

Safe Jobs 4 Youth

**THREE ACTIVITIES TO EDUCATE YOUTH ABOUT
WORKPLACE SAFETY & RIGHTS ON THE JOB**

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Adapted from the following curricula:

Youth @ Work—Talking Safety. A Safety and Health Curriculum for Young Workers. 2013

Department of Health and Human Services,
Centers for Disease Control and Prevention,
National Institute for Occupational Safety and Health

OSHA's 11. An OSHA 10-hour curriculum for Young Workers. 2009
University of Washington-Pacific Northwest OSHA Education Center
UC Berkeley Labor Occupational Health Program
Education Development Center, Inc.

This activity guide includes instructor's notes and training materials for teaching youth basic job health and safety knowledge and skills. Activities in this guide cover how to recognize and reduce hazards in the workplace, employees' rights and responsibilities, and how to speak up about workplace concerns in an effective manner. The Guide was developed by LOHP, UC Berkeley. These materials are part of the Young Worker Partnership which is administered by the Commission on Health and Safety and Workers' Compensation in the Department of Industrial Relations.

Safe Jobs 4 Youth

Activities to educate youth about workplace health and safety and their rights on the job

INTRODUCTION

Work provides many benefits for young people and millions of teens in the United States are currently working. Young workers can bring energy and enthusiasm to the workforce and deserve safe, well-supported job opportunities. Safety and health education is key for young workers entering the workforce – to better prepare them to work safely, know their rights and responsibilities, and speak up effectively when problems arise at work. Schools, youth employment and community programs can be important venues for teaching youth these skills.

The three activities highlighted in this guide are designed to raise awareness about workplace safety and health as well as foster career readiness skills in youth. These activities may be used individually or incorporated into other safety programs.

ARE YOU A WORKING TEEN? GAME SHOW ~30 MINUTES

Youth play a Jeopardy® inspired game using the Are You a Working Teen? Factsheet

Learning Objectives

By the end of this activity students will be able to:

- Describe the legal limitations on tasks that teens may do on the job, and on the hours they may work.
- Identify two health and safety rights that teens have on the job.
- Identify the government agencies that enforce labor and job safety laws.

\$25,000 SAFETY PYRAMID GAME ~ 30 MINUTES

Teams of students play a game where they consider various work scenarios and come up with ideas for controlling the hazards shown. They organize their solutions into categories.

Learning Objectives

By the end of this activity students 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.

ELENA'S STORY ~ 30 MINUTES

The class listens to a realistic scenario about a teen worker in a sandwich shop and identifies violations of law. In small groups, students develop alternative endings for the scenario. Then groups role play the scenario, adding their endings.

Learning Objectives

By the end of this activity students will be able to:

- Apply safety and child labor laws to “real life” situations.
- List three ways to get information and help on health and safety problems.
- Discuss several appropriate ways to approach supervisors about problems.

Are You A Working Teen?

Game Show

This Activity at a Glance

Objectives

By the end of this activity students will be able to:

- Describe the legal limitations on tasks that teens may do on the job, and on the hours they may work.
- Identify two health and safety rights that teens have on the job.
- Identify the government agencies that enforce labor and job safety laws.

Materials Needed

- Each teen should download the “Are You a Working Teen?” app to their device (OR print copies of the factsheets <http://youngworkers.org/our-materials/teens/>)
- Are You a Working Teen? Game Show PowerPoint Slides
- Flipchart paper and markers
- Small prizes for the winning team

Total Time = 30 minutes

Detailed Instructor’s Notes

A. Introduction (10 minutes)

1. Explain to the class that teens have important legal rights on the job and this lesson will introduce students to some of them. Child labor laws protect teens from working long or late hours, and from doing certain dangerous tasks on the job. Health and safety laws protect all workers, including teens, from job hazards.
2. Ask students to download the ***Are You a Working Teen? app*** onto their phone from the Apple or Google Play Store. [Please note: If your location has Wi-Fi have students access the Wi-Fi so they do not use phone data to download the app. If your location does not have Wi-Fi you may ask students to download the app as a homework assignment.]

Are You a Working Teen? app for Android

If you want to access the *Are You a Working Teen?* app from your Android device, download the Classroom app from Google Play.

- Touch Google Play Store on your device.
- Find and install the Google Classroom app.

***Are You a Working Teen?* app for iOS**

If you want to use the *Are You a Working Teen?* app on your iPhone® or iPad®, download the Classroom app from the App Store.

- Touch App Store on your device.
- Find and install the Google Classroom app.

3. Give the class a few minutes to look through the app and review information about health and safety and labor laws. The main topics covered are:

- What are My Rights on the Job?
- What Should I do to Protect Myself on the Job?
- Do I Need a Work Permit?
- Is it OK to Do Any Kind of Work?
- Are there Other Things I Can't Do?
- Should I Be Working This Late or This Long?
- What if I Get Hurt on the Job?
- What If I Have a Safety Problem?

B. Game (20 minutes)

1. Explain to the group that they will now learn about the laws that protect teens at work by playing a Jeopardy game. Divide the group into four teams. Have each team pick a team name. Write the team names across the top of the flipchart making a column for each team. This will be used for keeping score.
2. Think of a number between 1 and 10, the team closest to the number without going over will go first. Select a team to go first.
3. Show the Game Show Power Point slide and explain the rules of the game:
 - 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.) Then it is the turn of the next team in line – even if they answered the question for the previous team.
 - If all teams miss a question, the instructor should give the correct answer.
4. Questions and answers for the instructor are on the next page.
 5. 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.
 6. 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 Instructor

	Rights on the Job	Dangerous Work & Work Permits	Hours for Teens & Working Safely	Job Injuries & Getting Help
\$100	<p><u>True or False?</u> Your employer can't punish you for reporting a safety problem.</p> <p>True</p>	<p>How old do you have to be to drive a forklift?</p> <p>18 years old</p>	<p>If you're 14 or 15, how many hours can you work on a school day?</p> <p>3 hours</p>	<p><u>True or False?</u> You can sue your employer if you're hurt on the job?</p> <p>False</p>
\$200	<p>What's the minimum wage in California?</p> <p>\$10.50 an hour</p>	<p>Name one kind of machinery you can't use if you're under 18.</p> <p>Power equipment (meat slicer, saw, bakery machine, box crusher)</p>	<p>If you're 14 or 15, how late can you work on a school night?</p> <p>7 pm</p>	<p><u>True or False?</u> Your boss can punish you for getting hurt on the job.</p> <p>False, it is against the law for your boss to punish or fire you for a job-related injury</p>
\$300	<p>Name two rights you have if you get hurt on the job.</p> <ul style="list-style-type: none"> • Payment of medical care • You may also get lost wages 	<p>If you're under 18 and still in school, what do you need to get before you take a job?</p> <p>A work permit</p>	<p>If you're 14 or 15, how many hours can you work in a school week?</p> <p>18 hours</p>	<p>What's the name of the state agency that handles health and safety complaints?</p> <p>Cal/OSHA</p>
\$400	<p>Name two health and safety protections your employer must provide on the job.</p> <ul style="list-style-type: none"> • A safe and healthy workplace • Safety training • Personal protective equipment 	<p>Name one kind of work you can't do if you're 14 or 15 (but 16 & 17 year olds can do.)</p> <ul style="list-style-type: none"> • Baking • Dry cleaning/laundry • Using ladder or scaffold • Construction • Loading and unloading trucks • Working on rail cars • Use conveyors 	<p>If you are 16 or 17, how late can you work on a school night?</p> <p>10 pm</p>	<p>What agency enforces the laws about work hours and wages in California?</p> <p>The Labor Commissioner's Office</p>
\$500	<p>Name two rights all workers have on the job.</p> <ul style="list-style-type: none"> • To report safety problems • To work without racial or sexual harassment • To join a union 	<p>Name one kind of construction work you can't do if you are under 18.</p> <ul style="list-style-type: none"> • Wrecking • Demolition, • Excavation • Roofing 	<p>Name two things you can do to prevent a job injury.</p> <ul style="list-style-type: none"> • Report unsafe conditions • Get safety training • Follow safety rules • Wear personal protective equipment 	<p>Name two things you should do if you get hurt on the job.</p> <ul style="list-style-type: none"> • Tell your boss • Get medical treatment • Fill out a claim form

\$25,000

Safety Pyramid Game

This Activity at a Glance

Objectives

By the end of this activity students 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.

Materials Needed

- Each teen should download the “Are You a Working Teen?” app to their device (OR print copies of the factsheets <http://youngworkers.org/our-materials/teens/>)
- Safety Pyramid PowerPoint Slides
- Post-it pads (3” x 3”, a different color for each group or put your team number on the top of each post it if you don’t have different colored post-its)
- Flipchart paper & markers to keep game score
- Small prizes for the winning team

Total Time = 30 minutes

Detailed Instructor’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. Explain the pyramid. Tell the group that health and safety hazards – the things that can hurt you or make you sick at work – can be addressed so that injuries and illnesses are prevented.

- The most the protective thing that can be done is to eliminate the hazard so there is no chance a worker will get hurt or sick from it. Those are the solutions that belong at the top of the pyramid.
- The next most protective thing is to have work policies and procedures that may not eliminate the hazard but they reduce it. These solutions go in the middle of the pyramid.
- The least protective type of solution is to wear personal protective clothing or equipment (PPE), such as goggles, a respirator, ear muffs, etc.. Sometimes this is the only solution available and if it is, it must be the right kind of PPE, it must fit properly, and workers must wear it. It is least protective because the hazard is still there and workers have to wear it in order for it to work – so there are a lot of ways it can fail.

3. Explain that we are going to practice coming up with solutions to health and safety problems by playing a game called the \$25,000 Safety Pyramid Game. I am going to divide you into teams. Then I will read a true story about a teen who got injured or sick at work and the teams will come up with as many ways as they can think of to prevent that injury or illness from happening again.

- Each team will be given a set of Post-it notes on which to write their solutions – one solution per sheet of Post-it paper. Only one person on your team can be the writer for your team. The writer will write each solution your team comes up with on a separate Post-it note.
- After the 1 minute round is up, the teams will send someone up to post their Post-it notes in the categories where they belong – Remove the Hazard, Policies and Procedures, or PPE. As you can see, the categories are worth different amounts. After each round I 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.

I 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)


Some solutions may fall into 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. In some cases there may be no good solutions in some of the categories. If your team puts a good solution in the wrong category I will move that Post-it to the proper category and give your team the points for that category.

4. Divide participants into 3-5 teams. Give each team a pad of Post-it notes on which to write their solutions. Have each team pick a team name. Write the team names across the top of the flipchart making a column for each team. This will be used for keeping score.
5. Using the PowerPoint, 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

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.

Eliminating or Reducing Hazards



Jasmin's Story

Job: Hospital dishwasher

Hazard: Chemical dishwashing solution

Injury: Chemical burn to the eye

\$25,000 Safety Pyramid Game

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Talking Safety

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. Splash goggles, rubber gloves.


6. Begin the game. Play until a team reaches \$25,000 or for as many rounds as you have time. (Pre-select stories most relevant for your group.) 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.

Will's Story

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

Eliminating or Reducing Hazards

\$25,000 Safety Pyramid Game



Will's Story

Job: Fast food worker

Hazard: Hot grill

Injury: Burned hand

YOUTH WORK
Talking Safety 28

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. Design the grill so the bar is not so close to the grill. Cover the floor with a nonskid mat. Install nonskid 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.

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


Wear Personal Protective Equipment. Have workers wear nonskid shoes and gloves.

Andre's Story

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.

Eliminating or Reducing Hazards

\$25,000 Safety Pyramid Game



Andre's Story

Job: Grocery store clerk

Hazard: Lifting heavy boxes

Injury: Back strain

YOUTH WORK
Talking Safety 29

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 (e.g. pallet jack). 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 together. 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 NIOSH study found that back belts do not help. For more information see www.cdc.gov/niosh/belting.html.)

Then ask the teams: "What is the proper way to lift heavy objects?"

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

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.

Eliminating or Reducing Hazards

\$25,000 Safety Pyramid Game



Molly's Story

Job: Grocery store deli clerk

Hazard: Meat slicer

Injury: Cut finger

YOUTH WORK
Talking Safety 30

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 written procedure 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

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.

Teen Work Injuries

The Impact of Work Injuries



Lindsey's Story

Job: Pizza shop cashier

Hazard: Violence (by a co-worker)

Injury: Bumps and bruises caused by abusive co-worker

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Talking Safety **36**

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

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.

Eliminating or Reducing Hazards

\$25,000 Safety Pyramid Game



Chris's Story

Job: City public works employee

Hazard: Excessive heat

Injury: Heat stroke

YOUTH WORK
Talking Safety 31

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

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.

Eliminating or Reducing Hazards

\$25,000 Safety Pyramid Game



James's Story

Job: Pizza shop employee

Hazard: Repetitive motion

Injury: Hand, back injury

YOUTH WORK
Talking Safety 32

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 height 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 tasks so no one has to make the same movements over and over. Provide regular breaks.


Wear Personal Protective Equipment. None.

Maria's Story

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.

Eliminating or Reducing Hazards

\$25,000 Safety Pyramid Game



Maria's Story

Job: Farm worker

Hazard: Pesticide/chemical exposure

Injury: Illness due to poisoning

YOUTH WORK
Talking Safety **33**

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, using information on the pesticide's safety data sheet and label.


Personal Protective Equipment. Wear impermeable gloves and work clothes. If needed, wear a respirator. If a respirator is required, your employer must have a respirator program that includes training, testing the fit of the respirator, and medical surveillance.

Jada's Story

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.

Eliminating or Reducing Hazards

\$25,000 Safety Pyramid Game



Jada's Story

Job: Nursing aide

Hazard: Heavy lifting

Injury: Back, neck, and shoulder pain

YOUTH WORK
Talking Safety

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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

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.

Eliminating or Reducing Hazards

\$25,000 Safety Pyramid Game



Anita's Story

Job: Barista
Hazard: Hot liquids
Injury: Burn

YOUTH WORK
Talking Safety

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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 (e.g. safety interlock).

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.

Elena's Story

This Activity at a Glance

Objectives

By the end of this activity students will be able to:

- Apply safety and child labor laws to “real life” situations.
- List three ways to get information and help on health and safety problems.
- Discuss several appropriate ways to approach supervisors about problems.

Materials Needed

- Copies of the Elena's Story handout
- Flip chart paper and markers
- Copies of the Are You a Working Teen? Fact sheet

Total Time = 30 minutes

Detailed Instructor's Notes

A. Role play: Elena's Story

1. Pass out copies of the *Elena's Story* handout.
2. Explain that we are going to read a role play about a girl who had a problem at work. 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.
3. Ask students what laws were violated in the story. As volunteers answer, write their responses on flipchart paper. Possible answers include:
 - Elena was not given information about the cleaning chemicals. Employers are required to provide training on what the chemical is, how it can harm you, and how you can protect yourself from exposure. Employers are also required to have Safety Data Sheets available to employees on any chemicals they work with.
 - The employer didn't give Elena personal protective equipment (i.e. 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.
4. Divide the class into groups of 3–6 students.
 5. 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).
 6. 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?
 7. Groups may refer to the Are You a Working Teen? fact sheet 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.
 8. After about 15 minutes, bring the class back together.
 9. 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 Cal/OSHA or the Labor Commissioner’s office.
 10. 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?

ELENA'S STORY HANDOUT

Narrator: *The scene is set in a 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.

Narrator: *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.