

TEEN WORKER INJURIES



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Learning Objectives

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

- Describe the effects that work injuries can have on a young person's life
- Identify the major messages in a video on teen job safety

Time Needed: 45 Minutes

Materials Needed

- Flipchart & markers, or chalkboard and chalk
- Computer Projector
- PowerPoints Slides #1–4 Examples of Teen Worker Injuries (John, Antonio, Keisha and Dakota)
Slide #5: Where are Teens Injured?
Slide #6: Key Points of this Training
- Video or DVD: *Teens: The Hazards We Face in the Workplace* or *Teen Workers: Real Jobs, Real Risks*
- DVD player and TV or LCD projector (with speakers)

Preparing to Teach This Lesson

Before you present this lesson:

1. Locate PowerPoint slides on the CD and set up computer projector. Preview slides #1-6.
2. Preview the DVD or video prior to showing to students. Identify places to pause the video for class discussion.
3. Review video discussion questions and answers found in lesson plan.

Detailed Instructor's Notes

A. Introduction: Effects of workplace injuries on young workers (15 minutes)

1. Explain that this is a series of classes about staying safe at work. Many teens have jobs, and sometimes their work is dangerous.

Students in these classes will learn about the following:

- Some of the ways people (both youth and adults) can get hurt on the job.
- What to do if you see something at work that could hurt you or make you sick.
- What legal rights all workers have to make sure their jobs are safe.
- What extra protections young workers have under child labor laws.

2. As a warm-up discussion, ask students:

How many of you have ever had a job?

Where did you work?

What did you do?

Have you ever been hurt at work, or do you know someone who was?

If you have not been hurt, has anyone had an accident or close call that could have caused you to be hurt?

Have you ever been afraid to do a task you've been asked to do at work?

Let the class briefly discuss their answers. The questions are designed to get students thinking about safety issues in their own job experience.

3. To emphasize the long-term impact work injuries can have on a person's life, ask students if they have an injury story to share from their own personal experience. Otherwise tell them about an actual news event from your own state or read at least one of the stories below.
4. If you use the stories below, use PowerPoint slides #1-4 to help illustrate the story. You can also select stories from Part B of Making the Job Safer: the \$25,000 Safety Pyramid game. Let the students know that all stories are based on real on-the-job injuries that actually happened to teens.

Slide 1: John's Story

John worked at a fast food restaurant. The floor often got very greasy and had to be washed frequently. As John walked across the wet floor, carrying a basket of french fries, he slipped. He tried to keep the fries from falling, so he couldn't break his fall with his hands. He fell on his tailbone and was seriously injured. He is now permanently disabled and has trouble walking.

Slide #1

Examples of Teen Work Injuries

John's Story



Job : Fast food worker
Injury: Slipped on wet floor

Why do you think this happened?

What could have prevented John from getting hurt?

Slide 2: Antonio's Story

Antonio worked for a neighborhood builder. One day when he was carrying a 12-foot roof rafter along the top of an unfinished house, he backed into an unguarded chimney hole and plunged 28 feet to a concrete cellar floor below. He survived, but with three cracked vertebrae that forced him to spend the next three months locked in a "clamshell" brace from his neck to his hips.

Slide #2

Examples of Teen Work Injuries

Antonio's Story

Job: Construction helper
Injury: Fell from roof

Why do you think this happened?
What could have prevented Antonio from being injured?

An illustration of a young man, Antonio, carrying a long wooden rafter on his shoulder. He is walking on a roof with wooden planks. He is about to step on a hole in the roof that is not guarded. The illustration is in black and white with some shading to indicate depth.

Slide 3: Keisha's Story

Keisha did much of her homework on the computer and spent time each day e-mailing her friends. In addition, she worked three hours a day after school inputting data for a direct mail company. She was paid by "piece work" (by the amount of work, not the amount of time). She never took breaks. She began getting numbness in her fingers and waking up with a burning sensation in her wrists. Her doctor told her she had severe repetitive stress injury (RSI), in which prolonged typing in an awkward position damages muscles, tendons, and nerves. She now must wear braces on her wrists day and night and can't work on the computer for more than 15 minutes at a time. Her high school has arranged for someone to take notes in class for her, and when she goes to college she will have to use special software that allows her to dictate rather than type her papers.

Slide #3

Examples of Teen Work Injuries

Keisha's Story

Job: Computer data entry
Injury: Repetitive stress injury

Why do you think this happened?
What could have prevented Keisha from getting hurt?

An illustration of a young woman with long dark hair, wearing a patterned long-sleeved shirt and light-colored pants, sitting in an office chair at a desk. She is looking at a computer monitor and has her hands on a keyboard. On the desk are several stacks of papers. On the wall behind her is a calendar and some papers pinned to a bulletin board. The scene is set in an office or computer lab environment.

Slide #4

Examples of Teen Work Injuries

Dakota's Story

Job : Landscaping worker
Injury: Death

Why do you think this happened?
What could have prevented Dakota
from being killed?



Slide 4: Dakota's Story

Dakota was a 15-year-old boy who found work with a landscape company after moving to Maryland with his family. After only a week on the job he was assigned to help spread mulch at a large residence using a motorized grinding mulch blower. Somehow, he climbed up to the top of the machine and fell into the grinding machinery of the mulch-spreading truck. A co-worker found his body soon after.

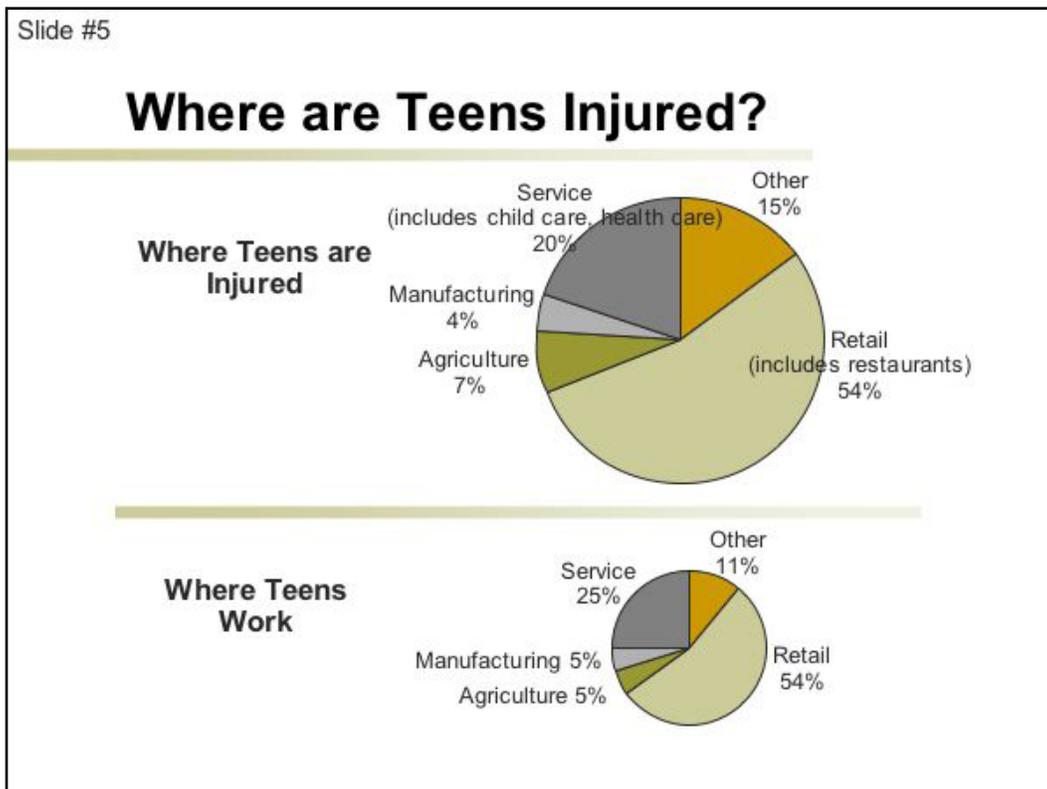
5. Ask students the questions below about each story. As students respond, write what they say on a flipchart page. (You don't need to discuss the answers now. Explain that students will learn more about these issues during the training.)

Why do you think this happened?

What could have prevented this person from getting hurt?

6. Show PowerPoint Slide #5. Tell students that more teens tend to be injured in industries where a lot of young people work. Since a little over 50% of teens work in retail, which includes fast food restaurants, most injuries occur in retail.

Tell the class that the goal of this training is to help prevent them from becoming one of these statistics.



B. Video and discussion (30 minutes)

1. Explain that the class will now watch a video. Select either *Teen Workers: Real Jobs, Real Risks*, or *Teens: the Hazards We Face in the Workplace*. These videos introduce some of the topics that will be covered in these lessons. After deciding which video you will use, review the follow-up questions below to help students identify key points from the video.

As you watch the video with your students, you may want to pause it at certain points and ask students the students follow-up questions. You may also want to hold a class discussion at the end of the video.

2. Follow-up questions (and possible answers) for the video *Teen Workers: Real Jobs, Real Risks*

What long-term effects will Mallory's injuries have on her life?

- Her arms will always be weak and tire easily
- She can no longer do some of the physical and recreational activities that she used to do
- She may be limited in doing jobs that require strength or extensive use of the arms

What are some of the factors that lead to work-related injuries?

- Unsafe equipment
- Stressful working conditions
- Inadequate safety training and supervision
- Lack of experience

Why are teens reluctant to speak up to their employers when they notice unsafe working conditions?

- They don't want to appear incapable or as if they don't know how to do something
- They don't want to appear as if they weren't paying attention during training
- They are afraid they might get fired
- They trust that their supervisor would not have them do a job if it was dangerous

What are some of the rights that specifically protect teen workers on the job?

- Limits on how many hours or how long they can work
- Limits on how early or late they can work
- Limits on the kinds of equipment that they can use
- Limits on the jobs they can do

What responsibilities do employers have to make sure employees have a safe work environment?

- To train their workers properly
- To identify potential safety hazards
- To provide protective clothing and safety equipment

If you are hurt on the job, what does workers compensation cover?

- Payment of medical expenses
- Reimbursement for lost wages

3. Follow-up questions for the video *Teens: the Hazards We Face in the Workplace*

Ask students to list what they believe were the main messages. What did the teens in the video want them to know?

- There are hazards on most jobs
- Teens do get injured at work
- Teens often think it's their fault if they get hurt, rather than thinking about the hazards that can cause injuries
- Teens have rights on the job
- Teens should speak up and ask questions if they are concerned about something at work
- There are ways to reduce hazards on the job. Injuries can be prevented
- Employers have a responsibility to make the workplace safe for workers

What job hazards did you notice in the video?

Possible answers include:

- Knives
- Meat slicer
- Lifting boxes and other containers
- Hot liquids and hot surfaces
- Dangerous machinery
- Chemicals
- Fire
- Long sleeves around a meat packing machine
- Ladders
- Construction tools and materials

C. Goals of this training

1. Show Slide #6. Explain that this series of lessons will help students avoid becoming an injury statistic. They will learn about their rights as well as a variety of workplace health and safety topics that apply to a wide range of careers.

Slide #6



Key Points of This Training

You will learn more about:

- Identifying and reducing hazards on the job
- What your rights are and the laws that protect teens at work
- How to solve health and safety problems at work
- Personal Protective Equipment
- Electrical Safety
- Chemical Hazards and Hazard Communication
- Preventing slips, trips and falls in the workplace
- Bloodborne Pathogens
- Ergonomics
- Workplace violence
- What agencies enforce health and safety laws and child labor laws
- Fire safety and what to do in a workplace emergency.

The following OSHA and State of Washington L&I-DOSH-WISHA codes correspond to information in this unit:

OSHA General Industry Safety Rules 29 (Code of Federal Regulations) CFR 1910

L&I DOSH WISHA General Industry Safety Rules (Washington Administrative Code) (WAC 296-24)

L&I DOSH WISHA Occupation Health Rules (WAC 296-62)

L&I DOSH WISHA Core Rules (WAC 296-800)

