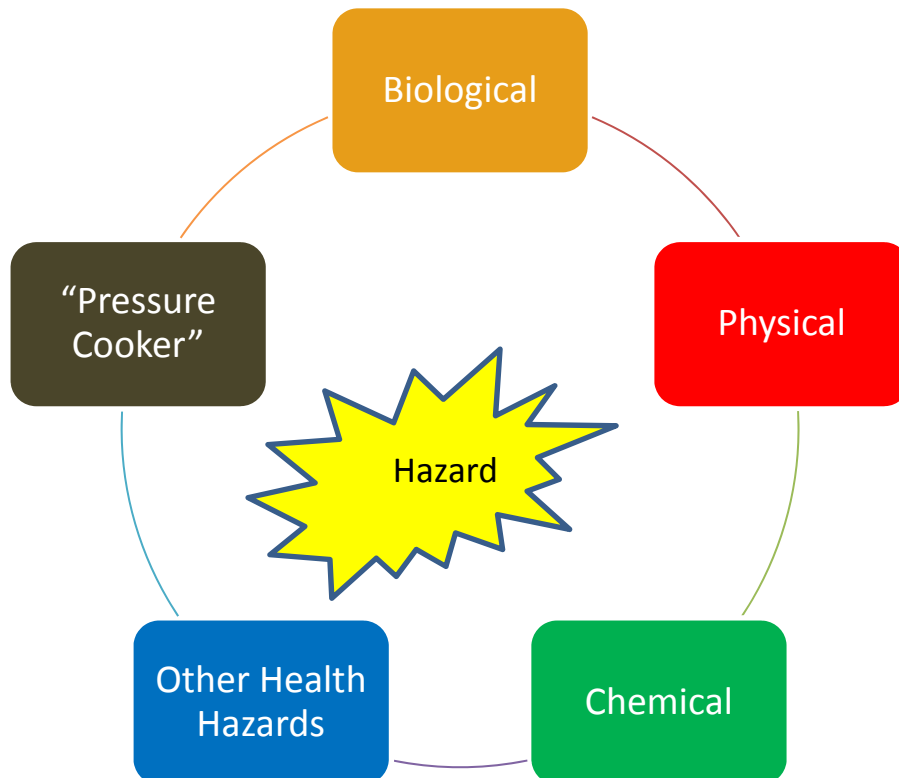


Identification of Job Hazards

Job Hazard Categories:

- * **Safety hazards:** can cause immediate accidents and injuries. (Examples: knives, hot grease, etc.)
- * **Chemical hazards:** are gases, vapors, liquids, or dusts that can harm your body. (Examples: cleaning products or pesticides.) Discuss how chemicals can get into the body.
- * **Biological hazards:** are living things that can cause sickness or disease. (Examples: bacteria, viruses, or insects.)
- * **Other health hazards:** are harmful things, not in other categories, that can injure you or make you sick. They are sometimes less obvious because they may not cause health problems right away. (Examples: noise, radiation, repetitive movements, heat, cold)
- * **“Pressure Cooker or Unspoken” hazards:** May include-
 - * unsafe equipment or procedures
 - * emergency situations: fires, explosions, severe injury, violence
 - * stressful conditions
 - * inadequate training
 - * inadequate supervision
 - * deadlines, production requirements, etc.



Getting A Safe Start to Identifying Hazards

1. Ask your supervisor for help
2. Get Training on the chemicals or equipment you will use
3. Check the labels of the products you will use
4. Read the Material Safety Data Sheet (MSDS) for the chemicals or products being used
5. Look online for safety and health information-
6. Call a resource agency like OSHA for more help

Material Safety Data Sheets (MSDS) Worksheet

Name of the Product: _____

1. How is this chemical used?
2. What are the possible routes of entry?
3. What are the potential immediate effects of exposure to this chemical?
4. What are the potential delayed effects of exposure to this chemical?
5. What are the potential temporary or permanent effects of exposure to this chemical?
6. What concerns do you have, if any, about using this product?

Ammonia MSDS Worksheet

1. What is the percentage of ammonia in this product?
2. What is the other ingredient in this product?
3. Is ammonia a corrosive? What is a corrosive?
4. What happens if you get ammonia in your eye?
5. What should you do if you accidentally swallow ammonia?
6. What would happen to your body if you accidentally ingested ammonia?
7. What kind of protection should you wear on your body to protect yourself?

CHURCH & DWIGHT CO., INC.

CONSUMER PRODUCTS • SPECIALTY PRODUCTS



MATERIAL SAFETY DATA SHEET

MSDS NUMBER: MSDS-118

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1. PRODUCTS AND COMPANY IDENTIFICATION

Product Name

HOUSEHOLD AMMONIA

PARSONS' (Clear, Lemon, Pine and Sudsy)

BO PEEP (Clear, Lemon, Sparkling, and Sudsy/Cloudy)

Product Use: Liquid cleaner

Chemical Name: Mixture

Chemical Formula: Mixture

Synonyms/Common Names: Ammonia Cleaner

COMPANY INFORMATION

Church & Dwight Co., Inc.

469 N. Harrison Street

Princeton, NJ 08540

Emergency Phone:

1-800-424-9300

Medical Emergency Phone:

1-888-234-1828

Customer Information Phone:

1-800-926-5222

2. HAZARDS IDENTIFICATION

EMERGENCY OVERVIEW

Clear, cloudy-white or colored liquid with a distinct ammonia odor.
May cause skin irritation or dermatitis.
May cause immediate severe pain, closure of eyelids, and corneal injury.
Inhalation of ammonia vapors may cause respiratory irritation and pulmonary edema.
Ingestion may cause pain and burns of the mucous membranes, esophagus and stomach.

This product is labeled in accordance with regulations administered by the Consumer Product Safety Commission (CPSC). The use pattern and exposure in the workplace are generally not consistent with those experienced by consumers. The requirements of the Occupational Safety and Health Administration applicable to this MSDS differ from the labeling requirements of the CPSC and, as a result, this MSDS may contain additional health hazard information not pertinent to consumer use and not found on the product label.

HMIS Rating

Health	3
Fire	1
Reactivity	0

POTENTIAL HEALTH EFFECTS

EYE: May cause severe eye irritation with pain, closure of eyelids, and possible corneal injury.



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SKIN CONTACT: May cause various severities of irritation and dermatitis upon prolonged, repeated or occluded contact.

INGESTION: May cause pain and burns to mucous membranes, the esophagus and stomach, with vomiting and diarrhea.

INHALATION: Mild inhalation of ammonia vapors may cause irritation of the nose and throat with coughing and sneezing. More severe exposures may cause respiratory irritation, olfactory fatigue, labored breathing, and pulmonary edema.

SUBCHRONIC EFFECTS/CARCINOGENICITY: None known. Not listed as carcinogenic by IARC, NTP, OSHA, ACGIH or NIOSH.

3. COMPOSITION/INFORMATION ON INGREDIENTS

<u>INGREDIENTS</u>	<u>% by Wt.</u>	<u>CAS Number</u>	<u>OSHA TWA</u>	<u>ACGIH TWA</u>	<u>ACGIH & OSHA STELS</u>
Ammonium Hydroxide (as NH ₃)	< 3%	1336-21-6	50 ppm	25 ppm	35 ppm

4. FIRST AID MEASURES

SKIN: Immediately remove contaminated clothing and shoes. Rinse affected area with mild soap and large amounts of water until no evidence of product remains. Get medical attention if irritation persists. Wash clothing before reusing.

EYES: Immediately rinse eyes with plenty of clean, flowing water, occasionally lifting upper and lower eyelids. Flush for at least 15 minutes. Get immediate medical attention.

INHALATION: Immediately move affected person from area of exposure to fresh air. Treat symptomatically and supportively. Get medical attention or contact a local poison control center. If breathing has stopped, give artificial respiration and get immediate medical attention.

INGESTION: Immediately seek medical attention. Maintain airway and respiration. Do not induce vomiting. If vomiting occurs, keep head below hips to prevent aspiration. Dilution by rinsing the mouth and giving water or milk to drink is generally recommended. **Do not attempt to give anything orally to an unconscious person.** Treat symptomatically and supportively.

5. FIRE FIGHTING MEASURES

FLAMMABLE PROPERTIES:

FLASHPOINT: >210°F

EXTINGUISHING MEDIA: Dry chemical, carbon dioxide, water spray, or regular foam.

FLAMMABLE LIMITS:

LFL: Not Determined

UFL: Not Determined



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FIRE-FIGHTING INSTRUCTIONS: Move containers from area if you can do so without risk. Keep upwind and avoid breathing vapors. Use extinguishing agents suitable for surrounding fire. Do not scatter spilled material with high-pressure water streams. Dike fire-control water for later disposal. Wear proper full protective equipment (Bunker Gear) and a self-contained breathing apparatus (SCBA) with full face piece operated in positive pressure mode.

UNUSUAL FIRE AND EXPLOSION HAZARDS: Negligible fire hazard when exposed to heat or flame. However, if ammonia gas is evolved, it is flammable.

6. ACCIDENTAL RELEASE MEASURES

Stop spill or leak if you can do so without risk. Ventilate area and keep upwind of spill. Close off area to traffic. For small spills, take up with sand or other absorbent material and place into clean, dry containers. For large spills, dike far ahead of spill to contain for later disposal. Cover collection containers and remove from area for disposal as regulations permit (See Section 12).

7. HANDLING AND STORAGE

Store away from incompatible materials and excessive heat (See Section 10). Do not mix with other household or industrial chemicals such as bleach, toilet bowl cleaners, wall or tile cleaners.

8. EXPOSURE CONTROLS/PERSONAL PROTECTION

VENTILATION: Provide local exhaust ventilation system to meet established exposure limits where ammonia vapors are likely to approach or exceed exposure limits.

RESPIRATORY PROTECTION: Air contamination monitoring should be conducted where fumes or vapors may be released or generated. If respiratory protection is required, wear a NIOSH/MSHA approved respirator appropriate for the type of contaminants and the contamination levels found in the workplace.

GLOVES: Wear chemical-resistant gloves where prolonged or repeated skin contact may occur.

EYE PROTECTION: Splash-proof safety goggles should be worn where eye contact is likely to occur.

OTHER PROTECTIVE CLOTHING OR EQUIPMENT: Wear impervious protective clothing where splashing and repeated or prolonged contact may occur. Eyewash facility recommended in work area or in close proximity.

PROTECTIVE WORK/HYGIENIC PRACTICES: No special requirements with respect to chemical workplace exposure beyond those noted above. Specific requirements with respect to equipment and applications are the responsibility of the handler/user.

9. PHYSICAL AND CHEMICAL PROPERTIES

APPEARANCE: Clear, cloudy-white or colored liquid.

ODOR: Ammonia

PHYSICAL STATE: Liquid

SPECIFIC GRAVITY: 0.9881-0.9997 @ 25°C.

PH: 11.2 - 11.5



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SOLUBILITY IN WATER: Complete
VAPOR PRESSURE: Not determined
% VOLATILES: > 99%

10. STABILITY AND REACTIVITY

CHEMICAL STABILITY: Stable under normal temperatures and pressures.

CONDITIONS TO AVOID: Contact with incompatible materials.

INCOMPATIBILITY WITH OTHER MATERIALS: Chlorine, hypochlorite, acids, and metals.

HAZARDOUS DECOMPOSITION PRODUCTS: Thermal decomposition may produce corrosive vapors of ammonia and toxic oxides of nitrogen.

HAZARDOUS POLYMERIZATION: Has not been reported to occur under normal temperatures and pressures.

11. TOXICOLOGY INFORMATION

The acute health effects described below are those, which could potentially occur for the finished product. They are based on the toxicology information available for the finished product and /or each hazardous ingredient, and are consistent with the product type and the likelihood of a specific route of exposure. Known chronic health effects related to exposure to a specific ingredient are indicated.

EYE EFFECTS: May cause eye irritation with severe pain, closure of eyelids, and corneal injury.

SKIN EFFECTS: Repeated, prolonged or occluded contact may cause various severities of skin irritation.

ACUTE ORAL EFFECTS: May cause pain and burns to mucous membranes, the esophagus and stomach, with vomiting and diarrhea.

INHALATION EFFECTS: Ammonia vapors may cause upper respiratory irritation with coughing and sneezing, olfactory fatigue, labored breathing, and pulmonary edema.

CHRONIC EFFECTS: None known for the product.

12. ECOTOXICOLOGY INFORMATION

TOXICITY: This product is acutely toxic to aquatic life.

PERSISTENCE: This product is not expected to persist in the environment.

BIOACCUMULATION: This product is not expected to bioaccumulate.

Ammonia has been found to be acutely toxic, to numerous aquatic species, at low exposure concentrations (~ 1 mg/L). Chronic exposure to lower concentrations may impact the growth and reproduction of aquatic plants and animals. Aquatic toxicity is largely dependent upon pH, which dictates the amount of undissociated NH₃.

13. DISPOSAL CONSIDERATIONS

Dispose of waste product in accordance with all local, state and federal environmental regulations. State and local regulations may differ from federal. Be sure to consult with appropriate agencies for specific rules.

CHURCH & DWIGHT CO., INC.

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14. TRANSPORTATION INFORMATION

D.O.T. SHIPPING NAME: Not regulated. See product name.

D.O.T./E.P.A. HAZARD CLASS: Not applicable

U.N./N.A. NUMBER: Not applicable

HAZARDOUS SUBSTANCE/RQ: Not applicable

D.O.T. LABEL: Not applicable

D.O.T. PLACARD: Not applicable

15. REGULATORY INFORMATION

The ingredients in this product are reported in the U.S. EPA TSCA Inventory List or are exempted or excluded from listing.

CERCLA (40 CFR 302.4): Ammonium Hydroxide, RQ 1000 lbs.

SARA TITLE III

Section 313: Toxic chemical - None at levels subject to reporting.

16. OTHER INFORMATION

SUPERSEDES DATE: 09/18/02

REASON FOR REVISION: Contact emergency information updated.

For additional non-emergency health, safety and environmental information telephone 609.279.7705 or write to:

Church & Dwight Co., Inc.
R & D Technical Regulatory Affairs
469 North Harrison Street
Princeton, New Jersey 08543

This Product Safety Data Sheet is offered solely for your information, consideration and investigation. Church & Dwight Co., Inc. provides no warranties; either express or implied, and assumes no responsibility for the accuracy or completeness of data contained herein. Church & Dwight Co., Inc. urges persons receiving this information to make their own determination as to the information suitability for their particular application.



The Clorox Company
 1221 Broadway
 Oakland, CA 94612
 Tel. (510) 271-7000

Material Safety Data Sheet

I Product:	CLOROX REGULAR-BLEACH	
Description:	CLEAR, LIGHT YELLOW LIQUID WITH A CHARACTERISTIC CHLORINE ODOR	
Other Designations	Distributor	Emergency Telephone Nos.
Clorox Bleach EPA Reg. No. 5813-50	Clorox Sales Company 1221 Broadway Oakland, CA 94612	For Medical Emergencies call: (800) 446-1014 For Transportation Emergencies Chemtrec (800) 424-9300

II Health Hazard Data	III Hazardous Ingredients											
<p>DANGER: CORROSIVE. May cause severe irritation or damage to eyes and skin. Vapor or mist may irritate. Harmful if swallowed. Keep out of reach of children.</p> <p>Some clinical reports suggest a low potential for sensitization upon exaggerated exposure to sodium hypochlorite if skin damage (e.g., irritation) occurs during exposure. Under normal consumer use conditions the likelihood of any adverse health effects are low.</p> <p>Medical conditions that may be aggravated by exposure to high concentrations of vapor or mist: heart conditions or chronic respiratory problems such as asthma, emphysema, chronic bronchitis or obstructive lung disease.</p> <p>FIRST AID: <u>Eye Contact:</u> Hold eye open and rinse with water for 15-20 minutes. Remove contact lenses, after first 5 minutes. Continue rinsing eye. Call a physician. <u>Skin Contact:</u> Wash skin with water for 15-20 minutes. If irritation develops, call a physician. <u>Ingestion:</u> Do not induce vomiting. Drink a glassful of water. If irritation develops, call a physician. Do not give anything by mouth to an unconscious person. <u>Inhalation:</u> Remove to fresh air. If breathing is affected, call a physician.</p>	<table border="1"> <thead> <tr> <th>Ingredient</th> <th>Concentration</th> <th>Exposure Limit</th> </tr> </thead> <tbody> <tr> <td>Sodium hypochlorite CAS# 7681-52-9</td> <td>6.15%</td> <td>Not established</td> </tr> <tr> <td>Sodium hydroxide CAS# 1310-73-2</td> <td><1%</td> <td>2 mg/m³;¹ 2 mg/m³;²</td> </tr> </tbody> </table> <p>¹ACGIH Threshold Limit Value (TLV) - Ceiling ²OSHA Permissible Exposure Limit (PEL) – Time Weighted Average (TWA)</p> <p>None of the ingredients in this product are on the IARC, NTP or OSHA carcinogen lists.</p>	Ingredient	Concentration	Exposure Limit	Sodium hypochlorite CAS# 7681-52-9	6.15%	Not established	Sodium hydroxide CAS# 1310-73-2	<1%	2 mg/m ³ ; ¹ 2 mg/m ³ ; ²		
Ingredient	Concentration	Exposure Limit										
Sodium hypochlorite CAS# 7681-52-9	6.15%	Not established										
Sodium hydroxide CAS# 1310-73-2	<1%	2 mg/m ³ ; ¹ 2 mg/m ³ ; ²										

IV Special Protection and Precautions	V Transportation and Regulatory Data
<p>No special protection or precautions have been identified for using this product under directed consumer use conditions. The following recommendations are given for production facilities and for other conditions and situations where there is increased potential for accidental, large-scale or prolonged exposure.</p> <p><u>Hygienic Practices:</u> Avoid contact with eyes, skin and clothing. Wash hands after direct contact. Do not wear product-contaminated clothing for prolonged periods.</p> <p><u>Engineering Controls:</u> Use general ventilation to minimize exposure to vapor or mist.</p> <p><u>Personal Protective Equipment:</u> Wear safety glasses. Use rubber or nitrile gloves if in contact liquid, especially for prolonged periods.</p> <p>KEEP OUT OF REACH OF CHILDREN</p>	<p><u>DOT/IMDG/IATA</u> - Not restricted.</p> <p><u>EPA - SARA TITLE III/CERCLA:</u> Bottled product is not reportable under Sections 311/312 and contains no chemicals reportable under Section 313. This product does contain chemicals (sodium hydroxide <0.2% and sodium hypochlorite <7.35%) that are regulated under Section 304/CERCLA.</p> <p><u>TSCA/DSL STATUS:</u> All components of this product are on the U.S. TSCA Inventory and Canadian DSL.</p>

VI Spill Procedures/Waste Disposal	VII Reactivity Data
<p><u>Spill Procedures:</u> Control spill. Containerize liquid and use absorbents on residual liquid; dispose appropriately. Wash area and let dry. For spills of multiple products, responders should evaluate the MSDS's of the products for incompatibility with sodium hypochlorite. Breathing protection should be worn in enclosed, and/or poorly ventilated areas until hazard assessment is complete.</p> <p><u>Waste Disposal:</u> Dispose of in accordance with all applicable federal, state, and local regulations.</p>	<p>Stable under normal use and storage conditions. Strong oxidizing agent. Reacts with other household chemicals such as toilet bowl cleaners, rust removers, vinegar, acids or ammonia containing products to produce hazardous gases, such as chlorine and other chlorinated species. Prolonged contact with metal may cause pitting or discoloration.</p>

VIII Fire and Explosion Data	IX Physical Data
<p><u>Flash Point:</u> None</p> <p><u>Special Firefighting Procedures:</u> None</p> <p><u>Unusual Fire/Explosion Hazards:</u> None. Not flammable or explosive. Product does not ignite when exposed to open flame.</p>	<p>Boiling point.....approx. 212°F/100°C</p> <p>Specific Gravity (H₂O=1) ~ 1.1 at 70°F</p> <p>Solubility in Water complete</p> <p>pH ~11.4</p>

Finding Solutions

You have a right to a safe and healthy workplace.

It is required by OSHA that employers must provide employees a place of employment which are free from recognized hazards that are causing or are likely to cause death or serious physical harm.



Remove the Hazard or Build a Barrier

Improve Work Policies & Procedures

Use Protective Clothing & Equipment

In most cases, the best preventions require a change in the workplace – not a change in worker behavior.

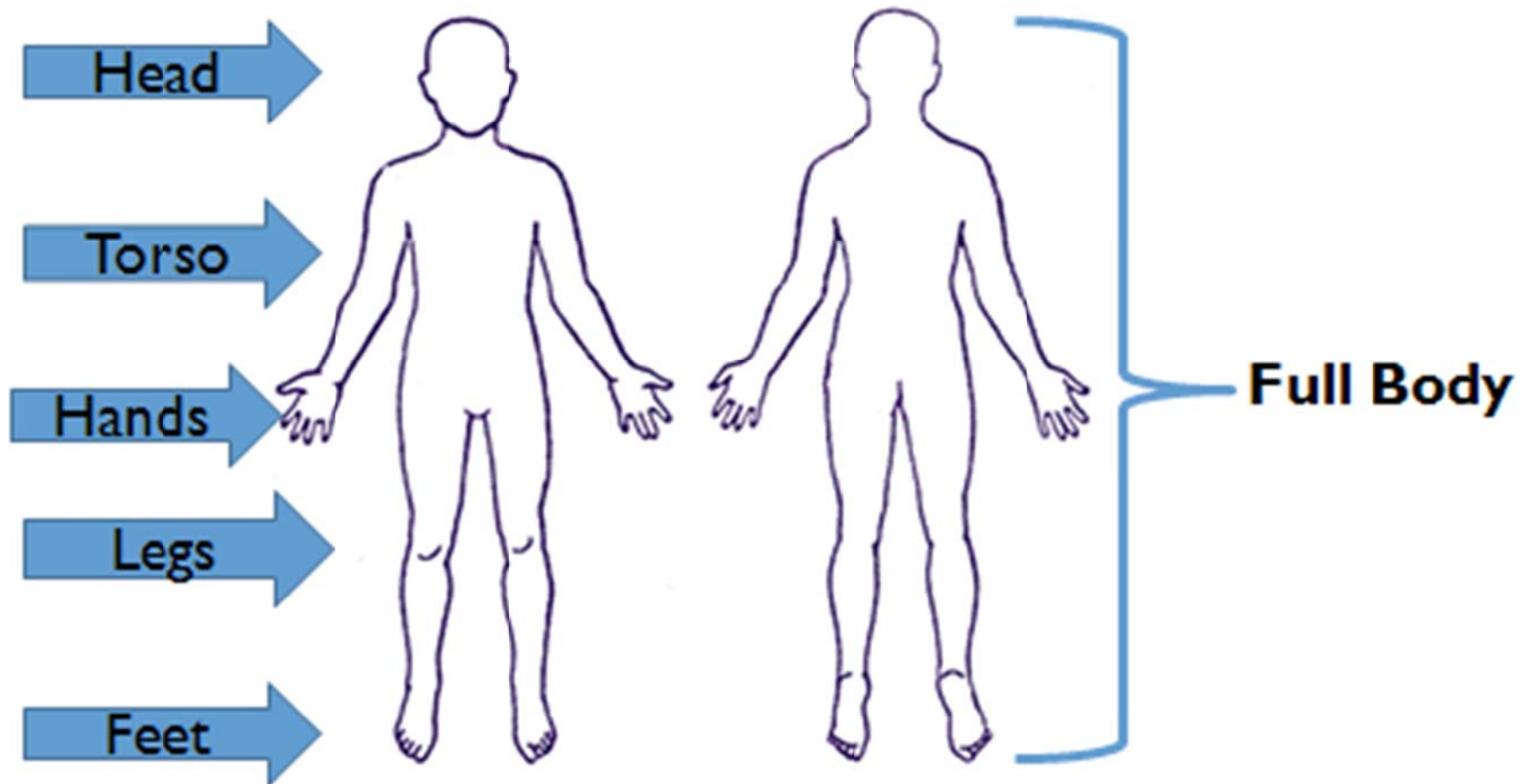
Table 1: Example Controls

<p>Remove the Hazard/Build a Barrier</p>	<ul style="list-style-type: none"> • Use less toxic cleaners • Install ventilation to remove hazardous air contaminants • Putting shields or guards in front of dangerous equipment or moving parts • Using machines that require both hands to start so the employees hands are out of the way of the moving part when the machine is operational • Seatbelts in moving vehicles • Storing chemicals in safety cabinet • Installing non-slip flooring
<p>Improve Work Policies & Procedures</p>	<ul style="list-style-type: none"> • Establish a rule requiring workers to wear personal protective equipment or clothing during certain hazardous jobs • Require people to rotate jobs, so a worker is only exposed to a hazard for a short period of time • Enforcing rules (including disciplining workers for not following safety rules) • Creating workplace policies on how a job will be performed • Allow no food in a work area • Train workers how to apply chemicals safely • Teach workers about the hazards of their job • Train workers how to dispose of hazardous trash appropriately • Post safety reminders or hold safety meetings • Require inspection of equipment prior to using it
<p>Use Protective Clothing or Equipment</p>	<ul style="list-style-type: none"> • Use protective equipment such as: hard hats, steel-toed boots, rubber boots, hearing protection, gloves, eye protection, respiratory protection, goggles, face shields, lab coats

Personal Protective Equipment Hazard Assessment

Job Description:		
PPE Zone	Potential Hazards	Personal Protective Equipment
Head		
Torso		
Hands		
Legs		
Feet		
Body		

PPE Zones



OSHA[®] FactSheet

Personal Protective Equipment

Personal protective equipment, or PPE, is designed to protect workers from serious workplace injuries or illnesses resulting from contact with chemical, radiological, physical, electrical, mechanical, or other workplace hazards. Besides face shields, safety glasses, hard hats, and safety shoes, protective equipment includes a variety of devices and garments such as goggles, coveralls, gloves, vests, earplugs, and respirators.

Employer Responsibilities

OSHA's primary personal protective equipment standards are in Title 29 of the Code of Federal Regulations (CFR), Part 1910 Subpart I, and equivalent regulations in states with OSHA-approved state plans, but you can find protective equipment requirements elsewhere in the General Industry Standards. For example, 29 CFR 1910.156, OSHA's Fire Brigades Standard, has requirements for firefighting gear. In addition, 29 CFR 1926.95-106 covers the construction industry. OSHA's general personal protective equipment requirements mandate that employers conduct a hazard assessment of their workplaces to determine what hazards are present that require the use of protective equipment, provide workers with appropriate protective equipment, and require them to use and maintain it in sanitary and reliable condition.

Using personal protective equipment is often essential, but it is generally the last line of defense after engineering controls, work practices, and administrative controls. Engineering controls involve physically changing a machine or work environment. Administrative controls involve changing how or when workers do their jobs, such as scheduling work and rotating workers to reduce exposures. Work practices involve training workers how to perform tasks in ways that reduce their exposure to workplace hazards.

As an employer, you must assess your workplace to determine if hazards are present that require the use of personal protective equipment. If such hazards are present, you must select protective equipment and require workers to use it, communicate your protective equipment selection decisions to your workers, and select personal protective equipment that properly fits your workers.

You must also train workers who are required to wear personal protective equipment on how to do the following:

- Use protective equipment properly,
- Be aware of when personal protective equipment is necessary,
- Know what kind of protective equipment is necessary,
- Understand the limitations of personal protective equipment in protecting workers from injury,
- Put on, adjust, wear, and take off personal protective equipment, and
- Maintain protective equipment properly.

Protection from Head Injuries

Hard hats can protect your workers from head impact, penetration injuries, and electrical injuries such as those caused by falling or flying objects, fixed objects, or contact with electrical conductors. Also, OSHA regulations require employers to ensure that workers cover and protect long hair to prevent it from getting caught in machine parts such as belts and chains.

Protection from Foot and Leg Injuries

In addition to foot guards and safety shoes, leggings (e.g., leather, aluminized rayon, or other appropriate material) can help prevent injuries by protecting workers from hazards such as falling or rolling objects, sharp objects, wet and slippery surfaces, molten metals, hot surfaces, and electrical hazards.

Protection from Eye and Face Injuries

Besides spectacles and goggles, personal protective equipment such as special helmets or shields, spectacles with side shields, and faceshields can protect workers from the hazards of flying fragments, large chips, hot sparks,

optical radiation, splashes from molten metals, as well as objects, particles, sand, dirt, mists, dusts, and glare.

Protection from Hearing Loss

Wearing earplugs or earmuffs can help prevent damage to hearing. Exposure to high noise levels can cause irreversible hearing loss or impairment as well as physical and psychological stress. Earplugs made from foam, waxed cotton, or fiberglass wool are self-forming and usually fit well. A professional should fit your workers individually for molded or preformed earplugs. Clean earplugs regularly, and replace those you cannot clean.

Protection from Hand Injuries

Workers exposed to harmful substances through skin absorption, severe cuts or lacerations, severe abrasions, chemical burns, thermal burns, and harmful temperature extremes will benefit from hand protection.

Protection from Body Injury

In some cases workers must shield most or all of their bodies against hazards in the workplace, such as exposure to heat and radiation as well as hot metals, scalding liquids, body fluids, hazardous materials or waste, and other hazards. In addition to fire-retardant wool and fire-retardant cotton, materials used in whole-body personal protective equipment include rubber, leather, synthetics, and plastic.

When to Wear Respiratory Protection

When engineering controls are not feasible, workers must use appropriate respirators to protect against adverse health effects caused by breathing air contaminated with harmful dusts, fogs, fumes, mists, gases, smokes, sprays, or vapors. Respirators generally cover the nose and mouth or the entire face or head and help prevent illness and injury. A proper fit is essential, however, for respirators to be effective. Required respirators must be NIOSH-approved and medical evaluation and training must be provided before use.

Additional Information

For additional information concerning protective equipment view the publication, *Assessing the Need for Personal Protective Equipment: A Guide for Small Business Employers* (OSHA 3151) available on OSHA's web site at www.osha.gov. For more information about personal protective equipment in the construction industry, visit www.osha-slc.gov/SLTC/constructionppe/index.html.

Contacting OSHA

To report an emergency, file a complaint or seek OSHA advice, assistance or products, call (800) 321-OSHA or contact your nearest OSHA regional or area office.

This is one in a series of informational fact sheets highlighting OSHA programs, policies or standards. It does not impose any new compliance requirements. For a comprehensive list of compliance requirements of OSHA standards or regulations, refer to Title 29 of the Code of Federal Regulations. This information will be made available to sensory impaired individuals upon request. The voice phone is (202) 693-1999; teletypewriter (TTY) number: (877) 889-5627.

For more complete information:



U.S. Department of Labor

www.osha.gov

(800) 321-OSHA

DOC 4/2006

Your Rights and Responsibilities

YOU HAVE RIGHT TO A SAFE AND HEALTHFUL WORKPLACE:

- ▶ The creation of OSHA provided workers the right to a safe and healthful workplace.
- ▶ Section 5(a)(1) of the OSH Act states: "Each employer shall furnish to each of his employees employment and a place of employment which are free from recognized hazards that are causing or are likely to cause death or serious physical harm to his employees."
- ▶ www.osha.gov or call: 1-800-321-OSHA

THE FOLLOWING RIGHTS ALL EMPLOYEES HAVE UNDER OSHA:

You have the right to:

- * A safe and healthful workplace
- * Know about hazardous chemicals
- * Information about injuries and illnesses in your workplace
- * Complain or request hazard correction from employer
- * Training
- * Hazard exposure and medical records
- * File a complaint with OSHA
- * Participate in an OSHA inspection
- * Be free from retaliation for exercising safety and health rights

STEPS IN PROBLEM SOLVING:

1. Define the problem
2. Get advice
3. Choose your goals
4. Know your rights
5. Decide the best way to talk to the supervisor
6. If necessary, contact an outside agency for help.

Updating Child Labor Regulations for the 21st Century

On May 20, 2010, the Department of Labor's Wage and Hour Division published a Final Rule designed to protect working children from hazards in the workplace while also recognizing the value of safe work to children and their families. The Final Rule contains the most ambitious and far-reaching revisions to the child labor regulations in the last thirty years and marks another step forward in the Department's ongoing effort to promote positive, safe work experiences for young workers. The provisions of the Final Rule will become effective on July 19, 2010. This is the second update to the child labor rules since 2005.

Highlights of the new rule include:

- The Final Rule implements changes to seven non-agricultural hazardous occupation orders (HOs) and revisions to the rules for 14- and 15-year-olds. The Final Rule also incorporates into the regulations statutory changes regarding the assessment of child labor civil money penalties and the employment of youth by establishments that use machinery to process wood products.
- These changes stem from the Department's enforcement experience, two statutory changes, and the 2002 National Institute for Occupational Safety and Health (NIOSH) review of the child labor HOs. NIOSH recommended 35 modifications to the existing non-agricultural child labor HOs. The Department issued a Final Rule in December 2004 implementing six of the NIOSH recommendations. The current Final Rule addresses 25 of the remaining NIOSH non-agricultural HOs recommendations.
- The Final Rule strengthens child labor laws to protect against workplace hazards. Examples of new prohibitions impacting the employment of youth under the age of 18 years include:
 - Working at poultry slaughtering and packaging plants.
 - Riding on a forklift as a passenger,
 - Working in forest fire fighting, forestry services, and timber tract management,
 - Operating certain power-driven hoists and work assist vehicles,
 - Operating balers and compactors designed or used for non-paper products, and
 - Operating power-driven chain saws, wood chippers, reciprocating saws, and abrasive cutting discs.
- The rule expands youth workplace opportunities that have been judged to be safe for young workers. Examples include:
 - By removing a 40-year-old provision that generally limits the employment of 14- and 15-year-olds to jobs in retail, food service, and gasoline service establishments, the rule opens up safe and positive employment opportunities in industries such as advertising, banking, and information technology.
 - The Final Rule allows 14- and 15-year-olds to perform work of an intellectual or artistic nature in establishments that were previously prohibited. Such work includes computer programming, drawing, and teaching.

- The Final Rule also incorporates into the regulations two long standing Departmental enforcement positions that permit 16- and 17-year-olds to operate, under specified conditions, power-driven pizza-dough rollers and portable, countertop food mixers.
- The Final Rule also updates the child labor provisions to better reflect the modern workplace. These changes include:
 - It permits greater opportunities for the development of the technology-based skills that are increasingly in demand in a competitive 21st century labor market.
 - The Final Rule establishes a new work-study program for 14- and 15-year-old students who wish to use their school-supervised work experience as a means to realize their academic potential and obtain a college education.
 - It prohibits 14- and 15-year-olds from engaging in youth peddling activities or non-charitable door-to-door sales.
 - It clarifies the work hours and time-of-day limitations for 14- and 15-year-olds and defines the term *school hours* as it applies to nonagricultural employment.
 - It establishes a minimum age of 15 years for employment as a life guard at traditional swimming pools.

Where to Obtain Additional Information

For additional information, visit our Wage-Hour website: <http://www.wagehour.dol.gov> and/or call our Wage-Hour toll-free information and helpline, available 8am to 5pm in your time zone, 1-866-4USWAGE (1-866-487-9243).

**CHILD LABOR FINAL RULE, NONAGRICULTURAL EMPLOYMENT 14- AND 15-
YEAR-OLDS – MAJOR CHANGES**

<p><u>CURRENT RULE</u> CHILD LABOR REG. NO 3 Title 29 CFR 570, Subpart C Prior to July 19, 2010</p>	<p><u>FINAL RULE</u> CHILD LABOR REG. NO 3 Title 29 CFR 570, Subpart C Effective on July 19, 2010</p>
<p><u>Reg. 3 at §§ 570.33 and 570.34</u>—Statute is clear that 14- and 15-year-olds may do only those tasks the Secretary of Labor declares they may do, but the regulation is not as clear.</p>	<p><u>Reg. 3 at §§ 570.33 and 570.34</u>—Regulation revised so that it is clear that 14- and 15-year-olds may do only what the Secretary of Labor has declared they may do. “If a task is not specifically permitted, it is prohibited.”</p>
<p><u>Reg. 3 at §§ 570.33 and 570.34</u>—Currently, employment of 14- and 15-year-olds is generally restricted to only food service, retail, and gasoline service establishments. This precludes employment in several industries in which youth can be safely employed, such as state and local governments, banks, advertising agencies, etc. Current rule also has several “prohibitions” that apply only to the three industries named above, causing some employers to mistakenly believe such tasks may be performed in other industries.</p>	<p><u>Reg. 3 at §§ 570.33 and 570.34</u>—The final rule reorganizes these sections so as to remove the distinction between retail, food service, and gasoline service establishments and other industries and permits the employment of 14- and 15-year-olds to perform safe tasks in other establishments. It also “consolidates” into a single section the permitted occupations and in a separate section identifies common prohibited occupations, whereas both were previously commingled in §§ 570.33 and 570.34.</p>
<p><u>Reg. 3 at §§ 570.33(c) and (f) and 570.34(a)</u>—Rule does not specifically address when 14- and 15-year-olds may be employed to ride inside and outside of motor vehicles. Rule also prevents such youth from loading any items onto (or from) a motor vehicle—including personal hand tools and personal items.</p>	<p><u>Reg. 3 at §§ 570.33(f) and (k) and 570.34(k)</u>—Clarifies when youth can ride inside and outside of passenger compartments of motor vehicles and coordinates rules with HO 2 (§ 570.52). Also allows youth to load and unload hand tools and personal items that he or she will use at the job site onto and from motor vehicles.</p>
<p><u>Reg. 3 § 570.34(b)(7)</u>—Prohibits 14- and 15-year-olds from working inside meat coolers and freezers.</p>	<p><u>Reg. 3 § 570.33(i)</u>—Clarifies the provisions regarding youth working inside meat coolers and freezers and allows youth, on an occasional basis, to momentarily enter a freezer (but not a meat cooler) to retrieve items.</p>

CURRENT RULE CHILD LABOR REG. NO 3 Title 29 CFR 570, Subpart C Prior to July 19, 2010	FINAL RULE CHILD LABOR REG. NO 3 Title 29 CFR 570, Subpart C Effective on July 19, 2010
<p><u>Youth Peddling</u>—Current rule has no provisions regarding door-to-door sales or youth peddling. Many injuries and even deaths have occurred to youth working as youth peddlers.</p>	<p><u>Reg. 3 § 570.33(j)</u>—Bans youth peddling and door-to-door sales by youth under 16 years of age. Also prohibits such youth from promotional employment as “sign wavers” unless performed directly in front of the employer’s establishment.</p>
<p><u>Poultry Catching</u>—Current rule has no language specifically prohibiting the employment of 14- and 15-year-olds in the catching and cooping of poultry for market or slaughter; but such work is prohibited because it is a “processing occupation.”</p>	<p><u>Reg. 3 § 570.33(l)</u>—Adds poultry catching and cooping as a named prohibited Reg. 3 occupation in order to clarify and facilitate compliance.</p>
<p><u>Intellectual or artistically creative occupations</u>—Reg. 3 currently does not contain provisions permitting 14- and 15-year-olds to perform certain tasks involving intellectual or artistic talents that involve industries and tasks that do not jeopardize the minor’s health, well-being, or education.</p>	<p><u>Reg. 3 § 570.34(b)</u>—Creates a new “permitted” occupation for work of an intellectual or artistically creative nature. Includes sufficient safeguards to ensure these young workers do not perform otherwise prohibited tasks or work during prohibited time periods.</p>
<p><u>Lifeguards</u>—Regulations do not currently permit minors under 16 to work as lifeguards. The Department has developed an enforcement position over the last 7 years that permits properly certified 15-year-olds, but not 14-year-olds, to perform most duties of a life guard at traditional swimming pools and water amusement parks—but not at natural environments.</p>	<p><u>Reg. 3 § 570.34(l)</u>—Creates a new “permitted” occupation allowing 15-year-olds to work as lifeguards and swimming instructors at swimming pools and water amusement parks if properly trained and certified. Places in the regulations the Department’s long standing position that prohibits anyone under 16 from working as a dispatcher on elevated water slides or as a lifeguard at natural environment swimming facilities (lakes, rivers, ocean beaches, quarries, piers).</p>
<p><u>FLSA Section 13(c)(7)</u>—This statutory child labor exemption, which is not yet incorporated into the regulations, allows certain youth to work inside and outside of businesses that use power-driven equipment to process wood products.</p>	<p><u>Reg. 3 § 570.34(m)</u>—Incorporates the provisions of FLSA Section 13(c)(7), enacted in 2004, which allows 14- and 15-year-olds to be employed inside and outside places of business that use power-driven machinery to process wood products under specific conditions. The final rule also changes HO 4 (§ 570.54) to accommodate the amendment.</p>

CURRENT RULE CHILD LABOR REG. NO 3 Title 29 CFR 570, Subpart C Prior to July 12, 2010	FINAL RULE CHILD LABOR REG. NO 3 Title 29 CFR 570, Subpart C Effective on July 12, 2010
<p><u>Reg. 3 § 570.35(a)(5)</u>—Current rule limits the number of hours 14- and 15-year-olds may work to 3 hours on a school day; but the rule does not specifically state “including Fridays.” This has caused some confusion among employers.</p>	<p><u>Reg. 3 § 570.35(a)(5)</u>—Clarifies that the 3-hour limit on employment on a school day includes Fridays. As amended, § 570.35 also clarifies that the prohibition on working during “school hours” refers to the hours that the local public school where the minor resides while employed is in session.</p>
<p><u>Reg. 3 § 570.35(b)</u>—Current regulations limit the number of hours 14- and 15-year-olds may work in a week, but do not define the term <i>week</i>. The Department has traditionally defined <i>week</i> to mean the 168 hour period beginning at 12:01 a.m. Sunday morning and ending at midnight of the next Saturday.</p>	<p><u>Reg. 3 § 570.35(b)</u>—Requires employers to use the same “week” (168 hour period) for determining compliance with the child labor provisions as it establishes for determining if employees are due overtime.</p>
<p><u>Work Study Program</u>—Regulations do not currently accommodate work study programs already in existence that help inner-city high school students obtain quality college preparatory educations from prestigious educational organizations.</p>	<p><u>Reg. 3 § 570.37</u>—Creates a work-study program (WSP) for academically oriented youth, similar to the existing Work Experience and Career Exploration Program (WECEP) contained in § 570.36, that would allow such youth to work during school hours, with sufficient safeguards to ensure that their employment does not interfere with their health, well-being or education.</p>

**CHILD LABOR FINAL RULE, NONAGRICULTURAL EMPLOYMENT
16- AND 17-YEAR-OLDS—MAJOR CHANGES**

<p><u>CURRENT RULE</u> Hazardous Occupations 29 CFR Part 570, Subpart E Prior to July 19, 2010</p>	<p><u>FINAL RULE</u> Hazardous Occupations 29 CFR Part 570, Subpart E Effective on July 19, 2010</p>
<p><u>HO 4</u> (Logging and Sawmilling)— Currently bans most work in logging and in the operation of a sawmill.</p>	<p><u>HO 4</u> Expands prohibitions to include most work in: forest fire fighting; forest fire prevention that is performed in conjunction with extinguishing an actual fire; forestry services, including forest economics and marketing; and timber tract management. Also incorporates into the HO the provisions of FLSA section 13(c)(7), which allows certain youths to work, under specified conditions, inside and outside of businesses that use power-driven equipment to process wood products.</p>
<p><u>HO 7</u> (Power-Driven Hoisting Equipment)—Prohibit minors from operating power-driven hoisting devices such as cranes, derricks, hoists, high-lift trucks, manlifts, and freight elevators.</p>	<p><u>HO 7</u> Expands current hazardous order to prohibit youth from tending, riding upon, working from, repairing, servicing, or disassembling an elevator, crane, derrick, manlift, hoist, or high-lift truck. Expands definition of high-lift trucks to include backhoes, front-end loaders, skid loaders, skid-steer loaders, Bobcat loaders, and stacking trucks. Expands definition of manlift to prohibit use of truck- or equipment-mounted aerial platforms known as scissor lifts, boom-type mobile elevating work platforms, work assist vehicles, cherry pickers, basket hoists, and bucket trucks. Removes previous exception that allowed youth to operate certain hoists of less than one ton capacity.</p>
<p><u>HO 10</u> (Meat Processing and Power-Driven Meat Processing Machines)—Currently prohibits employment in slaughtering, meat processing, and rendering occupations. Also prohibits the operation of most power-driven meat processing equipment, such as meat slicers, in all types of establishments.</p>	<p><u>HO 10</u> Expands the prohibitions to include work in poultry slaughtering establishments as well as in establishments that manufacture or process meat or poultry products. Clarifies that minors under 18 may not clean power-driven meat processing equipment, or the parts of such equipment, even when the equipment is assembled and disassembled by an adult.</p>

<p><u>CURRENT RULE</u> Hazardous Occupations 29 CFR Part 570, Subpart E Prior to July 12, 2010</p>	<p><u>FINAL RULE</u> Hazardous Occupations 29 CFR Part 570, Subpart E Effective on July 12, 2010</p>
<p><u>HO 11</u> (Power-Driven Bakery Equipment)—Currently, minors may not operate portable counter top mixers that are similar to those used in private homes.</p>	<p><u>HO 11</u> Allows minors to operate portable counter top mixers that are similar to those used in private homes. Also incorporates into the regulations a Department of Labor enforcement position that allows minors to operate certain pizza-dough rollers under specific conditions.</p>
<p><u>HO 12</u> (Balers and Compactors, and paper products processing machines)—Current HO prohibits minors from operating and unloading certain scrap paper balers and paper box compactors and contains a limited exemption that permits minors to load certain balers and compactors under specified conditions.</p>	<p><u>HO 12</u> Final Rule expands the hazardous order to prohibit the operation and loading of all balers and compactors, including those not designed or used to process paper; and clarifies the limited statutory exemption that permits minors to only load certain scrap paper balers and paper box compactors, and then only in accordance with the provisions of FLSA section 13(c)(5).</p>
<p><u>HO 14</u> (Band Saws, Circular Saws, Guillotine Shears)—Current rule prohibits minors from operating or helping to operate band saws, circular saws, and guillotine shears.</p>	<p><u>HO 14</u> Final Rule expands the prohibited equipment to include chain saws, reciprocating saws, wood chippers, and abrasive cutting discs. These prohibitions apply regardless of the materials being processed by the named equipment.</p>

CHILD LABOR SUMMARY SHEET

When there is a difference in state, federal or local law regarding child labor, the law providing the most protection to the minor takes precedence.

Below are the more restrictive requirements for employing a minor.

JURISDICTION

MINIMUM AGE	14 Years of Age	FEDERAL
EMPLOYMENT CERTIFICATE (Work Permit)	17 Years of Age & Under	STATE
(Includes home schooled minors & minors from out-of-state working in Georgia)	Obtained from Georgia School attended OR County School Superintendent	
HOURS OF WORK Minors 14 & 15 Years of Age	3 Hours (school day) 8 Hours (non-school day) 18 Hours (school week) 40 Hours (non-school week) Not during normal school hours. Not before 7 a.m. Not after 7 p.m. (Evening hours extended to 9 p.m. June 1 to Labor Day).	FEDERAL
HAZARDOUS OCCUPATIONS Minors 17 Years of Age & Younger	Manufacturing & storing explosives; motor vehicle driving & outside helper; coal mining; logging & sawmilling; power-driven woodworking machines; exposure to radioactive substances; power-driven hoisting apparatus; power-driven metal-forming, punching, and shearing machines; mining; slaughtering; meat-packing, processing or rendering; power-driven bakery machines; power-driven paper products machines; manufacturing brick, tile, & kindred products; power-driven circular saws, band saws, & guillotine shears; wrecking; demolition, & shipbreaking operations; roofing operations; excavation operations.	FEDERAL
ALCOHOLIC BEVERAGES	May not: Dispense, serve, sell or take orders for alcoholic beverages. (EXCEPTION: Where alcohol is sold for consumption OFF the premises). NOTE: Local law may be more restrictive.	STATE
PROHIBITED OCCUPATIONS Minors 15 Years of Age & Younger	Machinery; motor vehicles; equipment; food process; fixtures; railroads; unguarded gears; vessels or boats; dangerous gases or acids; communication or public utilities; freezers; meat coolers; loading and unloading trucks, railroad cars, conveyors, etc.; warehouses; scaffolding or construction; mines, coke breaker, coke oven, or quarry. Manufacturing; mining; public messenger service; construction; work in/about Boilers or Engine Rooms; cooking; (Includes power mowers or cutters - including weed eaters).	STATE FEDERAL
MINORS IN ENTERTAINMENT	Requires special application and certificate of consent. Certificate of consent must be issued by Georgia Child Labor Section prior to minor beginning work.	STATE

NOTE: Minors working for a parent/guardian who owns the business are exempt from all but the hazardous/prohibited occupation restrictions.

Child Labor personnel are available, when scheduling is possible, for presentations to school classes, issuing officers, PTA's, employer groups, etc. Please contact the Child Labor Section if you are interested.

FOR MORE DETAILED INFORMATION ON CHILD LABOR PLEASE CALL:

Georgia Department of Labor
Child Labor Section (404) 232-3260
www.dol.state.ga.us

U.S. Department of Labor
Wage & Hour Division (404) 893-4600 (Atlanta)
(912) 652-4221 (Savannah)

Finding Your Voice- Role Playing Scenarios

HANDOUTS

Working in small groups, select one of the nine scenarios and read through the script.

As a group, discuss:

1. What, if any child labor laws were violated.
2. What safety and health hazards were present for the selected scenario?
 - a. What could have been done to remove or reduce the hazard?
 - b. What policies could have been implemented to reduce or remove the hazard?
 - c. What personal protective equipment could have been worn by the employees?
3. How did each individual's approach to problem solving affect the situation?
4. What are some of the steps to problem solving that could have been used?
5. What other observations can be made about each scenario?

As a group, develop an alternative ending to the story. Limit your discussion to solving one of the problems that the group determined was present in the scene. Assign parts to your group members. Decide what each person will say, and write it down on the back of the individual handouts.

SELECTED ROLE-PLAY SCENERIOS

1. Anna's Story (Babysitting Scenario)
2. DeAngelo's Story (Concert Scenario)
3. Camille's Story (Housekeeping Scenario)
4. Abir's Story (Construction Site Scenario)
5. Kim's Story (Neighborhood Pool Scenario)
6. Marisol's Story (Childcare Scenario)
7. Brian's Story (Restaurant Scenario)
8. Jessica's Story (Convenience Store Scenario)
9. Tony's Story (Laboratory Scenario)

ANNA'S STORY (BABYSITTING SCENARIO)

Actor 1: "Anna" is a 15-year-old high school student who is starting a baby-sitting service during the summer months.

Actor 2: "Maisy" - infant

Actor 3: "Tyler" – 3 years old

Actor 4: "Yolanda" 15-year old friend of Anna's

Scene: early evening. This is the first time that Anna has babysat for this family. Anna is preparing a bottle for Child 1 and has started heating water up on the stove. The children are playing in the living room, and Anna is on her cell phone with her friend Yolanda.

Maisy: (crying in other room)

Anna: Hang on, sweetie, I'm making you a bottle. (*into phone:* Hey Yolanda!)

Tyler: (running circles around Anna's legs) Anna-banana, Anna-banana, Anna-banana

Anna: Tyler, stop! You're in the way; come over here and color a picture for me. (*into phone:* Yeah, I'm here....just busy. The baby is crying, and the T-man is a little more work than I bargained for!)

Yolanda: Wow, the baby is LOUD!

Anna: Seriously, the water needs to hurry up and boil. (She turns the burner up higher, and turns her back on the stove)

Anna: Tyler, what did I say, go sit down at the table! (*into phone:* So, did you talk to Steven today?)

Tyler: (*Points at stove, flames are leaping from a dishtowel on the stove*)

Anna: (*turns to stove*) OOOOOOHHHHH!! (*Looks frantically all around the kitchen*) Where's the fire extinguisher??!! Ahh, what do I do? (*fire gets bigger*)

Next: Anna can't find a fire extinguisher, and the kitchen is filling with smoke. She is scared and flustered and can't think of what to do, so she grabs the children and runs out of the house. She calls 911, but the house is engulfed by the time the fire department arrived.

ROLE PLAY SOLUTION PLANNING SHEET

Directions:

Work in your small group to come up with a different ending to the story. Your group will be role-playing your alternate story ending. Assign parts to your group members. Decide what each person will say, and write it down on the back of this worksheet.

Step 1:

Choose one problem in the story to focus on.

1. What is the problem your group will be focusing on? (Note: your teacher may assign your group the problem to focus on.)

Step 2:

To better help you plan what to say, think about these questions before writing out your solution to the skit:

1. What laws were being violated in this scenario?

2. How and when should have Anna approached the parents about the potential concerns?

3. What are the different ways Anna's employer might respond?

4. Where else can Anna get help?

Step 3:

Use the back of this worksheet to decide what each character will say and write out the dialog for your characters. Use this as your script for the role-play.

STEP 3: ALTERNATIVE ENDING FOR ANNA'S STORY

DEANGELO'S STORY (CONCERT SCENARIO)

Actor 1: "DeAngelo" is a 18-year-old team member at outdoor summer music amphitheater assigned to crowd control

Actor 2: "Sue" is the security manager

Scene: 8 pm on a summer Friday just before the doors open for a HUGE concert by a top band.

DeAngelo: Can you believe it?! There have been people camped out there since midnight yesterday! They must be hot, tired, and hungry. I wonder how many people are out there.

Sue: It is our biggest concert of the year. I bet there are over 1000 people already waiting in line and it's open seating; first come, best seat. It's going to be crazy when we open the gates.

DeAngelo, please go out there and see how it looks at the east gate entrance.

DeAngelo: Sue, I am uncomfortable about doing that. What is there to stop them from rushing in even if I just open the gate a crack?

Sue: Well I really need you to check and see how the lines are forming up over there. There shouldn't be that many people over there. If you would feel better take Jim with you. He is a big guy and should be able to control the crowd.

DeAngelo: Alright.

Next: DeAngelo and Jim go over to the east gate and crack it open just a tiny bit. The crowd has now surged to over 2000 people and their patience has run out. Someone in the crowd yells "they have opened the gate; let's run for the front row" and the crowd surges forward. DeAngelo and Jim are both trampled. Jim dies of his injuries an hour later. DeAngelo has broken bones and will never be the same. He now suffers from nightmares.

ROLE PLAY SOLUTION PLANNING SHEET

Directions:

Work in your small group to come up with a different ending to the story. Your group will be role-playing your alternate story ending. Assign parts to your group members. Decide what each person will say, and write it down on the back of this worksheet.

Step 1:

Choose one problem in the story to focus on.

1. What is the problem your group will be focusing on? (Note: your teacher may assign your group the problem to focus on.)

Step 2:

To better help you plan what to say, think about these questions before writing out your solution to the skit:

1. What laws were being violated in this scenario?

2. How and when should Deangelo approach the supervisor about the problem?

3. What are the different ways Deangelo's supervisor might respond?

4. Where else can Deangelo get help?

Step 3:

Use the back of this worksheet to decide what each character will say and write out the dialog for your characters. Use this as your script for the role-play.

STEP 3: ALTERNATIVE ENDING FOR DEANGELO'S STORY

CAMILLE'S STORY (HOUSEKEEPING SCENARIO)

Scene: Corner Bakery Shop. Camille is a 15-year-old high school student.

Ms. Baker Ms. Baker is her supervisor, and Seth is one of Camille's co-workers. It is Thursday evening.

Ms. Baker: Camille, Connor just called in sick so I need you to pick up the trash in the restrooms.

Camille: I'm sorry Ms. Baker, but when I did that job last time I saw used needles in the trash and almost got stuck.

Ms. Baker: I'm really sorry, but this is an emergency. Customers out front were complaining and expect to use a clean restroom. If you want to work here you have to be willing to pitch in where we need you.

Camille: But that is gross and I have concerns about my safety.

Ms. Baker: If you don't want to do this task then maybe you don't want to work here. I am sure Seth would be happy to do this job.

Next: Camille goes to pick up the trash and gets stuck by a needle. Camille worries if she will get sick from the needle stick, but is too afraid to tell anyone what happened.

ROLE PLAY SOLUTION PLANNING SHEET

Directions:

Work in your small group to come up with a different ending to the story. Your group will be role-playing your alternate story ending. Assign parts to your group members. Decide what each person will say, and write it down on the back of this worksheet.

Step 1:

Choose one problem in the story to focus on.

1. What is the problem your group will be focusing on? (Note: your teacher may assign your group the problem to focus on.)

Step 2:

To better help you plan what to say, think about these questions before writing out your solution to the skit:

1. What laws were being violated in this scenario?

2. How and when should Camille approach the supervisor about the problem?

3. What are the different ways Camille's supervisor might respond?

4. Where else can Camille get help?

Step 3:

Use the back of this worksheet to decide what each character will say and write out the dialog for your characters. Use this as your script for the role-play.

STEP 3: ALTERNATIVE ENDING FOR CAMILLE'S STORY

ABIR'S STORY (CONSTRUCTION SITE SCENARIO)

Actor 1: "Abir" is a 18-year-old masonry apprentice who was just hired for a construction project to mix mortar.

Actor 2: "Bubba" is the site supervisor

Scene: mid-morning on the jobsite

Bubba: Abir I need some mortar mixed ASAP and dropped off over there to the mason. We are on a real time crunch right now and the clock is ticking.

Abir: No problem. Just give me a second to run out to my truck to pick up my safety glasses and gloves.

Bubba: Man. There is no time for that. Besides safety glasses and gloves are for sissies. You aren't a sissy are you?

Next: Abir mixes the mortar without incident. He carries the bucket on his shoulder across the job site to the mason. It is very heavy. As he sets the bucket down the mortar splashes up out of the bucket and on to his hands and into his eyes. There is no eyewash on the project. At the hospital they have to scrape the mortar off of his eye. Abir suffers permanent tissue damage to his eyes and hands.

ROLE PLAY SOLUTION PLANNING SHEET

Directions:

Work in your small group to come up with a different ending to the story. Your group will be role-playing your alternate story ending. Assign parts to your group members. Decide what each person will say, and write it down on the back of this worksheet.

Step 1:

Choose one problem in the story to focus on.

1. What is the problem your group will be focusing on? (Note: your teacher may assign your group the problem to focus on.)

Step 2:

To better help you plan what to say, think about these questions before writing out your solution to the skit:

1. What laws were being violated in this scenario?

2. How and when should Abir approach the supervisor about the problem?

3. What are the different ways Abir's supervisor might respond?

4. Where else can Abir get help?

Step 3:

Use the back of this worksheet to decide what each character will say and write out the dialog for your characters. Use this as your script for the role-play.

STEP 3: ALTERNATIVE ENDING FOR ABIR'S STORY

KIM'S STORY (NEIGHBORHOOD POOL SCENARIO)

Actor 1: "Kim" is a 17-year-old life guard

Actor 2: "Jan" is the pool manager

Scene: 2 PM on a Saturday at the neighborhood pool with 300 people playing and swimming in and around the pool.

Kim: What a storm we had last night. It blew away the umbrellas and tossed the tables and chairs into the pool. And it is a scorcher today. Can you believe that Steve called in sick on top of that?

Jan: Well Kim it is your turn to get out there and guard the lives of our pool members

Kim: Do we have any umbrellas in the storage room? It is so hot and sunny. Yesterday I got dehydrated just sitting out there for 30 minutes and now since Steve is out I am going to have to sit there for 2 hours!

Jan: Unfortunately we don't. I can bring you some extra water. Just holler if you need some.

Next: Kim goes out and gets into the lifeguard stand. She calls for Jan but Jan is tied up with customers at the front desk and can't hear Kim. An hour and a half later someone in the pool looks up at Kim and realizes that she is unconscious. Kim is rushed to the hospital and diagnosed with heat stroke.

ROLE PLAY SOLUTION PLANNING SHEET

Directions:

Work in your small group to come up with a different ending to the story. Your group will be role-playing your alternate story ending. Assign parts to your group members. Decide what each person will say, and write it down on the back of this worksheet.

Step 1:

Choose one problem in the story to focus on.

1. What is the problem your group will be focusing on? (Note: your teacher may assign your group the problem to focus on.)

Step 2:

To better help you plan what to say, think about these questions before writing out your solution to the skit:

1. What laws were being violated in this scenario?

2. How and when should Kim approach the supervisor about the problem?

3. What are the different ways Kim's supervisor might respond?

4. Where else can Kim get help?

Step 3:

Use the back of this worksheet to decide what each character will say and write out the dialog for your characters. Use this as your script for the role-play.

STEP 3: ALTERNATIVE ENDING FOR KIM'S STORY

MARISOL'S STORY (CHILDCARE SCENARIO)

Scene: Preschool Classroom.

Actor 1: "Marisol" 16-year-old high school student working after school.

Actor 2: "Ms. Martinez" Lead classroom teacher

Actors 3-4: preschool children

Ms. Martinez: Marisol, while I lead circle time, will you please mix up the disinfecting solution and wash up the tables for snack time?

Marisol: Sure, Ms. Martinez, but I'm not sure of what I'm supposed to mix together? I haven't done it before...can you help me?

Ms. Martinez: It's the bleach and water solution...haven't you done that before? I can't help you with it – these kids are getting rowdy over here and I need to start circle time – it's easy, just mix that bleach with water....I *think* there's some in that bucket over there.

Marisol: (*hesitantly*) Ok, but how do I know it's water in there? How much am I supposed to mix together?

Ms. Martinez: Marisol, I don't have time to help you with this! That's why I asked you to do it! You can't mess it up, please just get it done so we can get ready for snack time. (*Turns back on Marisol and starts circle time*)

Next: Marisol does what she thinks is correct and pours bleach into a bucket containing a clear liquid that she believes is water. The bucket actually contains chemical left over from the overnight housekeeping staff and a chemical reaction occurs releasing chlorine gas. The classroom must be evacuated; Marisol and two children have respiratory irritation.

STEP 3: ALTERNATIVE ENDING FOR MARISOL'S STORY

BRIAN'S STORY (RESTAURANT SCENARIO)

Scene: Kitchen of fast-food restaurant; during dinner-hour rush. At the automatic dishwasher area. Dishes need to be sprayed off, then loaded into racks and onto a conveyor belt system that loads them into the automatic dishwasher (e.g. Hobart). It's very hot and steamy. The floor is wet.

Actor 1: "Brian" 17-year-old high school student working as dishwasher. Brian has been working this position for several weeks, and is hoping to be moved into a fry-cook position soon.

Actor 2: "Jose" kitchen supervisor

Actors 3-4: line cooks

Actor 3: Brian, hurry up man!! You're holding us up!

Actor 4: Yeah, man, these sheet pans need to be run through the dishwasher, pronto! Load it up!

Actor 3: Jose will never move you out of dish-grunt and into a *real* position if you don't get a move on...(chuckles)

Brian: I'm moving as fast as I can; I can't load those pans until the dishes that are in there now come out the other side. Look, I've got them on the rack and ready to go...I'm not holding you up.

(Jose comes in)

Jose: Where are the clean sheet pans?! I needed them 5 minutes ago! Brian, what's the deal?

Brian: Sorry sir, I'm trying to do it as fast as I can. *(sweating) (Under his breath, to himself: It's just hard work, and it's hot as heck back here)*

Jose: Not fast enough. Hey, if you can't hold your own during dishwashing, don't expect a promotion anytime soon. *(Jose walks off)*

Next: Brian is flustered. He quickly slides the clean rack out, moves the new rack into position and starts conveyor. His sleeve snags on the rack and pulls his arm through the entrance to the washer, which has started. Extremely hot water is sprayed down onto his arm, burning him.

ROLE PLAY SOLUTION PLANNING SHEET

Directions:

Work in your small group to come up with a different ending to the story. Your group will be role-playing your alternate story ending. Assign parts to your group members. Decide what each person will say, and write it down on the back of this worksheet.

Step 1:

Choose one problem in the story to focus on.

1. What is the problem your group will be focusing on? (Note: your teacher may assign your group the problem to focus on.)

Step 2:

To better help you plan what to say, think about these questions before writing out your solution to the skit:

1. What laws were being violated in this scenario?
2. How and when should Brian approach the supervisor about the problem?
3. What are the different ways Brian's supervisor might respond?
4. Where else can Brian get help?

Step 3:

Use the back of this worksheet to decide what each character will say and write out the dialog for your characters. Use this as your script for the role-play.

STEP 3: ALTERNATIVE ENDING FOR BRIAN'S STORY

JESSICA'S STORY (CONVENIENCE STORE SCENARIO)

Scene: Late evening. Convenience store counter. No customers are in the store. It is 3 minutes to closing time. There are 2 employees and one manager cleaning up and getting ready to lock up for the night.

Actor 1: "Jessica" is an 18-year-old cashier

Actor 2: "Terry" is the manager

Actor 3: "Marcus" is a 42-year old clerk

Terry: Jessica, Marcus, you two got this, right? I'm gonna head out a few minutes early so I can catch the tail end of the game (*heads for the door*)

Marcus: (*Shrugs shoulders*) Whatever, boss. Soon as I get those boxes by the dumpster broken down, I'm outta here. See you tomorrow. (*He heads out the back door to break down boxes outside*).

Jessica: Ummmm, actually, Terry, do you mind waiting around while I get the receipts counted up and cash register closed out?

Terry: (*hand on door handle*) What? I trust you, Jessica. I know you're good with numbers, I know you'll get it all closed out correctly, I don't need to double check you. See you tomorrow...

Jessica: Oh, uh, thanks sir, but what I meant was, would you mind waiting, since if you leave I'll be in here by myself, and...

Terry: And what? What, do you think something could happen? Nothing's ever happened during close-up. We live in a no-where, nothing-ever-happens town, Jessica. Hey, if you need something, just shout, Marcus will hear you and come running...

Jessica: Not if he's running the box compressor...sorry, sir. I don't mean to hold you up, it's just that I'd feel more comfortable if I wasn't in here by myself during cash-out.

Terry: (*rolls eyes*) I get it, you're scared cause you're a girl. Fine, I'll wait in my car out front so I can listen to the game on the radio...

Next: Jessica closes up and cashes out while Terry waits outside. Nothing happens that evening. Two weeks later, during closing, a masked gunman enters the store and demands money and lottery tickets. Jessica is not physically harmed, but she is too scared to return to work.

ROLE PLAY SOLUTION PLANNING SHEET

Directions:

Work in your small group to come up with a different ending to the story. Your group will be role-playing your alternate story ending. Assign parts to your group members. Decide what each person will say, and write it down on the back of this worksheet.

Step 1:

Choose one problem in the story to focus on.

1. What is the problem your group will be focusing on? (Note: your teacher may assign your group the problem to focus on.)

Step 2:

To better help you plan what to say, think about these questions before writing out your solution to the skit:

5. What laws were being violated in this scenario?

6. How and when should Jessica approach the supervisor about the problem?

7. What are the different ways Jessica's supervisor might respond?

8. Where else can Jessica get help?

Step 3:

Use the back of this worksheet to decide what each character will say and write out the dialog for your characters. Use this as your script for the role-play.

STEP 3: ALTERNATIVE ENDING FOR JESSICA'S STORY

TONY'S STORY (LABORATORY SCENARIO)

Actor 1: "Tony" is a 19-year-old college student who is a new teaching assistant for the Chemistry 101 class.

Actor 2: "Professor McDougal" is the chemistry professor

Actor 3: "Keisha" is a 26-year-old graduate student who also assists Professor McDougal for the Chemistry 101 class, and conducts research in the laboratory.

Scene: mid-afternoon. University undergraduate chemistry laboratory. Tony and Professor McDougal enter the lab, where Keisha is working on her research.

Professor McDougal: Keisha, this is Tony. He's going to be assisting with the 101 lab later this evening. I need you two to prep up the compounds the students will be using tonight now so we'll actually have time to complete the experiment tonight. Tony, Keisha will show you what you need to know. I've got to run to my afternoon lecture. (*Heads for the door*)

Keisha: I'm happy to help Professor – did you already brief him on the safety regs for the lab?

Professor McDougal: No, we haven't had time actually, but I know you can cover it. Thanks Keisha – see you tonight Tony (*leaves*)

Keisha: (*looking between her work and Tony*) Uhhhh, Tony....I'm happy to show you the ropes, but I have a reaction that's just about up to temp...anyway, Professor McDougal wouldn't have hired you if he thought you weren't smart and couldn't figure it out yourself, right? Look, here's the list of what we need to prep for tonight's lab....why don't you get started, and I'll help you as soon as my reaction's finished? It's a pretty easy mixture, you'll be fine doing it on your own. Just be careful (*playfully laughs*)

Tony: Are you sure? I mean, this is my first day in the lab...I don't want to do something wrong.

Keisha: You'll be fine...here, you just need to mix these two chemicals together, and decant them into this container.

Tony: Should I be using safety glasses?

Keisha: Probably...(she rummages through a drawer)...but it looks like we're out. That's alright, you have eyeglasses on; that'll be enough protection. Besides, it's not like you're going to pour it in your eyes, right?

Next: Tony starts to mix the two chemicals together as Keisha instructed. However, one of the chemicals has not been stored properly, and it has absorbed water from the air. This water reacts violently with the other chemical Tony adds. The mixture sprays up into Tony's face, getting into his eyes. He can't find the eyewash station, and suffers permanent tissue damage to his face and eyes.

ROLE PLAY SOLUTION PLANNING SHEET

Directions:

Work in your small group to come up with a different ending to the story. Your group will be role-playing your alternate story ending. Assign parts to your group members. Decide what each person will say, and write it down on the back of this worksheet.

Step 1:

Choose one problem in the story to focus on.

1. What is the problem your group will be focusing on? (Note: your teacher may assign your group the problem to focus on.)

Step 2:

To better help you plan what to say, think about these questions before writing out your solution to the skit:

1. What laws were being violated in this scenario?
2. How and when should Tony approach the supervisor about the problem?
3. What are the different ways Tony supervisor might respond?
4. Where else can Tony get help?

Step 3:

Use the back of this worksheet to decide what each character will say and write out the dialog for your characters. Use this as your script for the role-play.

STEP 3: ALTERNATIVE ENDING FOR TONY'S STORY

Building Resources

WHERE TO GO FOR MORE HELP

International Resources

- * Canadian Centre for Occupational Health and Safety: Young Worker Zone <http://www.ccohs.ca/youngworkers/>
- * Work Safe British Columbia: Young Workers at Risk <http://www2.worksafebc.com/Topics/YoungWorker/Home.asp>
- * International Programme on the Elimination of Child Labour <http://www.ilo.org/ipec/areas/Safeworkforyouth/lang--en/index.htm>
- * Youth@Work (Safe, fair, productive young working lives) presented by the Government of South Australia <http://www.safework.sa.gov.au/youth/>
- * WorkSafe: Saskatchewan (Canada) <http://www.worksafesask.ca/Youth>

National Resources

- * Occupational Safety and Health Administration (OSHA) www.osha.gov and <http://www.youth2work.gov/>
- * National Institute of Occupational Safety and Health (NIOSH) <http://www.cdc.gov/niosh/topics/youth/>
- * Youngworkers.org <http://www.youngworkers.org/home.htm> *The California Resource Network for Young Workers' Health and Safety and home of The National Young Worker Safety Resource Center
- * United States Department of Labor, Wage and Hour Division (WHD) Youth Rules! <http://www.youthrules.dol.gov/teens/default.htm>
- * National Children's Center for Rural Agricultural Health and Safety <http://www.marshfieldclinic.org/nccrahs/>
- * Gulf Coast Safety Institute www.com.edu/gcsi

The Center for Young Worker Safety and Health at GTRI

Email: youngworker@gtri.gatech.edu

Website: www.youngworker.gatech.edu

Twitter: @youngworker

Facebook: <http://www.facebook.com/#!/Young.Worker.at.GTRI>

Phone: 404-407-8089

Address: Center for Young Worker Safety and Health at GTRI 260 14th Street Atlanta, GA 30332