

Preventing Violence in the Workplace

A health and safety curriculum for young workers

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2-hour Sample Training Agenda for Young Workers

Activity	Time	Materials
Introduction to Health and Safety on the Job <ul style="list-style-type: none"> • Ground Rules • Why Job Health and Safety • Pre-Workshop Assessment 	15 min	
Identify Hazards on the Job: What's Wrong with the Picture	15 min	➤ Find the hazards handouts (from ppt #1-4)
Solutions at Work: Understand the Pyramid	15 min	➤ Flip chart and markers ➤ Safety Pyramid (ppt #6)
Video: Is It Worth Your Life What is Workplace Violence? Who is at Risk?	25 min	➤ Video: <i>Is it Worth Your Life?</i> ➤ LCD projector
Introduction to Worker Rights: Factsheet Q & A	10 min	➤ Teen worker rights fact sheets ➤ Jeopardy board
Role-play - Workplace Violence Prevention: Best practices for addressing workplace violence	30 min	➤ Flipchart and markers ➤ Scenarios Handouts
Summary & Post-Workshop Assessment	10 min	➤ Flipchart ➤ Blank pieces of paper
		TOTAL 120 min

3-hour Sample Training Agenda for Young Workers

Activity	Time	Materials
Introduction: Workplace Violence Prevention <ul style="list-style-type: none"> • Ground Rules • Why Job Health and Safety • Pre-Workshop Assessment 	15 min	
Identify Hazards on the Job: What's Wrong with the Picture	15 min	➤ Find the hazards handouts (from ppt #1-4)
Hazard Mapping (<u>OR</u> choose Safety Pyramid)	30 min	➤ Flip chart paper and a black, red, and blue marker for each group ➤ Sample hazard map (ppt #5)
Solutions at Work: Understand the Pyramid	15 min	➤ Flip chart and markers ➤ Safety Pyramid (ppt #6)
Safety Pyramid (<u>OR</u> choose Hazard Mapping)	30 min	➤ Post-it Notes ➤ Pens ➤ Story illustrations (ppt #7-15)
Video: Is It Worth Your Life What is Workplace Violence? Who is at Risk?	25 min	➤ Video: <i>Is it Worth Your Life?</i> ➤ LCD projector
Introduction to Worker Rights: Jeopardy Game	30 min	➤ Teen worker rights fact sheets ➤ Flip chart and markers ➤ Jeopardy board
Role-play - Workplace Violence Prevention - Best practices for addressing workplace violence	40 min	➤ Flip chart and markers ➤ Scenarios Handouts ➤ WV Continuum (ppt #16)
Summary & Post-Workshop Assessment	10 min	➤ Flipchart & blank pieces of paper
		TOTAL 180 min

Introduction to Health and Safety on the Job

Time Needed: 15 minutes

Preparing to Teach This Lesson

Before you present this lesson:

- ❖ Write the ground rules on a piece of flip chart paper and display for the group to see

Materials Needed

- ❖ None

Detailed Leader's Notes

A. Introduction (5 minutes)

1. **Introduce all training leaders.**
2. **Establish ground rules.** Work with the group to agree on respectful ground rules. They might include:
 - Don't yuck my yum
 - Step up step back
 - One mic
 - No electronics
 - Be respectful

B. Why Job Health and Safety (5 minutes)

1. **Explain that this is a workshop about staying safe at work**, with an emphasis on preventing workplace violence. By the end of the workshop, we hope participants will be able to:
 - Describe how people (both young and adult workers) can get hurt on the job.
 - Describe the best ways to prevent this from happening.
 - Know what legal protections all workers have.
 - Explain what to do if you see something at work that could hurt your or make you sick, including where to go for help.
2. **As a warm-up discussion, ask participants:**
 - How many of you have ever had a job?
 - Have one or two participants describe their work.
 - Where do you think young people work?
 - The majority work in retail or food service settings – where there are many risks. Working around customers and money is one of them.

- Have you ever been hurt at work, or do you know someone who has?
 - Have one or two participants describe what happened.
 - Have any of you ever felt unsafe, or know someone who has felt threatened at work?
 - Have one or two participants describe what happened.
3. **Summarize what they will learn.** Explain that these are the kinds of things they are going to learn more about today – how to recognize and help prevent safety and health problems at work.

C. Pre-Workshop Assessment (5 minutes)

1. **Conduct Pre-Workshop Assessment Activity.** Explain that you want to ask a couple questions, to see how much they know now. Then we'll do it again at the end, and go over the answers.
2. **Tally the results** on the workshop form.

Identify Hazards on the Job

Learning Objectives

By the end of this lesson, participants will be able to:

- Provide examples of health and safety hazards in a variety of work settings, including their own

Time Needed: 15 minutes

Materials Needed

- ❖ Copies of “find the hazards” handouts (PowerPoint Slides 1-4 for each pair of participants).
- ❖ LCD projector and screen (optional; to show “find the hazards” pictures)

Preparing to Teach the Lesson

Before you present this lesson:

- ❖ Make copies of the “find the hazards” handouts.

Detailed Leader’s Notes

A. Introduction: What is a Hazard? (5 min)

1. **Define the word “hazard”.** Write the word “hazard” on the flip chart. Explain:

*A **Hazard** is something that can injure you, kill you, make you sick or harm your mental health*

2. **Describe the many types of hazards to look for.** Tell the group, “There are both safety hazards and health hazards. **Safety hazards** can cause injuries right away-like knives, hot surfaces, or slippery floors. **Health hazards**, can make you sick, either right away, or they may cause illnesses after you have been exposed to them over time. Health hazards include things like chemicals, noise, germs, repetitive motions, or things that cause stress.”

B. Find the Hazards (10 minutes)

1. **Pass out a set of the four pictures to each group of participants.**
2. **Explain the activity.** Each group gets one set of “find the hazards” pictures (all four handouts) and a colored marker (such as a highlighter or pen).

- In each workplace picture, they should try to find as many hazards as they can (either safety or health hazards). Using the colored marker, they should circle the hazards they find.
 - Tell the participants they will have about 5 minutes to find all the hazards in the four pictures. Tell them they also should think about how each hazard could harm them if they were working in this workplace, and one or two things the employer could do to make the work safer.
3. **Bring the group back together.** After about 5 minutes, bring the group back together to do a 5 minute report back on all the possible hazards. After the group has listed their hazards, pick one or two and ask them what the employer could do prevent injury or illness from that hazard. Explain that we will talk more about solutions like these later in the lesson.

Examples of hazards present in each workplace picture:

Fast Food	Grocery Store
<p><u>Safety Hazards</u> Fire Hot cooking grease Hot grill Hot oven Knives Slippery floors Steam</p> <p><u>Health Hazards</u> Cleaning chemicals Customers (stress) Heavy lifting Pressure to work fast (stress)</p>	<p><u>Safety Hazards</u> Box cutter Meat slicer</p> <p><u>Health Hazards</u> Bending, reaching Cleaning chemicals Customers (stress) Heavy lifting Pressure to work fast (stress) Repetitive motion Standing a lot</p>
Office	Gas Station
<p><u>Safety Hazards</u> Cluttered workplace Tripping hazards</p> <p><u>Health Hazards</u> Awkward posture Copier and other chemicals Fast work pace (stress) Repetitive use of keyboard</p>	<p><u>Safety Hazards</u> Robbery Slippery surfaces Tools and equipment</p> <p><u>Health Hazards</u> Customers (stress) Gasoline Other chemicals Weather</p>

Hazard Mapping



Stop!

Do not conduct this activity if you are doing the 2-hour training. For a 3-hour training workshop, you will need to choose between conducting either this activity OR the Safety Pyramid activity.

Learning Objectives

By the end of this lesson, participants will be able to:

- Provide examples of safety and health hazards in a variety of work settings, including their own
- Demonstrate an ability to recognize and prioritize the most significant hazards in a variety of workplaces

Time Needed: 30 minutes

Materials Needed

- ❖ LCD projector and screen (optional; to show slide #5)
- ❖ Flipchart paper (one for each small group of 3-4 participants) and tape
- ❖ “Hazard Map Example” (PowerPoint Slide #5, or create on flipchart paper)
- ❖ Set of 3 markers (red, blue, black) for each group

Preparing to Teach the Lesson

Before you present this lesson:

- ❖ If you are not using PowerPoint slides, create “Risk Map Color Code” and “Sample Hazard Map” on flipchart paper.

Detailed Leader’s Notes

A. Introduction (5 minutes)

1. **Introduce this part of the activity.** “Now you will work in groups to draw maps of workplaces to identify the possible hazards that could cause injuries and illnesses.”
2. **Divide participants into small groups** (about 3-4 in a group). Consider grouping participants together who have worked in similar places or who are studying similar trades or careers. *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. Try to pick places that are different than the pictures in the last activity (warehouse, landscaping, child care, health care—see examples below.)

3. **Distribute materials.** Each group gets one sheet of flipchart paper and a set of 3 markers.
4. **Review the hazard categories.** Put up the “Hazard Map Example” slide or flipchart paper. Explain that for this activity, we will use two categories, safety hazards and health hazards. Some job hazards are very obvious, but others are not. In order to be better prepared to be safe on the job, it is necessary to be able to identify different types of hazards.

(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): Health Hazards include chemical hazards that can cause immediate or longer-term health effects (e.g. disinfectants, detergents, solvents, paints, and varnishes), physical and environmental hazards (e.g. noise, dust, heat, cold, and unsanitary conditions), and stress hazards (e.g. pressure to work faster, tension between you and your supervisor, fear of assaults or robbery, sexual harassment, working late at night).

5. **Explain the mapping activity.** Explain that each group will draw their own hazard map. They can use black markers for the outlines of the buildings, furniture, and equipment. Then, using the assigned colors, they should circle or color in where the hazards are. Show sample map as a poster or power point slide.

B. Group Mapping and Report Backs (25 minutes)

1. Give groups 15 minutes to draw their maps.
2. As groups complete their maps, circulate among the groups and ask each group to think about which two hazards they are most concerned about, to include in their report back. They should think about: how seriously workers could be hurt, or about how many workers are affected by that hazard.
3. Tape up hazard maps and ask groups to present. Each group will have two minutes to describe the workplace and the key hazards they identified. See examples from various workplaces on the next page.
4. Ask for comments from the group. After each map is presented, ask the group if they can think of hazards that weren't included from this kind of workplace. Add them to the map.
5. Summary
 - Provide positive feedback on their responses.
 - Tell participants: “We’ve talked about the importance of being able to go into a workplace and identify hazards. This is the first step toward knowing how hazards can be reduced and injuries prevented. It is your employer’s responsibility to control the hazards in the workplace. However, you play an

important role in protecting yourself and others by recognizing hazards on the job, alerting supervisors and co-workers and following safety rules.”

- Introduce the next activity. “In the next activity we will talk about solutions to prevent work injuries and illnesses.”

Examples of hazards from some workplaces:

Fast Food Restaurant	Grocery Store	Warehouse
<p><u>Safety Hazards</u> Cooking grease Fire, hot ovens Heavy lifting Hot grills Hot water, steam Knives Slippery floors</p> <p><u>Health Hazards</u> Angry customers (stress) Cleaning products Pressure to work fast</p>	<p><u>Safety Hazards</u> Bending, reaching Box cutters Heavy lifting Knives Meat slicer Slippery floors</p> <p><u>Health Hazards</u> Cleaning chemicals Repetitive motions Standing for long periods</p>	<p><u>Safety Hazards</u> Box cutters Clutter Falling objects Fork lifts Heavy lifting Ladders Reaching, bending Repetitive motion</p> <p><u>Health Hazards</u> Dust Noise</p>
Construction	Landscaping/ Agricultural/ Grounds-keeping	Child Care
<p><u>Safety Hazards</u> Fork lifts Heavy lifting Ladders Reaching, bending, Tools, equipment</p> <p><u>Health Hazards</u> Chemicals (e.g. solvents, adhesives) Fumes, dust Lead paint Noise</p>	<p><u>Safety Hazards</u> Stooping bending Tools, equipment</p> <p><u>Health Hazards</u> Pesticides Repetitive movements Weather conditions</p>	<p><u>Safety Hazards</u> Bending, stooping Heavy lifting</p> <p><u>Health Hazards</u> Air quality Cleaning chemicals Infectious disease</p>
Hospitals and Nursing Homes	Offices	Service Stations
<p><u>Safety Hazards</u> Assaults from patients Bending, reaching Heavy lifting Pushing, pulling Repetitive motions Slippery floors</p> <p><u>Health Hazards</u> Cleaning products Infectious disease Other chemicals Stress</p>	<p><u>Safety Hazards</u> Electrical cords (tripping) Paper cutters</p> <p><u>Health Hazards</u> Photo copy and printing fumes Poor air quality Prolonged sitting Repetitive typing and use of mouse Stress</p>	<p><u>Safety Hazards</u> Cars Heavy lifting Machines, tools Potential assault, violence</p> <p><u>Health Hazards</u> Chemicals Gasoline Temperature/ weather extremes Working alone Working late</p>

Solutions at Work: Understand the Pyramid

Learning Objectives

By the end of this lesson, participants will be able to:

- Describe the three main ways to reduce or eliminate hazards at work.
- Explain which methods are most effective in controlling hazards.

Time Needed: 15 minutes

Materials Needed

- ❖ Flipchart paper
- ❖ Markers
- ❖ PowerPoint Slide #6, or draw the image on flipchart paper

Preparing to Teach This Lesson

Before you present this lesson:

- ❖ Review the list below of specific ways to reduce or eliminate hazards in a restaurant with slippery floors.

Detailed Leader's Notes

A. Control the Hazards (5 minutes)

1. Explain that there are hazards in every workplace and that there are ways to remove or eliminate these hazards. As an example, have the group should think about working in a restaurant that constantly has greasy, slippery, floors.
2. Write "Possible Solutions" at the top of a piece of flipchart paper. Ask the group: "How can this workplace hazard be reduced or eliminated?"
3. As participants suggest answers, write them on the flipchart. 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 off the floor.

B. Explain the Safety Pyramid (10 minutes)

1. Explain to the group that there are often several ways to control a hazard, but some are better than others.
2. Use PowerPoint Slide #6 or the flipchart image you have drawn, to show and help explain these methods, as indicated below. After you discuss a method, ask which solutions on the list fit that description, and put a 1, 2, or 3 on the list, as described below.

Remove the Hazard (1)

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 group:

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

Participants 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.

Improve Work Policies (2)

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 group:

"Which of the solutions for slippery floors on the flipchart involve work policies and procedures?"

Participants 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.

Use Protective Clothing and Equipment (3)

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 group:

“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 correctly 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 group:

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

Participants should answer that wearing slip-resistant shoes is in this category. On the flipchart, put a “3” next to this solution.

**Please note, that while slip-resistant shoes are a personal protective clothing (3) fix, research has shown that it is very difficult to make sure floors are never slippery and therefore slip-resistant shoes are a common and useful solution!

3. When you have finished marking the three categories on the flipchart, your completed table may look like this:

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)



4. Explain that we will be using this “safety pyramid” to think about how to prevent workplace violence later in the lesson. But this is the way to think about every workplace hazard – *How can we “fix the workplace” so we don’t have to “fix the worker”* (relying on personal protective equipment, or lots of safety rules that might get skipped.)

Safety Pyramid



Stop!

Do not conduct this activity if you are doing the 2-hour training. For the 3-hour training you must choose to conduct either this activity OR the Hazard Mapping activity.

Learning Objectives

By the end of this lesson, participants will be able to:

- Describe the three main ways to reduce or eliminate hazards at work.
- Explain which methods are most effective in controlling hazards.

Time Needed: 30 minutes

Materials Needed

- ❖ Flipchart paper
- ❖ Markers
- ❖ PowerPoint Slides # 7-15
- ❖ Post-it pads (3" x 3", a different color for each group)

Preparing to Teach This Lesson

Before you present this lesson:

- ❖ Review the list below of specific ways to reduce or eliminate hazards in a restaurant with slippery floors.

Detailed Leader's Notes

A. \$25,000 Safety Pyramid Game (20 minutes)

1. Before beginning, draw a game board like the one below on flipchart paper, and tape it to the wall.



2. Divide participants into teams. Give each team a pad of Post-it notes on which to write their solutions.
3. Ask teams to select one team member to be the “writer” for the team. Each solution the team comes up with should be written on a separate Post-it note.
4. Ask teams to choose another team member to be the “runner” who will post the team’s notes in the correct categories on the game board.
5. Explain that in each round of the game, you will read aloud a true story about a youth who got injured at work, that the game is fast-paced game and time counts. After you read each story, you will give the teams one minute to come up with solutions and post them on the game board.
6. Explain that the pyramid is divided into the three solutions categories:
 - Remove the Hazard
 - Improve Work Policies & Procedures
 - Wear Personal Protective Equipment (PPE)
7. 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 Improve Work Policies & Procedures 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.
8. Tell the group 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)
9. Explain that some solutions may fall in more than one category. They should only write the solution on one post-it note, then place it in the category they think fits best. Tell the group 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.
10. Using PowerPoint Slide # 7, 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: Jasmine's Story

Read the story aloud:

Jasmine is a 17-year-old dishwasher in a hospital kitchen. To clean cooking pans, she soaks them in a powerful chemical solution. She uses gloves to protect her hands and arms. One day, as Jasmine was lifting three large pans out of the sink at once, they slipped out of her hands and back into the sink. The cleaning solution splashed all over the side of her face and got into her right eye. She was blinded in that eye for 2 weeks.

Ask the group:

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

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

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

Wear Personal Protective Equipment. Goggles.

11. Begin the game. Play as many rounds as it takes for a team to reach \$25,000. When a team wins, award prizes. Pre-select stories most relevant for your group.

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.

Andre's Story (#8)

Read the story aloud:

Andre is a 17-year-old who works in a grocery store. One day while unloading a heavy box from a truck onto a wooden pallet, he felt a sharp pain in his lower back. Andre tried to keep working. His back continued to bother him, so he finally went to the doctor. Andre had to miss work for a week to recover. His back still hurts sometimes.

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

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

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

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

Wear 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:

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

Molly's Story (#9)

Read the story aloud:

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

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

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

Remove the Hazard. The machine should have a guard to protect fingers from the blade. The machine should have an automatic shut-off.

Improve Work Policies & Procedures. A rule should require that the machine be unplugged before cleaning. No one under 18 should use or clean this machine because it is against the child labor laws.

Wear Personal Protective Equipment. Have workers wear cut-resistant gloves.

Lindsey's Story (#10)

Read the story aloud:

Lindsey, a high school sophomore, worked the front counter of a small local pizza shop after school and on weekends. One Friday night, she worked alone with Brayden, a senior at her school. Brayden was often rude to Lindsey, and he would even bully her in front of customers. This particular night, Lindsey confronted Brayden about his abusive behavior and threatened to tell their boss. Brayden yelled at Lindsey and pushed her. Lindsey fell, hitting her head on a nearby table. Lindsey managed to get up and run outside. She quickly dialed 911 from her cell phone. The police arrived and arrested Brayden. Lindsey had a bump on her head and several other bruises. She suffered emotional trauma from the incident.

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

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

Remove the Hazard. Install a surveillance camera.

Improve Work Policies & Procedures. Establish a clear policy forbidding violence, abuse, verbal and emotional abuse, and harassment of all kinds. Train supervisors and managers to recognize bullying, abuse, and other violations of these policies and know how to respond to violations. Train workers about this policy and the ramifications of violating the policy. Let workers know that they can come to the store manager or supervisor (or other adult) and confidentially relate any concerns about their own safety or the safety of other workers.

Wear Personal Protective Equipment. None.

Chris's Story (#11)

Read the story aloud:

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

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

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

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

Improve Work Policies & Procedures. Limit outdoor work on very hot days. Have a cool place to go for frequent breaks. Have plenty of water available. Provide training on the symptoms of heat stress and how to keep from becoming

overheated. Work in teams to watch one another for symptoms of overheating (such as disorientation and dizziness).

Wear Personal Protective Equipment. Have workers wear a hat, to provide shade, and a cooling vest.

James' Story (#12)

Read the story aloud:

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

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

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

Remove the Hazard. Have adjustable working surfaces, so that James can pat the dough at a height that causes less strain on his shoulders and back. For hand strain, use a pizza dough roller - either manual or power-driven - instead of patting by hand (Note: Federal law says that 16- and 17-year-olds may operate, but not set up, adjust, repair, oil, or clean, pizza-dough rollers/sheeters with proper safeguards. If you are under age 16, you may not operate these machines).

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

Wear Personal Protective Equipment. None.

Maria's Story (#13)

Read the story aloud:

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

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

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

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

Work Policies. Wait the required number of hours or days after the crops are sprayed before having workers re-enter the field. This should be on the pesticide label. Provide employees with training and information on chemicals they may be exposed to.

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

Jada's Story (#14)

Read the story aloud:

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

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

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

Remove the Hazard. Stop lifting alone. Lift patients only when other people are available to help, or use a mechanical lifting device. Note: Federal Child Labor laws prohibit anyone under the age of 18 to operate patient lifting devices. However, they may assist in patient handling as part of a team in which the lift operator is over age 18.

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

Personal Protective Equipment. None.

Anita's Story (#15)

Read the story aloud:

Anita is a 16-year-old barista in a small coffee shop. One morning, the coffee shop was short-staffed because another worker had called in sick. During the breakfast rush, Anita worked the register and took orders from customers while she also hurried to make a new pot of coffee. She didn't realize that the other barista had already started a pot, and pulled out the brew basket while the machine was brewing. Boiling water and coffee grounds spilled all over her hand, causing second-degree burns. She went to the

emergency room for treatment. Anita had to cut down on her day-to-day activities for 3 months, and she still has sensitivity in her hand and scarring from the burn.

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

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

Remove the Hazard. The machine might be designed so that the brew basket can't be pulled out when it's in use.

Work Policies. The coffee shop should have a procedure for bringing in extra help when someone calls in sick so that they are not understaffed. Only one worker should be assigned to work the coffee maker so that person can keep track of when coffee is brewing. The boss could make a sign that hangs next to the coffee maker that indicates whether it's in use or not.

Personal Protective Equipment. None.

Latoya's Story (no illustration)

Read the story aloud:

Latoya is a 17 year old who works in a small clothing store in her neighborhood. Twice in the last week, when she was working alone, the same man came into the store. One time he asked to use the restroom and she told him where it was. The next time he asked her if she could lend him money for the train. When she told him, “No”, he looked her up and down slowly, giving her a look that really scared her. She is worried that she will get in trouble if she tells her boss about it but she is also now nervous that the man might come back in again.

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

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

Remove the Hazard. Locked door with buzzer system to let customers in. Signage saying “no loitering” and “no public restroom”. Install a surveillance camera.

Improve Work Policies & Procedures. Have polices that no one works alone. Provide workplace training that includes how to deal with difficult customers and robberies, and who to call.

Wear Personal Protective Equipment. None.

Video and Discussion: Is it Worth Your Life?

Learning Objectives

By the end of this lesson, participants will be able to:

- Identify five things a store owner/manager can do to make the store less likely to be targeted for a robbery.
- Name at least three actions a worker should be trained to take to reduce the likelihood he/she will be assaulted.
- Name at least three actions a worker should be trained to take to reduce the likelihood of *being injured during* a robbery.

Time Needed: 25 minutes

Materials Needed

- ❖ DVD player and TV or LCD projector (with speakers)
- ❖ Video: *Is It Worth Your Life?*

Preparing to Teach This Lesson

Before you present this lesson:

- ❖ Locate the DVD file *Is It Worth Your Life?* on disc or go online to <http://www.youtube.com/watch?v=aKttrVw6HKo> and preview prior to showing it to participants. Identify potential points to pause the video to elicit group discussion.

Detailed Leader's Notes

A. Introduction: Why is this subject important? (5 minutes)

1. Explain you have covered some of the basics of workplace health & safety, and the best ways to prevent injury and illness at work. Now we will focus on applying these ideas to preventing injury and stress from workplace violence.
2. What do we mean by workplace violence? Explain that this includes physical assault, intimidation, threatening behavior, verbal assaults, and other harassment.
3. **Say:** Here are some facts about workplace violence.
 - Although workplace violence can occur in any workplace, it is common in the types of places in which many teens work because money is present.
 - Every year nearly 2 million workers report being victims of workplace violence.
 - Every week, 9 people in the United States are victims of a homicide in the workplace.
 - Violence that occurs during a robbery is a major threat to young workers, especially those working in convenience stores, gas stations, restaurants, and

other retail businesses.

- The risk of violence during a workplace robbery in retail establishments increases after dark

B. Video and Discussion (20 minutes)

1. Before beginning, title a flip chart *Preventing Workplace Violence*, then divide the flipchart with a vertical line into two sections labeled *Employer Responsibilities* and *Worker Responsibilities*. Use this chart to record answers in the appropriate category, each time you stop the video and ask questions. You will refer back to this chart at the end. It will not be complete until then.

An example of a completed chart:

Preventing Workplace Violence	
Employer Responsibilities	Worker Responsibilities
<ul style="list-style-type: none">➤ Lights➤ Cameras➤ Guards➤ Chimes at Door➤ More workers➤ Signs➤ Have a plan/program➤ Alarm system/Panic Button➤ Remove clutter in windows➤ Assess outside areas of store➤ Use mirrors➤ Limit cash/use a drop box➤ Training for employees	<ul style="list-style-type: none">➤ Pay attention➤ Walk around➤ Don't be aggressive➤ 2nd worker can be the watchdog/call the police➤ Make eye contact

2. Explain that the group will now watch the first three minutes of a video, *Is It Worth Your Life?*, which will be stopped from time to time for small group discussion.
3. Before starting the video, ask the group to think about why the store might be an attractive target for a robber while they watch the first minute of the video. Play the first segment (**up to minute 1:30**) of the video (until the customer pulls the car out of the parking lot). Stop the video.

Ask the group:

- *What made the store an attractive target for robbers?*
- *What could be done to make the store a less attractive target?*

Write their answers to the second question on the chart, under “employer responsibilities”.

4. Ask the group to think about what the clerk was doing that made him an easy target for robbery while they watch the next segment of the video. Play the second minute (**up to**

minute 2:20) of the video until the robber pulls the gun from his belt). Stop the video.

Ask the group:

- *What do you think increased the first worker's chance of being robbed?*
- *What could he have done to discourage a robber?*

Write their answers to the second question on the chart, in the correct columns.

5. Ask the group to think about what the workers did that increased the chances of getting hurt while they watch the next segment of the video. Play the third minute (**up to minute 3:20**) of the video (until the robber runs from the store). Stop the video.



Ask the group:

- *What did each of the workers do that might have increased the chances they would be hurt?*
- *What could each of the workers have done that might have decreased the chances that they would be hurt?*

Write their answers to the second question on the chart.

6. **Refer back to the image of the safety pyramid** (PowerPoint slide #6). Say: Now let's think about the safety pyramid. Think about what the employer can do to "Remove the Hazard" – fix the workplace – or what Policies the employer needs to have in place, as we listen to the next segment of the video. [If participants ask about personal protective equipment, you can mention bullet-proof vests used by police officers, but explain that those are not a realistic solution in most cases.] Think about which solutions we already have on our list. **Watch video up to minute 8:00.**

7. **Summarize the key points.** Ask participants which ideas on your chart were also listed in the video. Check them off as they are identified. Ask participants what other ideas they heard in the video, and add them to your list. Use the two questions below to focus on the top two sections of the pyramid: Remove the Hazard, and Work Policies.

What kinds of steps should the employer/owner of a business—especially one open late at night and/or which handles cash—take to make the store environment safer? [remove the hazard/fix the workplace]

- Have bright lights outside the business
- Have bright lights inside the business
- Remove clutter from the windows, so others can see inside easily, like a fishbowl
- Install surveillance cameras and/or large mirrors so all areas of the store are clearly visible

- Keep cash in a drop box and post signs saying there is minimal cash in the register
- Do not keep weapons in the store
- Post emergency numbers in prominent locations
- Areas where trash bins are located should be well lit.

**Participants may mention panic buttons. Explain that workers should only press a panic button if it is safe to do so. During a robbery, robbers will often force employees to step away from registers, walls and counters where an employee cannot safely reach for a panic button. Some businesses are no longer installing panic buttons as they may endanger the employees.

What kinds of policies should the employer have in place?

- A system of identifying workplace violence hazards, including for reporting problems or concerns that should be addressed.
- Keep the door to the delivery area locked
- Have two workers in the store at night
- Train workers to take the following actions while on duty to reduce their likelihood of being assaulted:
 - Keep busy when there are no customers; don't sit near the cash register
 - Keep watching the parking lot and call the police about anything suspicious
 - Make eye contact with everyone who comes in the store
 - Put all money in the drop box.
- Train workers to behave in the following ways if they are robbed or threatened:
 - Cooperate fully and do not argue or challenge
 - Explain each of their actions, avoid surprises, and use a calm tone
 - Hand over the cash
 - Don't try to fight or chase the assailant
 - Lock the door as soon as the assailant leaves.
 - Call the police.

Introduction to Worker Rights: Jeopardy Game

Learning Objectives

By the end of this lesson, participants will be able to:

- Identify three health and safety rights and responsibilities that teens have on the job under the OSHA standards and other labor laws.
- Identify the government agencies that enforce labor and job safety laws.

Time Needed: 10 minutes (2-hour version); 30 minutes (3-hour version)

Materials Needed

- ❖ Poster with Jeopardy categories (on wall or flip chart holder)
- ❖ Teen worker rights fact sheet (for your state) for each participant
- ❖ Flipchart paper & markers to keep game score

Preparing to Teach This Lesson

Before you present this lesson:

- ❖ Prepare the jeopardy board (see page 27 – put the dollar amount in each square – not the questions and answers).
- ❖ Be familiar with the information in the teen worker rights fact sheet handout.

Detailed Leader's Notes

A. Introduction (10 minutes)

1. Explain to the group that you will now we will now review key information about health and safety and labor laws.
2. Allow participants 5 minutes to look at the teen worker rights fact sheet. Point out the main topics covered in the handout.



Stop!

If you are conducting the 2-hour training, choose a few questions to ask the group from the Jeopardy Questions and Answers table. If you are conducting the 3-hour training, continue to Section B below to conduct the Jeopardy Game.

B. Jeopardy Game (20 minutes)

1. Divide the group into teams of 3 to 5 participants each. Have each team pick a team name. Write the team names across the top of the flipchart making a column for each team. These will be used for keeping score.
2. Roll a dice to select which team will go first.
3. Show the Jeopardy Game Power Point slide or put the game board poster on display.
4. Explain the rules.
 - The first team will pick a category and dollar amount from the game board. The instructor will ask the question for that place on the game board.
 - The team gets approximately 30 seconds to discuss the question and come up with an answer.
 - If the first team answers correctly, they get the dollar amount for the question. The scorekeeper will record it in the column on the flipchart for that team. Then the next team picks a category and dollar amount.
 - After a question has been answered, cross off the block on the game board poster. If using the Power Point, this will happen automatically.
 - If the first team answers incorrectly, the next team in order will be called on to answer the same question. This will continue until a team gets the correct answer. They win the dollar amount. There is no penalty for incorrect answers. (Don't call on another team for the True or False question.)
 - If all teams miss a question, the instructor will give the correct answer.
5. Questions and answers for the facilitator are on the next page.
6. Whether a team gets the correct answer or the instructor gives it, take the time to explain the answer. Sometimes there are several possible correct answers, or more complete answers.
7. At the end of the game, total up the dollar amounts won by each team. Give a prize (candy, etc.) to the winning team.

Questions and Answers for the Facilitator

	Rights on the Job	Dangerous Work & Work Permits	Hours for Teens & Working Safely	Job Injuries & Getting Help
\$100	<p>Name two rights you have if you get hurt on the job.</p> <ul style="list-style-type: none"> • <i>Payment for medical care</i> • <i>May get paid for wages lost while hurt</i> 	<p>Name one kind of machinery you can't use if you're under 18.</p> <p><i>Power equipment (meat slicer, saw, bakery machine, box crusher)</i></p>	<p>If you're 14 or 15, how many hours can you work on a school day?</p> <p><i>3 hours</i></p>	<p><u>True or False?</u> Your boss can punish you for getting hurt on the job.</p> <p><i>False</i></p>
\$200	<p>Name two health and safety protections your employer must provide on the job.</p> <ul style="list-style-type: none"> • <i>Safe and healthy workplace</i> • <i>Safety training</i> • <i>Protective clothing</i> 	<p>Name one kind of work you cannot do if you're 14 or 15 (but can if you are 16 or 17).</p> <p><i>Baking, cooking, cry cleaning/laundry, using ladder or scaffold, construction, loading and unloading trucks, rail cars, or conveyors</i></p>	<p>If you're 14 or 15, how late can you work on a school night?</p> <p><i>7 pm</i></p>	<p>What's the name of the State Agency that handles health and safety complaints?</p> <hr/> <p><i>[fill in for your state]</i></p>
\$300	<p>Name two rights all workers have on the job.</p> <ul style="list-style-type: none"> • <i>To report safety problems</i> • <i>To work without racial or sexual harassment</i> • <i>To join a union</i> 	<p>Name one kind of construction work you cannot do if you're under 18.</p> <p><i>Wrecking, demolition, excavation, or roofing</i></p>	<p>Name two things you can do to prevent a job injury.</p> <ul style="list-style-type: none"> • <i>Report unsafe conditions</i> • <i>Get safety training</i> • <i>Follow safety rules</i> 	<p>What agency enforces the laws about hours and wages in your state?</p> <hr/> <p><i>[fill in for your state]</i></p>

Role-play: Addressing Workplace Violence

Learning Objectives

By the end of this lesson, participants will be able to:

- Describe at least three types of workplace violence.
- Apply problem-solving skills to “real life” scenarios involving workplace violence.
- Discuss several appropriate ways to approach supervisors about problems.

Time Needed: 30 minutes (2-hour training); 40 minutes (3-hour training)

Materials Needed

- ❖ Flipchart
- ❖ Addressing workplace violence scenarios (Handouts A and B)
- ❖ PowerPoint Slide #16 Workplace Violence Continuum

Preparing to Teach This Lesson

Before you present this lesson:

- ❖ “Workplace Violence Continuum” (PowerPoint Slide #16, or create on flipchart paper)
- ❖ Make extra copies of Handouts A and B Addressing Workplace Violence Role Plays

Detailed Leader’s Notes

A. Introduction: Types of Workplace Violence (10 minutes)

1. Explain to the group:
 - **Robbery** is, by far, the most common type of workplace violence
 - The types of places in which young people work, like convenience stores, are common targets of robbers
 - Write “Stranger” (robbery) at the top of your flipchart paper
2. Explain that workplace violence includes a range of behaviors, from harassment or disrespectful talk, to physical aggression, where someone may end up being hurt or even killed. Show PowerPoint Slide #16.
3. Ask: “What other types of violence might occur in a workplace, besides robbery by a stranger?” (If necessary, ask, “What about in a school or hospital?” to get participants thinking.) Write these down on your flipchart paper as participants name them: Customer or client; co-worker; family member or friend. Describe further if necessary. Explain that employers should have a policy (plans) for dealing with all of these possible types of workplace violence.
 - **Customers or clients attacking workers**-- can include customers in a store, gas station, or restaurant; patients in a health care setting; clients of a business or

social service agency; students in a school.

- **Workers attacking co-workers**-- can include physical violence or threats, bullying, verbal and emotional abuse, and sexual harassment.
- **Threats or violence from family members, including boyfriends or girlfriends**-- typically involves the spouse or partner of a worker coming to the workplace and threatening or attacking the worker with whom they are involved.

B. Addressing Workplace Violence Role-play (20-30 minutes)

1. Explain that the group will now discuss and practice how to help create safer workplaces, including identifying and addressing factors that contribute to a potential workplace violence situation and knowing where to go for help.
2. If you have time, you can have half of the group work on one role play, and half on the other.
3. Start by asking for volunteers to read each role play in front of the group.
4. Explain that each small group will need to come up with a way to address the problem in their scenario and act that out for the group. Once you have been assigned a scenario, answer the following questions:
 - What should the business owner have in place to prevent this kind of problem? Think about the kind of **training** the employer should provide employees, what **rules** should be established, and **how the store could be set up**, to make it safer for employees
 - Who else can you ask for help or support?
 - How should you approach the manager about this?

Then create a role-play of your solution to perform for the group. You may use as many members of your group as you like, and bring in outside characters to address the problem.

5. Divide the group into small groups of 3-6 participants.
6. Give participants copies of Handout A or Handout b. Have extra copies available.
7. After about 10 minutes, bring the group back together.
8. Ask several of the groups (or all, if there is time) to act out their ideas for addressing the workplace violence scenarios.
9. After each scenario, ask the group if anyone else has something different they would say in this situation. If so, ask that participant to come up and act out their response. If the participants haven't mentioned any of these ideas, point out the following:

Scenario #1: Jayden's Story

The employer should:

- Establish a policy that an adult must always be in the store
- Establish a policy about what workers should do if there is an angry customer
- Train workers about the policy, and about how to act when confronted with an angry or irrational customer
- Post the police emergency number (911) at each work station to remind staff to call the police if threatened, in order to defuse the situation and reduce the risk of violence
- Place return and exchange policy signs prominently around the store

Other possible help: Jo or other co-workers; parent; teacher or other adult; state or federal OSHA agency

Jayden could:

- Ask the employer what the policy is for dealing with angry customers, and ask for training
- Suggest to the supervisor that a co-worker (Jo?) help close
- Involve co-workers or others in approaching the supervisor
- Find out about and suggest working with security staff (if in a mall)
- Get help from parent, teacher or other adult in approaching the supervisor

Scenario #3: Taylor's Story

The employer should:

- Establish a clear policy forbidding violence, abuse, verbal and emotional abuse, and harassment of all kinds
- Train supervisors and managers to recognize bullying, abuse, and other violations of these policies and know how to respond to violations
- Train workers about this policy and the ramifications of violating the policy
- Let workers know that they can come to the store manager or supervisor (or other adult) and confidentially relate any concerns about their own safety or the safety of other workers.

Other possible help: Casey or other co-workers; parent; teacher or other adult; state or federal OSHA agency; EEOC

Taylor should:

- Tell the manager about Devin's behavior
- Tell a parent, guidance counselor, or other trusted adult, about Devin's behavior, and to get help thinking about solutions.
- Report the problem to the EEOC or state agency if the employer does not address it.

10. Tell the group that this ends the last lesson of this workshop on job safety and health. During this last section, we talked about how to speak up effectively at work when there is a problem.

Summary

Time Needed: 10 minutes

Materials Needed

- Paper and pens for participants
 - Flipchart and pens
-

Detailed Leader's Notes

A. Summary

1. Ask: How many of you can picture asking your employer a question about a concern you have?

- Explain: It's important to know your rights, but it's also important to think through how you want to approach your supervisor with a problem.
- It's usually helpful to talk it over first with your parents, teachers, co-workers, union representative, or someone else you trust.
- If necessary, there are agencies to help you, like OSHA or the federal or state labor law enforcement agency.

2. Say: Remember:

- You know how to recognize hazards.
- You have ideas about what the employer can do to fix the workplace, and what workers can do to work safely.
- Follow the safety rules, but also think for yourself, and find ways to share your ideas.
- You know your rights and responsibilities, and where to get help. Do it, when you need to.

3. Ask: Are there any questions?

B. Post-Workshop Assessment

1. Conduct Pre-Workshop Assessment Activity. Explain that you want to ask and talk about the questions you asked at the beginning of the workshop, and find out what they thought of the workshop.

2. Tally the results on the workshop form.

Handouts

1. Finding Hazards Pictures (from PowerPoint slides #1-4)
2. Teen worker rights fact sheet (from your state: if necessary, go to <http://www.cdc.gov/niosh/talkingsafety/>, click on your state, click on “Student Handouts” and copy Handout #12)
3. Role-Play: Addressing Workplace Violence (Handout A and Handout B)

Handout A: Addressing Workplace Violence Role Play

Jayden works at a clothing store in the mall and had a customer come in last week to return an item of clothing. It was against store policy to accept the return, and the customer became very angry and yelled repeatedly at Jayden before leaving the store. Jayden doesn't know what to do if something like this happens again. Jayden worries something similar or worse could happen to a co-worker. Alex is Jayden's supervisor.

Alex: I'm afraid I'm going to need you to close up tonight. You've done that before, right?

Jayden: Yes, but I'm worried—there was a customer in here last week who got really angry.

Alex: Well, I'm afraid I don't see any other options. I'm sure it won't be a problem. If you want to work here, you have to be willing to pitch in when we need you.

Jayden: OK.

Later, Jayden sees a co-worker getting ready to leave.

Jayden: Hey, would you be willing to stay and close up with me? I'm a little nervous about that guy last week.

Jo: Sorry, I only work till 8 tonight. Yeah, it can be a little scary, but I close up all the time on my own. You'll get used to it.

-
1. Discuss the following questions in your group. Then work in your small group to come up with a different ending to the story. Think about:
 - What should the business owner have in place to prevent this kind of problem? Think about the kind of **training** the employer should provide employees, what **rules** should be established, and **how the store could be set up**, to make it safer for employees.
 - Who else can Jayden ask for help or support?
 - How should Jayden approach the supervisor about this?
 2. Practice role playing your new ending with your group. You may use as many members of your group as you like, and bring in outside characters to address the problem. You will perform for the class later.

Handout B: Addressing Workplace Violence Role Play

Taylor works at a movie theatre concession stand. Devin is Taylor's shift supervisor, who makes fun of Taylor at work, including in front of customers. Yesterday, Devin tripped Taylor "as a joke." Taylor is talking to a co-worker, Casey, about the situation.

Casey: You really should report what Devin did to the manager.

Taylor: I don't think manager will do anything. Devin will just find out I told on him and be even meaner to me.

Casey: Well, it's not fair that Devin just gets to keep bugging you.

Taylor: I guess I just need to toughen up.

-
1. Discuss the following questions in your group. Then work in your small group to come up with a different ending to the story. Think about:
 - What should the business owner have in place to prevent this kind of problem? Think about the kind of **training** the employer should provide employees, and what **rules or policies** should be established, in order to decrease workplace bullying and harassment.
 - Who else can Taylor ask for help or support?
 - How should Taylor approach the manager about this?
 2. Practice role playing your new ending with your group. You may use as many members of your group as you like, and bring in outside characters to address the problem. You will perform for the class later.