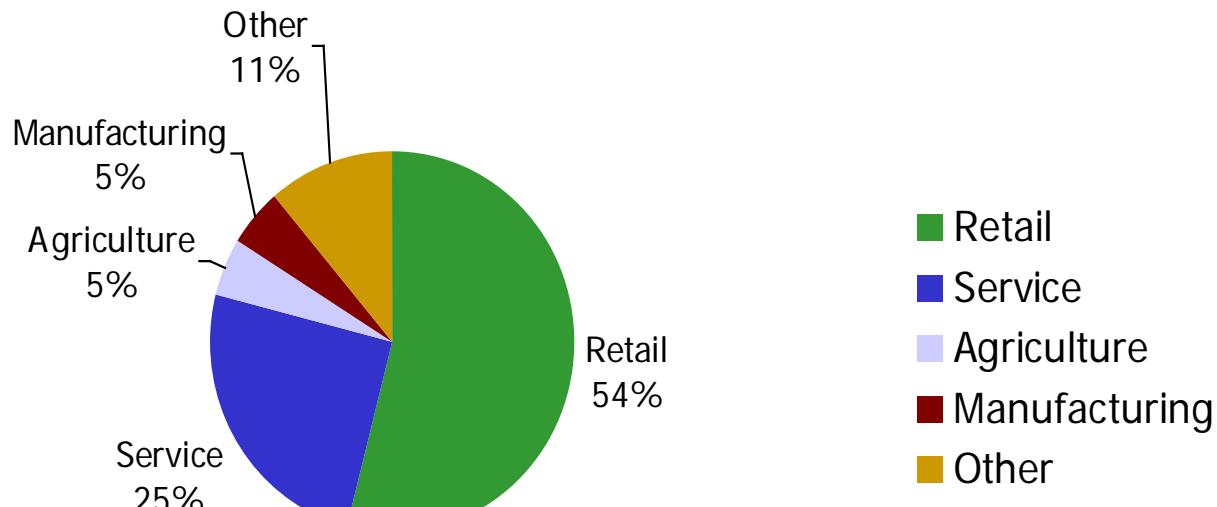
Participants move their chairs to form a circle. Leave out one chair, so there is one less chair than there are participants.

Someone is chosen to be “it.” This person stands in the middle of the circle and says, “If you _____ (are wearing white socks, have long hair, like basketball), shake your buns!” All participants to whom the statement applies must then stand up and move to an empty chair. The chairs immediately beside theirs are off-limits. Whoever is left standing without a chair becomes “it” and starts from the top—“If you are _____, shake your buns!”

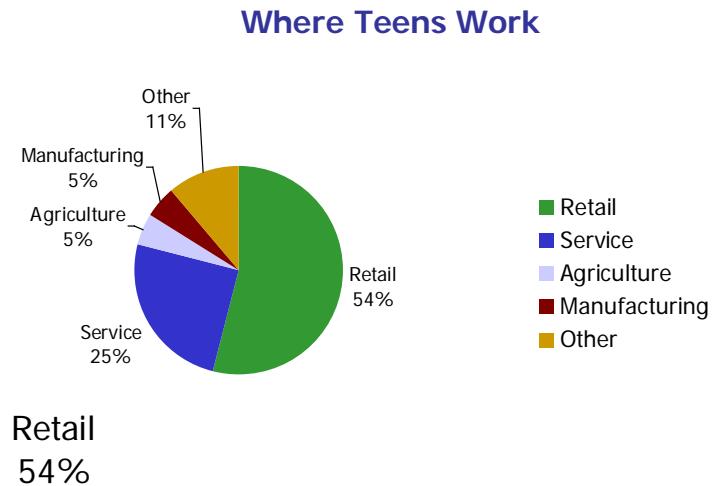
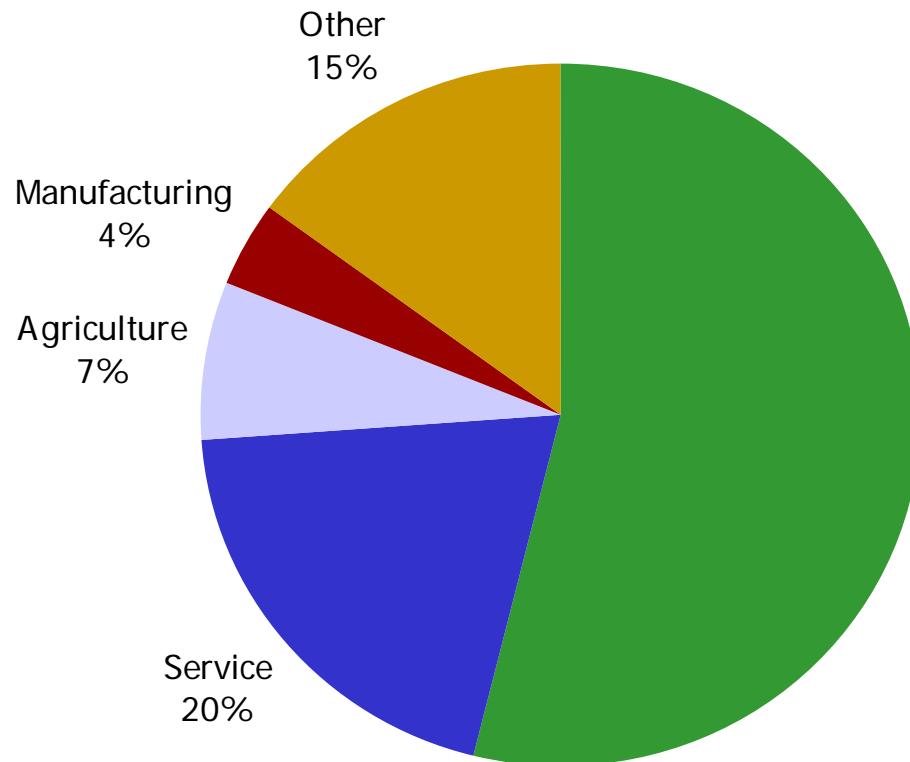
Some of these activities were taken from the following resources:

- *100 Training Games*, by Gary Kroehnert, McGraw-Hill, New York, NY, 1993.
- *Creative Icebreakers, Introductions, and Hellos for Teachers, Trainers, and Facilitators*, Business Training Works, Port Tobacco, MD, 2002. www.businesstrainingworks.com
- *Ice Breakers and Warm-ups*, by Rick Miller. www.ideazone.com
- *Ice Breakers and Energizers*. www.kimskorner4teachertalk.com/classmanagement/icebreakers.html.

Where do teens work?



Where are teens injured?





What types of injuries do teens experience?



- Cuts 34%
- Contusions 18%
- Sprains 16%
- Burns 12%
- Fractures 4%

Know Your Rights

“Jeopardy” Game

Rights on the Job	Dangerous Work and Work Permits	Hours for Teens and Working Safely	Job Injuries & Getting Help
\$100	\$100	\$100	\$100
\$200	\$200	\$200	\$200
\$300	\$300	\$300	\$300
\$400	\$400	\$400	\$400
\$500	\$500	\$500	\$500

Color Code for **Risk Maps**

Red: Safety Hazards

These cause obvious injuries like cuts, slips and falls, burns, and back injuries. Some examples are sharp knives, deep fat fryers, slippery floors, and heavy objects. Violence and assaults are also safety hazards.

Blue: Chemical Hazards

These can cause immediate or longer-term health effects. Some examples are: disinfectants, cleaning solutions, paints, and varnishes.

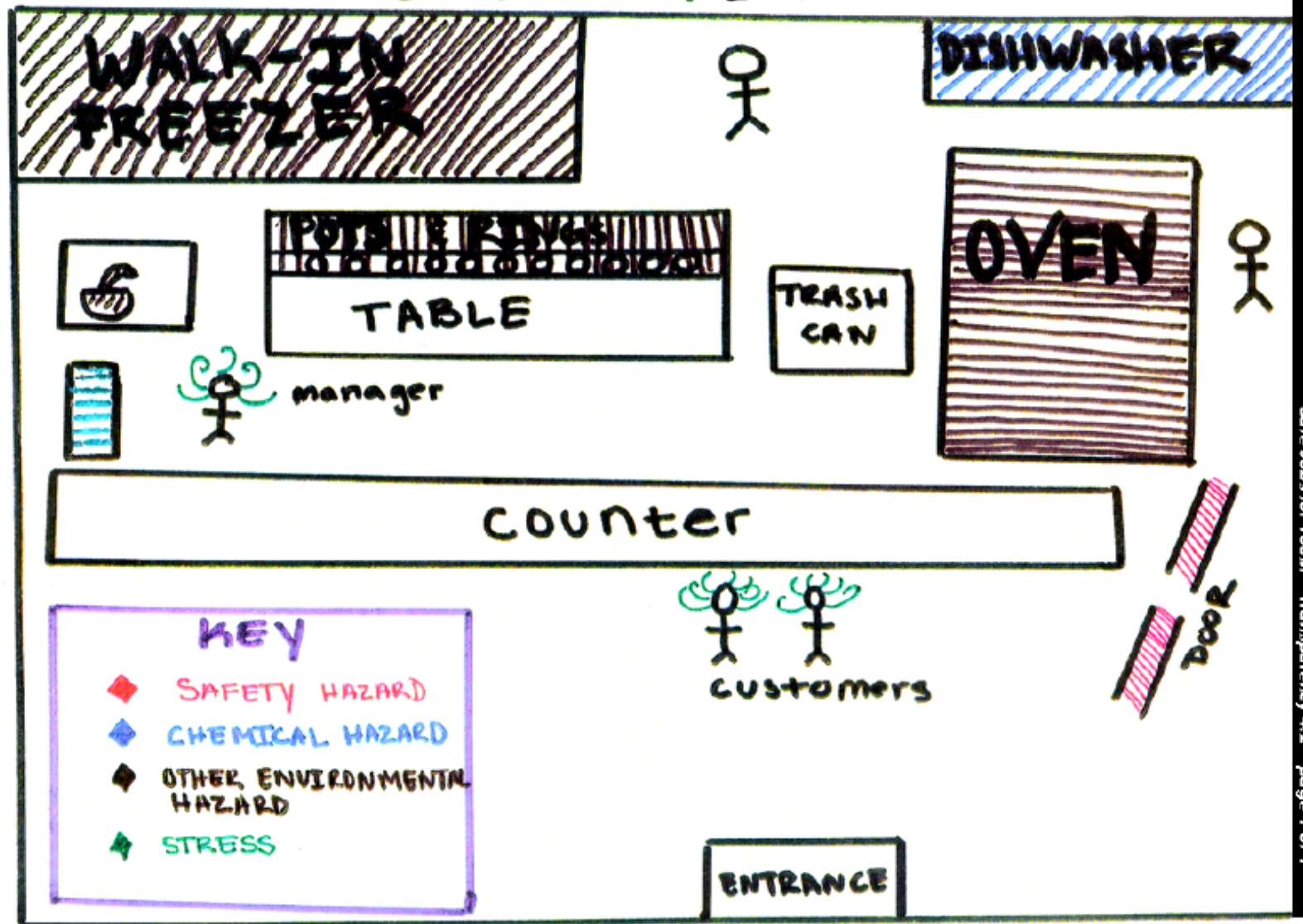
Brown: Other Physical and Environmental Hazards

These include noise, dust, heat, cold, and unsanitary conditions.

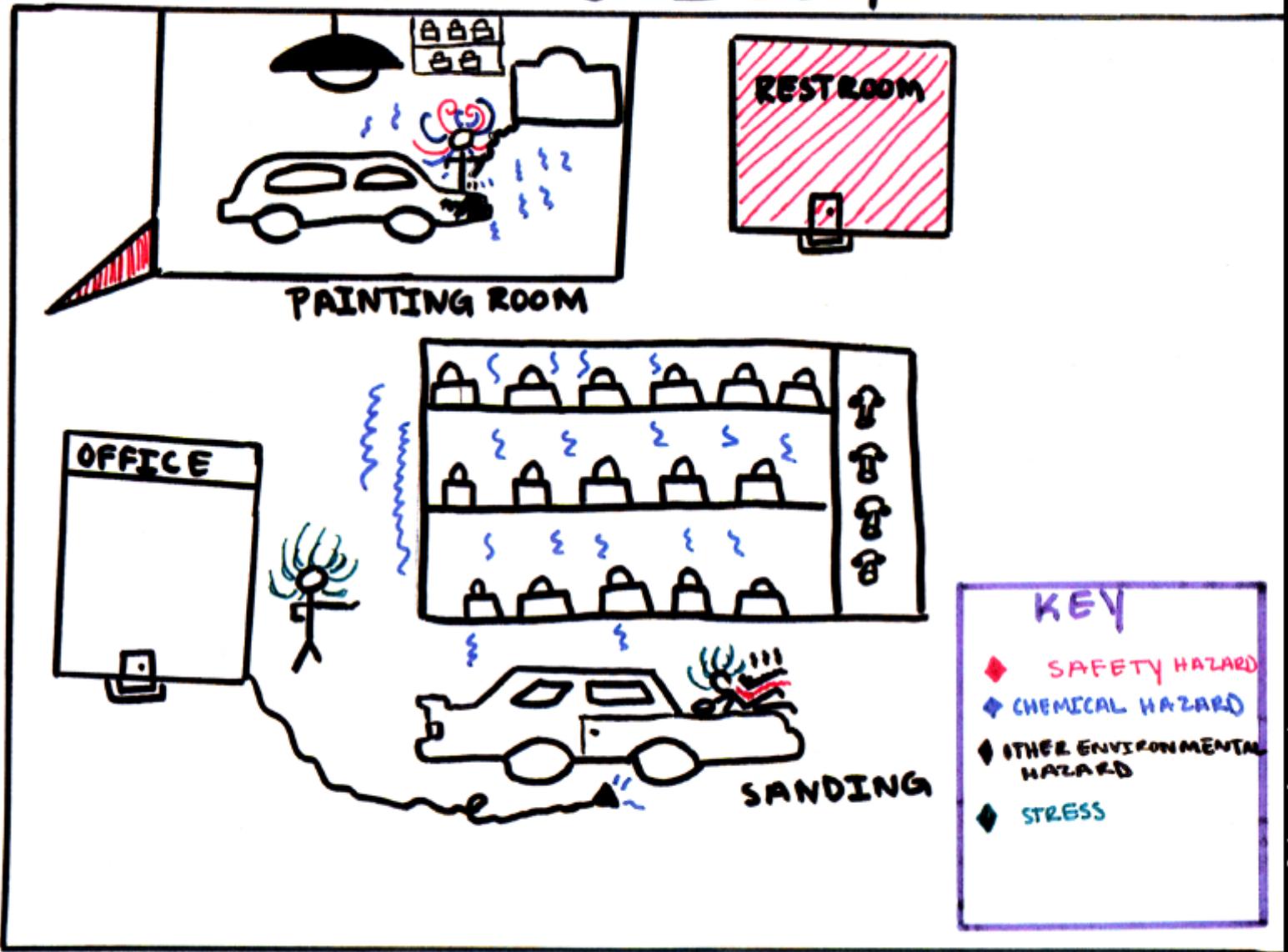
Green: Stress Hazards

These can be caused by pressure to work faster, tension between you and your supervisor, fear of assaults, sexual harassment, working late at night, etc.

PIZZA PETE'S



AUTO BODY



Jamie's Story

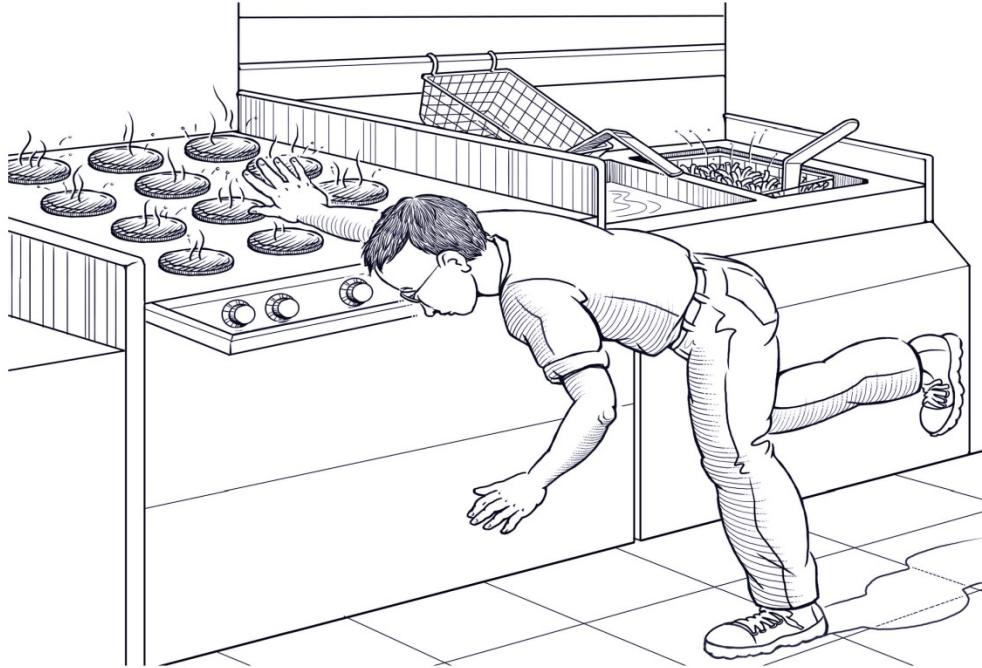


Job: Hospital dishwasher

Injury: Dishwashing chemical splashed in eye

Overhead #17

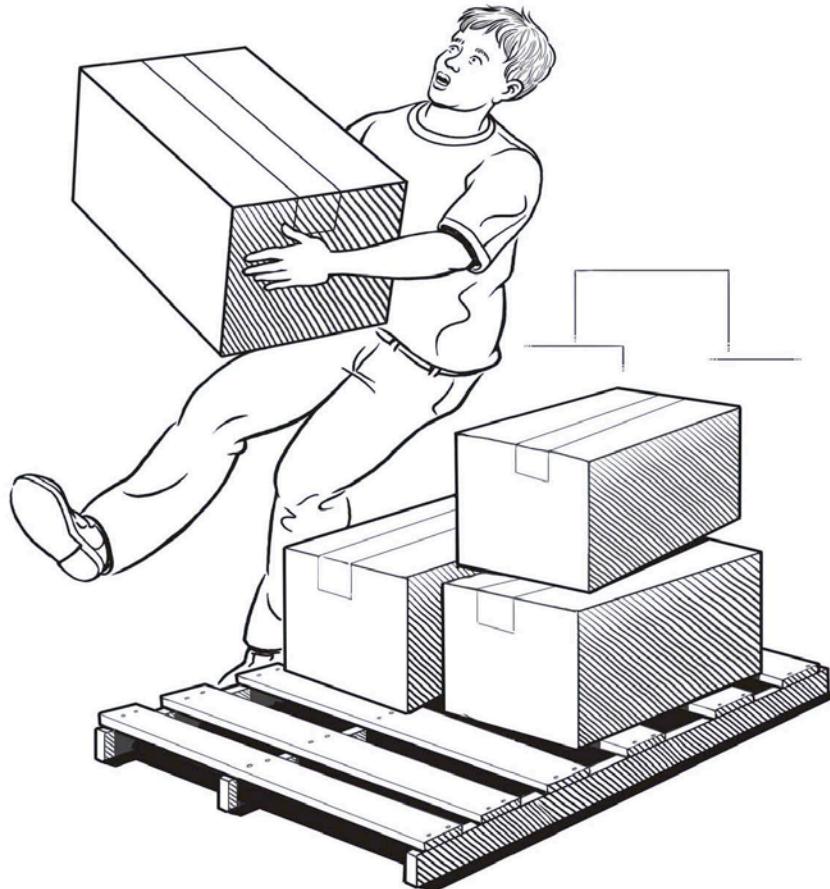
Billy's Story



Job: Fast food worker

Injury: Burned hand on grill

Stephen's Story



Job: Grocery store clerk

Injury: Hurt back while loading boxes

Terry's Story



Job: Grocery store deli clerk

Injury: Cut finger on meat slicer

Overhead #20

Chris' Story



Job: City public works employee

Injury: Fainted due to heat

Overhead #21

James' Story



Job: Pizza shop employee

Injury: Repetitive motion injury

Maria's Story



Job: Farmworker

Injury: Pesticide poisoning

Overhead #23

Sara's Story

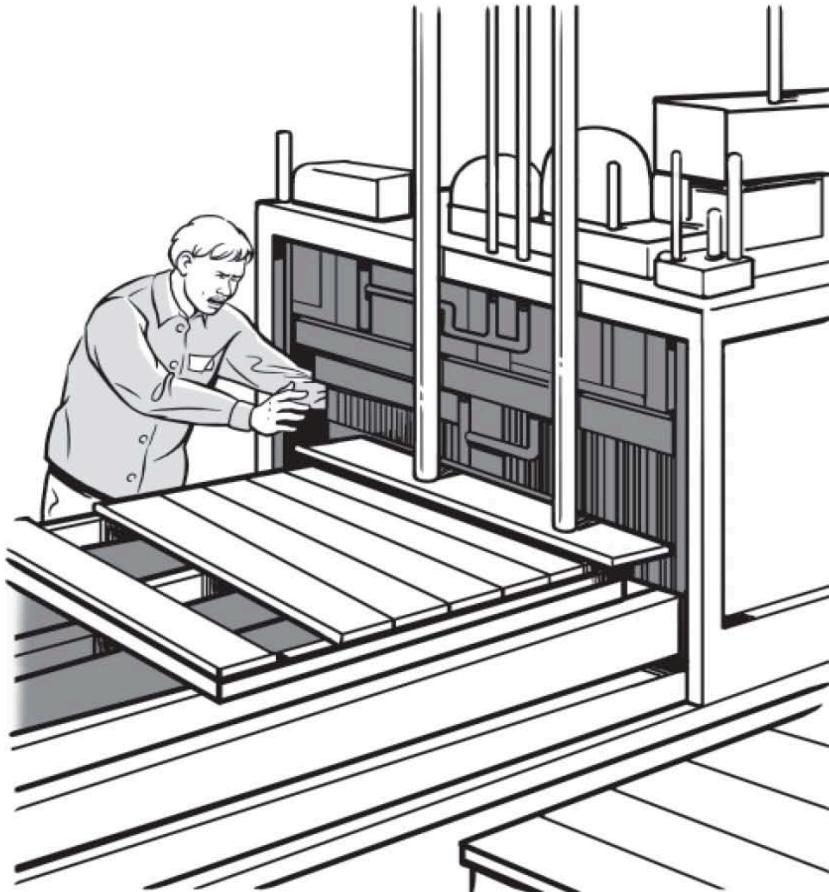


Job: Nursing aide

Injury: Back, neck, and shoulder pain

Overhead #24

Brent's Story



Job: Pallet making

Injury: Amputated arm

YOUTH LEADER STATEMENT ON WORKER SAFETY

REPORT
FORM
#1

Objective: The purpose of this report form is to record in writing the thoughts and ideas of youth on young worker safety developed by youth participants at the leadership academy. When completed, this document will serve as a tool kit for academy participants (and other youth) who may be asked to do additional research, give presentations, make recommendations or serve on local committees, boards or commissions focusing on the issue of young worker safety.

Directions: Throughout the Young Worker Leadership Academy, participants have been studying the issue of young worker safety. Now that participants have had a chance to listen to other youth, participate in various activities to learn about job hazards and rights, and hear from experts in the field of worker safety, the full group will prepare a Youth Priority Statement on Young Worker Safety.

- Elements of Statement to Develop:**
1. About Yourself and Your Concerns
 2. Facts About Young Workers and their Safety and Reasons Why you Think This is an Important Issue
 3. Top Priority Youth Ideas for Improving Young Worker Safety

1. ABOUT YOURSELF AND YOUR CONCERNs: Who are you? Where do you live? What school do you attend? What organization(s) are you affiliated with? What other issues or concerns do you have about your community? Why do you think it is important for adults to get the youth perspective on important issues? How and why did you become interested in youth jobs and young worker safety? Do you have any new concerns about youth in the workplace?

Presentation Content Suggestions

- Presenters introduce themselves
- Why it's important for adults to hear the youth perspective
- Issues and concerns you have about your community
- Overview of presentation
- Introduce next topic: How and why we're concerned about youth jobs and young worker safety

Notes:

2. WHY YOUTH CARE ABOUT YOUNG WORKERS AND THEIR SAFETY: What type of jobs do youth tend to have? Which of those jobs are the most hazardous? What types of hazards or threats do young workers face? Why are youth injured or harmed at higher rates than adults? What are the medical, social or financial consequences (costs) of this problem? What makes a “good job” for young people?

Presentation Content suggestions:

- Presenters introduce themselves (if they haven't already)
- Key facts/concerns about youth jobs and young worker health and safety
- Share personal stories/anecdotes about why you're concerned about this issue
- Thanks, and introduce next topic

Notes:

3. TOP PRIORITY YOUTH IDEAS FOR IMPROVING YOUTH JOBS AND YOUNG WORKER SAFETY:

According to youth at the Leadership Academy, among the ideas to promote young worker safety they studied or developed, which five do they like the best and why?

Directions: After listing each idea; please record the 2 or 3 reasons why youth academy participants liked this idea; then indicate what type of action it is (education, media, or policy); then list 1 or 2 challenges or obstacles the idea might face and how you would respond to those obstacles.

Idea _____ Type of Action _____ Rank _____
Notes:

Idea _____ Type of Action _____ Rank _____
Notes:

Idea _____ Type of Action _____ Rank _____
Notes:

Idea _____ Type of Action _____ Rank _____
Notes:

Idea _____ Type of Action _____ Rank _____
Notes:

Other Ideas Youth Liked:

Presentation Content Suggestions:

- Presenter introductions (name, school/organization, city)
- Briefly describe the Academy (# of youth, from where, goals) and the steps involved in selecting youth priorities
- Describe the top 2-5 ideas, and why they were selected
- Describe how the project or proposal you are working on relates to these priorities (if relevant)

Notes:

PROJECT PLAN REPORT FORM – THE “REAL DEAL” SAFE JOBS FOR YOUTH

REPORT
FORM
#2

OBJECTIVE:

1. To provide Young Worker Leadership Academy participants with a planning guide for their follow-up project to be conducted during Safe Jobs for Youth Month, May 2008.
2. To provide the California Partnership (through a copy of this report) with information that will help them provide guidance and support for the follow-up projects. You will turn in this report on Saturday.

DIRECTIONS:

1. To begin, each local Team will meet to discuss workplace safety problems youth face, identified during the Academy. Youth participants will select a top priority problem they want to address.
2. From among the many ideas (solutions) discussed, or from among their own new ideas, each group is expected to identify one project that will address the specific problem they have identified, or the overall problem of young worker safety.
3. Using this check list, please discuss, decide and record your preliminary planning decisions.
4. NOTE: Please prepare one copy of this report to turn in to the Partnership at the end of the Academy, and one or more copies to bring back with you.
5. Organize a brief presentation for the full group, based on the information you record below.
6. Turn in one copy of this Report Form to Partnership staff.

NEED THIS PROJECT WILL ADDRESS:

PROJECT DESCRIPTION:

CHECKLIST OF PROJECT PLANNING CONSIDERATIONS:

1. **What:**
 - ✓ *What do we want to accomplish?*
 - ✓ *What are our specific goals?*
 - ✓ *How will this project help solve the problem we've identified?*
 - ✓ *What type of action is this (Policy, Media, or Education)?*

Notes:

2. Who:

- ✓ Who are we trying to help or reach?
- ✓ Who do we want to help us? (Other youth, organizations, government agencies?)
- ✓ Who is most likely to want to help? Why? What will they provide?
- ✓ How should we approach those people/groups?

Notes:

3. How?

- ✓ What financial or in-kind resources do we need to complete the project?
- ✓ Where will we find these funds?
- ✓ What tasks must be completed to make our project successful?

Sample Tasks: More Research? Partners? Location? Recruit and prepare other Youth who will help?
Arrange Meals? Materials? Location? Publicity?

- ✓ How many times will we need to meet?

Notes:

4. What if...?

- ✓ What are potential problems or barriers we might face?
- ✓ Is anyone likely to oppose our plan? If so, how might we prepare for and respond to that opposition?

Notes:

5. When:

- ✓ *What is a realistic timeframe for completing our project?*
- ✓ *What deadlines should we set to keep us on track?*
[use either or both timelines below to help plan]

6. How will we evaluate our success?

- ✓ *How will we know if we've achieved our goals? What information do we need to collect or measure?*
- ✓ *How will we celebrate?*

TIMELINE

Key Tasks	Date Completed by:
Young Worker Leadership Academy	January 24-26, 2008
1) First Planning Meeting	
2)	
3)	
4)	
5) Safe Jobs for Youth Month	May 2008
6) Complete and mail evaluation packet	June 16, 2008

Notes:

Task	Jan.	Feb.	March	April	May	June
First planning meeting						
Safe Jobs for Youth Month					X	
Complete and mail evaluation packet						June 15th

Young Worker Leadership Academy Critiquing Proposed Youth Projects

Use the following questions to think about the proposed project. Offer suggestions.

Be sure to draw on and share your own experience. The goal is to provide feedback that will help youth plan their own projects to do in their own communities, during the next session.

1. What is the goal of the project? Is it clear? How does the project address young worker health and safety?

2. Who is the project trying to help or reach? Is it clear?

3. Does the strategy chosen seem to be an effective way to work towards the goal?

4. Are the time frame and resources needed realistic? Has the team thought of all the key tasks?

5. Has the team thought of possible barriers or problems, and how to address them? What are they? Are there others they haven't thought of?

INTERVIEW – INTRODUCTION SESSION

WORKSHEET #1

Objective:

To get to know you!!

Directions:

1. Begin by forming teams of two participants to conduct interview sessions. Each team of two then turns their chairs so they are facing one another. (The facilitator may pair up with the odd person).
2. Look at the questions below. Pick out a few you are interested in, and interview your partner for 5 minutes. Try to pick a couple questions from different categories.
3. After five minutes, participants reverse interviewer-interviewee roles and repeat the process (five more minutes).
4. After ten minutes, the interview sessions end.
5. Each person then introduces "their new friend" by sharing:
 - a. Something unique about the person
 - b. Something that the two of you have in common (each person report something different!)
 - c. One problem or issue he or she is particularly concerned about in his/her community

Suggestion: Be inquisitive! Don't settle for a one-word answer. Ask why! Get the story behind the story! Since you will be reporting about the person you interviewed, you may want to take notes, or test your memory and listening skills.

SAMPLE QUESTIONS

ABOUT OUR COMMUNITIES: Where do you live? What recognizable town or landmark is nearby? What are the one or two things you like best about your community? What are the one or two problems or issues in your community you are most concerned about? Why?

ABOUT OUR SCHOOLS: What school do you attend? Private? Public? Charter? How many students? What is the Student composition? Are there any famous alumni? What one or two things are good about your school? What one or two things would you improve?

ABOUT OUR JOBS AND CAREER GOALS: Do you have a job? If so, what do you do? What is the best part about your current job? What is the hardest part? What other jobs have you had? Ultimately, what career or job do you think you might enjoy for the long run? If you decide (or are already going) to go to college, where do you think you might like to go? What might you study?

ABOUT RISKY SITUATIONS: Have you had an accident on the job before? Or do you know anyone (friend or family) who was hurt on the job? Or have you been in some other kind of dangerous or risky situation? What was this? How did this happen? If you were involved, was it a situation that you could have avoided? How? Or, was someone or something else responsible? What could they have done to avoid the situation?

THE FACTS ABOUT YOUTH IN THE WORKPLACE

WORKSHEET #2

Objective:

To keep notes on background information you're learning about youth and safety in the workplace.

Questions to Consider:

1. What do YOU think about when you hear the words "young worker safety"?
2. How many young people work? What kinds of workplaces?
3. What makes a job a "good" job? Is it different for a young person than an adult?
4. What are some of the most common job-related hazards?
5. What kinds of injuries are most common?
6. Why do you think young people are injured at higher rates than adults?
7. Who is responsible for keeping young workers from being hurt or made sick at work?
8. What are some ways to limit the dangers at work?
9. What are three rights you have as a worker that you think are most important?
10. What are some ideas to address the problem of youth being injured or exploited in the workplace?

NOTES:

LOCAL TEAM CAUCUS #1 NOTESHEET

WORKSHEET #3

Directions: Please take this time to meet with your youth and adult partners, to reflect, to anticipate and to make preliminary plans for the next day.

NOTE: Staff will also be on hand to answer any questions you may have up to this point.

1. **ABOUT THE ISSUE:** What you have learned so far about young worker safety? Do you have a better understanding about the facts? Why is this issue important? What is the range of possible actions to solve the problem? What else do you need to learn?

Notes:

2. **ABOUT OTHER YOUTH AND THEIR SITUATIONS:** What has it been like so far working with youth from other communities? What have you learned from them? Are the types of jobs they have, and are the hazards they face similar to those faced by youth in your area?

Notes:

3. WHAT IS EXPECTED FROM US: Are we clear about what we are expected to accomplish during and after the Academy? Do we have any questions for staff?

- Please review REPORT FORM #1- YOUNG LEADER STATEMENT ON YOUNG WORKER SAFETY. This form will be completed by the end of the day and will serve as a “tool” for you to take back to your community.
- Review the REPORT FORM #2 – PROJECT PLAN REPORT FORM. This form will serve as a tool for guiding your team through the process of planning and selecting an effective project for Safe Jobs for Youth Month in May 2008. Your team will fill out two copies, so you can leave one with the Academy planners.

Notes:

4. REVIEW WHAT'S COMING UP NEXT ON THE AGENDA, both for today and tomorrow. Review the Youth Leader Statement (Report Form #1) and the Project Plan Report Form (#2).

Notes:

5. PREPARE A 1-MINUTE REPORT. Each team needs to share one “kernel” from your discussion. As a group, pick one of the most interesting ideas or discussions your team had, and summarize this. Pick one or two people to make this report.

Notes:

WORKPLACE VISIT
Format, Questions and Notes for Interviews and Walkthrough

**WORKSHEET
#4**

Business: _____

Person Interviewed (just first name OK): _____

Job Title: _____

When you arrive at the business, ask to speak to person whose name you've been given.

- Introduce yourselves and thank the person you're interviewing for making time to see you.
- Explain that you are learning about workplace issues, like job health and safety, as part of a Young Worker Leadership Academy. Explain that the interview is confidential, and that the information will only be used as part of the Academy, and won't be shared with their employer or others.
- Explain that some of the students will also be taking a few observation notes, to practice being able to identify potential risks and protections. Is this OK? This information will not be shared with anyone outside the Academy.
- Use the questions below to conduct the interview.

1. How long have you worked here?

2. Can you describe to us the kind of work you do? What does a typical day look like for you?

3. What do you like best about your job?

4. Is there anything you don't like about your job?

5. What are some of the hazards, or ways people might get hurt on this job? (See the back of this form for ideas if they say there aren't any hazards.)

6. Have you gotten any kind of training on hazards or how not to get hurt at work? What did you learn? Did it help? Are there other ways the business helps protect you from these dangers?

7. [Ask one or more follow-up questions that you're interested in.]

Observation:

- Look around the business, and observe what the employees are doing.
- Use the questions below to identify ways employees could be injured or become sick doing this work.
- Think about what kind of health and safety training you think they should get when they start the job.

SAFETY HAZARDS (things that can hurt you right away)

Look for:

- | | | | |
|---|---|--|--|
| <input type="checkbox"/> Emergency exits? | <input type="checkbox"/> Wet floors | <input type="checkbox"/> Hot equipment or grease | <input type="checkbox"/> Sharp tools |
| <input type="checkbox"/> Fire extinguisher? | <input type="checkbox"/> Tripping hazards | <input type="checkbox"/> Working with cash | <input type="checkbox"/> Powered machinery |
| <input type="checkbox"/> Anything else? | | | |

Are employees wearing any kind of protective gear, like gloves? Can you see anything else the business might be doing to help protect employees?

CHEMICAL HAZARDS (liquids, gases, cleaning solutions...)

Do you think there are any chemicals employees work with? Do you see any?

Are employees wearing any kind of protective gear, like gloves? Can you see anything else the business might be doing to help protect employees?

OTHER HEALTH HAZARDS (things that can make you sick or hurt your health in the long run)

Look for:

- | | | |
|--|---|--|
| <input type="checkbox"/> Employees lifting | <input type="checkbox"/> Awkward positions | <input type="checkbox"/> Repeated motions |
| <input type="checkbox"/> Fast work pace | <input type="checkbox"/> Working in cold/hot temperatures | <input type="checkbox"/> Computer use |
| <input type="checkbox"/> Sitting/standing for long periods | <input type="checkbox"/> Noise | <input type="checkbox"/> Infectious diseases |
| <input type="checkbox"/> Anything else? | | |

Are employees wearing any kind of protective gear, like gloves? Can you see anything else the business might be doing to help protect employees?

What health and safety hazards do you think employees in this workplace should get training on when they start the job?

For your report back, you may want to prepare a simple hazard map.

LOCAL TEAM CAUCUS #2 NOTESHEET

WORKSHEET #5

Objective: To process and digest information gathered during the day's activities and briefings; and to begin brainstorming and planning for your team's local follow-up project.

1. **INTERVIEWS ON YOUNG WORKER SAFETY:** How do you feel about the information you obtained today on your interviews and workplace visits? Have you changed your mind about where and how youth work? Has your opinion on workplace dangers and risks changed? Do you have any ideas about how to change the working environment for young people?

Notes:

2. **YOUTH PRIORITY STATEMENT:** Are there any ideas in the Youth Priority Statement that you would like to share back in your community? How could this statement be used? What are some of the groups of people you could present this to? What would you want them to do?

Notes:

3. **IDEAS FOR LOCAL PROJECTS:** Can you use any of these ideas or strategies as part of your local project? Look at Report Form #2. Start brainstorming a few ideas for your local project, which you can discuss in more detail on Saturday.

Notes:

4. Prepare a 1 minute report on one or two of your ideas in answer to Questions #1 or #2. Someone who has not reported before should make this report.

Notes:

SAFE JOBS LOCAL PROJECT SCRIMMAGE “PRACTICE MAKES PERFECT”

WORKSHEET #6

Objective:

To provide Young Worker Leadership Academy participants with an opportunity to consider and make the decisions necessary to plan and conduct a “practice” project for Safe Jobs for Youth Month.

Directions:

1. From a list of problems identified during the Youth Priorities Statement Development workshops, participants will select the top priorities that need to be addressed in regards to young worker safety.
2. Participants will divide into three groups. Each group will be assigned to brainstorm and identify one project that will address the priority to which they are assigned. Each group will be asked to focus on a different type of strategy:
 - **Media strategy** (involving print, radio or TV media to help make a change)
 - **Policy strategy** (pushing for some kind of change in local or state-level rules, laws, or other policy)
 - **Educational strategy** (educating a specific group of people to do something differently)
3. Utilizing the checklist below, each small group will prepare a report for the full group.

HELPFUL HINT: Don't take too long on each section of the checklist. This is just practice!

NEED THIS PROJECT WILL ADDRESS:

PROJECT DESCRIPTION:

CHECKLIST OF PROJECT PLANNING CONSIDERATIONS:

1. What:

- What do we want to accomplish?
- What are our specific goals?
- How will this project help solve the problem we've identified?

Notes:

2. Who:

- Who are we trying to help or reach?
- Who do we want to help us? (Other youth, organizations, government agencies?)
- Who is most likely to want to help? Why? What will they provide?
- How should we approach those people/groups?

Notes:

3. How?

- What financial or in-kind resources do we need to complete the project?
- Where will we find these funds?
- What tasks must be completed to make our project successful?

Sample Tasks: More Research? Partners? Location? Recruit and prepare other Youth who will help?
Arrange Meals? Materials? Location? Publicity?

Notes:

4. What if...?

- What are potential problems or barriers we might face?
- Is anyone likely to oppose our plan? If so, how might we prepare for and respond to that opposition?

Notes:

5. When:

- What is a realistic timeframe for completing our project?
- What deadlines should we set to keep us on track?
- [See timeline next page.]

TIMELINE

Key Tasks	Date Completed by:
1)	
2)	
3)	

6. How will we evaluate our success?

- ✓ *How will we know if we've achieved our goals? What information do we need to collect or measure?*
- ✓ *How will we celebrate?*

Notes:

Young Worker Leadership Academy Youth Participant Evaluation

January 18 – 20, 2007; Berkeley

SCHOOL/Organization_____

Please take time to complete this evaluation. ***Your input will help improve future programs.*** WE READ EACH EVALUATION AND COMMENT. Your compliments and critique are appreciated! Be honest in your evaluations. Your comments may be recorded for use in promotional materials.

1 = completely agree 2 = somewhat agrees 3 = neutral 4 = somewhat disagree 5 = completely disagree

The Academy overall was:

Fun:	1	2	3	4	5
Organized:	1	2	3	4	5
Interesting:	1	2	3	4	5
Energizing:	1	2	3	4	5
Met my expectations and goals:	1	2	3	4	5
Use what I learned today for my Safe Jobs Youth Project:	1	2	3	4	5

General:

1. What two things did you like best about the two-day Academy and why?

2. What things would you change and why?

3. What were two of the most important things you learned from the Academy?

4. Overall, would you recommend this Academy to your friends and classmates?

Yes _____ No _____

Why or Why not?

5. I would like to be involved in a one-day statewide conference (with guest speakers and workshops) for youth to learn more about workplace health and safety and our rights on the job; and ways to get involved in this issue in our school and community.

Yes _____ No _____

I would be interested in: (check one only)

Planning the event _____

Participating in the event only _____

Planning and participating in the event _____

6. I want to learn more about being involved in the California Partnership (Co-sponsor of the YWLA) Youth Advisory Committee.

Yes _____ Not at this time _____ No, but keep me on your mailing list _____

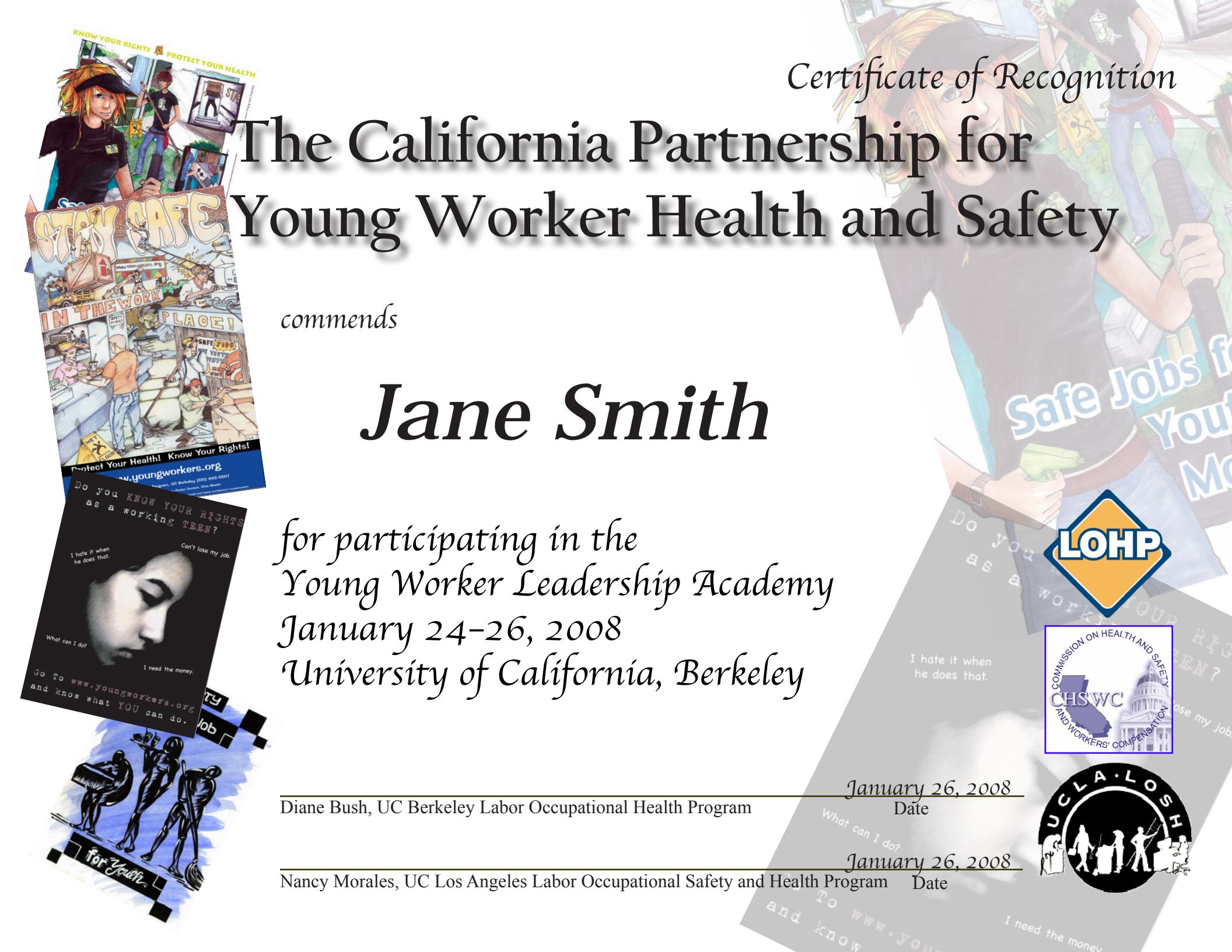
7. What additional information, training, and/or resources do you need for your next step?

Comments:

NAME _____

(Optional- we can quote you in future information packets)

May we contact you with further questions about your YWLA experience? _____ Yes _____ No



Certificate of Recognition

The California Partnership for Young Worker Health and Safety

commends

Jane Smith

for participating in the
Young Worker Leadership Academy
January 24-26, 2008
University of California, Berkeley

Diane Bush, UC Berkeley Labor Occupational Health Program

January 26, 2008
Date

Nancy Morales, UC Los Angeles Labor Occupational Safety and Health Program

January 26, 2008
Date

