

## Purpose

In this lesson, students learn that young workers are at high risk of being injured on the job. Students also learn that young workers, like all workers, have a right to a safe and healthy workplace.

## British Columbia Planning 10 Curriculum Connection

Prescribed Learning Outcomes	Suggested Achievement Indicators
<i>It is expected that students will:</i>	<i>Students who have fully met the prescribed learning outcome are able to:</i>
<ul style="list-style-type: none"><li>Demonstrate an awareness of the legal rights and responsibilities of employers and employees</li></ul>	<ul style="list-style-type: none"><li>Accurately identify the legal rights and responsibilities of employees</li><li>Accurately identify where information related to the legal rights and responsibilities of employers and employees can be found (e.g., employment centres, school or community career centres, Workers' Compensation Board, public library)</li></ul>

## Teaching Strategies

- Video-based learning
- Quiz

## Suggested Time

- 1 hour

## Materials and Resources

- Video, *Lost Youth* (17 minutes) or *Lost Youth* (language-edited version) (17 minutes)
- Student Handout 1: Video Quiz*
- Student Handout 2: Video Quiz Answer Key*

## Assessment Strategies

- Assessment Tool 1: Youth and Workplace Injuries*

## Preparation

- Preview the video before showing it to students. The video contains strong language and graphic scenes that may be disturbing for some students. A language-edited version of the video, in which the profanity has been deleted, is also available. You may prefer to show this version to the students.
- Print copies of the student handouts and teacher resources and review them before teaching the lesson.

1. **Introduce** the subject by asking students if they or someone they know has ever been injured in a workplace accident. Have them suggest different types of injuries that could occur in the workplace. Responses could include:

- Sprains and strains
- Cuts
- Broken bones
- Loss of limbs
- Crushing injuries
- Internal organ damage
- Eye injuries
- Injuries resulting from workplace violence (e.g., as a result of a confrontation or robbery)

2. **Ask** students to suggest some of the consequences of a workplace injury. Responses could include:

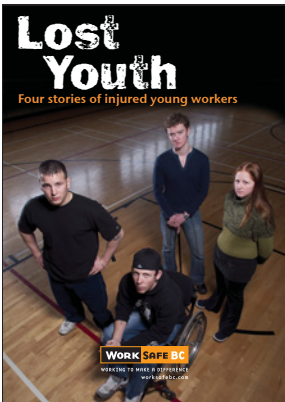
- Short- and long-term disability
- Disfigurement
- Dismemberment
- Death

3. **Inform** students that young workers are at high risk of being injured on the job, and that they, like all workers, have the right to a safe and healthy workplace. Share the following facts with them:

- Young workers are at the greatest risk of getting injured during their first six months on the job.
- Young men are more likely to be injured on the job than any other group of workers.

For more information on workplace injuries sustained by youth, visit the young worker site: <http://www2.worksafebc.com/Topics/YoungWorker/Home.asp>

4. **Prepare** students for viewing the video, *Lost Youth*. Inform them that the video features the true stories of four injured young workers whose lives have been permanently changed by their workplace accidents. Michael, Jennifer, John, and Nick talk emotionally about learning to live with the aftermath of their accidents. Their parents also speak about their children's shattered bodies and dreams. Remind students that while the accident scenes are re-creations and not real, the young people, their parents, and their stories are real. You may want to suggest that if students are upset by the reality of the video, they can look away during the



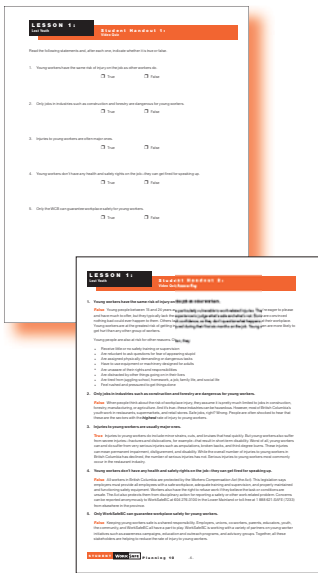
accident scenes (which come toward the end of the video) or leave the room.

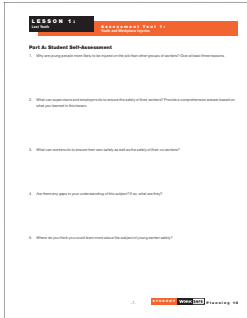
5. **Distribute** *Student Handout 1: Video Quiz* after the video has finished. Ask students to complete the quiz. When they have finished, distribute *Student Handout 2: Video Quiz Answer Key*. Review each question with the class and address any questions that might arise.
6. **Debrief** this lesson by asking students the following questions:
  - What are some of the reasons Michael, Jennifer, John, and Nick were injured at work?
  - What safety messages and other issues were conveyed in the video?
  - What role does the employer play in keeping workers safe at work?
  - What role does the worker play in keeping himself or herself safe at work?
7. **Inform** students that:

- More than 50 percent of work-related accidents happen during a young worker's first six months on the job.
- Males under 25 are much more likely to be injured on the job than any other workers.
- Each day in B.C., 30 young workers are hurt on the job, or one every 48 minutes.
- Every week, five of these young workers are permanently disabled in workplace accidents.
- In 2006, nine young workers were killed in work-related accidents.

To keep safe on the job, youth can do the following:

- Ask to be trained about safe work procedures and how to recognize on-the-job hazards.
  - Follow safe procedures and encourage others to do so.
  - Know their workplace health and safety rights and responsibilities.
  - Ask questions if they are uncertain about anything.
  - Get involved and support young worker health and safety programs.
8. **Remind** students that **workplace safety is both a right and a responsibility**. Let them know that they can find information and help concerning young worker safety on the WorkSafeBC web site (<http://www2.worksafebc.com/Topics/YoungWorker/Home.asp>)—a site dedicated to the safety of young workers. It includes a broad range of information, as well as resource materials that can be downloaded for free. The WorkSafeBC Prevention Information Line is also available: 604 276-3100 in the Lower Mainland or 1 888 621-SAFE (7233), toll-free, from elsewhere in the province. Students can phone in with questions about workplace health and safety or to report a concern anonymously.





### Assessment

- Instruct students to put their handouts away. Distribute *Assessment Tool 1: Youth and Workplace Injuries* and have students complete Part A. Collect these self-assessments and, in Part B, record your assessment of each student's work in this lesson.

### Extensions

- Have students research the Day of Mourning, April 28th, which annually recognizes those workers who have been killed on the job ([http://www.worksafebc.com/news\\_room/campaigns/day\\_of\\_mourning/default.asp](http://www.worksafebc.com/news_room/campaigns/day_of_mourning/default.asp)). Then have them select one way of honouring the memory of those who have lost their lives in the workplace by:
  - Creating a poster
  - Developing a 30-second public service announcement
  - Inviting a speaker from the WorkSafeBC **Young Worker Speakers Resource** (<http://www2.worksafebc.com/Topics/YoungWorker/Resources-Speakers.asp>)
  - Showing an appropriate video, such as *Lost Youth*
  - Sharing a moment of silence in the classroom
- Ask students to work in groups to prepare short skits illustrating the importance of workplace safety. Have groups present their skits to the class. Discuss. You may want to have the student groups present their skits to younger grades as well.



Read the following statements and, after each one, indicate whether it is true or false.

1. Young workers have the same risk of injury on the job as other workers do.

True

False

2. Only jobs in industries such as construction and forestry are dangerous for young workers.

True

False

3. Injuries to young workers are often major ones.

True

False

4. Young workers don't have any health and safety rights on the job—they can get fired for speaking up.

True

False

5. Only WorkSafeBC can guarantee workplace safety for young workers.

True

False

**1. Young workers have the same risk of injury on the job as other workers.**

**False** Young people between 15 and 24 years are particularly vulnerable to work-related injuries. They're eager to please and have much to offer, but they typically lack the experience to judge what's safe and what's not. Some are convinced nothing bad could ever happen to them. Others lack confidence, so they don't question what happens at their workplace. Young workers are at the greatest risk of getting injured during their first six months on the job. Young men are more likely to get hurt than any other group of workers.

Young people are also at risk for other reasons. Often, they:

- Receive little or no safety training or supervision
- Are reluctant to ask questions for fear of appearing stupid
- Are assigned physically demanding or dangerous tasks
- Have to use equipment or machinery designed for adults
- Are unaware of their rights and responsibilities
- Are distracted by other things going on in their lives
- Are tired from juggling school, homework, a job, family life, and social life
- Feel rushed and pressured to get things done

**2. Only jobs in industries such as construction and forestry are dangerous for young workers.**

**False** When people think about the risk of workplace injury, they assume it is pretty much limited to jobs in construction, forestry, manufacturing, or agriculture. And it's true—these industries can be hazardous. However, most of British Columbia's youth work in restaurants, supermarkets, and retail stores. Safe jobs, right? Wrong. People are often shocked to hear that these are the sectors with the **highest** rate of injury to young workers.

**3. Injuries to young workers are usually major ones.**

**True** Injuries to young workers do include minor strains, cuts, and bruises that heal quickly. But young workers also suffer from severe injuries—fractures and dislocations, for example—that result in short-term disability. Worst of all, young workers can and do suffer from very serious injuries such as amputations, broken backs, and third-degree burns. These injuries can mean permanent impairment, disfigurement, and disability. While the overall number of injuries to young workers in British Columbia has declined, the number of serious injuries has not. Serious injuries to young workers most commonly occur in the restaurant industry.

**4. Young workers don't have any health and safety rights on the job—they can get fired for speaking up.**

**False** All workers in British Columbia are protected by the *Workers Compensation Act* (the Act). This legislation says employers must provide all employees with a safe workplace, adequate training and supervision, and properly maintained and functioning safety equipment. Workers also have the right to refuse work if they believe the task or conditions are unsafe. The Act also protects them from disciplinary action for reporting a safety or other work-related problem. Concerns can be reported anonymously to WorkSafeBC at 604 276-3100 in the Lower Mainland or toll-free at 1 888 621-SAFE (7233) from elsewhere in the province.

**5. Only WorkSafeBC can guarantee workplace safety for young workers.**

**False** Keeping young workers safe is a shared responsibility. Employers, unions, co-workers, parents, educators, youth, the community, and WorkSafeBC all have a part to play. WorkSafeBC is working with a variety of partners on young worker initiatives such as awareness campaigns, education and outreach programs, and advisory groups. Together, all these stakeholders are helping to reduce the rate of injury to young workers.



**Part B: Teacher Assessment**

Use the following scoring guide to assess student work during this lesson.

<b>The student is able to:</b>	<b>Does not meet expectations</b>	<b>Meets expectations</b>	<b>Fully meets expectations</b>	<b>Exceeds expectations</b>
Identify reasons why young workers are more likely to be injured on the job than other groups of workers	Student identifies no more than one reason	Student identifies some valid reasons, but also includes some that aren't valid	Student identifies most or all valid reasons	Student identifies and describes all valid reasons without prompting
Identify ways in which supervisors and employers can ensure the safety of their workers	Student is unable to identify any way in which supervisors and employers can ensure worker safety	Student identifies some obvious ways in which supervisors and employers can ensure worker safety	Student identifies most or all obvious ways in which supervisors and employers can ensure worker safety	Student identifies and describes all obvious ways in which supervisors and employers can ensure worker safety, and includes some less obvious ways as well
Identify ways in which workers can ensure their own safety and that of their co-workers	Student is not able to identify any way in which workers can ensure their own safety	Student identifies some obvious ways in which workers can ensure their own safety	Student identifies most or all obvious ways in which workers can ensure their own safety	Student identifies and describes all obvious ways in which workers can ensure their own safety, and includes some less obvious ways as well
Accurately assess the comprehensiveness of his or her own answers, identify gaps in his or her understanding of this subject, and identify where information to fill those gaps would be found	Student is unaware of gaps in own understanding and does not know where to find additional information	Student is somewhat aware of gaps in his or her own understanding, but doesn't know where to find additional information	Student is aware of gaps in his or her own understanding, and knows where to find additional information	Student is aware of minimal gaps in his or her own understanding, and provides a comprehensive list of where to find additional information

**Teacher's comments:**