U.S. National Initiatives

- National Career Readiness Certificate
- National Work Readiness Credential

Ensure that today’s and tomorrow’s workforce has the skills, competencies and behaviors to succeed in today’s and tomorrow’s workplace.

The findings and conclusions in this presentation have not been formally disseminated by the National Institute for Occupational Safety and Health and should not be construed to represent any agency determination or policy.
Demographic Shifts Warrant Action

- Significant number of workers retiring over next 10 years
- Increasingly complex, knowledge and technology-based, global economy.
- Demographic and economic changes impact workers, the workplaces, and U.S. competitiveness.
  - U.S. CEOs report education and workforce preparedness is important policy issue.
  - Between 2000 - 2010, workers 35-44 will decrease by 10%; 16–24 will increase by 15%.
  - Between 2000 - 2015, about 85% of new U.S. jobs will require more than high school education.
Core Competencies - Knowledge, skills, abilities and behaviors that contribute to an employee’s job success

Emerging Content Areas - Topics typically not emphasized in schools today

- No. 1 Emerging Area: Making Appropriate Choices Concerning Health and Wellness.
  (e.g., nutrition, exercise, and stress reduction, and work-life effectiveness)

considered “most critical” for future graduates
What is Talking Safety?

Free NIOSH curriculum that teaches work readiness skills to middle and high school students. Skills that help them stay safe and healthy now and throughout their lives.

The curriculum includes:

- 11 flexible lessons, customized for each state.
- games, group work, and role play that engages and motivates students.
- hands-on materials that highlight topics relevant to young people’s daily lives.
Why use *Talking Safety*?

The curriculum teaches:

- Vital work readiness skills for any workplace, now and in the future.
- 7 core competencies, that can be assessed and measured.
- Activities for all levels, including students with learning disabilities.
Students:

- Recognize that people can, and do, get injured at work, with young people injured at higher rates. These injuries can forever change their lives and those of their family and friends.

- Recognize that workplace injuries are preventable and predictable, with known and identifiable causes.

- Analyze workplaces and describe the hazards found on typical teen job sites.
Discuss steps to protect themselves and their co-workers from workplace hazards.

Identify emergencies at work and determine effective strategies for responding.

Describe employers’ obligations to provide a safe and healthy workplace, identify the special rights young workers have under the law, and reflect on their responsibilities on the job.

Demonstrate how to ask questions and be assertive if feeling threatened or unsafe at work.
YOUTH@WORK
Talking Safety

A Safety & Health Curriculum For Young Workers
California Edition

DEPARTMENT OF HEALTH AND HUMAN SERVICES
Centers for Disease Control and Prevention
National Institute for Occupational Safety and Health
Key Points of the Curriculum

By the end of the course, you will be able to

- Recognize and reduce hazards on the job
- Identify the laws that protect teens from:
  - working too late or too long
  - doing dangerous work
  - discrimination (including harassment) at work
- Assess ways to solve health and safety problems at work
- Name some of the agencies that enforce health and safety laws and child labor laws
- Determine what to do in an emergency
Lesson 1
Introduction to Young Worker Injuries
Why are Young Workers More Likely to be Hurt on the Job?

Video and Discussion
Examples of Teen Work Injuries

Jack’s Story

Job: Fast food worker
Hazard: Greasy, slippery floors
Injury: Injured tailbone

- Why do you think this happened?
- What could have prevented Jack from getting hurt?
- How might this injury impact Jack’s daily life?
Teen Work Injuries

Cody’s Story

Job: Farm worker
Hazard: Tractor without roll bar
Injury: Legs crushed under tractor

- Why do you think this happened?
- What could have prevented Cody from getting hurt?
- How might this injury impact Cody’s daily life?
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

- What could Lindsey’s employer have done to stop her abuser?
- What would you do in this situation?
- How might Lindsey’s life be affected by this incident?
Teen Work Injuries

Anna’s Story

Job: Smoothie shop worker
Hazard: Sexual harassment
Injury: Emotional trauma

- What could Anna's employer have done to stop her harasser?
- What would you do in this situation?
- How might Anna’s life be affected by this incident?
Lesson 2 (and 2B)
Finding Hazards

YOUTH@WORK
Talking Safety
Find The Hazards: Fast Food Restaurant
Find The Hazards: Grocery Store
Find The Hazards: Gas Station
Hazard Mapping Activity

SAMPLE HAZARD DRAWING
FAST FOOD RESTAURANT

- Safety (red):
  - Hot Grill
  - Hot Grease
  - Sharp Knives
  - Slippery Floors

- Chemical (green):
  - Cleaning Products
  - Dishwashing Products

- Biological (orange):
  - Bacteria
  - Used Needles

- Other (blue):
  - Customers/Stress
  - Standing for long periods
  - Heavy Lifting

- Tables
- Spills
Finding Hazards: Key Points

- Every job has health and safety hazards.
- Every job hazard can be controlled or eliminated.
- You should always be aware of these hazards.
- Find out about chemicals at work by checking labels, reading MSDSs (Material Safety Data Sheets), getting training, and asking questions.
Lesson 3 (and 3B)
Making the Job Safer
Controlling Hazards

- **Remove the Hazard**
  (for example, use safer chemicals, use a machine guard)

- **Improve Work Policies & Procedures**
  (for example, conduct training, assign enough people to do the job)

- **Wear Personal Protective Equipment (PPE)**
  (for example, wear gloves, use a respirator)
Eliminating or Reducing Hazards

Jasmin’s Story

Job: Hospital dishwasher

Hazard: Chemical dishwashing solution

Injury: Chemical burn to the eye
Eliminating or Reducing Hazards

$25,000 Safety Pyramid Game

Chris’s Story

Job: City public works employee
Hazard: Excessive heat
Injury: Heat stroke
Eliminating or Reducing Hazards

James's Story

Job: Pizza shop employee
Hazard: Repetitive motion
Injury: Hand, back injury
Eliminating or Reducing Hazards

Maria’s Story

Job: Farm worker
Hazard: Pesticide/chemical exposure
Injury: Illness due to poisoning
$25,000 Safety Pyramid Game

Eliminating or Reducing Hazards

Anita’s Story

Job: Barista
Hazard: Hot liquids
Injury: Burn

$25,000 Safety Pyramid Game

Talking Safety
Making the Job Safer: Key Points

- OSHA requires employers to provide a safe workplace.
- It’s best to get rid of a hazard completely, if possible.
- If your employer can’t get rid of the hazard, there are usually many ways to protect you from it.
What is an emergency at work?

An unplanned event that harms or threatens employees, customers, or the public; that shuts down business operations; or that causes physical or environmental damage.
Emergencies at Work

Disaster Blaster Game
Many workplaces need an emergency action plan. Workers should receive training on the plan.

- The plan should include information about:
  - Different emergencies and how to respond
  - Locations of meeting places
  - Evacuation routes
  - Emergency equipment and alert systems
  - Key personnel (who’s in charge)
  - Procedures to follow when someone is injured
  - Individual worker responsibilities
  - Practice drills
Lesson 5 (and 5B)
Know Your Rights and Responsibilities
## Know Your Rights: Quiz Game

**Questions**

<table>
<thead>
<tr>
<th>Value</th>
<th>Rights on the Job</th>
<th>Dangerous Work and Work Permits</th>
<th>Child Labor Laws and Work Hours</th>
<th>Getting Hurt, Getting Help, Staying Safe</th>
</tr>
</thead>
<tbody>
<tr>
<td>$100</td>
<td>It’s illegal for your employer to punish you for doing this (name 1).</td>
<td>You have to be this old to operate a forklift.</td>
<td>These laws protect teens from working too long, too late, or too early.</td>
<td>If you are hurt at work, you should take these steps (name 2).</td>
</tr>
<tr>
<td>$200</td>
<td>The law says that your employer must pay you this amount per hour, your state’s minimum wage.</td>
<td>It’s illegal for teens under 18 to operate these machines (name 2).</td>
<td>When you turn this age, you aren’t protected anymore by child labor laws.</td>
<td>This type of insurance pays wages and medical benefits for workers hurt on the job. In exchange, the worker gives up the right to sue the employer.</td>
</tr>
<tr>
<td>$300</td>
<td>These are two rights you have if you’re hurt on the job.</td>
<td>Some states require teens under 18 and still in school to get this before starting a job.</td>
<td>Federal law says that 14- and 15-year-olds can work until this time on a school night.</td>
<td>You can stay safe at work by doing these things (name 2).</td>
</tr>
<tr>
<td>$400</td>
<td>Your employer must give you these health and safety protections on the job (name 2).</td>
<td>It’s illegal for 14- and 15-year-olds to do some jobs, including these (name 2).</td>
<td>Federal law says that this is the latest (time) teens 16 and older can work on school nights.</td>
<td>This federal agency handles complaints about wages and work hours.</td>
</tr>
<tr>
<td>$500</td>
<td>Workers have rights on the job, including these (name 2).</td>
<td>It’s illegal for teens under 18 to do these types of construction work (name 2).</td>
<td>Federal law says that this is the maximum number of hours 14- and 15-year-olds can work in a school week.</td>
<td>These federal agencies handle complaints about workplace health and safety.</td>
</tr>
</tbody>
</table>
Know Your Rights: Key Points

Federal and state labor laws protect teens from

- Hazardous jobs
- Working too long, too late, or too early

OSHA says every employer must provide

- A safe workplace
- Safety training on certain hazards (when required)
- Safety equipment (when required)

By law, your employer is not allowed to punish or fire you for reporting a safety problem at work!
Know Your Rights

State Labor Law Bingo Game
Lesson 6 (and 6B)
Taking Action
Taking Action: Key Points

Steps in Problem Solving

- Define the problem.
- Get advice.
- Choose your goals.
- Know your rights.
- Decide the best way to talk to the supervisor.
- Contact a state or Federal Wage & Hour Division or OSHA for help, if necessary.
- Talk to a teacher, parent, co-worker, or other trusted adult.
Summing Up

Know

- Your rights at work
- Your responsibilities at work
- Your employer’s responsibilities at work
- How to respond to problems at work
YOUTH @ WORK
Talking Safety

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