Student Handout #1

Your Safety IQ Quiz

Work together in your group to answer these questions. Guessing is OK. You won't be graded on your answers. Pick one person in your group to report your answers to the class later.

✔ Check the correct answer.

1. The law says your employer must give you training about health and safety hazards on your job.

True False Don't know

2. The law sets limits on how late you may work on a school night if you are under 16.

True False Don't know

3. If you are 16 years old, you are allowed to drive a car on public streets as part of your job.

True False Don't know

4. If you're injured on the job, your employer must pay for your medical care.

True False Don't know

5. How many teens get seriously injured on the job in the U.S.?

One per day One per hour One every 7 minutes Don't know

How to Read a Material Safety Data Sheet

When a worker is given information by an employer on a hazardous substance, it will often be in the form of a Material Safety Data Sheet (MSDS). The MSDS is prepared by the product's manufacturer and provides basic information on the chemical's physical properties and related health effects. The MSDS provides guidance on using, storing and handling substances safely on the job and in emergencies such as fires and spills. Unfortunately, information presented on an MSDS may be incomplete. This is particularly true for information on health effects that workers may experience from low-level chemical exposure over a long period of time.

Although MSDS's have limitations, they can serve as a valuable starting point in getting health and safety information about chemicals you work with. Because the information they provide is of a technical nature, a brief description for each of the nine commonly used sections along with their terms is presented below.

Section I - Product Identification

This information identifies the manufacturer and product. The substance may be listed by its formal chemical name or by its trade name. If the product is a mixture of several chemicals, only the trade name will be listed.

Synonym. Another name for the material. Methyl alcohol, for example, is also known as methanol or wood alcohol.

Section II - Hazardous Ingredients

This section identifies hazardous ingredients and exposure limits. Product ingredients are listed by percentage of total weight. Information should be given on what amount of the ingredient causes ill effects: this amount may be stated as a TLV, PEL, or LD50. The TLV (Threshold Limit Value) is a recommended maximum average concentration over an 8-hour workday. The PEL (Permissible Exposure Limit) is the exposure limit set by the Occupational Safety and Health Administration; unlike the TLV, it can be enforced by law. The LD50 is the lethal dose concentration that, in experiments, kills 50% of the test animals. Remember that this information is only for the individual ingredient, not for the entire mixture.

TLV. Threshold Limit Value; a term used by the American Conference of Government Industrial Hygienists to describe the amount of a material that almost anyone can be exposed to day after day without harmful effects. The TLV can be described in three different ways:

TLV-TWA. The Time Weighted Average amount allowed for a normal 8-hour workday or 40-hour work week. If only "TLV" is listed, it usually refers to this value.

TLV-STEL. The Short-Term Exposure Limit, or maximum amount for a 15-minute exposure period. (At the most, only four such 15-minute periods are allowed per day, with at least 60 minutes between exposure periods. And, these four 15-minute periods should not add up to more than the daily TLV-TWA, described above).

TLV-C. The Ceiling Exposure Limit. This is the amount that exposures should never rise above, even for an instant.

PEL. The amount of a substance in the air that any employee may be exposed to over an 8-hour work shift. This number can be an average or maximum exposure limit.

The PEL is enforceable by OSHA and is believed to protect workers from damaging health effects.

"Skin" or "S". A notation sometimes used with PEL or TLV; it indicates that the substance may be absorbed through unbroken skin, or through mucous membranes and eyes, by direct or airborne contact-and that this additional exposure must be added into the total exposure to avoid going over the PEL or TLV.

mg/m3. Milligrams of substance per cubic meter of air; a unit for measuring concentrations of dusts, gases or mists in air.

mg/kg. Milligrams of substance per kilogram of body weight; used generally for solids or liquids taken in by mouth rather than inhaled substances.

ppm. Parts per million; a unit for measuring the concentration of a gas or vapor in air, i.e. the number of parts (by volume) of a gas or vapor in a million parts of air. Also used at other times to indicate the amount of a liquid or solid.

Section III - Physical Data

The physical properties of a substance give clues to the type of hazard it may present, meaning whether it is liquid, solid or gas at room temperature, how much vapor it forms, whether the vapor rises or settles and whether it dissolves in water.

Boiling Point. The temperature at which the liquid boils at sea level. Ranges are presented for mixtures. In general, a low boiling point means the substance will be in gas form at room temperature (unless it is pressurized). Carbon monoxide has a boiling point of -310°F, so it is normally a gas. Water has a boiling point of 212°F. Ethylene oxide has a boiling point of 53.6°F; above this it is a gas, below it is a liquid. Materials that can catch fire and also have a low boiling point generally present greater fire hazards.

Vapor Pressure. Measured in millimeters of mercury and indicates how easily a liquid will evaporate. Solids have no vapor pressure and don't evaporate. Liquids that evaporate easily have higher vapor pressures and the amounts in the air can build up quickly. Good ventilation is necessary to prevent breathing in materials like solvents that have high vapor pressures.

Vapor Density. The weight of vapor or gas compared with an equal volume of air. Air has been assigned a value of one. Vapors that are heavier than air, such as gasoline or hydrogen sulfide, have a vapor density greater than one and accumulate in low places, along floors, in sewers, tank bottoms, manholes and elevator shafts where they may create fire or health hazards.

Percent Volatile. The percent of a liquid or a solid (by volume) that will evaporate at an ambient temperature of 70°F (unless some other temperature is stated). Examples: butane, gasoline and mineral spirits are 100% volatile; their individual evaporation rates vary, but over a period of time each will evaporate completely.

Evaporation Rate. The rate at which a particular material will vaporize (evaporate) when compared with the rate of vaporization of a known material. Usually normal butyl acetate (n-BuAc), with a vaporization rate designated as 1.0, is used for comparison. The evaporation rate can be useful in evaluating the health and fire hazards of a material.

Fast-evaporating solvents can quickly release hazardous amounts of vapors into the air.

Solubility in Water. The quantity of a substance, by weight, that will dissolve in water at room temperature. Expressed as a percentage or by one of the following terms: negligible-less than 0.1%; slight-0.1 to 1%; moderate-1 to 10%; appreciable-greater than 10%; complete-100%. This is useful for determining spill cleanup procedures and how a material will act in the environment. Gases with low or medium-range water solubility, such as nitrogen dioxide or chlorine, are more likely to reach the deep tissues of the lungs, and highly soluble gases will dissolve in the moist mucous membranes of the upper airways.

Specific Gravity. The ratio of the weight of a volume of the substance to the weight of an equal volume of water. A specific gravity greater than one means the substance will sink in water; if specific gravity is less than one, it will float on water.

Appearance and Odor. May help identify the material. However, odor is not a reliable indicator of the concentration of the substance in air. Gasoline, for example, has a detectable odor at very low concentrations; carbon monoxide, on the other hand, has no odor even at lethal concentrations.

Section IV - Fire And Explosion Hazard

Flash Point. The lowest temperature at which enough vapor is formed by a liquid so that the air/vapor mixture will burst into flames when exposed to an ignition source such as a spark from static electricity or a burning cigarette. A flash point near or below room temperature (77°F) indicates that the material is especially dangerous because explosive vapors can form without additional heating.

Flammable Limits. The lowest and highest concentrations of vapor or gas in the air (by percent volume) that will burst into flames when exposed to a spark or flame. The Lower Explosive Limit is the LEL (below this the air/substance mix is too lean to burn). Substances with a wide range of flammable concentrations, such as ether, may burst into flames near or far from the ignition source. Materials with narrow flammable limits may burn only near the ignition source. In terms of evaluating explosion hazards, the LEL value is considered the most important. The lower the LEL, the less of the substance needed in the air before it can ignite. Upper Explosive Limit is the UEL.

Unusual Fire and Explosion Hazards. May cover factors such as release of toxic or irritant gases in a fire. Fire conditions vary widely, and for this reason, it is difficult to predict the exact composition of combustion products that would result from a fire.

Extinguishing Media. What to use to put out a fire. The usual materials are water, fog, foam, alcohol foam, carbon dioxide and dry chemicals.

Special Fire-Fighting Procedures. Special protective equipment or measures may be recommended.

Section V - Health Hazards

This section provides a combined estimate of the total hazard of the product, including the ways that exposure may occur, effects of short-term (acute) and long-term (chronic) overexposure (such as signs, symptoms and disease that would result from short-term or long-term exposure), the acceptable air concentration of the substance, and emergency and first-aid procedures. The workplace standard may be stated as a TLV or PEL, or it may be an LD50, which does not indicate the amount that is safe but how toxic the substance is (the lower the LD50, the more toxic the substance). Acute exposure data are usually more detailed and accurate than chronic exposure data. In fact, chronic data are often not listed at all.

Section VI - Reactivity

This section describes how the substance will react under particular circumstances.

Stability. Indicates whether the substance may decompose (disintegrate) over time. It is used to help decide how and where the material is stored.

Incompatibility. Indicates chemicals that should not come into contact with this substance. Mixing may result in fire, release of toxic gases or buildup of pressure in a container.

Hazardous Decomposition Products. Includes hazardous materials released during fires and created by aging of the product.

Hazardous Polymerization. Polymerization is a chemical reaction in which small molecules combine to form larger molecules. If this reaction occurs with an uncontrolled release of energy, it is a hazardous polymerization. This section should list storage procedures and the shelf life of the chemical.

Section VII - Spill And Disposal Procedures

This section indicates methods for cleanup and disposal of hazardous materials. Precautions to protect workers may be listed.

Section VIII - Protective Measures

This section describes the equipment and ventilation procedures that should be used when working with the substance. Respirators, eye protection, garments, gloves, boots and other protective equipment should be specified by type and material of construction.

Section IX - Special Precautions

Precautions not listed elsewhere in the MSDS are described in this section. It may include cleaning or disposing of contaminated clothes, handling procedures, storage information, label statements, etc.

Innovating Science™ MATERIAL SAFETY DATA SHEET

By Aldon Corporation
221 Rochester Street
Avon, New York 14414-9409
® (585) 228-6177

"cutting edge science for the classroom"

MSDS No.: IS9002-KIT
Effective Date: March 28, 2005

SECTION I NAME

24 HOUR EMERGENCY ASSISTANCE

Product	Ethyl Alcohol, Denatured, 95%
Chemical Synonyms	N/A
Formula	Mixture.
Unit Size	up to 3.785 Lt.
C.A.S. No.	Mixture.

NFPA: 3 / 2 / 0

CHEMTREC 800-424-9300
Day 585-226-6177

HMIS *

Health	1
Fire	3
Reactivity	0

HAZARD RATING

MINIMAL	SLIGHT	MODERATE	SERIOUS	SEVERE
0	1	2	3	4

SECTION II INGREDIENTS OF MIXTURES

Principal Component(s)	%	TLV Units
Ethyl alcohol, denatured*: (CAS No. 64-17-5)	95%	1000 ppm
Water: (CAS No. 7732-18-5)	5%	None established.
DANGER! FLAMMABLE! VAPOR HARMFUL. MAY BE FATAL		
OR CAUSE BLINDNESS IF SWALLOWED.		

SECTION III PHYSICAL DATA

Melting Point (°F)	-114°C (-173°F)	Specific Gravity (H_2O = 1)	0.794 @ 60°F
Boiling Point (°F)	75-80°C (173-174°F)	Percent Volatile by Volume (%)	100%
Vapor Pressure (mm Hg)	44.6 mm @ 20°C (68°F)	Evaporation Rate (Butyl acetate =1)	4.1
Vapor Density (Air=1)	1.59		
Solubility in Water	Complete.		
Appearance & Odor	Clear, colorless, mobile liquid; mild characteristic odor.		

SECTION IV FIRE AND EXPLOSION HAZARD DATA

			Lower	Upper
Flash Point (Method Used)	10°C (50°F) TCC	Flammable Limits in Air % by Volume	3.3	19.0
Extinguisher Media	Dry chemical; Alcohol-resistant foam; or carbon dioxide; water spray or fog.			

SPECIAL FIREFIGHTING PROCEDURES

If involved in fire situation, wear a NIOSH/MSHA approved self-contained breathing apparatus and full protective clothing. Water may be ineffective, but water should be used to keep fire exposed containers cool. If a leak or spill has not ignited, use water spray to disperse vapors. Water spray may be used to flush spills away from exposures and to dilute spills to non-flammable mixtures.

Autoignition Temperature: 363°C (685°F)

*Denaturants:
Isopropyl Alcohol: (CAS No. 67-63-0)
Methyl Alcohol: (CAS No. 67-56-1)

(1996 EMERGENCY RESPONSE GUIDEBOOK, DOT P 5800.7, GUIDE PAGE NO. 127)

UNUSUAL FIRE AND EXPLOSION HAZARDS

Vapors formed from this product may travel or be moved by air currents and ignited by pilot lights, other flames, smoking, sparks, heaters, electrical equipment, static discharge or other ignition sources at location distant from handling source. CAUTION: Flame may not be visible in daylight. Fire or excessive heat may produce hazardous decomposition products; can react vigorously with oxidizing materials.

D.O.T. Ethanol, 3, UN1170, PG II

Approved by U.S. Department of Labor "essentially similar" to form OSHA-20

SECTION V HEALTH HAZARD DATA EE0076

Threshold Limited Value

Ethyl Alcohol: PEL/TLV 1000 ppm; Isopropyl Alcohol: TWA: 400 ppm, STEL: 500 ppm; Methyl Alcohol: PEL-TWA: 200 ppm, STEL: 250 ppm

Effects of Overexposure

INGESTION: Can cause central nervous system depression, nausea, vomiting, diarrhea. INHALATION: May cause headache, drowsiness, loss of appetite, inability to concentrate and irritation of the throat. EYES: Liquid or vapor may cause irritation. SKIN: May cause irritation and defatting of skin on prolonged contact. OTHER: Individual responses to Methyl Alcohol vary. Ingestion of less than 30 mL. has been fatal to humans. In general a few ounces may cause blindness and death, as little as 4 mL. may be toxic if ingested. Target organs: Eyes, central nervous system, liver, kidneys.

Emergency and First Aid Procedures

INGESTION: Call physician or Poison Control Center immediately. Induce vomiting only if advised by appropriate medical personnel. Never give anything by mouth to an unconscious person. EYES: Check for and remove contact lenses. Flush thoroughly with water for at least 15 minutes, lifting upper and lower eyelids occasionally. Get immediate medical attention. SKIN: Remove contaminated clothing. Flush thoroughly with mild soap and water. If irritation occurs, get medical attention. INHALATION: Remove to fresh air. If not breathing, give artificial respiration. If breathing is difficult, give oxygen. Get medical attention.

SECTION VI REACTIVITY DATA

Stability			Conditions to Avoid
	Unstable		Excessive temperature and heat. Strong oxidizers. Sparks, flame and ignition sources.
	Stable	X	

Incompatibility (Materials to Avoid)

Contact with acetyl chloride and a wide range of oxidizing agents may react violently. Vapors may form flammable mixtures with air.

Hazardous Decomposition Products

Carbon monoxide can form on incomplete combustion.

Hazardous Polymerization		Conditions to Avoid
May Occur	Will Not Occur	Not applicable.
	X	

SECTION VII SPILL OR LEAK PROCEDURES

Steps to be taken in case material is released or spilled

Wearing proper safety equipment and with adequate ventilation, remove all sources of ignition. Absorb with an inert dry material and place in suitable container for proper disposal.

Waste Disposal Method

Discharge, treatment, or disposal may be subject to Federal, State or Local laws. These disposal guidelines are intended for the disposal of catalog-size quantities only.

Dispose of in accordance with federal, state and local regulations.

SECTION VIII SPECIAL PROTECTION INFORMATION

Respiration Protection (Specify Type)	Do not use in confined area. If required, work in fume hood with NIOSH/MSHA approved respiratory equipment.			
Ventilation	Local Exhaust	Recommended.	Special	No.
	Mechanical (General)	Recommended.	Other	Adequate to maintain below exposure limit.
Protective Gloves	Rubber.	Eye Protection	Chemical safety goggles.	
Other Protective Equipment	Lab coat, apron, eye wash station, proper gloves, ventilation hood, fire extinguisher.			

SECTION IX SPECIAL PRECAUTIONS

Precautions to be Taken in Handling & Storing

Keep container tightly closed when not in use.

Store in a cool, dry, well-ventilated area, away from heat, sparks and ignition sources. Store separately from oxidizing materials. Wash thoroughly after handling. Do not take internally.

Other Precautions

Read label on container before using. Do not wear contact lenses when working with chemicals. For laboratory use only. Not for drug, food or household use. Keep out of reach of children.

Use with adequate ventilation. Avoid contact with skin, eyes and clothing. Avoid breathing vapors. Remove and wash contaminated clothing.

Revision No.	Date	Approved	Chemical Safety Coordinator
4	03/28/05	James A. Bertsch	JAB

Student Handout #3

Find the Hazards: Fast Food

Student Handout #4

Find the Hazards: Grocery Store

Student Handout #5

Find the Hazards: Office

Student Handout #6

Find the Hazards: Gas Station

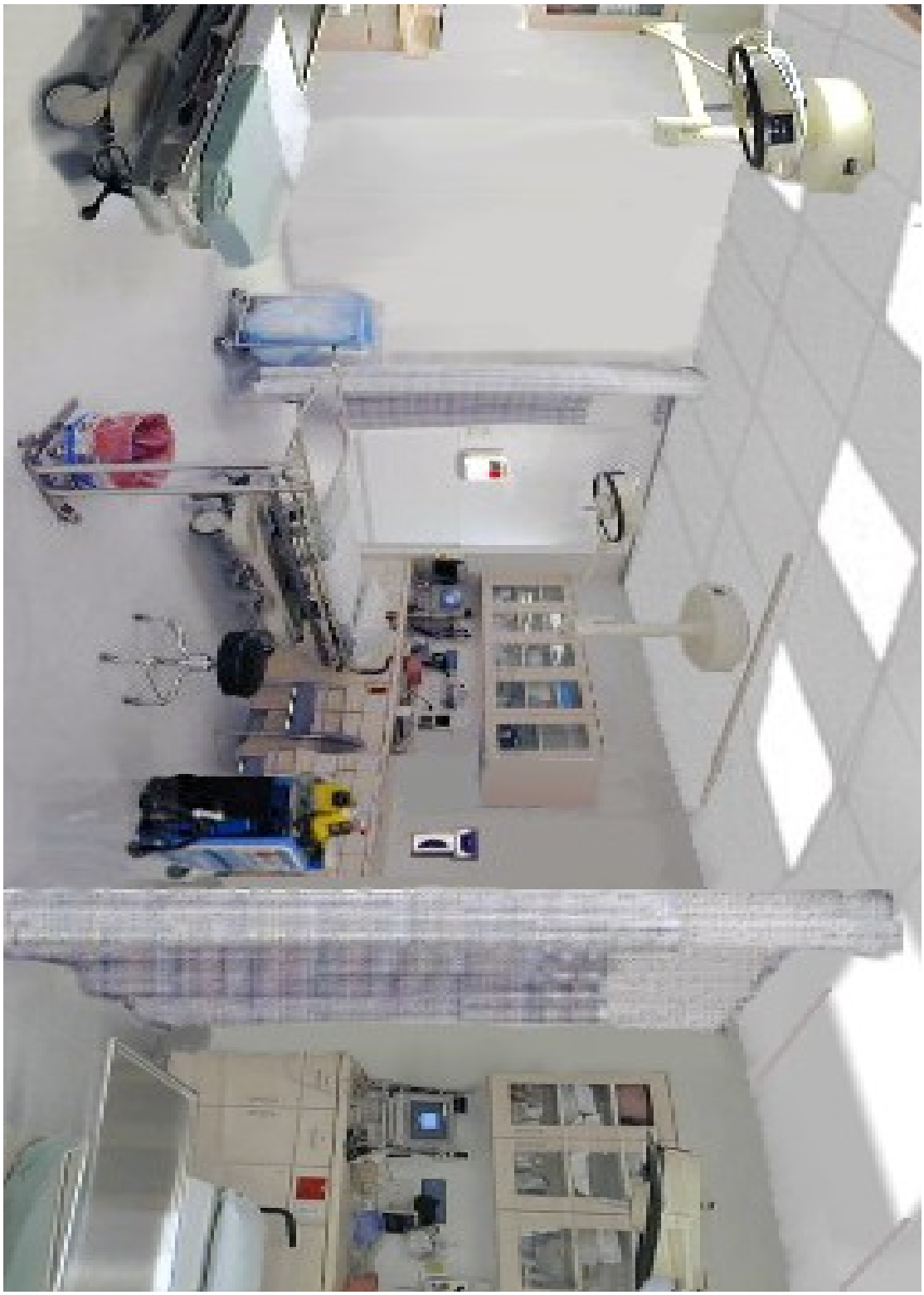
Student Handout #7

Find the Hazards: Nursing Home

From: http://www.osha.gov/SLTC/etools/hospital/hazards/ergo/ergo.html

Student Handout #8

Find the Hazards: ICU



From: http://www.osha.gov/SLTC/etools/hospital/icu/icu.html

Student Handout #9

Hunting for Hazards

Hazard	Possible Harm

Area: _____

Area: _____

Area: _____

Info Search

A. Worksheet

Your team will be assigned one scenario to research from part C of this handout. Work with your team to answer the questions below. Once all team members have completed their research, discuss and agree on the answers you want to report to the rest of the class. Pick someone in your team to make a brief report.

1. What is the health and safety problem (hazard) in your scenario?

2. What information might you be able to get at the workplace? Where would you get it?

3. Pick three possible sources outside the workplace where you could get information. These must include at least one government agency, and at least one organization or agency that is not part of the government. You can search the internet, or request information by phone. A few suggested resources are listed in part B of this handout. However, you do not need to limit yourself to these. Each team member can get information from a different source, or you can work together. Use these sources to answer the following questions.

Short-term health effects. How could this hazard affect your body right away?

Information	Source

Long-term health effects. How could this hazard affect your body over time?

Information	Source

Solutions. What are some possible ways to reduce or eliminate workers' exposure to this hazard?

Information	Source

4. What was the most important information you learned, and why was it important?

5. Which information source did your team find most useful, and why?

B. Resources: Where To Get Information

Here are some websites and phone numbers to get factsheets and other information on health and safety hazards.

Government Agencies

New Jersey Occupational Health Services

Website contains “Right To Know—Hazardous Substance Fact Sheets” for over 1500 chemicals.

www.state.nj.us/health/eoh/rtkweb/rtkhsfs.htm

NIOSH (National Institute for Occupational Safety and Health)

Conducts research on hazards and has free publications on chemicals, ergonomics, child labor, and other hazards.

www.cdc.gov/niosh/homepage.html
www.cdc.gov/niosh/adolespg.html (child labor page)

(800) 356-4674

OSHA (U.S. Occupational Safety and Health Administration)

Develops and enforces federal regulations and standards. Offers free publications and a video library.

www.osha.gov/SLTC/

(800) 321-OSHA

Other Organizations

AFL-CIO Safety and Health on the Job

Basic health and safety information, including an alphabetical listing of direct links to fact sheets developed by unions and OSHA. Some are available in Spanish.

www.aflcio.org/yourjobeconomy/safety/tools/infofs.cfm

Labor Occupational Health Program (LOHP), University of California, Berkeley

Trains workers, unions, joint labor-management committees, and others on health and safety. Sells publications and videos. Offers assistance and referrals on young workers, workplace violence, hazardous waste, ergonomics, and more.

www.lohp.org
socrates.berkeley.edu/~lohp/Intranet/ (links by hazard and topic)

(510) 642-5507

NYCOSH (New York Committee for Occupational Safety and Health)

Website has internet links and resources on health and safety by industry and topic, as well as basic information on health and safety rights on the job.

www.nycosh.org/link.html

Vermont SIRI (Safety Information Resources Inc.)

Website contains links to many health and safety resources. Specializes in Material Safety Data Sheets.

www.siri.org

Additional Resources for Information on Safety in Healthcare Settings

OSHA (U.S. Occupational Safety and Health Administration)
Hospital Safety eTool

Describes common hazards and potential safety solutions for workers in healthcare settings.

www.osha.gov/SLTC/etools/hospital/index.html

(800) 321-OSHA

NIOSH (National Institute for Occupational Safety and Health)
Safety and Health Topic: Healthcare Workers

This section of the NIOSH website offers information on preventing injuries to workers in healthcare settings.

www.cdc.gov/niosh/topics/healthcare/

(800) 356-4674

U.S. Department of Labor
Fact Sheets

Compiled by the US DOL's Employment Standards Administration, these fact sheets provide quick and easy to read information on the child labor laws, wage and hour requirements, and much more.

www.dol.gov/esa/whd/fact-sheets-index.htm

(866) 487-9243

Fact Sheet #52—The Health Care Industry and Youth Employment

www.dol.gov/esa/whd/regs/compliance/whdfs52.pdf

The Massachusetts Nurses Association

The MNA has many resources for nurses and healthcare workers, and has an extensive section on health and safety topics, including workplace violence prevention.

www.massnurses.org/health

(781) 821-4625

Sustainable Hospitals

This organization provides technical support to the healthcare industry for selecting products and work practices that reduce occupational and environmental hazards. The website allows you to look at information on various occupational hazards, including chemical and sharps exposures.

www.sustainablehospitals.org

(978) 934-3386

C. Scenarios

Scenario A: Big Box Foods

Kevin works in a warehouse. He's seventeen years old. One day, when he was loading 40-pound boxes onto a wooden pallet, he suddenly felt a sharp pain in his lower back. He had to stay out of work for a week to recover, and his back still hurts sometimes. He is worried about re-injuring his back, and tries to be careful, but he wants to find out more about safe lifting and other ways to prevent back injuries.

Scenario B: Brian's Computer Station

Brian has been working for six months as an administrative assistant in a large office. He is the newest employee in the office, and seems to have all the hand-me-down equipment. His keyboard and mouse sit right on his desktop, along with his computer monitor. The lever to adjust the height of his chair doesn't work any more. He works at his computer most of the day. He knows at least one person in the office who wears braces on her wrists because they are tender and painful, and who can no longer do a lot of things at home because her grip is so weak. Brian doesn't want to develop any problems like that, and wants to find out what he can do.

Scenario C: Dangerous Paint Stripper

Jessica has a summer job working for the city parks program. She has been using a cleaner called "Graffiti Gone" to remove graffiti from the bathrooms. She has to take a lot of breaks, because the chemical makes her throat burn. It also makes her feel dizzy sometimes, especially when the bathrooms don't have very many windows. On the label, she sees that the cleaner has methylene chloride in it. She feels like she's managing to get the work done, but she is worried about feeling dizzy. She wants to find out more about this chemical, what harm it can cause, and whether there are safer ways to do this work.

Scenario D: Noise at Work

Ediberto is 18 years old, and has been working for a company that manufactures prefabricated homes for about a year. He spends a lot of the work day using a power saw. His ears usually ring for awhile in the evening, but it seems to clear up by the morning. He is a little worried about whether it's damaging his hearing, but it's not that different than how his ears feel after a rock concert. He wants to find some information on how much noise is bad for you, and what he can do.

Scenario E: Needles in the Laundry Stack

Simone works as an aide in a nursing home. Her best friend's cousin Julia works in the laundry department. Simone has heard Julia complain about the medical staff, because used hypodermic needles sometimes show up in the dirty laundry. Simone is worried about Julia, but also doesn't think the medical staff could be that careless. She wants more information on what can be done.

Scenario F: Stop and Shop

Sarah works in a convenience store. She and the other employees take turns working the closing shift. It makes her nervous to be at the store by herself late at night, but she knows if she refuses the closing shifts, the owner will just look for someone else for the job. She carries mace in her purse, and the owner has told her to give up the cash in the cash register if she is ever faced with a robber, but she wants to find out what else can be done so she will feel safe.

Scenario G: Trouble with Gloves

Janelle works as a nurse's aide at a nursing home. After working there for a few weeks, her hands, arms and face started to itch, and she noticed she was wheezing a little by the end of the workday. One day, after the itching was particularly bad, she woke up to find that everything that itched was red and swollen, and her eyes were even swollen shut. She went to the occupational health clinic at the local hospital, where they told her she might be allergic to the latex gloves they use in the nursing home, but they would have to do some tests to confirm it. While she's waiting for the results, Janelle wants to find out as much as she can about latex allergy.

Scenario H: Hazardous Garbage

Scott works as a dietary aide in a nursing home. One of his routine tasks is to take out the garbage. He went to put a full bag in a can, but the can was already mostly full, so he compressed the bag that was already in the can by pushing down with his hands to make more room. The bag was full of broken glass, which he didn't know, and when he pressed down, a piece of glass broke through the bag and cut his hand. Some of his friends who work in other areas of the nursing home have also been cut by glass in trash bags or stuck with needles that are put in the trash.

Scenario I: Dangerous Lifting

Amber is a certified nursing assistant in a long term care/rehab facility. She routinely lifts patients as part of her job – either to help them sit-up in bed, to clean them, or to move them from the bed to a wheelchair. She's noticed pain in her lower back over the last few weeks, and the other day while lifting a patient out of bed, she felt a sharp pain in her back. She finished her shift but was then in so much pain she had to go to the emergency room, and missed two weeks of work. Her back still bothers her but she has to lift patients as part of her job. Amber wants to find out more information about safe lifting and other ways to prevent back injuries.

Commonwealth of Massachusetts
Department of Public Health
Helping People Lead Healthy Lives In Healthy Communities

Sharps Injuries

Bloodborne pathogen exposure incidents that involve a contaminated needle or other sharp device which pierces the skin are called "sharps injuries." Healthcare workers who use or may be exposed to needles or other sharps are at an increased risk of sharps injuries. Employers are required to provide protection and minimize the risk of sharps injuries for their employees.

What infections can sharps injuries cause?
Sharps injuries can expose workers to bloodborne pathogens that can cause serious or fatal infections, including:

- Hepatitis B virus (HBV)
- Hepatitis C virus (HCV)
- Human immunodeficiency virus (HIV)

HBV vaccination has proven to be highly effective in preventing infection and is recommended for all health care workers (unless they are immune because of previous exposure). No vaccine exists to prevent HCV or HIV infection, however, there is treatment if you have been exposed for HIV. This treatment will decrease your chance of infection.

Who is at risk of a sharps injury?
People at risk include: nurses, nursing assistants, technicians, physicians, dental staff, lab workers, students, environmental service workers, support services and other healthcare workers who come in contact with sharps devices.

How common are sharps injuries among health care workers?
U.S. Center for Disease Control and Prevention estimates that injuries from contaminated needles or other sharps devices occur 600,000-800,000 times each year in healthcare. *About half of these sharps injuries are not reported.* Each year since 2002, more than 3,000 sharps injuries have been reported by hospital workers in Massachusetts.

What are the most common devices that cause sharps injuries?

- Hollow bore needles:
  - hypodermic needles,
  - butterfly needles, and
  - vacuum tube collection holders and needles
- Suture needles
- Scalpel blades

How can I protect myself?

- Tell your employer about any sharps hazards you observe.
- Help your employer select and evaluate devices with safety features that reduce the risk of sharps injuries.
- Use devices with safety features.
- Avoid recapping needles.
- Promptly dispose of used sharps in appropriate sharps disposal containers.
- Report all sharps-related injuries promptly to ensure that you receive appropriate follow-up care.
- Participate in training related to infection prevention.
- Get a hepatitis B vaccination!

What is my employer's responsibility?

- Supply devices with safety features.
- Make alternatives to needles available when possible.
- Plan for safe handling and disposal of sharps.
- Offer training on:
  - safe use of devices
  - infection prevention
  - what to do if an injury occurs
- Provide hepatitis B vaccines.

What should I do if I am injured by a needle or other sharp device?

- Wash the area with soap and water
- Report the incident to your supervisor
- Immediately seek medical treatment

Massachusetts Sharps Surveillance System
sharps.injury@state.ms.us
www.mass.gov/dph/ohsp

Adapted from the National Institute for Occupational Safety and Health (NIOSH) www.cdc.gov/niosh

Commonwealth of Massachusetts
Department of Public Health
Helping People Lead Healthy Lives In Healthy Communities

Pinchazos

Los casos de exposición a patógenos presentes en la sangre que envuelven algún dispositivo agudo contaminado que perfore la piel se llaman *pinchazos*. Trabajadores de asistencia médica que utilizan o que pueden ser expuestos a agujas o a otros dispositivos agudos están a riesgo de pinchazos. Los empleadores requieren proporcionar protección y aminorar riesgo de pinchazos a sus empleados.

¿Qué infecciones pueden ser causadas por los pinchazos?

Lesiones causadas por pinchazos pueden exponer a los trabajadores a varios patógenos presentes en la sangre que pueden causar infecciones serias o mortales, incluyendo:

- El virus de hepatitis B (VHB)
- El virus de hepatitis C (VHC)
- El virus de inmunodeficiencia humana (VIH)

Se recomienda vacunar contra el VHB a todos los trabajadores sanitarios (a menos que ya estén inmunes debido a una exposición previa). No existe una vacuna para evitar la infección contra el VHC o el VIH, sin embargo existen tratamientos en el caso de que usted haya sido expuesto a HIV. Este tratamiento reduce su riesgo de infección.

¿Quiénes corren el riesgo de lesiones por pinchazos?

Las personas que están a riesgo incluyen: el personal de enfermería, trabajadores de laboratorio, estudiantes, médicos, empleados de limpieza y otros empleados que puedan estar expuestos a pinchazos.

¿Qué tan comunes son las lesiones causadas por pinchazos entre los trabajadores sanitarios?

Se ha calculado que cada año ocurren de 600.000 a 800.000 lesiones debido a pinchazos. C*asi la mitad de estas lesiones suceden sin que se reporten.* Cada año, desde el 2002, más de 3.000 casos de pinchazos han sido reportados por trabajadores en los hospitales en Massachusetts.

¿Qué tipo de agujas causan lesiones por pinchazos?

- Agujas hipodérmicas
- Agujas que se utilizan para extraer sangre
- Agujas empleadas en suturas
- Agujas empleadas en sistemas de introducción intravenosa

¿Cómo puedo protegerme contra los pinchazos?

- Informe a su empleador sobre cualquier riesgo de pincharse que usted observe.
- Ayude a su empleador a seleccionar y evaluar dispositivos con mecanismos de seguridad que reduzcan el riesgo de pincharse.
- Utilice dispositivos que tengan mecanismo de seguridad.
- Evite volver a tapar las agujas.
- Deseche rápidamente agujas usadas poniéndolas en recipientes para desechos a prueba de pinchazos.

- Reporte rápidamente todas las lesiones que ocurran con agujas y otros elementos filosos para asegurarse de recibir el tratamiento de seguimiento adecuado.
- Participe en adiestramientos relacionados con la prevención de infecciones.
- ¡Hágase vacunar contra la hepatitis B!

¿Cuales son las responsabilidades de mi empleador?

- Ofrecer entrenamiento sobre:
  - El seguro uso de aparatos
  - La prevención de infecciones
  - El que hacer si ocurren heridas
- Cuando sea posible, que tenga alternativas para agujas
- Proporcionar mecanismos de seguridad
- Establecer un plan de seguridad para el propio uso y desecho de agujas
- Proveer vacuna para la hepatitis B

¿Que debo hacer si sufro un pinchazo?

- Limpiar el área de la lesión con jabón y agua
- Informar a su empleador
- Obtenga inmediatamente tratamiento médico

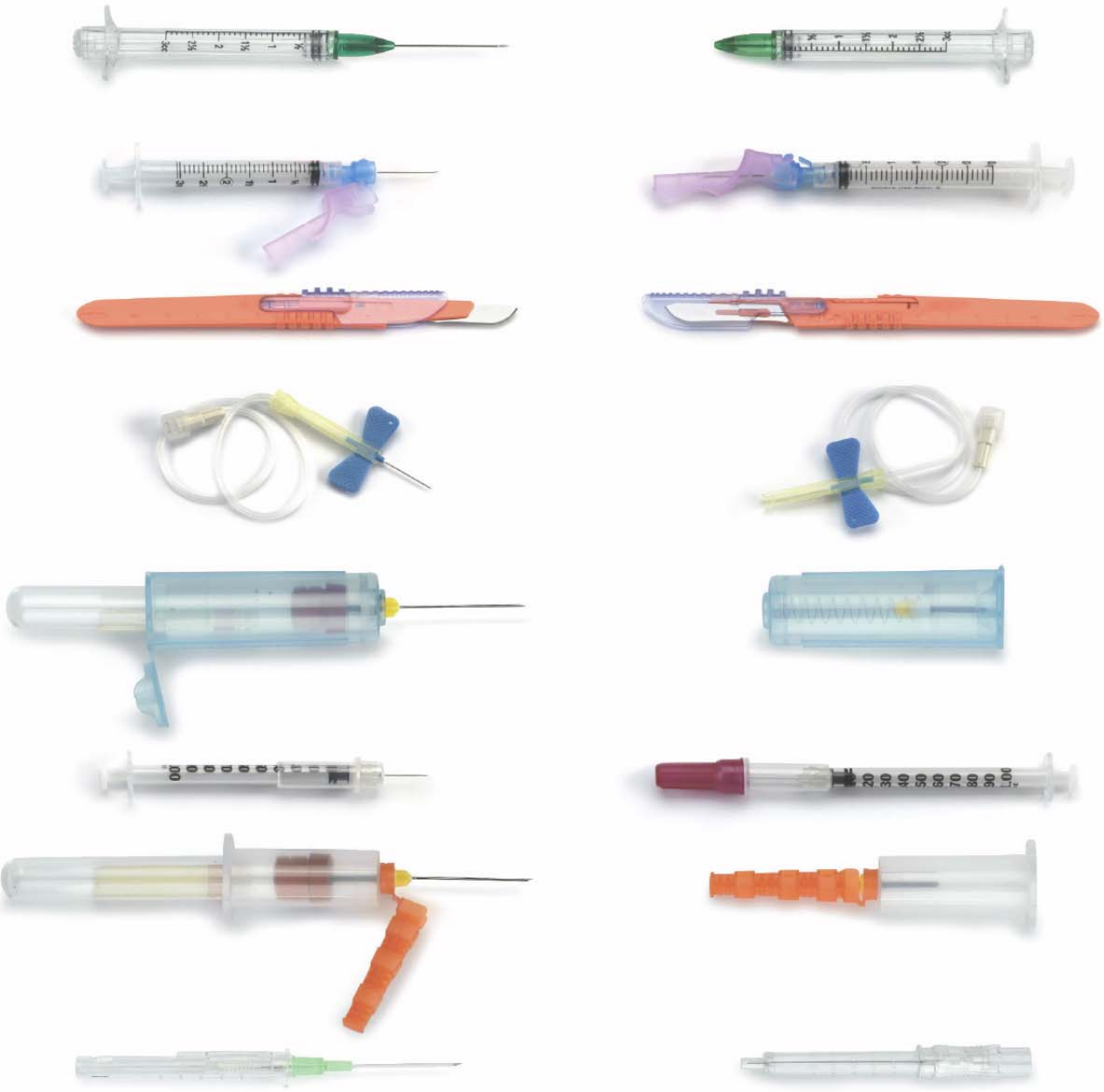
Massachusetts Sharps Surveillance System
sharps.injury@state.ms.us
www.mass.gov/dph/ohsp

Adaptado del Instituto Nacional para la Seguridad y Salud Ocupacional (NIOSH) www.cdc.gov/spanish/niosh

Student Handout #12

NOW YOU SEE IT.

NOW YOU DON'T.



PROTECT YOURSELF AND OTHERS- USE SHARPS WITH SAFETY FEATURES

BE PREPARED. Anticipate injury risks and prepare the patient and work area with prevention in mind. Use a sharps device with safety features whenever it is available.

BE AWARE. Learn how to use the safety features on sharps devices.

DISPOSE WITH CARE. Engage safety features immediately after use and dispose in sharps safety containers.

Support for printing this poster came from an unrestricted educational grant provided by Safety Institute, Premier, Inc.

PREVENTING SLIPS AND FALLS

FOOTWEAR

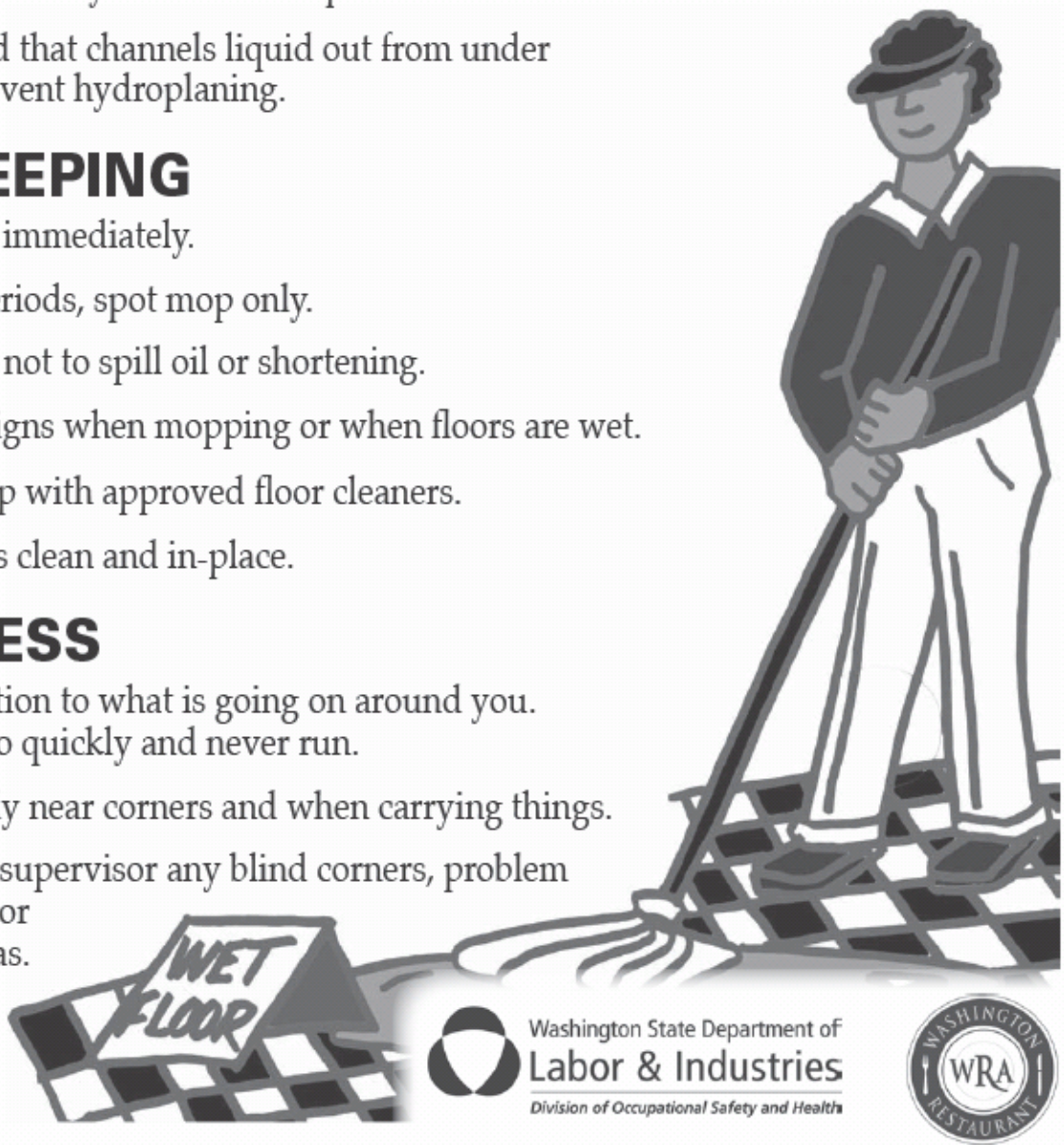
- Wear sturdy shoes with slip-resistant soles and low heels; no leather soles, open toe, platform, or high heels.
- Shoes should be laced and tightly tied.
- Avoid porous fabrics such as canvas, which won't protect your feet from spills and burns.
- Look for a tread that channels liquid out from under the shoe to prevent hydroplaning.

HOUSEKEEPING

- Clean up spills immediately.
- During rush periods, spot mop only.
- Be very careful not to spill oil or shortening.
- Place caution signs when mopping or when floors are wet.
- Use a clean mop with approved floor cleaners.
- Keep floor mats clean and in-place.

AWARENESS

- Pay close attention to what is going on around you. Don't move too quickly and never run.
- Move cautiously near corners and when carrying things.
- Report to your supervisor any blind corners, problem floor surfaces, or hazardous areas.



Washington State Department of Labor & Industries
Division of Occupational Safety and Health

WASHINGTON RESTAURANT ASSOCIATION

PUBLICATION FSP0-904-000 [03-2008]

The Workplace Health & Safety Committee

Hazard: _____

Causes:

Possible Effects/Injuries from Hazard:

Workplace changes that could decrease exposure to the hazard or eliminate the hazard:

Recommendations to the CEO/Board:

Student Handout #15

The "Who Wants To Win A Million Dollars?" Game
Answer Cards

A	B
C	D

Student Handout #16

Disaster Blaster

Disaster Blaster Game Cards

Q. If you are inside a building and begin to feel the shaking of an earthquake, what should you do? **A.** Get under something heavy or sturdy like a desk or doorframe.	**Q.** If you are in a building and hear a tornado warning, what should you do? **A.** Go to the lowest level of the building; the basement, a storm shelter, or an interior room without windows.	**Q.** If you smell smoke and suspect a fire burning somewhere in the building, what should you do? **A.** Shut the door, get out of the building, and call the fire department from somewhere else.
Q. If someone comes into your workplace with a gun, what should you do? **A.** Cooperate fully with the gunman's instructions, Don't try to be a hero.	**Q.** If an unknown chemical spills in your workplace, what should you do? **A.** Leave it alone and get your supervisor.	**Q.** How many exit routes must a workplace have? **A.** Enough to allow for safe evacuation of all employees (and customers) but at least two exits.

Q. True or False? If you are caught in a fire you should stay close to the ground. **A.** True.	**Q.** What are the steps for using a fire extinguisher? **A.** Pull the pin; aim the nozzle; squeeze the trigger; sweep the extinguisher back and forth over the fire.	**Q.** What phone number should you call to report an emergency? **A.** 911.
Q. What should you do for a severe cut? **A.** Apply pressure to the wound and, if there are no broken bones, elevate the wound above the heart. Seek medical help.	**Q.** What should you do for a very serious second or third degree heat burn? **A.** Call 911. Don't remove clothing if stuck to the burned area.	**Q.** What should be used to put out a grease fire on a stove? **A.** A pan lid or baking soda. Never water or flour.
Q. What should you do if you are in a building and the power goes out? **A.** Stay calm. Look for and follow lighted exit signs.	**Q.** You are driving home from work. It is late and you are on a quiet country road. Your car breaks down. What should you do? **A.** Use your cell phone, if you have one, to call for help. Keep windows and doors locked and wait for police to arrive.	**Q.** You are working on a construction site and a co-worker enters a trench and passes out. What do you do? **A.** Tell a supervisor. Don't go after him; you may become a second victim.

Q. A co-worker slips on a slippery floor and hits his head, losing consciousness. What do you do? **A.** Don't move him because you may cause more damage. Call for help.	**Q.** If a co-worker falls off a ladder and injures his back, what should you do? **A.** Do not move him yourself (this can cause more damage), and call 911 for an ambulance.	**Q.** If your clothes catch on fire, what should you do? **A.** Stop, drop, and roll; or smother the flames with a blanket. Never run.
Q. What is at least one factor that increases your risk of being robbed at work? **A.** Working alone; working at night; access to money.	**Q.** What letters are on the type of fire extinguisher that can be used in any kind of fire? **A.** A–B–C.	**Q.** What are the information sheets called that provide information about chemical products? **A.** Material Safety Data Sheets—MSDSs.
Q. What is at least one item that should be included in an emergency kit? **A.** Water; flashlight and batteries; first aid supplies.	**Q.** What does the skull and crossbones symbol mean? **A.** Poison.	**Q.** If a chemical gets into your eye, what should you do? **A.** Flush it with water for at least 15 minutes.

Q. What is one security measure that can reduce the chance of workplace violence? **A.** Good lighting; a panic button or other communication device; a security guard; a video camera.	**Q.** Which is more hazardous, a sharp knife or a dull knife? **A.** A dull knife.	**Q.** What two common household cleaning products should you never mix? **A.** Ammonia and bleach because chlorine gas is released.
Q. If you hear a hurricane warning on the T.V. or radio it means that a hurricane is expected to reach land within how many hours? **A.** 24 hours.	**Q.** If you are driving to work and see the funnel shape of a tornado approaching, what should you do? **A.** Get out of the car and lie down in a low place.	**Q.** If you are working outside when a lightning storm starts and you can't get to shelter, what should you do? **A.** Crouch low to the ground, sit on the balls of your feet, stay away from trees and metal objects.
Q. Name at least two things that should be strapped down in your house or workplace to prepare for earthquakes. **A.** Heavy furniture; bookshelves; cupboards; refrigerator; water heater.	**Q.** What can you use to melt ice on the sidewalks in the winter? **A.** (Rock) salt.	**Q.** Name at least two things that should be in an Emergency Action Plan. **A.** Who is in charge; escape routes; training; drills; alarm systems; meeting place.

Emergencies in the News

In your small group, read your assigned news story, then answer the three questions on the other side.

Story A: Grease Fire in Restaurant Burns Employee

A fire erupted at Sunny's Family Restaurant Tuesday night, critically injuring an employee and causing $100,000 worth of damage to the building. The fire was caused when a frying pan, filled with oil heating up on the stove, was left unattended. The fire rapidly spread to dish towels hanging nearby. An employee discovered the scene and attempted to put out the fire by pouring water on the stove, causing the burning grease to splatter all over his face, arms, and chest. A co-worker, hearing the commotion, called 911 and yelled for everyone to leave the restaurant immediately. The fire department arrived, extinguished the fire, and attended to the burned employee. The victim was taken to Mercy Hospital and is reported to be in serious but stable condition.

Story B: Robber Threatens Young Employee With Gun

A 16-year-old employee of a local convenience store was held up at gunpoint late Thursday night by a masked man demanding money. The employee was working alone and in the process of closing the store for the evening. The employee later reported to police that, after emptying the cash register, the robber tied him up and then left with the money. Although the young employee was shaken up by the incident, he was not physically injured. The name of the young employee is being withheld because of his age.

Story C: Parents Praise Quick Action of Local Teen

Parents Charlene Cook and Kelly Nelson, who have children attending the Happy Go Lucky Day Care Center, called the Daily Times this week to praise the quick action of 17-year-old Tamara Thompson, one of Happy Go Lucky's star employees. Tamara noticed that an entire container of bleach had spilled near the janitor's closet and was giving off fumes in one of the nearby classrooms. Knowing that some of the children have asthma, Tamara walked the children to another teacher's classroom so they wouldn't be exposed. She then rushed back with paper towels to clean up the spill. Unfortunately, Tamara herself suffered breathing problems after cleaning up the bleach and had to be taken to the emergency room to be checked. She is currently at home recovering but plans to return to work when she feels better.

Story D: Young Construction Worker Falls From Ladder

An 18-year-old house painter, who was painting the second story of a house, fell off his ladder yesterday, breaking both legs. He also suffered severe cuts when he caught his arm on a metal fence during the fall. Co-workers rushed to assist him and called for an ambulance. Local EMTs reported that the co-workers carried the fallen employee to the front lawn and then applied pressure to the open wound to stop the bleeding.

Story E: 6.1 Earthquake Shakes Local High Rise Office Building

Office workers at R&D Business Solutions huddled under desks and doorways as a 6.1 earthquake shook their building. Once the tremors subsided, they followed lighted exit signs to the stairwell. They made it down ten flights of stairs and outside to the street. Gladys Royce, of Washington Township, whose son, Jason, is an employee of the company, complained that her son, who has Down Syndrome, was left alone to figure out what to do during and after the earthquake. The employees and supervisors had no idea Jason had remained on the 11th floor. The company pledges to take another look at its Emergency Action Plan and make sure the plan protects and prepares all their employees, including those who may need extra assistance.

Story F: Tornado Breaks Windows at Local Department Store

A tornado blew through town yesterday, causing major power outages and damage to several buildings, including blowing out most of the windows in Johnson's Department Store on East 8th Street. As glass went flying, employees reportedly herded customers into the center section of each floor in the three-story building. Customer Tom Wilson expressed appreciation for the assistance employees provided in getting everyone away from the windows.

Story G: Chemical Spill at Local Hospital Puts Employees in Harm's Way

Employees and patients at County Hospital got a scare yesterday when there was a chemical spill in one of the supply closets. The hose attached to a large, 50 gallon container of concentrated disinfectant had been left open, and the chemical leaked all over the closet and into the hallway. The nurses at a station nearby noticed a strong chemical smell and their eyes started burning. When they discovered the problem, they got all patients out of the hallways and into their rooms, and shut the doors and opened the windows in the patient rooms. Once all patients were safe, the nurses began to contain the spill and a cleaning crew was called. No one was evacuated from the floor, but several healthcare workers were treated in the emergency room later that day for burning eyes and breathing problems. None of the patients on the floor were affected.

Questions

1. What went right in this situation?

2. What went wrong in this situation?

3. What steps should be taken in this workplace to make sure employees are better protected and prepared the next time?

Student Handout #19

Emergency Action Plans

Planning ahead can reduce the effects of an emergency on workers, the workplace property, and the surrounding community. In preparing an Emergency Action Plan, an employer can figure out what protections are needed and what procedures should be followed in an emergency. All workplaces should have an Emergency Action Plan.

An Emergency Action Plan should be in writing. It should state who is responsible for coordinating emergency response; where chemicals are stored and where Material Safety Data Sheets (MSDSs) for these chemicals are kept; and how critical operations will be maintained during and after an emergency (if necessary). The plan should also list measures that will be taken to protect employees (including those with physical disabilities).

Training and drills

There should be training and regular practice drills so everyone knows what to do during different kinds of emergencies. Workers should be trained so they understand their responsibilities during an emergency; the alarm system and "all clear" announcements; where to gather during an emergency; how to report an emergency; what to do if there is a chemical spill; and when and how to use emergency equipment.

Alarm systems

These must be seen, heard, and understood by all employees.

Shelters and evacuation

The plan should designate inside shelters, exits, evacuation routes and procedures, and outside meeting places. Shelters inside the building should be identified if tornadoes or hurricanes are a possibility. Exits and evacuation routes should be checked periodically to be sure they are not blocked. Exits should be of sufficient number, width, and location that workers can rapidly evacuate. An outside meeting place should be designated so employees can be counted after evacuation.

Emergency lighting

Exit routes should have emergency lighting in all areas where work is performed after daylight hours.

Emergency equipment

The plan should provide for installation and testing of appropriate emergency equipment such as building sprinkler systems, fire extinguishers, eyewash systems, and safety showers if chemicals are used.

Procedures to follow when someone is injured

First aid kits should be provided, as well as trained personnel to use them. Employees should know who is trained in first aid or CPR, and where to get medical attention if needed.

Are You a Working Teen?

Protect Your Health! Know Your Rights!

Could I Get Hurt or Sick on the Job?

- 18-year-old Sylvia caught her hand in an electric cabbage shredder at a fast food restaurant. Her hand is permanently disfigured and she'll never have full use of it again.
- 17-year-old Joe lost his life while working as a construction helper. An electric shock killed him when he climbed a metal ladder to hand an electric drill to another worker.
- 16-year-old Donna was assaulted and robbed at gunpoint at a sandwich shop. She was working alone after 11 p.m.

Every year nearly **70 teens under 18 die** from work injuries in the United States. Another **84,000 get hurt** badly enough that they go to a hospital emergency room.

Why do injuries like these occur? Teens are often injured on the job due to unsafe equipment, stressful conditions, and speed-up. Also they may not receive adequate safety training and supervision.

Teens are much more likely to be injured when they work on jobs they are not allowed to do by law.

What Hazards Should I Watch Out For?

Type of Work	Example of Hazards
Janitor/Clean-up	• Toxic chemicals in cleaning products • Blood in discarded needles
Food Service	• Slippery floors • Hot cooking equipment • Sharp objects
Retail/Sales	• Violent crimes • Heavy lifting
Office/Clerical	• Stress • Harassment • Poor computer workstation design

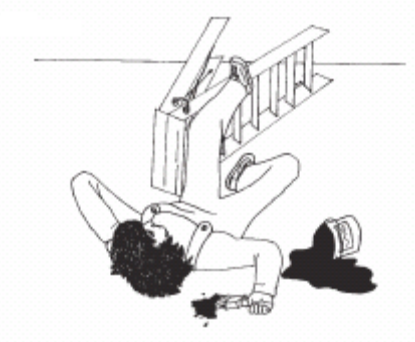
What Are My Rights on the Job?

By law, your employer must provide:

- A safe and healthful workplace.
- Training on chemicals and other health and safety hazards.
- Protective clothing and equipment.
- In most cases, at least the Massachusetts minimum wage of $8.00 an hour.
- 1/2 hour meal period after no more than 6 hours
- Workers' compensation benefits if you are hurt on the job. These include:
  - Medical care for your injury, whether or not you miss time from work.
  - Payments if you lose wages for more than 5 calendar days.
  - Other benefits if you become permanently disabled.

You also have a right to:

- Report safety problems to OSHA.
- Work without racial or sexual harassment.
- Refuse to work if the job is immediately dangerous to your life or health.
- Join or organize a union.



Is It OK to Do Any Kind of Work?

NO! There are laws that protect teens from doing dangerous work.

In Massachusetts no worker under 18 may:

- Drive a motor vehicle or a forklift (except golf carts in certain circumstances)
- Work in roofing or on or about a roof
- Use powered equipment like a circular saw, box crusher, meat slicer, or bakery machine
- Work in wrecking, demolition or excavation
- Work in logging, sawmilling, or mining
- Handle, serve, or sell alcoholic beverages
- Work where there is exposure to radiation or toxic substances

***Also,* no one 14 or 15 years old may:**

- Do any baking activities
- Cook (except with electric or gas grills that do not involve cooking over an open flame)
- Operate microwave ovens (except to heat food in microwave ovens with a maximum capacity of 140^{o} F
- Work in dry cleaning or a commercial laundry
- Do building, construction, or manufacturing work
- Load or unload a truck, railroad car, or conveyor
- Work on a ladder or scaffold

Are There Other Things I Can't Do?

YES! There are many other restrictions on the type of work you can and cannot do.

If you are **under 14**, there are even stricter laws to protect your health and safety.

Check with your school counselor or job placement coordinator to make sure the job you are doing is allowed.

Do I Need Working Papers?

YES! If you are under 18 and plan to work, you must get a *work permit.*

Check with your school department or visit *www.mass.gov/dos/youth*

What Are My Safety Responsibilities on the Job?

To work safely you should:

- Follow all safety rules and instructions
- Use safety equipment and protective clothing when needed
- Look out for co-workers
- Keep work areas clean and neat
- Know what to do in an emergency
- Report any health and safety hazards to your supervisor
- Ask questions if you don't understand

Should I Be Working This Late or This Long?

Child labor laws protect teens from working too long, too late, or too early.

This table shows the hours teens may work. (Some school districts may have more restrictive regulations. Also, there are some exceptions for teens in work experience education programs.)

Work Hours for Teens

Work Hours	Ages 14 and 15	Ages 16 and 17
	During the School Year • Only between 7 am and 7 pm • Not during school hours **During the summer (July 1—Labor Day)** • Only between 7 am and 9 pm	• 6 am—10 pm when there is school the next day* • 6 am—12 am if you work in a restaurant or at a racetrack and there is not school the next day**
Maximum Hours When School is in Session	18 hours a week, but not over: • 3 hours a day on school days • 8 hours a day on weekends or holidays • 6 days a week	48 hours a week, but not over: • 9 hours a day • 6 days a week
Maximum Hours When School is *not* in Session	40 hours a week, but not over: • 8 hours a day • 6 days a week	48 hours a week, but not over: • 9 hours a day • 6 days a week

* If the establishment stops serving customers at 10 pm, you may be employed until 10:15 pm.

** If you do not work in a restaurant or racetrack, and there is not school the next day, you may only work until 11:30 pm.

What if I Get Hurt on the Job?

- Tell your supervisor right away. If you're under 18, tell your parents or guardians too.
- Get emergency medical treatment if needed.
- Your employer must give you a **claim form**. Fill it out and return it to your employer. This helps ensure that you receive workers' compensation benefits.

Workers' Compensation: Did You Know?

- You can receive benefits:
  - Even if you are under 18.
  - Even if you are a temporary or part-time worker (in most cases).
- You receive benefits no matter who was at fault for your job injury.
- You don't have to be a legal resident of the U.S. to receive workers' compensation benefits.
- You can't sue your employer for a job injury (in most cases).

You have a <u>right</u> to speak up!

It is illegal for your employer to fire or punish you for reporting a workplace problem or injury, or for claiming workers' compensation.

The information in this factsheet reflects your state and/or federal labor laws, whichever are more protective. The more protective laws usually apply. Check with your state agencies listed at the right.

What if I Have a Safety Problem?

- Talk to your supervisor, parents, teachers, job training representative, or union representative (if any) about the problem.
- If necessary contact one of these agencies.

For health and safety information and advice:

• National Young Worker Safety Resource Center (many materials available in Spanish)
☎(510) 643-2424 *www.youngworkers.org*

• Massachusetts Dept. of Public Health, Occupational Health Surveillance Program
☎(617) 624-5632 *www.mass.gov/dph/ohsp*

To make a health or safety complaint:

• OSHA (Occupational Safety and Health Admin.)
☎(800) 321-OSHA (6742) *www.osha.gov*

To make a complaint about wages or work hours:

• Massachusetts Attorney General's Office, Fair Labor Division
☎(617) 727-3465
www.mass.gov/ago/youthemployment

• U.S. Department of Labor, Wage & Hour Division
☎(617) 624-6700 *www.dol.gov/esa/whd*

To make a complaint about sexual harassment or discrimination:

• Massachusetts Commission Against Discrimination (MCAD)
☎(617) 727-3990 *www.mass.gov/mcad*

• U.S. Equal Employment Opportunity Commission (EEOC)
☎(800) 669-4000 *www.eeoc.gov/boston*

For information about benefits for injured workers:

• Massachusetts Department of Industrial Accidents
☎(800) 323-3249 *www.mass.gov/dia*

Student Handout #21

Labor Law Bingo: Board #1

9 hours 	 7 PM	18 years old 	Box crusher	18 hours 
The employer	Medical treatment	Mass. Attorney General's office	Mass. Commission Against Discrimination	3 hours 
84,000 teens	$8.00 an hour	FREE SPACE	Safe and healthy workplace	 Driving a vehicle
16 years old 	Your school department 	 Load/unload trucks	 9 PM	Follow safety rules
No	8 hours 	 12 AM	 10 or 10:15 PM	 7 AM

Student Handout #21

Labor Law Bingo: Board #2

Follow safety rules	8 hours 	 6 AM	$8.00 an hour	Protective equipment
9 hours 	The employer	18 hours 	Mass. Commission Against Discrimination	Medical treatment
 7 PM	 Cook	FREE SPACE	 Fork Lift	OSHA
18 years old 	 12 AM	 7 AM	 9 PM	3 hours 
Mass. Attorney General's office	16 years old 	 Roofing	Your school department 	 10 or 10:15 PM

Student Handout #21

Labor Law Bingo: Board #3

Follow safety rules	Lost wages 	18 years old 	 Handle, serve, or sell alcohol	3 hours 
Mass. Attorney General's office	 Load/unload trucks	 7 AM	 7 PM	16 years old 
No	 10 or 10:15 PM	FREE SPACE	OSHA	8 hours 
$8.00 an hour	Box crusher	9 hours 	 9 PM	 12 AM
18 hours 	Protective equipment	Your school department 	The employer	Mass. Commission Against Discrimination

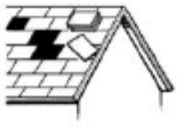
Student Handout #21

Labor Law Bingo: Board #4

9 hours 	16 years old 	The employer	Your school department 	No
18 hours 	$8.00 an hour	 12 AM	Follow safety rules	Box crusher
 10 or 10:15 PM	 Driving a vehicle	FREE SPACE	 9 PM	Mass. Commission Against Discrimination
 Load/unload trucks	Lost wages 	84,000 teens	 6 AM	8 hours 
 7 PM	Protective equipment	Mass. Attorney General's office	18 years old 	3 hours 

Student Handout #21

Labor Law Bingo: Board #5

OSHA	No	18 years old 	 9 PM	18 hours 
The employer	Mass. Attorney General's office	Mass. Commission Against Discrimination	$8.00 an hour	16 years old 
 Cook	 10 or 10:15 PM	FREE SPACE	84,000 teens	 6 AM
9 hours 	Protective equipment	 7 PM	 Fork Lift	3 hours 
 7 AM	Follow safety rules	 12 AM	 Roofing	8 hours 

Student Handout #21

Labor Law Bingo: Board #6

3 hours 	Safe and healthy workplace	Protective equipment	Mass. Commission Against Discrimination	18 hours 
Mass. Attorney General's office	18 years old 	Medical treatment	$8.00 an hour	16 years old 
 Cook	 10 or 10:15 PM	FREE SPACE	9 hours 	Your school department 
 Driving a vehicle	 6 AM	 7 PM	OSHA	Report unsafe conditions
 7 AM	 Meat slicer	84,000 teens	The employer	8 hours 

Student Handout #21

Labor Law Bingo: Board #7

Follow safety rules	 Load/unload trucks	 6 AM	 Handle, serve, or sell alcohol	18 hours 
8 hours 	 12 AM	 7 AM	 Fork Lift	16 years old 
Your school department 	No	FREE SPACE	Mass. Attorney General's office	9 hours 
$8.00 an hour	Mass. Commission Against Discrimination	The employer	Medical treatment	18 years old 
Protective equipment	 10 or 10:15 PM	3 hours 	 7 PM	OSHA

Student Handout #21

Labor Law Bingo: Board #8

Follow safety rules	8 hours 	18 years old 	Box crusher	18 hours 
Medical treatment	 Handle, serve, or sell alcohol	 9 PM	 12 AM	Your school department 
3 hours 	84,000 teens	FREE SPACE	OSHA	 Load/unload trucks
$8.00 an hour	16 years old 	Mass. Commission Against Discrimination	 7 AM	 7 PM
The employer	No	 10 or 10:15 PM	9 hours 	Mass. Attorney General's office

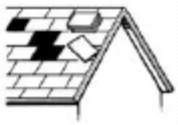
Student Handout #21

Labor Law Bingo: Board #9

OSHA	 10 or 10:15 PM	 9 PM	 Meat slicer	18 hours 
16 years old 	Work in manufacturing	3 hours 	Mass. Attorney General's office	Mass. Commission Against Discrimination
 7 AM	Your school department 	FREE SPACE	Safe and healthy workplace	84,000 teens
 7 PM	8 hours 	 12 AM	9 hours 	$8.00 an hour
 Driving a vehicle	18 years old 	Follow safety rules	The employer	Lost wages $

Student Handout #21

Labor Law Bingo: Board #10

The employer	 Roofing	18 years old 	Mass. Commission Against Discrimination	18 hours 
Lost wages 	 12 AM	 7 AM	No	 Load/unload trucks
3 hours 	Box crusher	FREE SPACE	OSHA	 9 PM
$8.00 an hour	84,000 teens	16 years old 	8 hours 	 7 PM
9 hours 	Report unsafe conditions	 10 or 10:15 PM	Safe and healthy workplace	Mass. Attorney General's office

Student Handout #21

Labor Law Bingo: Board #11

 7 AM	18 hours 	OSHA	 12 AM	$8.00 an hour
16 years old 	Protective equipment	Mass. Commission Against Discrimination	18 years old 	3 hours 
8 hours 	 Load/unload trucks	FREE SPACE	 6 AM	 10 or 10:15 PM
Follow safety rules	Your school department 	 Driving a vehicle	 7 PM	The employer
84,000 teens	No	 Meat slicer	9 hours 	 9 PM

Student Handout #21

Labor Law Bingo: Board #12

Your school department 	 Load/unload trucks	18 hours 	 7 PM	The employer
 7 AM	16 years old 	Mass. Attorney General's office	 10 or 10:15 PM	$8.00 an hour
 Meat slicer	Follow safety rules	FREE SPACE	 12 AM	8 hours 
9 hours 	No	18 years old 	Protective equipment	 Roofing
 9 PM	3 hours 	OSHA	Lost wages $	 6 AM

Student Handout #21

Labor Law Bingo: Board #13

3 hours 	8 hours 	18 years old 	 Handle, serve, or sell alcohol	OSHA
The employer	18 hours 	 7 AM	 12 AM	16 years old 
Your school department 	 10 or 10:15 PM	FREE SPACE	Mass. Commission Against Discrimination	 Meat slicer
$8.00 an hour	Lost wages 	 7 PM	9 hours 	Follow safety rules
 6 AM	No	 Load/unload trucks	 9 PM	Protective equipment

Elena's story: Nursing Home

Scene: Nursing Home. Elena is a 16-year-old student studying to be a certified nursing assistant. Ms. Johnson is her supervisor, and Andre is one of her co-workers. It is Thursday evening.

Ms. Johnson: Elena, the doctor just finished a procedure in room 312. We're short staffed today so I need you to go clean up the room. When you're done with that, I need you to start some of Jenny's tasks before you go home – she called in sick. She was supposed to work until midnight.

Elena: But Ms. Johnson, I have a test tomorrow and I need to get home to study.

Ms. 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 Jenny's job before.

Ms. Johnson: Here's what I want you to do. First, go clean up the room – especially all the dirty linens, and mop the floor. Use the cleaning solution in the supply closet but don't dilute it because it works faster and better full strength. Then, start on Jenny's tasks. Ask Andre to show you what to do before he leaves.

Elena gets the mop, bucket and cleaning solution, and then goes to the room to clean up.

Elena: Wow, that cleaning solution is strong – it's making my eyes burn. Hey Andre, do you know what this stuff is?

Andre: No, but make sure you don't touch it with your bare hands. Jenny got a burn from it last week.

Elena picks a bundle of dirty linens up off of the floor so she can mop.

Elena: Ouch! I think I just got pricked by a needle that was in the linens and my arm is bleeding! Hey Andre, what should I do? I just got stuck by a used needle. I think I remember hearing you should get medical treatment immediately for something like this.

Andre: No idea. I've never been stuck before. You should probably tell Ms. Johnson.

Elena: Ms. Johnson, I just got stuck by a used needle. What should I do?

Ms. Johnson: Just rinse your arm off. I'm sure you're fine. We don't have time to deal with it right now. You can do something about it when your shift is over and you've finished Jenny's work.

Developing Your Role Play

1. Discuss with the class or your group 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.

Elena's story: Sandwich Shop

Scene: 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.

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 or your group 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.

Evaluation

Please answer these questions to help us evaluate how much you have learned.
You don't need to give your name.

1. The law says your employer must give you training about health and safety hazards on your job and how to prevent them.

True False Don't know

2. The law sets limits on how late you may work on a school night if you are under 16.

True False Don't know

3. If you are 16 years old, you are allowed to drive a car on public streets as part of your job.

True False Don't know

4. If you're injured on the job, your employer must pay for medical care.

True False Don't know

5. How many teens get seriously injured on the job in the U.S.?

One per day One per hour One every 7 minutes Don't know

6. If you had a health and safety problem on the job, what are two things you'd do?

_____

_____

7. Name at least two new things you learned about health and safety:

_____

_____

8. What did you like best about this health and safety training?

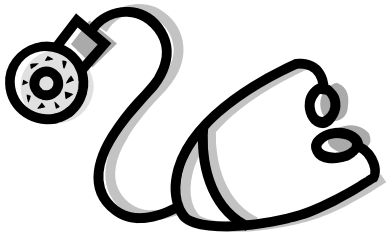
_____

_____

9. What suggestions do you have for improving this health and safety training?

_____

_____



Hazards in Healthcare Settings

HAZARD	EFFECT	POSSIBLE SOLUTIONS
Safety Hazards		
Slippery/wet surfaces; poor lighting; cluttered/obstructed work areas or hallways	Slips or falls	• Clean up wet surfaces or spills quickly • Use "caution" signs to alert employees and patients to slippery surfaces • Use floor mats in kitchen areas • Keep work areas and hallways well lit and free of clutter
Patient handling	Back strain; repetitive stress injuries; other muscle sprains or strains	• Use mechanical lifts when available • Use safe lifting techniques/don't perform lifts alone • Limit the number of allowed lifts per workday
Chemical Hazards		
Cleaning products; sterilizing agents; hazardous drugs	Some vapors cause headaches and other respiratory and health problems; skin contact may cause irritation or dermatitis	• Use safer products • Wear gloves when necessary • Have good ventilation
Latex (gloves)	Can cause irritation, dermatitis, respiratory problems, or allergic reactions	• Use non-latex gloves when not coming in contact with infectious materials • If latex gloves are necessary, use powder-free gloves
Other Health Hazards		
Contact with patients and the public	Stress; violence	• Have adequate security • Have adequate staffing • Learn how to identify signs of potential violence
Needlesticks and sharps injuries; contact with patients' bodily fluids	Bloodborne pathogen exposure	• Follow Universal Precautions • Use appropriate PPE • Use safe handling techniques with sharps instruments • Use sharp devices with safety features • Dispose of sharps safely in appropriate containers

Hazards in the Fast Food Restaurant

HAZARD	EFFECT	POSSIBLE SOLUTIONS
Safety Hazards		
Cooking equipment	Burns or electric shocks	• Keep appliances in safe condition • Have guards around hot surfaces • Wear gloves or mitts
Hot grease	Burns	• Use grease pans that dump automatically • Have splash guards • Wear protective clothing
Slicers and powered cutting equipment	Cuts	• Must be 18 or older to use • Keep guards in place • Get proper training • Turn off when cleaning
Slippery floors	Slips or falls	• Clean up spills quickly • Use floor mats
Chemical Hazards		
Dishwashing products	Skin contact may cause irritation or dermatitis	• Use safer products • Wear gloves
Cleaning products	Some vapors cause headaches and other health problems; skin contact may cause irritation or dermatitis	• Use safer products • Wear gloves when necessary • Have good ventilation
Other Health Hazards		
Contact with public	Stress; criminal violence; robbery	• Have adequate security • Schedule at least two people per shift • Use barriers where money is handled • Get customer service training
Standing for long periods	Back injuries; varicose veins	• Use floor mats • Take regular breaks • Rotate jobs
Bending, reaching, stretching, and lifting	Muscle strains or sprains	• Keep heavy items on lower shelves • Rotate jobs • Use helpers

Hazards in the Grocery Store

HAZARD	EFFECT	POSSIBLE SOLUTIONS
Safety Hazards		
Box cutters	Cuts	• Cut properly • Store properly
Box crushers	Various body injuries	• Must be 18 to use • Get proper training
Sharp knives	Cuts	• Keep in good condition • Cut properly • Store properly
Deli slicers	Cuts	• Must be 18 or older to use • Keep guards in place • Get proper training • Turn off when cleaning
Chemical Hazards		
Cleaning products	Some vapors cause headaches and other health problems; skin contact may cause irritation or dermatitis	• Use safer products • Wear gloves when necessary • Have good ventilation
Other Health Hazards		
Checkout scanners	Muscle, tendon or nerve injuries	• Redesign checkstands • Take regular breaks • Rotate jobs
Bending, reaching, stretching, and lifting	Muscle strains or sprains	• Use machinery instead • Keep heavy items on lower shelves • Get proper training • Rotate jobs • Use helpers
Cold temperatures (in cold storage areas, freezers)	Frostbite	• Limit time working in cold areas

Hazards in the Movie Theater

HAZARD	EFFECT	POSSIBLE SOLUTIONS
Safety Hazards		
Popcorn, hot dog, and coffee machines	Burns or electric shocks	• Keep appliances in good condition • Wear gloves or mitts
Slippery floors	Slips or falls	• Clean up spills quickly • Use floor mats
Ladders	Falls	• Must be 16 or older to use • Use safe ladders • Get proper training
Chemical Hazards		
Cleaning products	Some vapors cause headaches and other health problems; skin contact may cause irritation or dermatitis	• Use safer products • Wear gloves when necessary • Have good ventilation
Other Health Hazards		
Contact with public	Stress; criminal violence; robbery	• Have adequate security • Schedule at least two people per shift • Use barriers where money is handled • Get customer service training • Rotate jobs
Dark environments	Eyestrain; slips or falls	• Use flashlights
Standing for long periods	Back injuries; varicose veins	• Use floor mats • Take regular breaks • Rotate jobs

Hazards in the Office

HAZARD	EFFECT	POSSIBLE SOLUTIONS
Safety Hazards		
Cords and loose carpeting areas	Tripping	• Don't run cords through public areas • Keep carpets secured
Unsecured furniture	Can fall in earthquake	• Secure bookcases, file cabinets, etc.
Overloaded electric circuits	Fire	• Have enough outlets
Chemical Hazards		
Ozone from copiers	Breathing difficulty; headaches; dizziness	• Place copiers in a separate area • Have good ventilation
Poor indoor air quality	Breathing difficulty; headaches; dizziness	• Have good ventilation
Other Health Hazards		
Computer keyboards and mice	Tendon and nerve problems	• Use adjustable chairs and workstations • Have good posture • Take regular breaks
Computer monitors	Eyestrain	• Position monitor correctly • Adjust monitor properly • Take regular breaks
Sitting for long periods of time	Back pain	• Use proper chairs • Have good posture • Take regular breaks
Repetitive, boring work	Stress	• Rotate jobs

Resources for More Information

National and Federal Resources

EEOC (U.S. Equal Employment Opportunity Commission)

The EEOC enforces the federal laws against job discrimination and harassment, including discrimination on the basis of race, color, religion, sex, national origin, pregnancy, disability, or age (over 40 years old).

U.S. Equal Employment Opportunity Commission
1801 L Street, N.W.
Washington, DC 20507
☎ (202) 663-4900
(800) 669-4494

www.youth.eeoc.gov

EPA (U.S. Environmental Protection Agency)

The EPA enforces environmental regulations that protect both human health and the environment. The EPA also conducts research to identify, understand, and solve current and future environmental problems.

Environmental Protection Agency
Ariel Rios Building
1200 Pennsylvania Avenue, N.W.
Washington, DC 20460
☎ (202) 272-0167

www.epa.gov

NIOSH (National Institute for Occupational Safety and Health)

Federal agency responsible for conducting research and making recommendations for the prevention of work-related illnesses and injuries. Has free publications on chemicals, ergonomics, child labor, and other hazards. The Health Hazard Evaluation (HHE) program does research on hazards at specific workplaces. Workers, unions, and employers can request HHEs.

NIOSH/Centers for Disease Control and Prevention
1600 Clifton Road NE
Atlanta, GA 30333

NIOSH Publications
4676 Columbia Parkway
Cincinnati, OH 45226
☎ (800) 356-4674

www.cdc.gov/niosh (General)
www.cdc.gov/niosh/topics/youth (Young Worker Page)

OSHA (Occupational Safety and Health Administration)

Develops and enforces federal regulations and standards. Has many free publications and video library.

OSHA
U.S. Dept. of Labor
200 Constitution Ave. NW
Washington, DC 20210
☎ (800) 321-OSHA (Hotline)

www.osha.gov (General)
www.osha.gov/SLTC/teenworkers/ (Young Worker Page)

U.S. Department of Labor

The Wage and Hour Division (Employment Standards Administration) enforces the federal Fair Labor Standards Act (FLSA) for employment in the private sector, and in state and local government. Establishes and enforces national standards for minimum wage, overtime pay, child labor, and recordkeeping. Assesses penalties if violations are found.

Wage and Hour Division
200 Constitution Ave. NW, Room S3510
Washington, DC 20210
☎ (202) 219-8305

www.dol.gov/esa (General)
www.youthrules.dol.gov (Young Worker Page)

Young Worker Safety Resource Center (YWSRC)

A collaborative nationwide project of U.C. Berkeley's Labor Occupational Health Program (LOHP) and the Education Development Center, Inc. (EDC) in Massachusetts, the YWSRC provides training, technical assistance, and resource materials on young worker health and safety to state and community groups around the country.

Diane Bush or Robin Dewey
Labor Occupational Health Program (LOHP)
Young Workers Project
University of California, Berkeley
2223 Fulton St., 4th Floor
Berkeley, CA 94720-5120
☎ (510) 642-5507 (Office)
(888) 933-TEEN (Info Line)

www.youngworkers.org

Chris Miara
Education Development Center, Inc. (EDC)
55 Chapel St.
Newton, MA 02458
☎ (617) 618-2238

http://main.edc.org

State Resources

Office of the Massachusetts Attorney General, Fair Labor Division

The Attorney General enforces the payment of wages, minimum wage, child labor, workplace safety, public bidding, and the prevailing wage laws, as well as those covering the payment and lawful use of the unemployment and workers compensation insurance systems.

Office of the Attorney General
1 Ashburton Place
Boston, MA 02108

☎ AGO Fair Labor Hotline Phone Numbers:

Boston: (617) 727-3465
Springfield: (413) 784-1128
Worcester: (508) 792-7600
New Bedford: (508) 990-9700

www.mass.gov/ago
www.laborlowdown.com

Occupational Health Surveillance Program (OHSP), Massachusetts Department of Public Health

The overall mission of the Occupational Health Surveillance Program is to promote the health, safety, and quality of life of working people in Massachusetts. OHSP collects data on workplace injuries and illnesses, and conducts targeted intervention and education programs for workers, employers, and health care providers.

OSHP, Massachusetts Department of Public Health
250 Washington Street , 6th Floor
Boston , MA 02108-4619
☎ (617) 624-5632
(617) 624-5676 (FAX)

www.mass.gov/dph/ohsp

Massachusetts Department of Industrial Accidents

Provides information on benefits available when you have a job-related illness or injury.

Department of Industrial Accidents
600 Washington St., 7th Floor
Boston, MA 02111
☎ (800) 323-3249

www.mass.gov/dia

Massachusetts Commission Against Discrimination

The Commission enforces state laws against job discrimination and harassment, including discrimination on the basis of age, sex, sexual orientation, race, religious creed, color, marital status, familial status, physical or mental disability, or national origin.

Boston Office
One Ashburton Place
Sixth Floor, Room 601
Boston, MA 02108
☎ (617) 994-6000

Springfield Office
436 Dwight Street
Second Floor, Room 220
Springfield, MA 01103
☎ (413) 739-2145

www.mass.gov/mcad

For additional resource agencies and teaching materials, visit *www.youngworkers.org* and click on “Resources and Links.”

— CERTIFICATE OF COMPLETION —

National Institute for Occupational Safety and Health

Centers for Disease Control and Prevention

recognizes . . .

_____

for successfully completing the basic skills training course in occupational safety and health

Talking Safety

_____
Instructor

_____
Date

NIOSH
www.cdc.gov/niosh

Young Worker Safety Resource Center
www.youngworkers.org

— CERTIFICATE OF COMPLETION —

Young Worker Safety Resource Center

A project of the Education Development Center, Inc., and U.C. Berkeley Labor Occupational Health Program

TEACHING YOUTH / PAYMENT REQUEST FORM

(To be completed by teachers and other trainers who deliver safety curriculum to teens.)

Your name: _____

Name of school /organization: _____

Who do you want the check made out to?

___Yourself (include your Social Security Number) _____

___Your school (include Federal Tax ID Number) _____

Mailing address (where you want the check sent):

_____

_____

Phone: _____ Fax: _____

Email: _____

Date of training(s): _____

Class / subject in which you used the curriculum:

- ☐ Work Experience
- ☐ Vocational Education/Career Tech; Subject: _____
- ☐ Transition/WorkAbility Program (for students with learning / cognitive disabilities)
- ☐ Academic Class; Subject: _____
- ☐ Job Prep / Training Program
- ☐ Other: _____

Grade level: _____

Number of hours trained (1 hour minimum required)*: _____

Number of youth trained: _____

Number of these youth currently working: _____
(If unknown, please estimate)

What units did you use?

- ☐ Quiz
- ☐ Video
- ☐ Hazard Mapping
- ☐ Find the Hazards in the Picture
- ☐ Labor Law BINGO
- ☐ Jeopardy
- ☐ $25,000 Safety Pyramid
- ☐ Role Play
- ☐ Disaster Blaster
- ☐ Emergencies in the News
- ☐ Health & Safety Committee
- ☐ Millionaire Game

Did you share any materials with employers? Yes _____ No _____

If so, what did you share? ____

Approximately how many employers received materials? ______________________________

What do you think is the most important thing that youth took away from this training?

____

____

Do you plan to provide training with this curriculum in the future?

☐ Yes ☐ No ☐ Not sure

Why or why not? ____

Do you have any stories to share of ways your students have used the workplace health and safety information you provided?

____

____

Please describe any ways this training or distribution of materials has been institutionalized at your school or agency: ____

____

____

* *

Total Amount Requested*: $ ___________ ($1.00 per youth trained, minimum 25 students)

Signature: ______________________________________ Date: _________________________

*Please note: In order to submit a payment request, you must have provided at least one hour of training from one of these curricula: *Work Safe!, Safe Work/Safe Workers, Starting Safely,* or *Youth @ Work (original or Health Services Safety Edition)*.

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Mail Originals to: Donna Iverson
LOHP/UCB
2223 Fulton Street, 4th Floor
Berkeley, CA 94720-5120

Phone: 510-643-8902
Email: driver@berkeley.edu

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For Office Use Only

Authorized by: ______________________________ Date: ______________ Fund: ________________
(Diane Bush)

Sign-in sheet for Young Worker Safety Training

Date of training: _____

Location of training: _____

Name of trainer: _____

Names of participants: