

Young Worker Safety and Health Training
General Awareness Training
The Southeast Center for Young Worker Safety and Health
 Georgia Tech OSHA Consultation Program

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<p>Objectives: The students will be provided with a basic overview of the importance of young worker safety and health training. In particular, training will be provided on general young worker safety and health, employee rights under OSHA regulations, and young worker rights as defined by Department of Labor child labor laws.</p>	
<p>Enduring Understanding(s):</p> <ol style="list-style-type: none"> 1. The students will be able to identify ways that young workers get injured on the job. 2. The student will begin to be able to categorize the different types of job hazards. 3. The student will be able to discuss possible solutions to control job hazards. 4. The student will develop an understanding of what rights employees' have under OSHA. 5. The student will determine what jobs young workers "Can Do" as defined by US Department of Labor child labor laws. 	<p>Essential Question(s):</p> <ul style="list-style-type: none"> - What are the ways that young workers get injured on the job? - What should a young worker do if they see something at work that could hurt them or make them sick? - What legal rights do all workers have to make sure their jobs are safe? - What extra protections do young workers have under child labor laws? - What are different types of job hazards? - What are the three main ways to reduce or eliminate hazards at work? - What are the governmental agencies that enforce labor and job safety laws? - What are appropriate ways to approach solving problems at work?
<p>Total Duration: 1-2 hours</p>	
<p>Materials and Equipment:</p> <ul style="list-style-type: none"> -Dry erase board or flip chart and markers. (Alternatively, a chalkboard and chalk may be used.) -Use PowerPoint slides with a laptop and LCD projector. (Alternatively, PowerPoint slides may be printed onto Overhead transparencies and used with an overhead projector) -Where possible, provide a computer with Internet access 	

Notes for instructor:

This lesson is meant to educate students, teachers, employers, and parents about the importance of young worker safety and training. This lesson is meant to last approximately one to two hours depending on the level of interaction and discussion with class participants. Before teaching this lesson:

1. Determine the technology capabilities at the location of training. Where possible, use a laptop, LCD projector, and screen.
2. Obtain markers and either a flipchart, cling sheets, or a dry erase board to be used for activities.
3. Determine Internet access capabilities for the training location.
4. Define the audience: employers, educators, young workers, parents to emphasize each group's focus to reduce young worker injuries and illnesses during the training.

Lesson Plan

Activity	Time	Materials	Description
A. Introduction to Young Worker Safety and Health	5 minutes	Slides 1-4	Begin by introducing the course and the learning objectives. Explain that this is an awareness level training.
B. Young Worker Injuries and Illnesses	5 minutes	Slides 5-6	<p>Explain the risk factors associated with young workers:</p> <ul style="list-style-type: none"> • Hazards on the job • Inexperienced • Developmental factors • Some working in violation of child labor laws • Lack of training & supervision <p>Discuss the statistics associated with young workers in the workplace.</p> <p>Engage the students in a warm-up discussion related to their own personal work-related experiences. Ask the students:</p> <ul style="list-style-type: none"> • Have you ever been hurt at work, or do you know someone who was? • Have you ever been uncomfortable with a task you've been asked to do at work? <p>Provide time for the class to discuss their answers.</p>
C. Identification of Job Hazards	15 minutes	Slides 7-11 Flipchart Markers	<p>1. Discuss with the students the basic definition of a job hazard. Explain that wide range of possible job hazards. Tell the class that hazards can be divided into four categories:</p> <ul style="list-style-type: none"> - <u>Safety hazards</u> can cause immediate accidents and injuries. (Examples: knives, hot grease, etc.) - <u>Chemical hazards</u> are gases, vapors, liquids, or dusts that can harm your body. (Examples: cleaning products or pesticides.) - <u>Biological hazards</u> are living things that can cause sickness or disease. (Examples: bacteria, viruses, or insects.) - <u>Other health hazards</u> are harmful things, not in other categories, that can injure you or make you sick. They are sometimes less obvious because they may not cause health problems right away. (Examples: noise, radiation, repetitive movements, heat, cold, stress.) - <u>“Pressure Cooker or Unspoken” hazards</u> (unsafe equipment or procedures; emergency situations: fires, explosions, severe injury, violence; stressful conditions; inadequate training; inadequate supervision; deadlines, production requirements, etc.)

			<p>2. Ask the students to think about places they have worked, or workplaces with which they are familiar. Using one of the workplaces suggested by the students, draw a floor plan of an example of that type of workplace on one of the flip chart sheets. On another flip chart sheet, draw four columns and label them with the four types of job hazards. Ask the students to call out possible job hazards. Ask the students to classify the job hazard as a safety, chemical, biological, or other hazard. Use colored markers to code the job hazards on the floor plan as follows:</p> <ul style="list-style-type: none"> - Red to show safety hazards - Green to show chemical hazards - Orange to show biological hazards - Blue to show other health hazards - Brown or Purple to show “pressure cooker” hazards
<p>D. Finding Solutions to Control Job Hazards</p>	<p>15 minutes</p>	<p>Slide 12 Flipchart Markers</p>	<p>1. On the flipchart, draw three columns: hazard, effect, and possible solutions. Using the list created during task 2 of Section C, list the job hazards in the first column. Ask the class what the effect would be for each of these hazards. After discussing the effects for a couple of minutes, discuss with the class the possible solutions for removing the hazard.</p> <p>2. Explain to the class that there are often several ways to control a hazard, but that some methods are better than others. Go over with the class the three main control methods: remove the hazards, improve work policies and procedures, and use protective clothing and equipment. Explain to the class how removing the hazard prevents all the responsibility for safety from falling on an individual worker. Then discuss how in the absence of the ability to remove the hazard, workplace policies and procedures can help to reduce employee exposure to hazards. Finally, personal protective equipment is the least effective way to control hazards.</p> <p>3. Ask the students to categorize each of the solutions with:</p> <ul style="list-style-type: none"> 1- removing the hazard 2- a workplace policy or procedure 3- personal protective equipment. <p>If time does not permit to classify all the solutions, just select a couple to highlight.</p>

<p>E. Understanding Your Rights and Finding A Voice</p>	<p>15 minutes</p>	<p>Slides 13-17 Internet Access</p>	<p>1. Discuss the importance of OSHA in the protection of all workers' rights. Go over slides 10 and 11, discussing with the students that Section 5(a)(1) of the OSH Act states: "Each employer shall furnish to each of his employees employment and a place of employment which are free from recognized hazards that are causing or are likely to cause death or serious physical harm to his employees." Discuss what it means to have a workplace that is safe and healthful.</p> <p>Go over the additional rights that all employees have, including:</p> <ul style="list-style-type: none"> -A safe and healthful workplace - Knowledge about hazardous chemicals -Information about injuries and illnesses in your workplace -Complain or request hazard correction from employer -Training -Hazard exposure and medical records -File a complaint with OSHA -Participate in an OSHA inspection -Be free from retaliation for exercising safety and health rights <p>If Internet access is available, show students the OSHA Web site.</p> <p>2. Discuss with the class that OSHA is found within the US Department of Labor. Explain that also found within the Department of Labor is the Wage and Hour Division. This Division is responsible for designating child labor laws. Explain that some states may have more stringent child labor laws. If internet access is available, so the students the websites that can be used to determine specifics related to child labor laws at both a federal and state level. Emphasis that the child labor laws were updated on July 19, 2010, and caution students to verify any fact sheets or references that are being used for child labor law information be updated to reflect the current laws.</p> <p>3. Draw the student's attention back to the original discussion about hazard identification and control. Ask the class if anyone has ever had any kind of problem at work, or a problem that someone you know has had, that the student would be willing to share with the class.</p> <p>Ask the student what steps they took to solve the problem. Then ask the whole class to comment on any other steps that could be taken to solve the problem.</p>
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F. Conclusions and Summary	5 minutes	Slides 18-21	<p>Go over the objectives of this lecture, as outlined in the beginning of this lesson plan.</p> <p>Provide the students with the resource links as shown on slide 14.</p> <p>Ask the students to complete a post-course questionnaire.</p> <p>Answer student questions.</p>

References

NIOSH and CDC. (2010), Youth@Work Talking Safety: Teaching Young Workers about Job Safety and Health. Department of Health and Human Services, Public Health Service, Centers for Disease Control, National Institute for Occupational Safety and Health. NIOSH Publication No.2007-136.

OSHA. (2010), Introduction to OSHA Presentation. United States Department of Labor, Occupational Safety and Health Administration.

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