

Lesson 4

Implementing Change



Updated September 2004

Lesson 4

Implementing Change

Activity	Grouping	Time	Materials
<p>Activity 4A Introduction to Communication Warm-Up Discussion</p> <p>Discuss the importance and potential consequences of choosing whether or not to communicate concerns about workplace hazards and problems to a supervisor.</p>	Class	5-10 minutes	<ul style="list-style-type: none"> Overhead projector or chalkboard
<p>Activity 4B Conversation Preparation</p> <p>Students use a worksheet to plan a strategy for approaching a supervisor with a health and safety concern.</p>	Class or Groups	5-10 minutes	<ul style="list-style-type: none"> Transparency of Master 4.1 <i>Problem Solving Planning Sheet</i>
<p>Activity 4C (Option 1) Role Play Wheel</p> <p>Using the <i>Problem Solving Sheet</i> from Activity 4B, students practice interacting with a supervisor about a work concern in a round robin fashion.</p>	Class or Groups	25-35 minutes	<ul style="list-style-type: none"> Transparency of Master 4.1 <i>Problem Solving Planning Sheet</i> Student handouts of Master 4.2 <i>Nursery Scenario</i> or Master 4.3 <i>Orchard Scenario</i>
<p>Activity 4D (Option 2) Workplace Dialogue Exercise</p> <p>Presented with a workplace scenario students complete a dialogue that involves young workers approaching a supervisor about a problem at work.</p>	Small Groups	25-35 minutes	<ul style="list-style-type: none"> Student Handouts of Master 4.1 <i>Problem Solving Planning Sheet</i> Student Handouts of Master 4.2 <i>Nursery Scenario</i> or Master 4.3 <i>Orchard Scenario</i>
<p>Activity 4E Post-Test</p> <p>Students individually complete a written post-test to measure their learning as a result of this unit.</p>	Individual	10-15 minutes	<ul style="list-style-type: none"> Student Handouts of Master 4.4 <i>Post-Test</i> Master 4.5 <i>Post-Test Key</i>

Lesson 4 Overview

As students have hopefully discovered in Lesson 3, there are many ways to address hazards including using one's voice. While it may sound easy, talking to a supervisor can be quite difficult, especially for youth. This lesson will address the topic of communication in the workplace between employees and their supervisors.

This lesson opens up with a brief discussion (**Activity 4A**) of why it is important to speak up at work, and issues that employees need to consider before they talk to their employer. In the next section (**Activity 4B**) students practice a planning technique to organize what they should say before speaking to their employer to resolve a workplace problem. Finally, students practice communicating with their supervisor either through a one-on-one interactions (**Activity 4C**) or through a group dialogue exercise (**Activity 4D**).

The Role Play Wheel (**Activity 4C**) exercise gives students the opportunity to role play in one-on-one experiences and in several different situations with different people. The skit exercise (**Activity 4D**) encourages students to work as a team and find a solution to the situation proposed and then follow it through to implementation. Both activities encourage students to evaluate their suggestions, share problems and seek experiences and input from one another.

Activity 4A **Introduction to Communication** **Warm-Up Discussion**

This activity opens with a brief discussion of when and why it is important to communicate concerns and problems at work. Using a question strategy, students brainstorm what the implications could be when they do or do not speak to their supervisor about a workplace problem.

Activity 4B **Conversation Preparation**

Students practice planning for a conversation with their supervisor about a workplace problem. This technique will be applied in the role play or dialogue exercises so students will have a chance to verbally follow through on their planning.

Activity 4C (Option 1)

Role Play Wheel

In this activity, students role play an employee speaking with an employer one-on-one. After a short time, everyone switches role play partners and gets to practice the encounter again with a different supervisor.

Activity 4D (Option 2)

Workplace Dialogue Exercise

In this activity students work together in small groups to complete a dialogue for the characters in a scenario that involves young workers approaching a supervisor about an health and safety hazard in the workplace. Students are encouraged to clarify the problem, plan their goals and approach, and then raise concerns in an effective and appropriate manner.

Activity 4E

Post-Test

In this activity students complete a post-test as a measure of what they have learned as a result of this unit.

Learning Objectives

Students will accomplish the following:

- Brainstorm possible positive and negative consequences that can result when approaching or not approaching a supervisor about a problem in the workplace.
- Review a problem solving technique for resolving conflicts.
- Practice a strategy for approaching a supervisor about a workplace problem.
- Generate possible responses to a hypothetical meeting with a supervisor.
- Create a plan to resolve a workplace safety problem or conflict with a supervisor.

Washington State Essential Academic Learning Requirements (EALRs)

This lesson addresses the following EALRs:

Health and Fitness

- 1.2 Safely participate in a variety of developmentally appropriate physical activities
- 2.2 Understand the concept of control and prevention of disease
- 2.3 Acquire skills to live safely and reduce health risks
- 3.1 Understand how environmental factors affect one's health
- 3.2 Gather and analyze health information
- 3.3 Use social skills to promote health and safety
- 3.4 Understand how emotions influence decision making
- 4.1 Analyze health and safety information

Reading

- 1.1 Use word recognition and word meaning skills to read and comprehend text
- 1.5 Use features of non-fiction text
- 2.1 Comprehend important ideas and details
- 2.2 Expand comprehension by analyzing, interpreting, and synthesizing information and ideas
- 3.1 Read to learn new information
- 3.2 Read to perform a task
- 3.4 Read for career applications

Communication

- 2.1 Communicate clearly to a range of audiences
- 2.2 Develop content and ideas
- 2.3 Use effective delivery
- 2.4 Use effective language and style
- 3.1 Use language to interact effectively and responsibly with others
- 3.2 Work cooperatively as a member of a group
- 3.3 Seek agreement and solutions through discussion
- 4.1 Analyze how communication is used in career settings

Social Studies (Civics)

- 2.2 Examine representative government and citizen participation
- 4.1 Understand the function and effect of law

Lesson 4 Masters

Transparencies, Student Hand- outs, Teacher Answer Keys and Fact Sheets

- 4.1 *Problem Solving Planning Sheet*
- 4.2 *Nursery Scenario*
- 4.3 *Orchard Scenario*
- 4.4 *Post-Test*
- 4.5 *Pre-Test Key and Post-Test Key*

Activity 4A

Introduction to Communication: Warm-up Discussion

This activity opens with a brief discussion of when and why it is important to communicate about concerns and hazards at work. Using a question and answer strategy, students brainstorm what the possible implications are for choosing whether or not to speak to their supervisor about a workplace problem.

Activity time: 5-10 minutes

Materials

- Overhead projector or board

Procedure

1. Explain to students that the goal of this lesson is to learn how to effectively communicate with a supervisor about a health and safety problem in the workplace.
2. To get your students thinking about the subject of communicating with their supervisor, ask the following questions.
 - *Who here currently is working or has had a job in the past?*
 - *Have you ever experienced a time when you were hesitant to approach your supervisor about a workplace problem (i.e. a piece of broken equipment, a different way to do a task, a labor law violation, etc.)?*
 - *If so, how did you deal with the situation? Did you say something to your employer, or did you not say anything and just let it slide?*
 - *What was the result of your action or inaction?*
3. If students can not come up with an incident, feel free to use one of the scenarios (Master 4.2 *Nursery Scenario* or Master 4.3 *Orchard Scenario*) as an example. You can also share with the class your own personal incident or experience.

4. Create a “Consequences Chart” on the board or overhead by drawing the table below and then asking the students the following questions. As they respond, place the suggested consequence in the appropriate section of the table.

	Negative Consequences	Positive Consequences
DO Communicate		
DO NOT Communicate		

5. Ask the class:

- *What are some of the **negative** things that might result from speaking up about a workplace problem?*
- *What are some of the **positive** things the might result from speaking up about a workplace problem?*
- *What **positive** things might happen if you don't say something about a workplace problem?*
- *What **negative** things might happen if you don't say something about a workplace problem?*

6. Your list may look something like this:

Consequences Chart

	Negative Consequences	Positive Consequences
DO Communicate	<ul style="list-style-type: none"> • Your boss could get mad at you • You could get fired* • Your hours could be cut 	<ul style="list-style-type: none"> • Could keep you from getting hurt • Could make the workplace safer for everyone
DO NOT Communicate	<ul style="list-style-type: none"> • Someone could get injured because nothing was ever done about the problem 	<ul style="list-style-type: none"> • You do not risk getting you hours cut or being fired • You will not look like a complainer

*It is important to note that it is against the law for an employer to fire someone because they reported hazards.

Activity 4B

Conversation Preparation

Students practice planning for a conversation with their supervisor about a workplace problem. This planning technique will be used in the role play (**Activity 4C**) or workplace dialogue (**Activity 4D**) so students will have a chance to verbally follow through on their planning.

Activity time: 5-10 minutes

Materials

- Student Handouts of Master 4.1 *Problem Solving Planning Sheet*
- Student Handouts of Master 4.2 *Nursery Scenario* or Master 4.3 *Orchard Scenario*

Procedure

Activity Set-Up

1. From the warm-up discussion, students should have a sense of why it is important to approach a supervisor about workplace health and safety problems. Now, students are challenged to plan a strategy for approaching a supervisor about a specific hazard.
2. Pass out copies of Master 4.2 *Nursery Scenario* or Master 4.3 *Orchard Scenario* to small groups of students. Ask the students to read through the scenario in their groups.
3. Tell students that before they can work on finishing the dialogue, they need to learn a planning strategy for approaching their supervisor. Pass out copies of Master 4.1 *Problem Solving Planning Sheet* to each student.
4. Summarize the following steps, which can also be found on Master 4.1 *Problem Solving Planning Sheet*.

Identify what the problem is and why you want your supervisor to make a change.

- *What is the specific problem you are having? Is it a work schedule, a task, a piece of equipment, or a co-worker?*
- *What is the impact the problem is having on you? Is your school work suffering? Are you getting injured?*

Know what your rights are and what the labor laws say.

- *Are there any laws being broken where you work? If so, which ones?*
- *What do the labor laws say about work hours? Job tasks?*

Think of ways the problem could be reduced or prevented.

- *Is there a safer way to do a task?*
- *Could your work schedule be revised?*

Consider who else you should talk with before approaching your supervisor.

- *Would you feel more comfortable approaching the supervisor alone or with a co-worker?*
- *Would you like your parent, guardian or teacher to come with you when you meet with your supervisor?*
- *Who could you talk with for advice about your work situation?*

Consider what is the best time and place to approach your supervisor.

- *Can you make an appointment to talk with your supervisor?*
- *Is there a quiet or slow time during your shift when your supervisor would be the least busy or distracted?*

Come up with a list of one or more suggestions that you think would improve the situation.

- *Can you get help from another co-worker on a task?*
- *Can your employer readjust your work schedule?*
- *Can your supervisor provide safety training or equipment?*

Consider when it is appropriate to contact an outside agency for help.

- *At what point should you contact the Washington State Department of Labor & Industries?*

5. Ask the students to use the *Problem Solving Planning Sheet* to consider how they would approach their supervisor about the health and safety problems brought up in the scenario. The students will later use the planning sheets to help them complete the scenario dialogues in Activity 4C.
6. Let the students know that they may need to use Master 2.3 *Young Workers in Agriculture Fact Sheet* as a reference on labor law requirements.

Activity 4C (Option 1)

Role Play Wheel

In this activity, students role play an employee speaking with an employer one-on-one. After a short time, everyone switches role play partners and gets to practice the encounter again with a different supervisor.

Activity time: 25-35 minutes

Materials

- Student Handouts of Master 4.1 *Problem Solving Planning Sheet*
- A watch or electronic timer to time each round
- Student handouts of Master 4.2 *Nursery Scenario* or 4.3 *Orchard Scenario*
- Optional - Selected scenarios from Lesson 3 - CLEVER might be used

Procedure

1. Split the students into two even groups. If the class is too large, smaller groups may be formed.
2. Using the selected scenarios (Master 4.2 and 4.3), assign half of the group one and half of the group the other scenario.
3. Allow students about 5 minutes to use the student handouts of *Master 4.1 Problem Solving Planning Sheet* to prepare for a conversation with their supervisor regarding their respective scenarios prior to the scenario incident.
4. Explain that students will now get an opportunity to practice their planned conversation with another student who will serve as their supervisor.

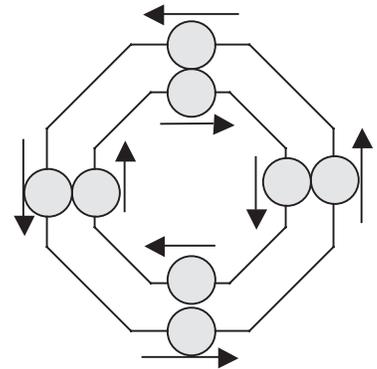
5. Set chairs up for each group following the format to the right, with pairs of chairs facing each other. It is okay to have students stand as well, as long as they understand where they should go next and can get there easily.
6. Ask students to sit in any seat in one of the circles.
7. Explain that those sitting on the outside will act as the employer and those sitting on the inside will act as the employee.
8. Encourage students to play their roles. For example, as an employer, students should make sure that solutions being proposed are feasible for the business as a whole.
9. Allow students 2-4 minutes to carry out their conversations attempting to come to an agreement on a solution to the hazard(s) proposed in the scenario.
10. Then ask the students on the outside circle to rotate one to the left.
11. Students then repeat their attempts at communicating with their new supervisor.
12. At the end of another 2-4 minutes students will move places again and the outside circle now becomes the employees while the inside circle becomes the supervisors.
13. After three to five rotations, have the students stop and as a whole group ask the following questions for discussion.

As an employee...

- How did you feel approaching the employer?
- How were your suggestions received?
- Do you believe that you were successful in reaching an agreement?
- If not, what would you have done differently to bring about a change?

As an employer...

- How did you feel being approached by the employee?
- Were their suggestions reasonable?
- Do you believe that you were successful in reaching an agreement?
- If not, what would you have done differently to bring about a change?



Activity 4D (Option 2)

Workplace Dialogue Exercise

In this activity students work together in small groups to complete a dialogue for the characters in a workplace scenario. The scenario involves young workers approaching a supervisor about a problem in the workplace. Students are encouraged to clarify the problem, plan their goals and approach, and then raise concerns in an effective and appropriate manner.

Activity time: 25-35 minutes

Materials

- Student Handouts of Master 4.1 *Problem Solving Planning Sheet*
- Student handout or overhead of Master 4.2 *Nursery Scenario* or 4.3 *Orchard Scenario*

Procedure

- 1 In Activity 4B, students learned how to plan to approach a supervisor about a workplace problem. Now, students are challenged to plan both what to say and how to say it to their supervisor.
2. Pass out copies of Master 4.2 *Nursery Scenario* or 4.3 *Orchard Scenario* to the same small groups of students as in Activity 4B, if they do not already have it. Ask for volunteers to read the parts in the dialogue to the class.
3. After students have read the dialogue, they should work together in their small groups to come up with a realistic dialogue for ending the scenario. Groups should be prepared to read their endings to the rest of the class.
4. Suggest that when students develop their dialogue, they consider each of the steps from the planning worksheet and, if possible, include these ideas in their dialogue. Remind students that they do not know how the supervisor will respond to their approach. Encourage students to consider the ways the supervisor may respond, and to be prepared to adapt their dialogue to the supervisor's reaction.

5. Students should begin by reviewing their completed copies of Master 4.1 *Problem Solving Planning Sheet*.
6. Allow the small groups about 10 minutes to plan what steps they will take and what they will say to the supervisor.
7. Assign a single person the role of supervisor, either you or another adult. Remind the “supervisor” to try to react to the groups as realistically as possible and to consider how he/she is being approached and respond accordingly.
8. Reconvene the class and, depending on how many groups there are, allow each group to read their dialogue in front of the rest of the class. Allow two to three minutes per group.
9. After the dialogues are complete, ask the class to compare, contrast, and evaluate the different approaches. The following questions may be used to guide this discussion.
 - *What did the workers hope to accomplish?*
 - *What did the workers do before approaching the supervisor? Did they find out what their rights were? Did they discuss ways to solve the problem? Who did they talk to before going to the employer?*
 - *When the workers met with the employer, what did they say and how did they say it?*
 - *Did the workers achieve the goal(s) they set at the beginning? If not, what else should they do?*
 - *To the supervisor: What did you think of the way that the group approached you?*

Note: Frequently students will say that they will just sue the employer to get what they want. It is important to point out that this is usually not a feasible option. There are very limited circumstances under which an employee can sue his or her employer, and it costs money to do so. Employers are allowed to fire an employee for almost any reason. An exception to this is that an employee may not legally be fired for exercising his or her right to a safe workplace.

Activity 4E

Post-Test

Students complete a post-test as a measure of what they have learned as a result of this unit.

Activity time: 10 – 15 minutes

Materials

- Copies of Master 4.4 *Post-Test*
- Master 4.5 *Post-Test Key*

Procedure

1. To get an idea of what the students learned as a result of the Health and Safety for Working Teens in Agriculture unit, have the students complete the handout of Master 4.4 *Post-Test*.
2. Master 4.5 *Post-Test Key* is provided to help you evaluate your student's tests.
3. The Pre/Post-Test Key give examples of the kinds of correct answers students may provide. However, the list is not exhaustive and student's answers may vary.

Lesson 4 Masters

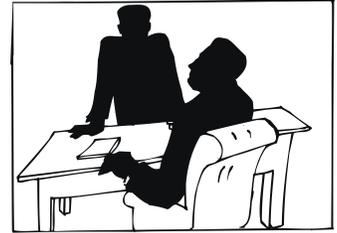
Transparencies, Student Handouts, Teacher Answer Keys and Fact Sheets

- 4.1 *Problem Solving Planning Sheet*
- 4.2 *Nursery Scenario*
- 4.3 *Orchard Scenario*
- 4.4 *Post-Unit Test*
- 4.5 *Pre-Test Key and Post-Test Key*

Master 4.1 Problem Solving Planning Sheet

Speaking Up to Your Supervisor

Directions: Use this sheet to help you plan how you would approach your supervisor about a problem at work. Consider each of these steps, and if possible, include them in your solution for resolving the problem.



1. Identify what the problem is and why you want your supervisor to make a change.

2. Know what your rights are and what the labor laws say.

3. Think of ways that the hazard or problem can be reduced or prevented.

4. Consider who else you should talk with before approaching your supervisor.

5. Consider what is the best time and place to approach your supervisor.

6. Come up with a list of one or more suggestions that you think would improve the situation.

7. Consider when it is appropriate to contact an outside agency for help.

Master 4.1 Problem Solving Planning Sheet (page 2 of 2)

Consider each of these steps, and if possible include them in your solution to resolving the problem at work. Each step has several examples of things you should consider.



1. Identify what the problem is and why you want the supervisor to make a change.

- What is the specific problem I am having? Is it a work schedule, a task, a piece of equipment, or a co-worker?
- What is the impact the problem is having on me? Is my school work suffering? Am I getting injured?

2. Know what your rights are and what the labor laws say.

- Are any laws being broken where I work? If so which ones?
- What do the labor laws say about work hours during the school year? When can I legally work?

3. Think of ways that the problem or hazard can be reduced or prevented.

- Is there a safer way to do a task?
- Could my work schedule be revised?

4. Who else should I talk with before approaching my supervisor?

- Would I feel more comfortable approaching my supervisor alone or with a co-worker?
- Would I like my parent, guardian or teacher to come with me when I meet with my supervisor?
- Can I get advice and support from co-workers, family members, teachers or my union representative (if I have one)?

5. Consider what is the best time and place to approach my supervisor.

- Can I make an appointment to talk with my supervisor about the problem I am having?
- When is a quiet or slow time during the shift when my supervisor would be the least busy or distracted?

6. Come up with a list of one or more suggestions that I think would improve the situation.

- Can I get help from another co-worker on a task?
- Can my supervisor adjust my work schedule?
- Can my supervisor provide safety training or equipment?

7. Be Assertive

- You can assert yourself without being aggressive.
- Avoid using threats or insults.
- Remain calm and level-headed.
- Be aware of your body language. What does it say about your attitude?

8. Consider when it is appropriate to contact an outside agency for help.

- If my employer will not listen or correct the problem, at what point should I contact the Washington State Department of Labor & Industries?

Master 4.2 Nursery Scenario

SCENE: It's evening outside a large plant nursery where several young people work. They were responsible for watering and weeding the plants. Jim (16 years old), Maria (15 years old) and Rose (16 years old) are on break when Mr./Ms. Jones, the head supervisor, comes out to speak to them.

MR./MS. JONES: After your break I want you three to finish up watering and weeding the three large greenhouses. They have to be finished before you leave because the plants are being shipped out first thing tomorrow morning.

JIM: O.K.

(Mr./Ms. Jones leaves)

ROSE: Looks like another long day.

JIM: Man, I get out of school at 2:30, start work by 3 and don't get home until 9:30 at night. I didn't think 6 hour shifts on a school day would be so bad but I usually don't get to bed before midnight because of dinner and homework and then I have to be up at 6 am for school the next morning. I'm falling asleep in class all the time.

MARIA: Me too. I'm not going back there after break.

JIM: If you don't come back after break, you might get fired.

ROSE: Yeah, I don't know about just leaving, but I think the law says we aren't supposed to be working so many hours a day during school.

MARIA: There's another thing – all this weeding is making my back and knees hurt. Bending over for hours at a time weeding those plants makes me really stiff. I figured because I was so young I wouldn't have the same problems that some of the older workers do, but my back has been bothering me for a couple weeks now.

JIM: Yeah, I've been having some of those aches too, especially in my legs and arms.

ROSE: So what should we do, quit?

JIM: Forget it. I need this job. And, if we say anything to Mr./Ms. Jones, we might get fired.

MARIA: I don't know, maybe we should talk to Mr./Ms. Jones. But what would we say?

In your small group, decide what you will say to Mr./Ms. Jones and be prepared to act it out for the rest of the class.

Master 4.3 Orchard Scenario

SCENE: It's summertime at the local orchard where several young people work. These young workers help care for the orchards as well as help in the harvest, packing and other operations on the farm. Ryan (15 years old), Emily (16 years old) and Miguel (17 years old) talk with Mr./Ms. Smith, their supervisor, to get directions on what they will do that day.

MR./MS. SMITH: Ryan, today I would like you to start by driving the harvesters out to the west orchard. If they pick fast enough, after lunch you can take them to the east orchard to pick for the afternoon. Emily, I would like you to help the guys clean up the AC* room that was opened up last week in preparation for this week's harvest. And Miguel, I'm putting you in charge of the sorting line for the day. I will try to give you a break sometime during the day, but I have several errands to run and I'm not sure if I will make it back in time. Let the workers take a short break but make sure you don't get too far behind what's coming in from the orchards. Okay, any questions? Then work hard today.

*(Atmosphere Controlled)

(Mr./Ms. Smith leaves)

EMILY: Those AC rooms make me nervous. I heard about someone who died in one a couple years ago because there were some areas in the room that were still without oxygen.

MIGUEL: I'm not even sure you're allowed to go in there at all.

EMILY: What else am I supposed to do?

RYAN: You could drive the van in my place. Talk about nerve wracking – have you ever tried carting a bunch of people around in the orchard van on these roads? The harvesting is okay but I wish there was another way to get to the orchards.

MIGUEL: Well, at least you two get a lunch break! I really like Mr./Ms. Smith and I like the work here, but the hours are so long that by the end of the week it is all I can do to even get out of bed in the morning. I would like to talk to Mr./Ms. Smith about it, but I don't want to give the impression that I can't do the work.

EMILY: I know what you mean. The work is hard but I like it, it's just some of the jobs I feel uncomfortable doing.

RYAN: Same here. Maybe we should talk to Mr./Ms. Smith?

MIGUEL: But what would we say?

EMILY: Good question. Well, I don't know about you guys, but I have some work I have to do.

In your small group, decide what you will say to Mr./Ms. Smith and be prepared to act it out for the rest of the class.

Master 4.4 Post-Test (page 1 of 2)

Student Name: _____ Subject: _____

Date: _____ Teacher: _____

A. **Directions:** Read the story below about two people who work for a hay farmer. There are several Washington State laws protecting minors at work that have been violated in this story. After you read the story, answer the questions at the end of the story in the space provided.

Miguel, age 17, works for a haying company. During the summer haying season he works 10-12 hours per day, 7 days a week. He sometimes works until midnight by the tractor's headlights. He only takes a break when he really needs it and then only for 10 or 15 minutes. His boss comes to check on him a couple of times a day and brings him a lunch, which Miguel usually eats while driving.

Another co-worker, Andy, age 14, sometimes comes out to help Miguel. Andy will ride along on the tractor and is usually in charge of clearing the baler when it jams. One day while talking to Andy, Miguel discovered that Andy was only being paid half of what Miguel was being paid. Miguel thought Andy might be paid less because he only worked part-time and was new at the job. Miguel only earns minimum wage, but because the hours are so long, he usually makes good money during the summer. Miguel also wonders if he is paid more because his dad and boss are good friends. In fact, Miguel's dad set this job up with his boss, so Miguel didn't have to show any identification or have his parents sign any state forms like he did for past jobs. Both Miguel and Andy really like their boss and hope to work for him next summer too.

List examples of violations of the labor law for minors for each person listed below.

List 4 examples of violations for Miguel.

- 1.
- 2.
- 3.
- 4.

List 3 examples of violations for Andy.

- 1.
- 2.
- 3.

B. **Directions:** Read the story below about working for a plant nursery. Answer the questions at the end of the story in the space provided.

Dan, age 17, and Gwen, age 15, both work at a large plant nursery. Dan cares for all the tools that are used at the nursery. He also works with and moves some of the heavier plants.

Master 4.4 Post-Test (page 2 of 2)

He sharpens the clippers on a weekly basis and is often in the shop repairing some piece of equipment. Lately, he has been helping build and stain some planter boxes. Dan joins the work crew to load up the trucks when there is a large shipment of plants to send out.

Gwen weeds and waters the potted plants in a different greenhouse each day. She is usually able to avoid greenhouses that have been recently sprayed with chemicals, but once in a while she has had to enter before the re-entry date on the door. Some of the plants sit on tables and some are on flats on the ground where she has to weed them from a kneeling or squatting position.

Identify three potential workplace hazards in this scenario.

1. _____
2. _____
3. _____

C. **Directions:** Read the story below and answer the questions at the end of the story in the space provided.

Natasha, age 15, works in a horse stable after school and all day on Saturday. She likes the money she is earning but she is not sure she will keep the job because of some problems at work. She has to clean all the horses stalls and several of the horses are very flighty while she is in the stall, especially the two breeding stallions. She also is responsible for cleaning the tack and uses a product that always makes her feel dizzy. She is afraid to talk to her manager because she doesn't want her to think she is a complainer.

What two actions could Natasha take to reduce her chance of injury/illness at work?

1. _____
2. _____

What two actions could the employer take to reduce Natasha's risk of injury/illness at work?

1. _____
2. _____

Master 4.5 Pre and Post-Test Answer Key

Student Name: _____

Subject: _____

Date: _____

Teacher: _____

- A. **Directions:** Read the story below about two people who work for a hay farmer. There are several Washington State laws protecting minors at work that have been violated in this story. After you read the story, answer the questions at the end of the story in the space provided.

Miguel, age 17, works for a haying company. During the summer haying season he works 10-12 hours per day, 7 days a week. He sometimes works until midnight by the tractor's headlights. He only takes a break when he really needs it and then only for 10 or 15 minutes. His boss comes to check on him a couple of times a day and brings him a lunch, which Miguel usually eats while driving.

Another co-worker, Andy, age 14, sometimes comes out to help Miguel. Andy will ride along on the tractor and is usually in charge of clearing the baler when it jams. One day while talking to Andy, Miguel discovered that Andy was only being paid half of what Miguel was being paid. Miguel thought Andy might be paid less because he only worked part-time and was new at the job. Miguel only earns minimum wage, but because the hours are so long, he usually makes good money during the summer. Miguel also wonders if he is paid more because his dad and boss are good friends. In fact, Miguel's dad set this job up with his boss, so Miguel didn't have to show any identification or have his parents sign any state forms like he did for past jobs. Both Miguel and Andy really like their boss and hope to work for him next summer too.

List examples of labor laws for minors that the employer violated for each person below.

List 4 examples of violations for Miguel.

(possible answers)

1. Can only work 6 days a week (Not 7 days)
2. Can only work 10 hours per day (Not more than 10 hours)
3. Can only work a maximum of 50 hours per week (Not more than 50)
4. Can not work later than 10:00pm (Not midnight)
5. Entitled to a 30 minute interrupted meal break if working more than 5 hours
6. Entitled to a 10 minute rest break after 4 hours worked
10. Employer did not have him fill out a parent/school authorization form
11. Employer did not obtain proof of age

List 3 examples of violations for Andy.

1. Can not operate or ride on a tractor if younger than age 16*
2. Can not help operate a hay baler
3. Can not be paid less than 85% of minimum wage

*14 and 15 year olds are allowed to operate tractors if they have completed a certified tractor driving course.

Master 4.5 Pre and Post-Test Answer Key (page 2 of 2)

- B. **Directions:** Read the story below about working for a plant nursery. Answer the questions at the end of the story in the space provided.

Dan, age 17, and Gwen, age 15, both work at a large plant nursery. Dan cares for all the tools that are used at the nursery. He also works with and moves some of the heavier plants. He sharpens the clippers on a weekly basis and is often in the shop repairing some piece of equipment. Lately, he has been helping build and stain some planter boxes. Dan joins the work crew to load up the trucks when there is a large shipment of plants to send out.

Gwen weeds and waters the potted plants in a different greenhouse each day. She is usually able to avoid greenhouses that have been recently sprayed with chemicals, but once in a while she has had to enter before the re-entry date on the door. Some of the plants sit on tables and some are on flats on the ground where she has to weed them from a kneeling or squatting position.

Identify three potential workplace hazards in this scenario.

(possible answers)

1. Lifting heavy items
 2. Exposure to sharp objects (blades)
 3. Exposure to chemicals
 4. Working in a awkward position (kneeling and squatting)
 5. Working around trucks
 6. Working around shop equipment
- C. **Directions:** Read the story below and answer the questions at the end of the story in the space provided.

Natasha, age 15, works in a horse stable after school and all day on Saturday. She likes the money she is earning but she is not sure she will keep the job because of some problems at work. She has to clean all the horses stalls and several of the horses are very flighty while she is in the stall, especially the two breeding stallions. She also is responsible for cleaning the tack and uses a product that always makes her feel dizzy. She is afraid to talk to her manager because she doesn't want her to think she is a complainer.

What two actions could Natasha take to reduce her chance of injury/illness at work?

1. Ask to use a less hazardous chemical cleaning product.
2. Move the horse out of the stall before she cleans the stall.
3. Tell her supervisor the concerns she has about the horses behavior while she is in the stalls.
4. Ask the supervisor for suggestions on how to clean the stall more safely.

What two actions could the employer take to reduce Natasha's risk of injury/illness at work?

1. Purchase less hazardous chemical cleaning products.
2. Change procedure on how stalls are cleaned (require horses be moved out of stall)
3. Train employees on how to clean the stalls (so they know the correct procedure)
4. Have an employee more experienced with horses clean the stalls.
5. Have someone assist Natasha while she cleans the stalls.