

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">Demonstrate an awareness of the legal rights and responsibilities of employers and employees	<ul style="list-style-type: none">Accurately identify the legal rights and responsibilities of employeesAccurately 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)

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:

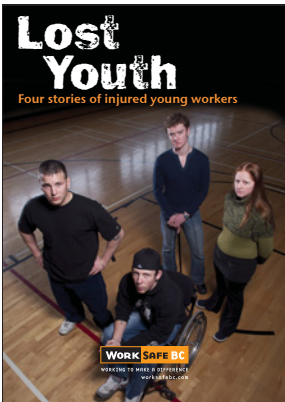
- Short- and long-term disability
- Disfigurement
- Dismemberment
- Death

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



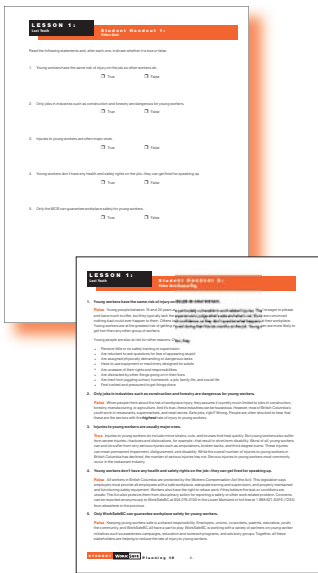
accident scenes (which come toward the end of the video) or leave the room.

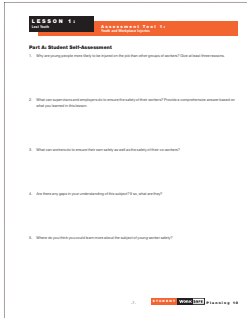
5. **Distribute** *Student Handout 1: Video Quiz* after the video has finished. Ask students to complete the quiz. When they have finished, distribute *Student Handout 2: Video Quiz Answer Key*. Review each question with the class and address any questions that might arise.
6. **Debrief** this lesson 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.worksafefbc.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). 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.

