

## 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/m<sup>3</sup>.** 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.

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# Innovating Science™ MATERIAL SAFETY DATA SHEET



By Aldon Corporation  
221 Rochester Street  
Avon, New York 14414-0408  
(585) 228-6177

"putting 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 Synonym: N/A

Formula: Mixture.

Unit Size: up to 3.785 L.

C.A.S. No. Mixture.

## SECTION II

### INGREDIENTS OF MIXTURES

Principal Component(s)

Ethyl alcohol, denatured\*, (CAS No. 64-17-5)

Water: (CAS No. 7732-18-5)

DANGER! FLAMMABLE! VAPOR HARMFUL. MAY BE FATAL

OR CAUSE BLINDNESS IF SWALLOWED.

## SECTION III

### PHYSICAL DATA

Melting Point (°F)

-114°F (-173°F)

Boiling Point (°F)

75-80°C (173-174°F)

Vapor Pressure (mm Hg)

44.6 mm @ 20°C (68°F)

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

Flash Point (Method Used)

10°C (50°F) TCC

Extinguisher Media

Dry chemical; Alcohol-resistant foam; or carbon dioxide; water spray or fog.

## SPECIAL FIREFIGHTING PROCEDURES

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

Autoignition Temperature: 363°C (685°F)

(1998 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

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

Unstable Stable X Excessive temperature and heat. Strong oxidizers. Sparks, flame and ignition sources.

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 May Occur

Will Not Occur X Not applicable.

## 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

Respiratory 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. Adequate to maintain below exposure limit.

Protective Gloves

Rubber. Eye Protection Adequate to maintain below exposure limit. 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

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. 4 Date 03/28/05 Approved James A. Bertsch Chemical Safety Coordinator JAB

The information contained herein is furnished without warranty of any type. Employees should use the information only as a supplement to other information furnished by the manufacturer. No representation is made that the use of the information will result in a safe outcome. Use of the information is at the user's sole risk. The safety and health of employees. Hazardous Materials Industrial Standards. Printed on recycled paper.

## Find the Hazards: Fast Food



## Find the Hazards: Grocery Store



## Find the Hazards: Office



## Find the Hazards: Gas Station



## Hunting for Hazards

Hazard

Possible Harm

Area: \_\_\_\_\_

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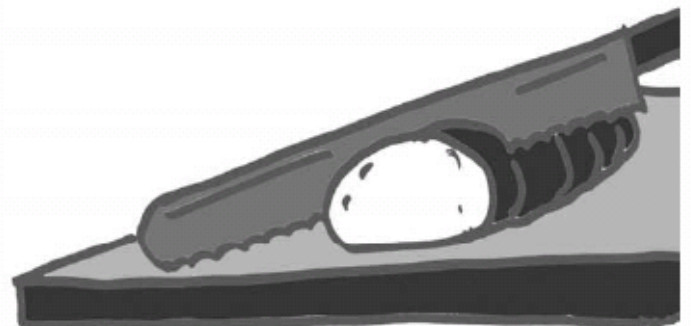
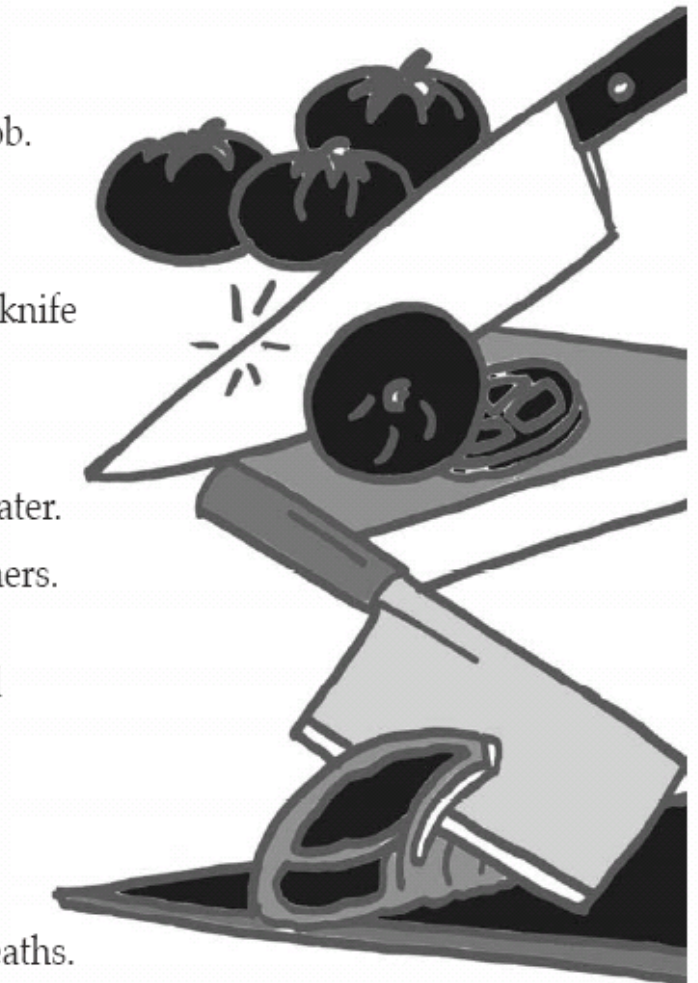
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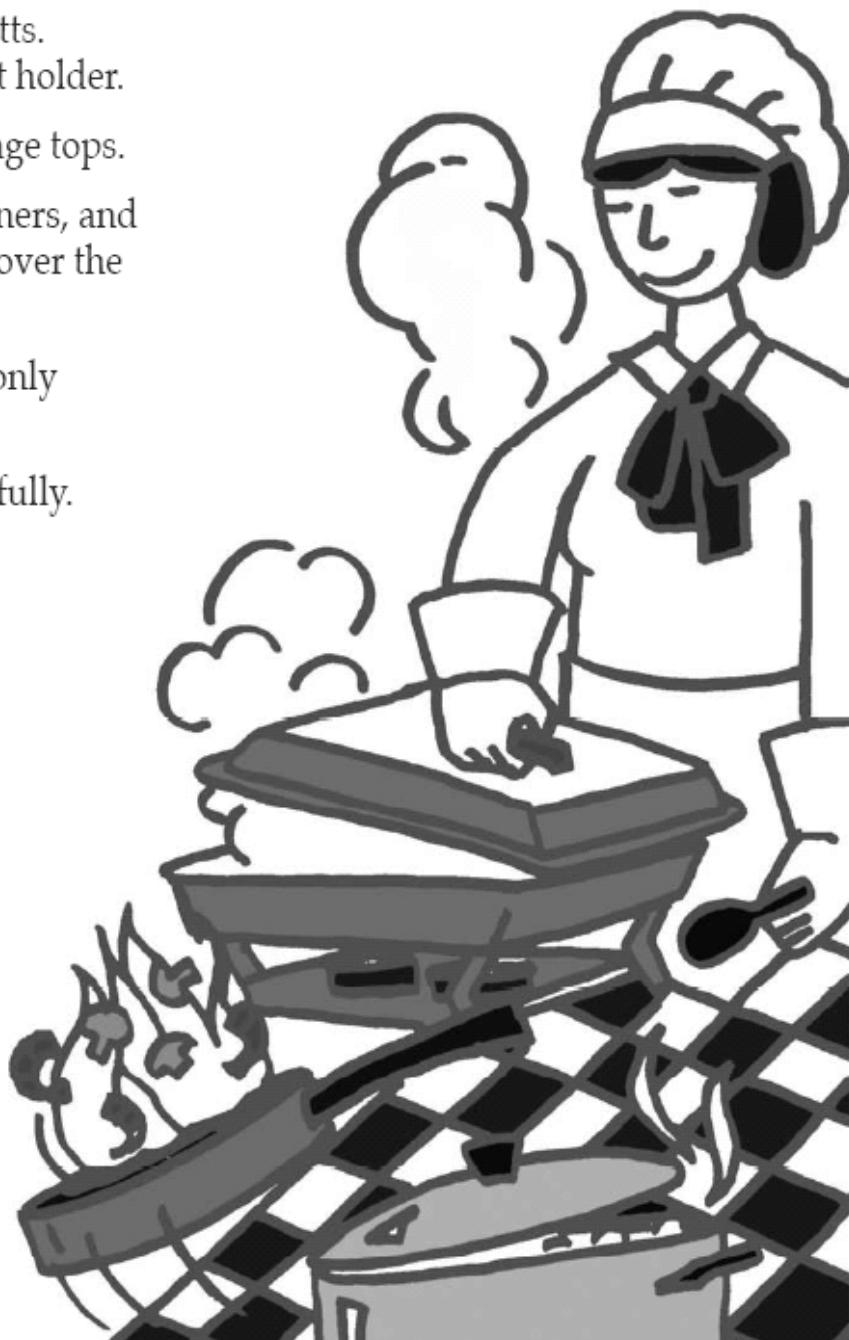
# TEN SAFE HANDLING HINTS FOR KNIVES

1. Keep knives sharpened, and let other staff know when knives are newly-sharpened.
2. Never touch knife blades.
3. Use a knife only for its intended purpose; use the appropriate knife for the cutting job.
4. Place a damp cloth under a cutting board to prevent slipping of the board.
5. When interrupted, stop cutting and place knife down on a flat and secured surface. Never place knives near the edge of a countertop.
6. Never leave a knife soaking in a sink of water.
7. Let a falling knife fall. Step back, warn others. Do not try to catch the knife.
8. Carry knives with the cutting edge angled slightly away from your body.
9. To hand a knife to someone else, place it down on a clean surface and let the other person pick it up.
10. Store knives properly in racks or knife sheaths.



# TEN STEPS FOR AVOIDING BURNS

1. Use pot holders, gloves and mitts.  
Never use wet material as a pot holder.
2. Avoid overcrowding on the range tops.
3. Set pot handles away from burners, and make sure they don't stick out over the edge of the range.
4. Adjust burner flames to cover only the bottom of a pan.
5. Check hot foods on stoves carefully.
6. Place sealed cooking pouches in boiling water carefully to avoid splashing.
7. Never leave hot oil or grease unattended.
8. Ask for help when moving or carrying a heavy pot of simmering liquid off the burner.
9. Do not use metal containers, foil, or utensils in a microwave oven.
10. Use hot pads and be careful when removing food and food containers from the microwave.  
Lift lids carefully to allow steam to escape.



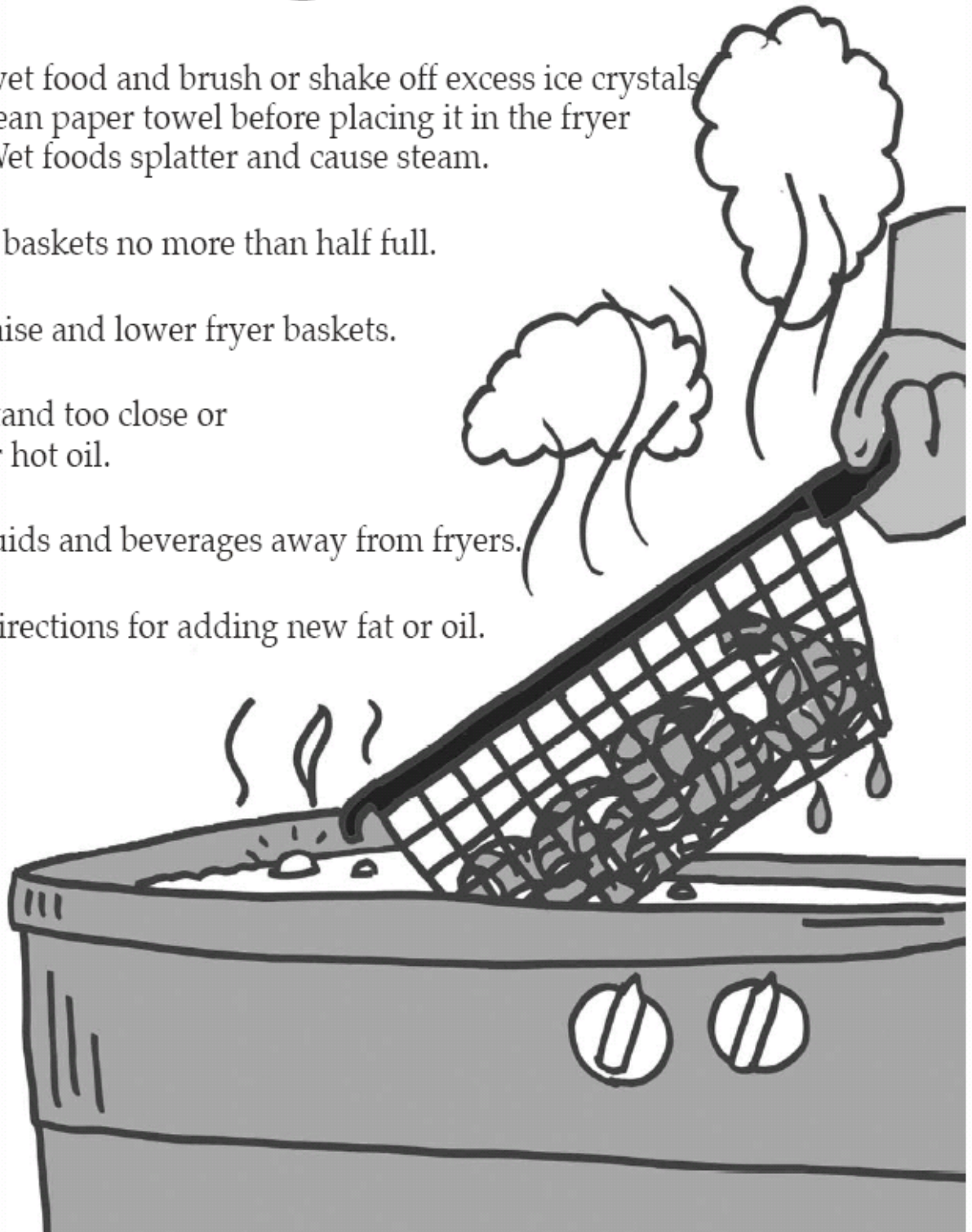
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# FRYER SAFETY

- Dry off wet food and brush or shake off excess ice crystals with a clean paper towel before placing it in the fryer basket. Wet foods splatter and cause steam.
- Fill fryer baskets no more than half full.
- Gently raise and lower fryer baskets.
- Do not stand too close or lean over hot oil.
- Keep liquids and beverages away from fryers.
- Follow directions for adding new fat or oil.



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# PREVENTING SLIPS AND FALLS

## FOOTWEAR

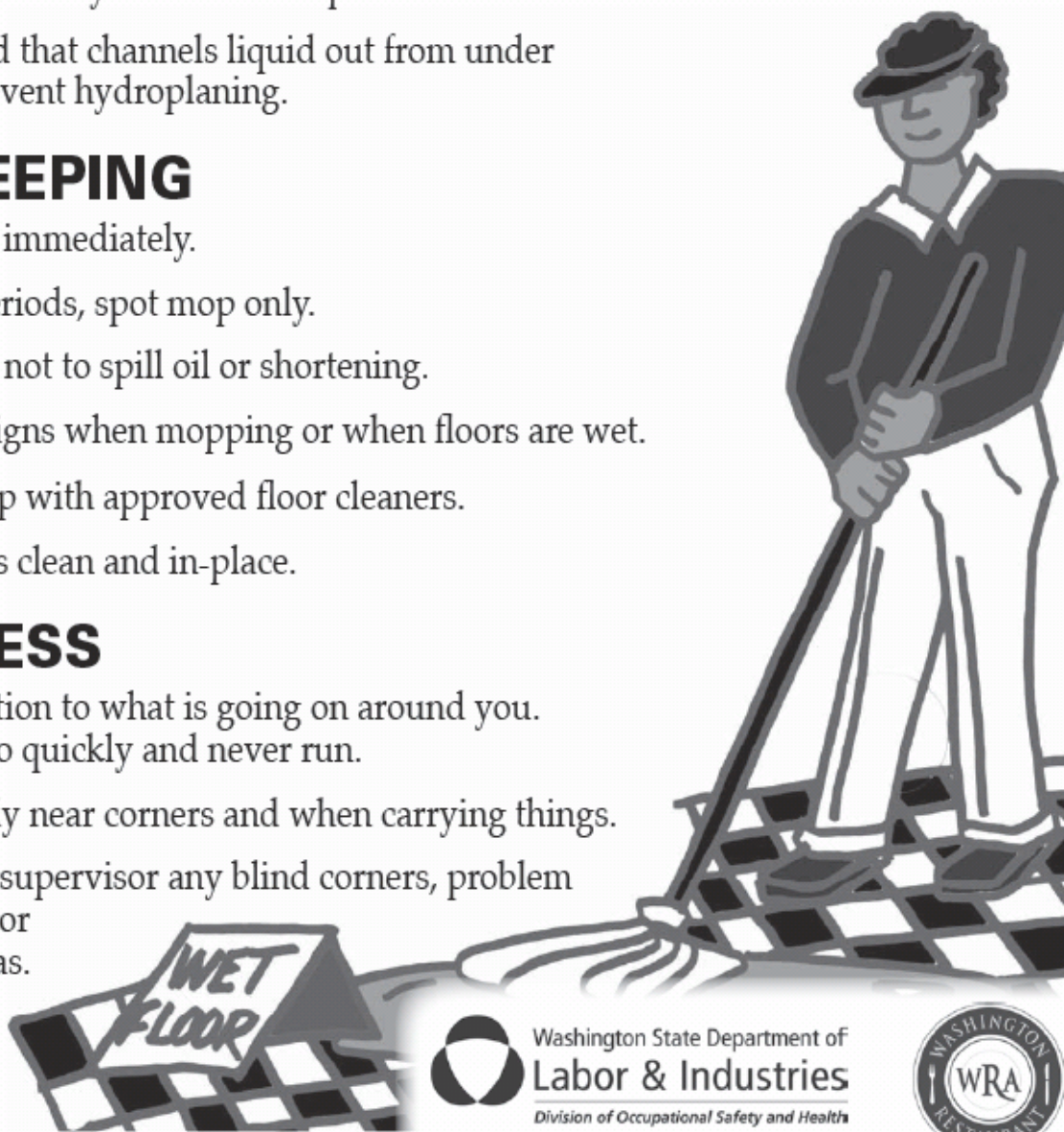
- Wear sturdy shoes with slip-resistant soles and low heels; no leather soles, open toe, platform, or high heels.
- Shoes should be laced and tightly tied.
- Avoid porous fabrics such as canvas, which won't protect your feet from spills and burns.
- Look for a tread that channels liquid out from under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



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# FOUR STEPS TO PROPER LIFTING

## 1. SIZE UP THE LOAD

- Use a hand truck if possible.
- Get help if you need it.
- Check for slivers, nails, exposed staples.
- Use gloves if necessary.
- Make sure you have a clear path to where you are moving it to.



## 2. LIFT

- Bring the load as close to you as possible before lifting.
- Lift with your legs, not your back.
- Keep your head up, your back straight and bend at your hips.



## 3. MOVE

- Keep the load close to your body.
- Look where you are going.
- Shift your feet to turn, don't twist your body.



## 4. GET SET AND LOWER

- When setting a load down, let your leg muscles carry it down.
- Make certain your fingers and toes are clear before setting the load down.



# Model Shoe Policy for Teen Restaurant Safety

## To prevent slips and falls use:

- Slip-resistant soles with a good tread
- Shoes that are laced and tightly tied
- No leather or smooth soles
- No open-toed shoes
- No platform or high heels
- No dress shoes

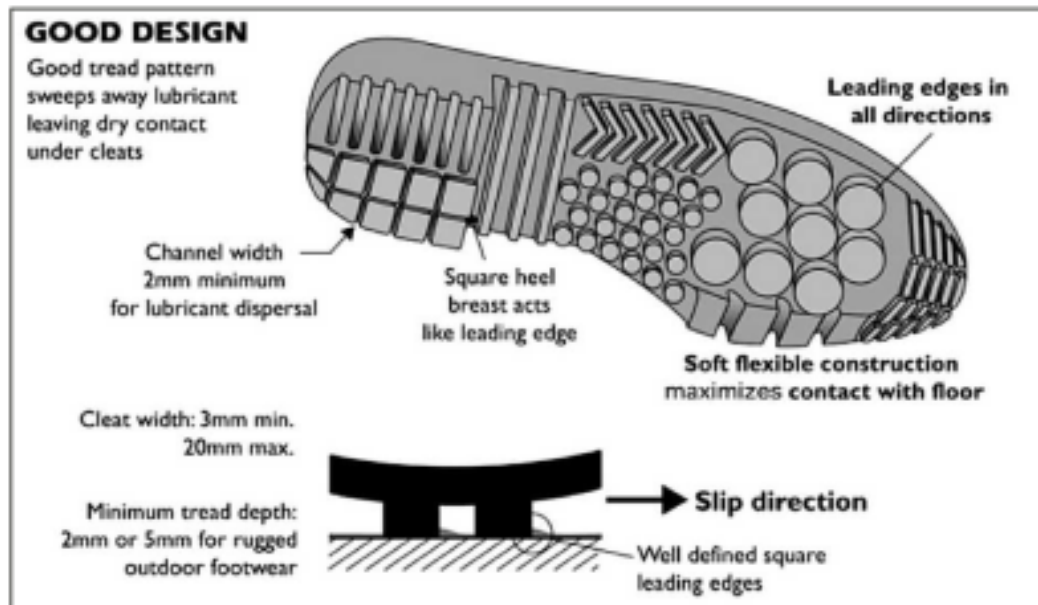
**No porous fabrics such as canvas.**

## Resources

Some shoe manufacturers have products with slip-resistant soles and also provide special employer purchasing arrangements. The following listing is not complete and does not constitute a product endorsement. Also consult your Yellow Pages under “Safety Equipment and Clothing.”

Iron Age Shoes: [www.ironageshoes.com](http://www.ironageshoes.com)

Shoes for Crews: [www.shoesforcrews.com](http://www.shoesforcrews.com)



From: Occupational Hazards Magazine, February 2007

## A. Worksheet

**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](http://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](http://www.cdc.gov/niosh/homepage.html)  
[www.cdc.gov/niosh/adolespg.html](http://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/](http://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](http://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](http://www.lohp.org)  
[socrates.berkeley.edu/~lohp/Intranet/](http://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](http://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](http://www.siri.org)

## Additional Resources for Information on Safety in Restaurants and Food Service Settings

### Government Agencies

OSHA (U.S. Occupational Safety and Health Administration)  
Teen Worker Safety in Restaurants eTool

Describes common hazards and potential safety solutions for teen workers and employers in the restaurant industry.

[www.osha.gov/SLTC/youth/restaurant](http://www.osha.gov/SLTC/youth/restaurant)

1-800-321-OSHA

OSHA (U.S. Occupational Safety and Health Administration)  
Safety Posters for Teen Workers

OSHA has created a variety of safety posters specifically for food service operations. “Preventing Slips/Trips/Falls,” “Safe Knife Handling,” “Clean-up Safety” and “Safer Lifting” are just a few of the posters available.

[www.osha.gov/SLTC/youth/restaurant/posters.html](http://www.osha.gov/SLTC/youth/restaurant/posters.html)

1-800-321-OSHA

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. The most relevant fact sheets for restaurant employers are #2, #2a, #41 & #58.

[www.dol.gov/esa/fact-sheets-index.htm](http://www.dol.gov/esa/fact-sheets-index.htm)

1-866-487-9243

NIOSH (National Institute for Occupational Safety and Health)  
Preventing Work-related Burn Injuries to Youth Working in Fast Food Restaurants

This fact sheet provides information on burns to youth in the fast food industry and offers tips for preventing such injuries.

[www.cdc.gov/niosh/topics/youth/](http://www.cdc.gov/niosh/topics/youth/)

1-800-356-4674

**Other Organizations**

Restaurant Supervisor Safety Training Program, University of California, Berkeley  
Safety Tip Sheets

These tip sheets are for employers who wish to improve the health and safety of their young workers. These sheets are focused on the restaurant/food service industry and cover the most common hazards found in such workplaces.

[www.dir.ca.gov/CHSWC/SBMRMaterials.htm](http://www.dir.ca.gov/CHSWC/SBMRMaterials.htm) (available in English and Spanish)

510-642-5507

Massachusetts Department of Public Health, Teens at Work Injury Surveillance and Prevention Project  
First Aid for Burns in Restaurants Poster

This poster provides instructions for providing first aid for heat burns in restaurants. It is available in English, Spanish, and Portuguese.

[www.mass.gov/dph/teensatwork](http://www.mass.gov/dph/teensatwork)

617-624-5632

Oregon Worker Illness & Injury Prevention Program  
Deep Fat Fryer Safety Checklist

This checklist was developed for use by restaurant owners, managers, and workers as a self-inspection guide for deep fat fryer work practices and operations.

[www.oregon.gov/DHS/ph/owiipp/restaurant.shtml](http://www.oregon.gov/DHS/ph/owiipp/restaurant.shtml)

503-731-4025

## C. Scenarios

### Scenario A: Kitchen Dishwasher

Kevin works as a dishwasher in a restaurant kitchen. He's seventeen years old. One day, when he was unloading a very full rack from the dishwasher, 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: Dangerous Paint Stripper

Theresa has a job working in a restaurant. During off-peak times, her supervisor has her work on removing graffiti both outside and inside the restaurant using a cleaner called "Graffiti Gone." She has to take a lot of breaks, because the chemical makes her throat burn. It also make her feel dizzy sometimes, especially when she's cleaning indoors in the bathrooms. On one of the labels, 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 C: Alone at Night

Sarah works in a small, local restaurant. Sometimes there is only one person on the closing shift because they are always short-staffed. It makes her nervous to be in the restaurant 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 D: 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 E: 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 F: 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 music concert. He wants to find some information on how much noise is bad for you, and what he can do.

**Scenario G: 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.

# ROBBERIES AND ABUSIVE CUSTOMERS

## Tips for preventing injuries

### Handling cash

- Leave a clear, unobstructed view of the cash register from the street.
- Post signs saying cash register contains minimal cash.
- Store cash in a drop safe, limited-access safe or comparable safe container.
- Don't count cash or close the till in front of customers.
- Practice the "buddy system" during cash drops.



## Creating a safer restaurant or retail environment

### Training

- Develop a workplace violence prevention plan. Use it to train your employees.
- Train employees on what to do in case of a robbery.
- Train employees on how to de-escalate a potentially violent situation. Establish a policy that employees not resist or pursue shoplifters.
- Establish a reporting process for violent incidents and threats.

### Postings

- Post emergency telephone numbers.
- Post laws against assault, stalking or violent acts.

### Staffing

- Schedule at least two people per shift. Minors may not work without adult (age 18 or older) supervision after 8 p.m.
- Don't require servers to wear revealing or sexy uniforms.
- Keep background noise to a minimum.

*Continued on reverse* ►



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



ASSOCIATION

## Entering and leaving

- Have more than one exit employees can reach in case of emergency.
- Practice the “buddy system” to walk to public transportation and parking areas.
- Make sure back doors are locked at night. Employees should still be able to exit easily.

## Security and lighting

- Use alarms and locks. Make sure they work properly.
- Use security surveillance cameras or mirrors.
- Provide a “panic” button, silent alarm or other means for employees to communicate with police or security.
- Provide adequate lighting and security in parking lots and other areas where employees go alone at night.
- Work with your local law enforcement to identify any special arrangements which might be useful in a particular location.



## Learn more

The following information is available from the Washington Department of Labor & Industries (L&I).

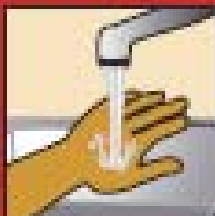
- *Workplace Violence: Awareness and Prevention for Employers and Employees:* This guidebook describes four types of workplace violence, outlines steps to minimize and prevent violent acts, and discusses potential risk factors and prevention techniques. Includes a sample program and reproducible forms. Available only online: [www.Lni.wa.gov/IPUB/417-140-000.pdf](http://www.Lni.wa.gov/IPUB/417-140-000.pdf).
- L&I's Web site. Find useful information on workplace violence prevention and links to other resources at [www.Lni.wa.gov/Safety/Topics/AtoZ/WPV](http://www.Lni.wa.gov/Safety/Topics/AtoZ/WPV).
- Restaurant Safety: Robbery Prevention and Awareness (Cómo Prevenir Robos), animated training video from L&I's video library online at [www.Lni.wa.gov/Safety/TrainTools/Videos/Library](http://www.Lni.wa.gov/Safety/TrainTools/Videos/Library) [Video ID: V0947]; Or call 1-800-574-9881 or e-mail [shvideo@Lni.wa.gov](mailto:shvideo@Lni.wa.gov).
- OSHA's Web site. Find additional resources on Violence Prevention at [www.osha.gov/](http://www.osha.gov/).

# **FIRST AID for BURNS** **in RESTAURANTS**



## **IF YOU GET BURNED**

1. First **GET AWAY** from the heat source.



2. Run **COOL WATER** slowly over the burn area for several minutes.



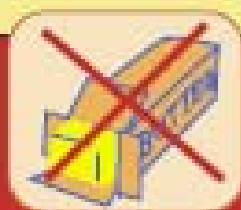
3. **COVER** the burn with a clean, dry cloth or bandage.

## **GET MEDICAL HELP IMMEDIATELY**

- ▶ IF the burn covers a large body area.
- ▶ IF the burn is on the face, eyes, hands or feet.
- ▶ IF the burn causes extreme pain or numbness.
- ▶ IF you breathed in smoke.
- ▶ IF the burn produces blisters.
- ▶ IF chemicals or electrical shock caused the burn.

## **WARNING!**

- ▶ **DO NOT** apply ice or ice water.
- ▶ **DO NOT** apply butter, first aid creams, sprays or home remedies.
- ▶ **DO NOT** try to remove clothing or dirt stuck to the burn.
- ▶ **DO NOT** break a blister unless told to do so by a doctor.



## Disaster Blaster



## Disaster Blaster Game Cards

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

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

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

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

## 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.

## **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?

## 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	<ul style="list-style-type: none"> <li>• Toxic chemicals in cleaning products</li> <li>• Blood in discarded needles</li> </ul>
Food Service	<ul style="list-style-type: none"> <li>• Slippery floors</li> <li>• Hot cooking equipment</li> <li>• Sharp objects</li> </ul>
Retail/Sales	<ul style="list-style-type: none"> <li>• Violent crimes</li> <li>• Heavy lifting</li> </ul>
Office/Clerical	<ul style="list-style-type: none"> <li>• Stress</li> <li>• Harassment</li> <li>• Poor computer workstation design</li> </ul>

## 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° 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](http://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
	<b>During the School Year</b> <ul style="list-style-type: none"> <li>Only between 7 am and 7 pm</li> <li>Not during school hours</li> </ul> <b>During the summer (July 1—Labor Day)</b> <ul style="list-style-type: none"> <li>Only between 7 am and 9 pm</li> </ul>	<ul style="list-style-type: none"> <li>6 am—10 pm when there is school the next day*</li> <li>6 am—12 am if you work in a restaurant or at a racetrack and there is not school the next day**</li> </ul>
<b>Maximum Hours When School is in Session</b>	18 hours a week, but not over: <ul style="list-style-type: none"> <li>3 hours a day on school days</li> <li>8 hours a day on weekends or holidays</li> <li>6 days a week</li> </ul>	48 hours a week, but not over: <ul style="list-style-type: none"> <li>9 hours a day</li> <li>6 days a week</li> </ul>
<b>Maximum Hours When School is not in Session</b>	40 hours a week, but not over: <ul style="list-style-type: none"> <li>8 hours a day</li> <li>6 days a week</li> </ul>	48 hours a week, but not over: <ul style="list-style-type: none"> <li>9 hours a day</li> <li>6 days a week</li> </ul>

\* 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 right 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](http://www.youngworkers.org)

• Massachusetts Dept. of Public Health, Occupational Health Surveillance Program  
☎ (617) 624-5632      [www.mass.gov/dph/ohsp](http://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](http://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](http://www.mass.gov/ago/youthemployment)

• U.S. Department of Labor, Wage & Hour Division  
☎ (617) 624-6700      [www.dol.gov/esa/whd](http://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](http://www.mass.gov/mcad)















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

### For information about benefits for injured workers:

• Massachusetts Department of Industrial Accidents  
☎ (800) 323-3249      [www.mass.gov/dia](http://www.mass.gov/dia)














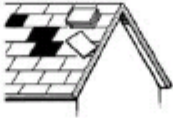




## Labor Law Bingo: Board #1

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	<b>FREE SPACE</b>	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


















## 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


















## 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	<b>FREE SPACE</b>	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














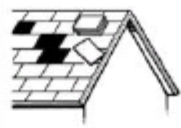



## Labor Law Bingo: Board #4

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

















## 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	<b>FREE SPACE</b>	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 


















## Labor Law Bingo: Board #6

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

















## 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


















## 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	<b>FREE SPACE</b>	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
















## 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 	<b>FREE SPACE</b>	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 



















## 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	<b>FREE SPACE</b>	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



















## 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	<b>FREE SPACE</b>	 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




















## Labor Law Bingo: Board #12

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



## Labor Law Bingo: Board #13

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

## Elena's Story

*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.

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### 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?

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## Student Handout #24

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

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

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

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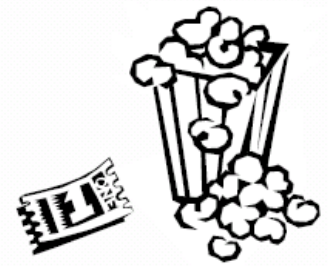
## Hazards in the Fast Food Restaurant

HAZARD	EFFECT	POSSIBLE SOLUTIONS
<b>Safety Hazards</b>		
Cooking equipment	Burns or electric shocks	<ul style="list-style-type: none"> <li>• Keep appliances in safe condition</li> <li>• Have guards around hot surfaces</li> <li>• Wear gloves or mitts</li> </ul>
Hot grease	Burns	<ul style="list-style-type: none"> <li>• Use grease pans that dump automatically</li> <li>• Have splash guards</li> <li>• Wear protective clothing</li> </ul>
Slicers and powered cutting equipment	Cuts	<ul style="list-style-type: none"> <li>• Must be 18 or older to use</li> <li>• Keep guards in place</li> <li>• Get proper training</li> <li>• Turn off when cleaning</li> </ul>
Slippery floors	Slips or falls	<ul style="list-style-type: none"> <li>• Clean up spills quickly</li> <li>• Use floor mats</li> </ul>
<b>Chemical Hazards</b>		
Dishwashing products	Skin contact may cause irritation or dermatitis	<ul style="list-style-type: none"> <li>• Use safer products</li> <li>• Wear gloves</li> </ul>
Cleaning products	Some vapors cause headaches and other health problems; skin contact may cause irritation or dermatitis	<ul style="list-style-type: none"> <li>• Use safer products</li> <li>• Wear gloves when necessary</li> <li>• Have good ventilation</li> </ul>
<b>Other Health Hazards</b>		
Contact with public	Stress; criminal violence; robbery	<ul style="list-style-type: none"> <li>• Have adequate security</li> <li>• Schedule at least two people per shift</li> <li>• Use barriers where money is handled</li> <li>• Get customer service training</li> </ul>
Standing for long periods	Back injuries; varicose veins	<ul style="list-style-type: none"> <li>• Use floor mats</li> <li>• Take regular breaks</li> <li>• Rotate jobs</li> </ul>
Bending, reaching, stretching, and lifting	Muscle strains or sprains	<ul style="list-style-type: none"> <li>• Keep heavy items on lower shelves</li> <li>• Rotate jobs</li> <li>• Use helpers</li> </ul>



## Hazards in the Grocery Store

HAZARD	EFFECT	POSSIBLE SOLUTIONS
<b>Safety Hazards</b>		
Box cutters	Cuts	<ul style="list-style-type: none"> <li>• Cut properly</li> <li>• Store properly</li> </ul>
Box crushers	Various body injuries	<ul style="list-style-type: none"> <li>• Must be 18 to use</li> <li>• Get proper training</li> </ul>
Sharp knives	Cuts	<ul style="list-style-type: none"> <li>• Keep in good condition</li> <li>• Cut properly</li> <li>• Store properly</li> </ul>
Deli slicers	Cuts	<ul style="list-style-type: none"> <li>• Must be 18 or older to use</li> <li>• Keep guards in place</li> <li>• Get proper training</li> <li>• Turn off when cleaning</li> </ul>
<b>Chemical Hazards</b>		
Cleaning products	Some vapors cause headaches and other health problems; skin contact may cause irritation or dermatitis	<ul style="list-style-type: none"> <li>• Use safer products</li> <li>• Wear gloves when necessary</li> <li>• Have good ventilation</li> </ul>
<b>Other Health Hazards</b>		
Checkout scanners	Muscle, tendon or nerve injuries	<ul style="list-style-type: none"> <li>• Redesign checkstands</li> <li>• Take regular breaks</li> <li>• Rotate jobs</li> </ul>
Bending, reaching, stretching, and lifting	Muscle strains or sprains	<ul style="list-style-type: none"> <li>• Use machinery instead</li> <li>• Keep heavy items on lower shelves</li> <li>• Get proper training</li> <li>• Rotate jobs</li> <li>• Use helpers</li> </ul>
Cold temperatures (in cold storage areas, freezers)	Frostbite	<ul style="list-style-type: none"> <li>• Limit time working in cold areas</li> </ul>



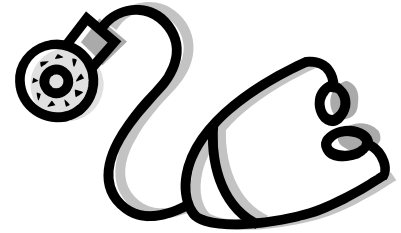
## Hazards in the Movie Theater

HAZARD	EFFECT	POSSIBLE SOLUTIONS
<b>Safety Hazards</b>		
Popcorn, hot dog, and coffee machines	Burns or electric shocks	<ul style="list-style-type: none"> <li>• Keep appliances in good condition</li> <li>• Wear gloves or mitts</li> </ul>
Slippery floors	Slips or falls	<ul style="list-style-type: none"> <li>• Clean up spills quickly</li> <li>• Use floor mats</li> </ul>
Ladders	Falls	<ul style="list-style-type: none"> <li>• Must be 16 or older to use</li> <li>• Use safe ladders</li> <li>• Get proper training</li> </ul>
<b>Chemical Hazards</b>		
Cleaning products	Some vapors cause headaches and other health problems; skin contact may cause irritation or dermatitis	<ul style="list-style-type: none"> <li>• Use safer products</li> <li>• Wear gloves when necessary</li> <li>• Have good ventilation</li> </ul>
<b>Other Health Hazards</b>		
Contact with public	Stress; criminal violence; robbery	<ul style="list-style-type: none"> <li>• Have adequate security</li> <li>• Schedule at least two people per shift</li> <li>• Use barriers where money is handled</li> <li>• Get customer service training</li> <li>• Rotate jobs</li> </ul>
Dark environments	Eyestrain; slips or falls	<ul style="list-style-type: none"> <li>• Use flashlights</li> </ul>
Standing for long periods	Back injuries; varicose veins	<ul style="list-style-type: none"> <li>• Use floor mats</li> <li>• Take regular breaks</li> <li>• Rotate jobs</li> </ul>



## Hazards in the Office

HAZARD	EFFECT	POSSIBLE SOLUTIONS
<b>Safety Hazards</b>		
Cords and loose carpeting areas	Tripping	<ul style="list-style-type: none"> <li>• Don't run cords through public areas</li> <li>• Keep carpets secured</li> </ul>
Unsecured furniture	Can fall in earthquake	<ul style="list-style-type: none"> <li>• Secure bookcases, file cabinets, etc.</li> </ul>
Overloaded electric circuits	Fire	<ul style="list-style-type: none"> <li>• Have enough outlets</li> </ul>
<b>Chemical Hazards</b>		
Ozone from copiers	Breathing difficulty; headaches; dizziness	<ul style="list-style-type: none"> <li>• Place copiers in a separate area</li> <li>• Have good ventilation</li> </ul>
Poor indoor air quality	Breathing difficulty; headaches; dizziness	<ul style="list-style-type: none"> <li>• Have good ventilation</li> </ul>
<b>Other Health Hazards</b>		
Computer keyboards and mice	Tendon and nerve problems	<ul style="list-style-type: none"> <li>• Use adjustable chairs and workstations</li> <li>• Have good posture</li> <li>• Take regular breaks</li> </ul>
Computer monitors	Eyestrain	<ul style="list-style-type: none"> <li>• Position monitor correctly</li> <li>• Adjust monitor properly</li> <li>• Take regular breaks</li> </ul>
Sitting for long periods of time	Back pain	<ul style="list-style-type: none"> <li>• Use proper chairs</li> <li>• Have good posture</li> <li>• Take regular breaks</li> </ul>
Repetitive, boring work	Stress	<ul style="list-style-type: none"> <li>• Rotate jobs</li> </ul>



## Hazards in Healthcare Settings


HAZARD	EFFECT	POSSIBLE SOLUTIONS
<b>Safety Hazards</b>		
Slippery/wet surfaces; poor lighting; cluttered/obstructed work areas or hallways	Slips or falls	<ul style="list-style-type: none"> <li>• Clean up wet surfaces or spills quickly</li> <li>• Use “caution” signs to alert employees and patients to slippery surfaces</li> <li>• Use floor mats in kitchen areas</li> <li>• Keep work areas and hallways well lit and free of clutter</li> </ul>
Patient handling	Back strain; repetitive stress injuries; other muscle sprains or strains	<ul style="list-style-type: none"> <li>• Use mechanical lifts when available</li> <li>• Use safe lifting techniques/don’t perform lifts alone</li> <li>• Limit the number of allowed lifts per workday</li> </ul>
<b>Chemical Hazards</b>		
Cleaning products; sterilizing agents; hazardous drugs	Some vapors cause headaches and other respiratory and health problems; skin contact may cause irritation or dermatitis	<ul style="list-style-type: none"> <li>• Use safer products</li> <li>• Wear gloves when necessary</li> <li>• Have good ventilation</li> </ul>
Latex (gloves)	Can cause irritation, dermatitis, respiratory problems, or allergic reactions	<ul style="list-style-type: none"> <li>• Use non-latex gloves when not coming in contact with infectious materials</li> <li>• If latex gloves are necessary, use powder-free gloves</li> </ul>
<b>Other Health Hazards</b>		
Contact with patients and the public	Stress; violence	<ul style="list-style-type: none"> <li>• Have adequate security</li> <li>• Have adequate staffing</li> <li>• Learn how to identify signs of potential violence</li> </ul>
Needlesticks and sharps injuries; contact with patients’ bodily fluids	Bloodborne pathogen exposure	<ul style="list-style-type: none"> <li>• Follow Universal Precautions</li> <li>• Use appropriate PPE</li> <li>• Use safe handling techniques with sharps instruments</li> <li>• Use sharp devices with safety features</li> <li>• Dispose of sharps safely in appropriate containers</li> </ul>

## 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](http://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](http://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

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

[www.cdc.gov/niosh](http://www.cdc.gov/niosh) (General)

[www.cdc.gov/niosh/topics/youth](http://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](http://www.osha.gov) (General)

[www.osha.gov/SLTC/teenworkers/](http://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](http://www.dol.gov/esa) (General)


[www.youthrules.dol.gov](http://www.youthrules.dol.gov) (Young Worker Page)

## Appendix B

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### 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](http://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](http://www.mass.gov/ago)

[www.laborlowdown.com](http://www.laborlowdown.com)


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### 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.

OHSP, 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](http://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](http://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

[www.mass.gov/mcad](http://www.mass.gov/mcad)

**Springfield Office**  
436 Dwight Street  
Second Floor, Room 220  
Springfield, MA 01103

 (413) 739-2145

For additional resource agencies and teaching materials,  
visit [www.youngworkers.org](http://www.youngworkers.org) and click on “Resources and  
Links.”

## Exemptions to the Child Labor Laws for Cooperative Education

The child labor laws are meant to protect youth under age 18. However, there are some exemptions to these laws for students enrolled in Massachusetts Chapter 74-approved programs. These exemptions are listed below.

***There are no similar exemptions from the hazardous occupations rules for youth younger than 16.***

Fourteen- and 15-year-olds, however, may be employed in approved school-administered and school-supervised Work Experience and Career Exploration Programs. Such programs allow variations in the rules and permit employment during school hours, for as many as 23 hours in school weeks, and in otherwise prohibited occupations for which an official exception has been authorized by the Department of Labor.

### No Exemptions Summary, Period

The following list contains the type of work that all minors under 18 ***must not do*** regardless of whether they are enrolled in cooperative education components of Chapter 74-approved programs.

*Source: Massachusetts (M.G.L. c. 149 Section 62A MASSACHUSETTS LAW RESTRICTING MINORS UNDER 18 FROM CERTAIN OCCUPATIONS and Code of Federal Regulations Title 29 (CFR 29) Part 570.51-570.68; Code of Federal Regulations Title 29 (CFR 29) Part 570.50 (c) (1)*

1. Work involving plants or establishments manufacturing or storing explosives or articles containing explosive components (Federal)
2. Work involving coalmine occupations (Federal)
3. Work involving logging occupations and occupations in the operation of any sawmill, lathe mill, shingle mill, or cooperage stock mill (Federal)
4. Work involving exposure to radioactive substances and to ionizing radiations (Federal)
5. Work involving operation of power-driven hoisting apparatus (MA & Federal) (State Director of Career and Technical Education's note: this includes work operating automotive lifts (putting them up and down.)
6. Work involving mining, other than coal (Federal)
7. Work involving operation of bakery machines (Federal) – *explained in more detail below under Federal Hazardous Occupation #11*
8. Work involving manufacture of brick, tile, and kindred production (Federal)
9. Work involving wrecking, demolition, and ship breaking operations (Federal)

### Exemptions Summary for Cooperative Education

The following list takes into account Massachusetts and federal law and regulations. It contains the type of work that minors under 18 are prohibited from doing unless they are enrolled in Chapter 74-approved cooperative education programs and the work meets the following conditions: **employed under written agreements • performing work that is incidental to their training • performing work that is intermittent and for short periods of time • under the direct and close supervision of a qualified and experienced person • given safety instruction correlated by the employer with on-the-job training.**

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*Source: Massachusetts (M.G.L. c. 149 Section 62A MASSACHUSETTS LAW RESTRICTING MINORS UNDER 18 FROM CERTAIN OCCUPATIONS, and the Code of Federal Regulations Title 29 (CFR 29) Part 570.51-570.68; Code of Federal Regulations Title 29 (CFR 29) Part 570.50 (c) (1) and the Child Labor Bulletin 101 – Child Labor Requirements in Nonagricultural Occupations under the Fair Labor Standards Act WH – Revised March 2001.*

1. Work in or about blast furnaces. (MA) (State Director of Career and Technical Education's note: this applies to students in Stationary Engineering Chapter 74-approved programs, only)
2. Work in oiling or cleaning hazardous machinery in motion (MA)
3. Work involving the operation or use of any polishing or buffing wheel (MA)
4. Work in operating motor vehicles of any description, except golf carts on a golf course if the minor is licensed to operate a motor vehicle, and except in the course of employment in an automobile repair shop (MA) (State Director of Career and Technical Education's note: this means that a student enrolled in a Chapter 74-approved cooperative education program may operate a motor vehicle off the roadway and if 17 or older on roadways subject to the conditions in ***Department of Labor Employment Standards Administration Wage and Hour Division, WH-1330 Revised March 2001*** in ***Appendix A***).
5. Work in that part of any hotel, theatre, concert hall, place of amusement or other establishment where intoxicating liquors are sold (MA) (State Director of Career and Technical Education's note: provided that the students are not serving or handling liquor or liquor containers including glasses that held liquor).
6. Work in any room or other subdivision of a building at a height of more than thirty feet above the floor of such room or other subdivision, or in any other place at a height of more than thirty feet above the ground level or water level, as the case may be; in the operation or management of any type of elevator other than a self- service elevator, as defined in the regulations of the board of elevator regulations and duly filed with the office of the state secretary, or in the cleaning or repairing of any type of elevator.
7. Occupations involved in the operation of power-driven woodworking machines (Federal #5)
8. Occupations involved in the operations of power-driven metal forming, punching, and shearing machines (Federal # 8)
9. Occupations in the operation of power-driven meat-processing machines and occupations involving slaughtering, meat packing or processing (Federal #10) – *explained in more detail below under Federal Hazardous Occupation #10*
10. Occupations involved in the operation of paper-products machines (Federal #12)
11. Occupations involved in the operations of circular saws, band saws, and guillotine shears (Federal #14)
12. Occupations in roofing operations (Federal #16)
13. Occupations in excavation operations (Federal #17)

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The following exemptions are not applicable because Massachusetts does not have any approved Chapter 74 programs related to this work:

1. Work involving switch tending (MA)
2. Work involving gate tending (MA)
3. Work involving track repairing (MA)
4. Work as a brakeman, fireman, engineer, motorman or conductor upon a railroad or railway (MA)
5. Work as a fireman or engineer upon any boat or vessel (MA)
6. Work involving the manufacture of white or yellow phosphorous or phosphorous matches (MA)
7. Work in any distillery, brewery, or any other establishment where alcoholic beverages, as defined in section one of chapter one hundred and thirty-eight, are manufactured, packed, wrapped or bottled (MA)

**Federal Hazardous Occupation #10 (has an exemption for cooperative education)** – Operating power-driven meat processing equipment, **including meat slicers and other food slicers**, in retail establishments (such as grocery stores, restaurants, kitchens and delis), wholesale establishments, and most occupations in meat slaughtering, packing, processing, or rendering.

The following occupations in retail establishments, wholesale establishments, service establishments, slaughtering and meatpacking establishments, or rendering plants are prohibited:

1. All occupations involved in the operation or feeding of the following power-driven machines, including setting-up, adjusting, repairing, oiling, or cleaning such machines, regardless of the product being processed by these machines (including, for example, the slicing in a retail delicatessen of meat, poultry, seafood, bread, vegetables, or cheese, etc.): meat slicers, meat patty forming machines, meat and bone cutting saws, knives (*except* bacon-slicing machines<sup>5</sup>).
2. All occupations involved in the operation or feeding of the following power-driven machines, including setting-up, adjusting, repairing, oiling, or cleaning such machines, regardless of the product being processed by these machines: headsplitters, and guillotine cutters; snoutpullers and jawpullers; skinning machines; horizontal rotary washing machines; casing-cleaning machines; and presses (*except* belly-rolling machines).
3. All boning operations.
4. All operations on the killing floor, in curing cellars, and in hide cellars, *except* the work of messengers, runners, handtruckers, and similar occupations which require entering such workrooms or workplaces infrequently and for short periods of time.
5. All occupations involved in the recovery of lard and oils, *except* packaging and shipping of such products and the operations of lard-roll machines.
6. All occupations involved in tankage or rendering of dead animals, animal offal, animal fats, scrap meats, blood, and bones into stockfeeds, tallow, inedible greases, fertilizer ingredients, and similar products.
7. All occupations that involve the pushing or dropping of any suspended carcass, half-carcass, or quarter-carcass of beef.

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8. All occupations involving hand-lifting or hand-carrying any carcass or half-carcass of beef, pork, or horse, or any quarter-carcass of beef or horse.

<sup>5</sup> The term *bacon slicing machine* as used in this HO refers to those machines which are designed solely for the purpose of slicing bacon and are equipped with enclosure or barrier guards that prevent the operator from coming in contact with the blade or blades, and with devices for automatic feeding, slicing, shingling, stacking, and conveying the sliced bacon away from the point of operation.

**The exemption for student-learners and apprentices applies to HO 10.** HO 10 shall not apply to the killing and processing of poultry, rabbits, or small game in areas physically separated from the killing floor.

### Definitions:

1. The term *slaughtering and meatpacking establishments* shall mean places in or about which cattle, calves, hogs, sheep, lambs, goats, or horses are killed, butchered, or processed. The term shall also include establishments which manufacture or process meat products or sausage casings from such animals.
2. The term *rendering plants* shall mean establishments engaged in the conversion of dead animals, animal offal, animal fats, scrap meats, blood and bones into stock feeds, tallow, inedible greases, fertilizer ingredients, and similar products.
3. The term *killing floor* shall include that workroom or workplace where cattle, calves, hogs, sheep, lambs, goats, or horses are immobilized, shackled, or killed, and the carcasses are dressed prior to chilling.
4. The term *curing cellar* shall include that workroom or workplace which is primarily devoted to the preservation and flavoring of meat by curing materials. It does not include that workroom or workplace where meats are smoked.
5. The term *hide cellar* shall include that workroom or workplace where hides are graded, trimmed, salted, and otherwise cured.
6. The term *boning occupations* shall mean the removal of bones from meat cuts. It shall not include work that involves cutting, scraping, or trimming meat from cuts containing bones.

**Federal Hazardous Occupation #11 (does not have an exemption for cooperative education) –**  
Power-driven bakery machines including vertical dough or batter mixers.

The following occupations involved in the operation of power-driven bakery machines, no matter where performed, are prohibited:

1. The occupations of operating, assisting to operate, or setting-up, adjusting, repairing, oiling, or cleaning any horizontal or vertical doughmixer; battermixer<sup>6</sup>; bread dividing, rounding, or molding machine; doughbrake; doughsheeter; combination breadslicing and wrapping machine; or cake-cutting bandsaw.
2. The occupation of setting-up or adjusting a cookie or cracker machine.

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HO 11 *does not* apply to the following list of bakery machines which may be operated by 16- and 17-year-olds minors:

#### Ingredient Preparation and Mixing

Flour-sifting Machine Operator  
Flour-blending Machine Operator  
Sack-cleaning Machine Operator

#### Product Forming and Shaping

Roll-dividing Machine Operator  
Roll-making Machine Operator  
Batter-sealing Machine Operator  
Depositing Machine Operator  
Cookie or Cracker Machine Operator  
Wafer Machine Operator  
Pretzel-stick Machine Operator  
Piedough Rolling Machine Operator  
Piedough Sealing Machine Operator  
Pie-crimping Machine Operator

#### Finishing and Icing

Depositing Machine Operator  
Enrobing Machine Operator  
Spray Machine Operator  
Icing Mixing Machine Operator

#### Slicing and Wrapping

Roll Slicing and Wrapping Machine Operator  
Cake Wrapping Machine Operator  
Carton Packing and Sealing Machine Operator

#### Panwashing

Spray-type Panwashing Machine Operator  
Tumbler-type Panwashing Machine Operator

<sup>6</sup> HO 11 prohibits minors from operating any vertical or horizontal mixer (including countertop models) when used to mix dough, batter, and items such as vegetables, meat mixtures and other heavier products that require the use of the same strength or design of agitators, whips, or beaters as those used to mix dough or batter. HO 11 does not prohibit minors from using such equipment to mix lighter fare such as meringues and light icings when the agitators or whips used are designed solely for such use.

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*Date*

## 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?

- |  |   |
|--|---|
| <input type="checkbox"/> Quiz                            | <input type="checkbox"/> \$25,000 Safety Pyramid    |
| <input type="checkbox"/> Video                           | <input type="checkbox"/> Role Play                  |
| <input type="checkbox"/> Hazard Mapping                  | <input type="checkbox"/> Disaster Blaster           |
| <input type="checkbox"/> Find the Hazards in the Picture | <input type="checkbox"/> Emergencies in the News    |
| <input type="checkbox"/> Labor Law BINGO                 | <input type="checkbox"/> Restaurant Safety Jeopardy |
| <input type="checkbox"/> Jeopardy                        |   |

Authorized by: \_\_\_\_\_ Date: \_\_\_\_\_ Fund: \_\_\_\_\_  
(Diane Bush)

## Young Worker Safety Resource Center

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

### **Sign-in sheet for Young Worker Safety Training**

**Date of training:** \_\_\_\_\_

**Location of training:** \_\_\_\_\_

**Name of trainer:** \_\_\_\_\_

**Names of participants:**