



Activities for High School ESL Classes

TEENS WORKING IN AGRICULTURE



**WORKER OCCUPATIONAL SAFETY AND HEALTH TRAINING AND EDUCATION PROGRAM (WOSHTEP)
COMMISSION ON HEALTH AND SAFETY AND WORKERS' COMPENSATION
CALIFORNIA DEPARTMENT OF INDUSTRIAL RELATIONS**

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Commission on Health & Safety and
Workers’ Compensation
1515 Clay Street, Room 901
Oakland, CA 94612
(510) 622-3959
www.dir.ca.gov/chswc

Labor Occupational Health Program
University of California, Berkeley
2223 Fulton Street, 4th Floor
Berkeley, CA 94720-5120
(510) 642-5507
www.lohp.org

Western Center for Agricultural
Health and Safety
University of California, Davis
One Shields Avenue
Davis, CA 95616-8757
(530) 754-8678
agcenter.ucdavis.edu

Labor Occupational Safety and Health Program
University of California, Los Angeles
10946 Le Conte Avenue, Box 951478
Los Angeles, CA 90095-1478
(310) 794-5964
www.losh.ucla.edu

Writers/Contributors Suzanne Teran, Robin Dewey, Laura Kurre, Michele
González Arroyo, Joan Cuadra, Diane Bush, and
Gene Darling
Design and Illustrations Kate Oliver, Kristian Johnson Michiels, Mary Ann
Zapalac
ESL Consultants Phil Smith, Holly Cobb

For copies of the full curriculum, or for more information, contact: **Labor Occupational Health Program**, University of California, Berkeley, 2223 Fulton Street, 4th Floor, Berkeley, CA 94720-5120, (510) 642-5507, www.lohp.org.

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TABLE OF CONTENTS

- **Introduction** 5

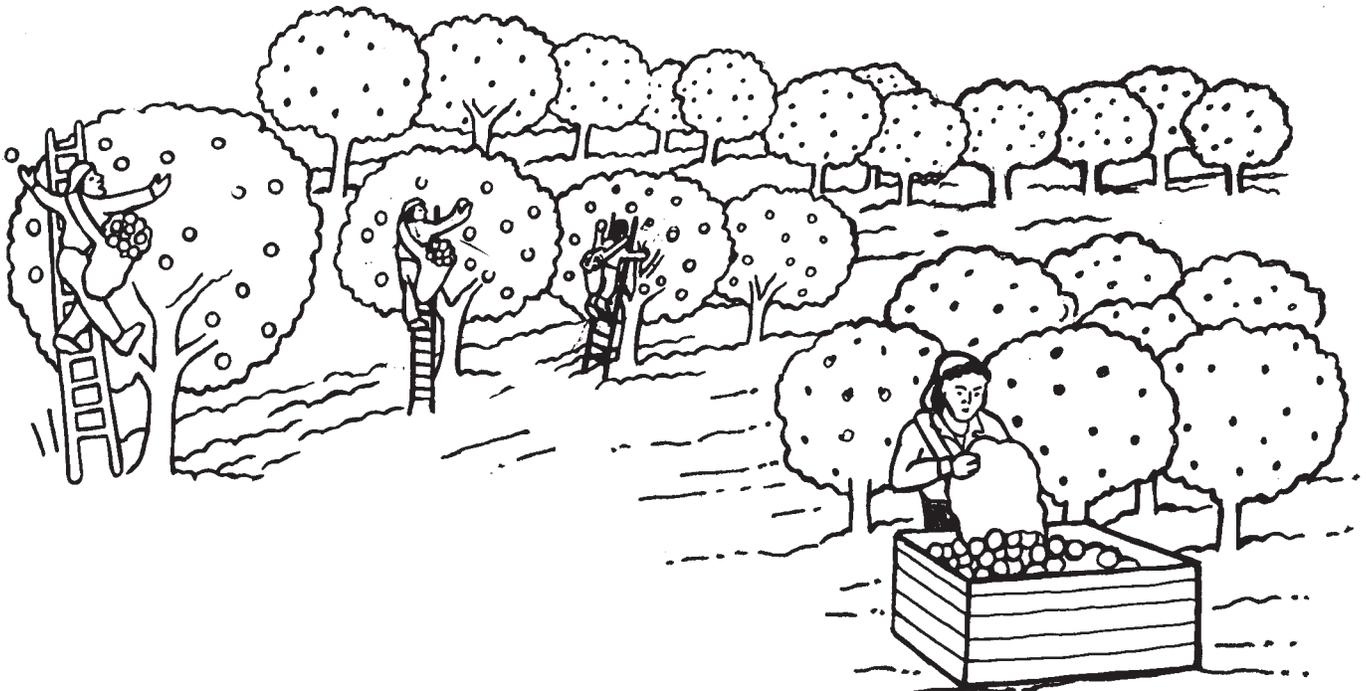
- **Sample Lessons from the *Teens Working in Agriculture* Curriculum**
 - **Lesson 1**—Teen Farmworkers in California 11
 - **Lesson 2**—Dangers on the Farm 15
 - **Lesson 3**—Solving Farm Health and Safety Problems 19
 - **Lesson 4**—Teen Farmworkers’ Rights and Responsibilities 27

- **Resources** 33

- **Overheads**

- **Handouts**

INTRODUCTION



Why should teens learn about agricultural health and safety?

- Students need basic health and safety awareness so they can protect themselves on the job—now, and later in their lives. Safety can literally be a matter of life and death.
- Nationwide, over 20% of job-related deaths among teen workers occur in agriculture. (Source: Bureau of Labor Statistics Census of Fatal Occupational Injuries 1998–2002.)
- Teens are often inexperienced and unfamiliar with the work they are asked to do. Their most positive traits—energy, enthusiasm and a need for challenge and responsibility—can lead them to take on dangerous tasks. Teens may be reluctant to ask questions or to make demands on their employers for better information or safer conditions.

- Teens often know little about health and safety hazards or about the laws that protect them. Before they enter the agricultural workplace, teens are rarely told about hazards, protective measures, or their rights and responsibilities. Some employers don't provide adequate training, especially training appropriate for teens.
- Employers, parents, teachers, and public health organizations such as the American Academy of Pediatrics, the American Public Health Association, the National Institute for Occupational Safety and Health, and the National Committee for Childhood Agricultural Injury Prevention have all called for better education on workplace health and safety for teens. Students who have learned about these issues in the classroom are better able to avoid job injury.

Why teach health and safety in English as a Second Language (ESL) classes?

Education about the workplace and its hazards is something that **all** students need. Such education may help protect students from crippling injuries that can affect them for the rest of their lives, like losing a finger or suffering a permanent back injury. This is true regardless of a student's present or future occupation. Many high school ESL students in rural areas have worked in agriculture by the time they leave high school. One survey showed that 71% of high school ESL students in California's San Joaquin Valley reported working in agriculture. Many will continue to work in agriculture later in life. This booklet provides these students with some of the basic health and safety information they need.

Purpose and Teaching Methods

The activities in this booklet are part of a nine-lesson ESL curriculum designed to be incorporated into intermediate-level ESL classes in rural communities.

These lessons provide a way to present basic agricultural health and safety concepts while building language skills. Interactive hands-on activities are emphasized so students "learn by doing."

Each of the 40-minute lessons includes a lesson-at-a-glance format, a lesson plan, detailed teacher's instructions, and student handouts. Some of the lessons include overheads as well.

Students are given a variety of opportunities to read, speak, write, think critically, develop their vocabulary, and listen to expand their English

fluency. An oral question-and-answer format is emphasized throughout the activities to encourage students to demonstrate English comprehension as well as communicate ideas that are important to them. The activities were designed to support the English-Language Development Standards for California Public Schools (1999), Intermediate Level, grades 9–12. They also meet the Worker Occupational Safety and Health Training and Education Program (WOSHTEP) goal of educating youth just entering the workforce about the importance of health and safety on the job.

Objectives

English Skills

Students will be able to:

- Analyze and discuss information from skits, factsheets, and first-hand accounts.
- Form opinions and defend them, orally and in writing.
- Establish and explain cause and effect relationships.

Agricultural Health and Safety

Students will be able to:

- Name the most serious agricultural health and safety problems.
- Explain teen workers' rights and responsibilities—health and safety, work hours, and working conditions.
- Describe factors that can lead to change in working conditions.

Teacher Preparation

- Feel free to modify the lessons and activities here to meet your own needs. All the material can also be used in, or adapted for, a variety of educational settings. For example, if you are using the lessons with beginning ESL students, you may want to add extra time to review vocabulary.
- Read all four lessons to become familiar with the activities. Decide whether you will need to adapt them to meet the needs of your class.
- Review the Vocabulary List for each lesson and decide how to present new vocabulary words. You might want to duplicate the list

for each student, or keep it on the board during the class.

- Copy the overheads included in this booklet onto transparencies and obtain an overhead projector.
 - Overhead #1—*Rogelio*
 - Overhead #2—*Where Do Teens Work?*
 - Overhead #3—*Thousands of Teens Are Injured in Farm Jobs*
 - Overhead #4—*What Are the Dangers in Farm Work?*
 - Overheads #5A–5B—*Hazard Map*
- Add local phone numbers to Handout #5.
- Make enough copies of all Student Handouts.
 - Handout #1—*Word Game (vocabulary)*
 - Handout #2—*Hazard Map*
 - Handout #3—*Teen Farmworkers in the News*
 - Handout #4—*Dangers on the Farm*
 - Handout #5—*Are You a Teen Working in Agriculture?*
 - Handout #6—*Check Your Understanding*

Tips From Teachers Who Have Used These Activities in Their Classrooms

- “I shared stories from my own experience working in the fields when I was young. The students soon opened up and told their own stories about farm work.”
- “The activities were easy to adapt to the language level of my beginning ESL students. I spent extra time on vocabulary and slowed the pace of the lessons. We all learned a lot and had fun doing it.”
- “Students in my class created their own skit. This gave them an opportunity to share their own stories about injuries in the fields.”

About the *Teens Working in Agriculture* Curriculum

The complete *Teens Working in Agriculture* curriculum includes nine 40-minute lessons designed to provide teachers with a full unit for their ESL classrooms. By ordering and teaching the full curriculum, teachers provide students with the opportunity to:

- Explore each topic in depth, and have the opportunity to discuss the information and practice newly learned concepts through role plays, skits, and other activities.
- Complete more vocabulary-building exercises.
- Learn about the efforts farm workers and others have made to improve working conditions in the field through a brief DVD and lesson on this topic.
- Review all the information learned in the unit and complete a final project.

To obtain a copy of the full *Teens Working in Agriculture*, an ESL curriculum for high school students, contact LOHP at (510) 642-5507.

Curriculum Overview

In the first lesson, teen injury statistics are presented so students can appreciate the importance of safety. In the next few lessons, students discuss their own experiences working in the fields and meet in small groups or in pairs to identify potential job hazards in “real life” situations and discuss how to reduce or eliminate them. Students also learn about the rights and responsibilities of teens employed in agriculture and efforts that have been made to improve working conditions. Later, a simulated “TV game show” is enacted by the class to allow them to review all the material. In the last class session, the teacher may choose either to give a final exam or to assign a final class project.

A brief DVD, *Teens Working in Agriculture*, is used in Lesson #8.

Lesson Titles

1. Teen Farmworkers in California
2. Do You Work in the Fields?
3. Dangers on the Farm
4. Solving Farm Health and Safety Problems

5. Teen Farmworkers' Rights and Responsibilities
6. Teen Farmworkers' Rights and Responsibilities (*continued*)
7. Taking Action for Health and Safety
8. Taking Action for Health and Safety (*continued*)
9. Summing Up

Materials for the Teacher

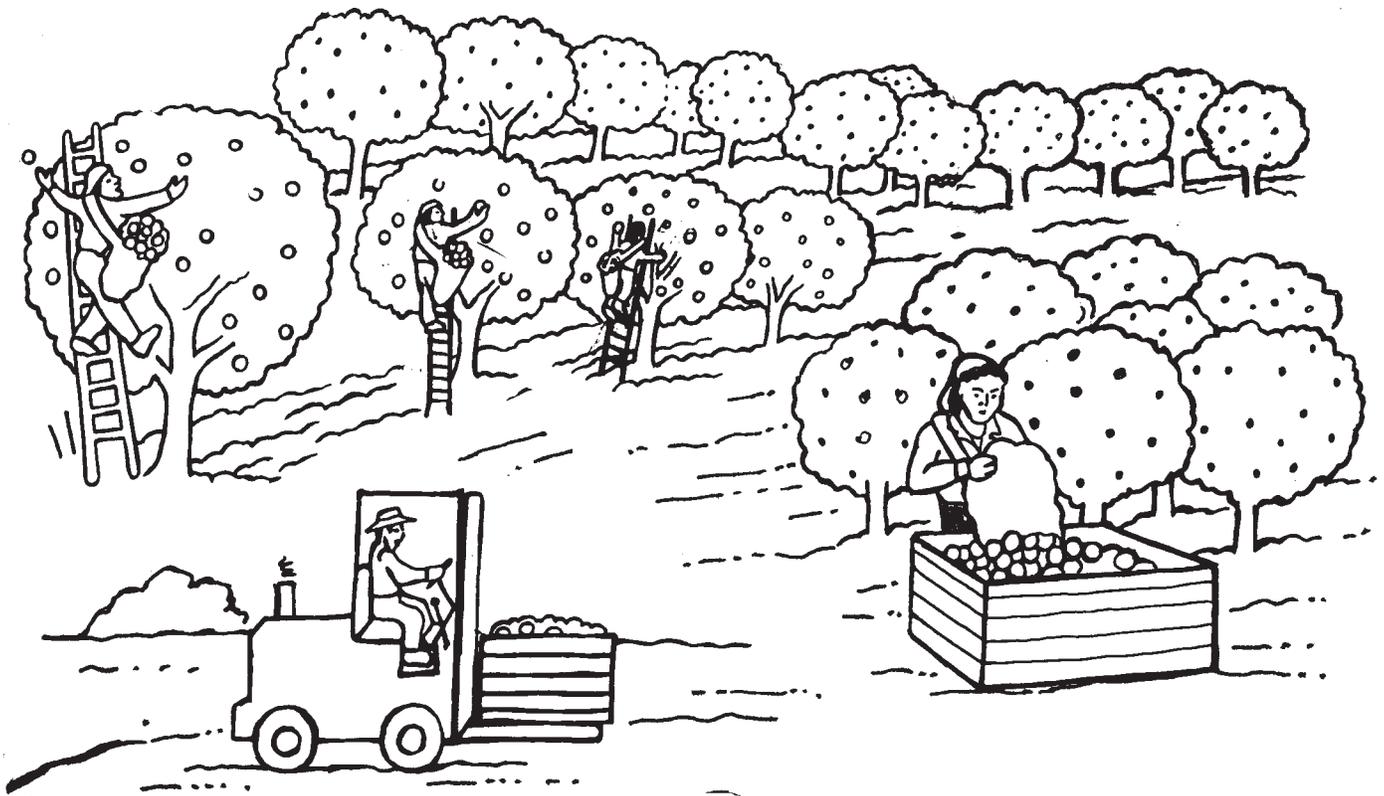
The following materials are supplied for the teacher:

- **Lesson Plans, Vocabulary Lists, and Detailed Teacher's Instructions** for each class session (Lessons 1–9). The teacher may decide to keep the vocabulary list on the board during each class for easy reference.
- **Overheads** to show the class.
- **Student Handouts**—17 handouts are provided for use with the activities.
- **DVD**—*Teens Working in Agriculture*.
- **Resource Section**, including additional readings and organizations to contact for information and help.

1

LESSON ONE

Teen Farmworkers in California



Lesson Plan One

Activity	Grouping	Time	Materials
<p>A. Warm-up discussion.</p> <p>Students discuss their own experiences working in agriculture.</p>	Class	5 minutes	
<p>B. How farm work can affect your health—Discussion.</p> <p>Teacher uses an illustration to trigger a discussion of health effects.</p>	Class	15 minutes	<ul style="list-style-type: none"> • Overhead projector • Overhead #1
<p>C. Teen injury statistics.</p> <p>Teacher presents current statistics on <i>Teens Working in Agriculture</i> and typical injuries.</p>	Class	15 minutes	<ul style="list-style-type: none"> • Overheads #2–4.
<p>D. Homework—Word Game.</p> <p>Students are given a vocabulary game as a homework assignment.</p>	Class	5 minutes <i>(start in class)</i>	<ul style="list-style-type: none"> • Handout #1.

Total Class Time: 40 minutes

Vocabulary for Lessons One and Two

boss	dangerous	injury	pesticide	sorting
conveyor belt	hazard	irrigation	picking	stooping
crop	hoeing	packing shed	repetitive	

DETAILED TEACHER'S INSTRUCTIONS

A. Warm-up discussion.

(5 minutes)

Explain to students that the curriculum will focus on agricultural work, farm health and safety, and teen farmworkers' rights and responsibilities on the job.

Suggested questions for a “warm-up” discussion of the topic include:

- How many of you have ever been farmworkers?
- What kind of work did you do? (Write up a list of various tasks.)
- Have you ever been injured while doing farm work?
- Do you think farm work is dangerous? Why or why not?

B. How farm work can affect your health—Discussion.

(15 minutes)

Show Overhead #1, *Rogelio, Farmworker, Age 16*, as a trigger to help facilitate discussion.

Lead a discussion using these questions:

- How does working in the fields affect your health?
- What comes to mind when you see the image of Rogelio?
- What body movements or positions do farm workers use?
- What about the physical environment?

Possible answers include:

- heat stress or other heat-related problems
- sore back or other muscle problems due to bending and stooping
- it's very tiring work, and can be stressful too
- health problems due to pesticides
- falling off a ladder
- getting injured on some equipment or machinery
- getting hit by machinery or a farm animal

Explain that agriculture is one of the most dangerous industries. Teens can suffer health effects or injuries just like all other farm workers, and they are also more susceptible to some types of effects since their bodies are still developing. For example, their bodies could be more easily affected by heat, or pesticides could cause more serious health effects. They could suffer from strains and sprains from lifting or stretching.

Tell the class that in this curriculum we'll talk about how you can protect yourself to avoid injuries.

C. Teen injury statistics.

(15 minutes)

Overheads will be used to show national and regional data on where teens work, injury rates, and major hazards in farm work.

- Show and explain Overhead #2, *Where Do Teens Work?* Ask the class: Do you think more or less than 3% of teens in our community work in the fields? Is our community different from the figures on the overhead? If so, how and why?
- Show and explain Overhead #3, *Thousands of Teens Are Injured in Farm Jobs.* Ask the class: Why do you think more teen farmworkers die than teens who do other kinds of work?
- Show and explain Overhead #4, *What Are the Dangers in Farm Work?* Ask the class: Of the hazards listed, which one do you think is most dangerous? Why?

The overheads provide background information that will be used again during the statistics activity in Lesson Two.

D. Homework–Word game.

(5 minutes)

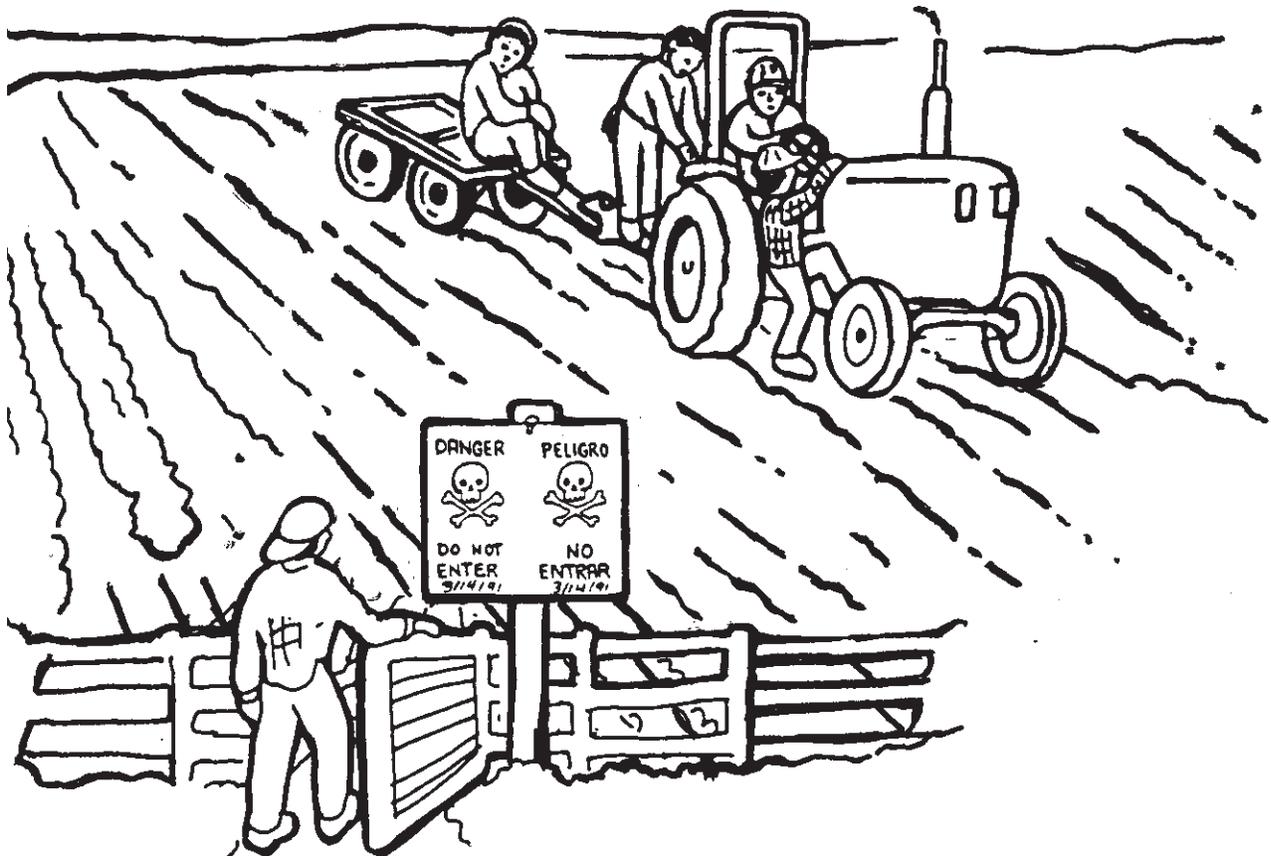
To introduce students to important vocabulary used in this curriculum, pass out Handout #3, *Word Game*. Explain that this is tonight's homework assignment. Tell students they should match the pictures with the correct vocabulary words. Definitions of the words are provided. Students should bring the completed handout to the next class session.

Explain that each picture has more than one correct word. Students should find as many matching words as possible for each picture.

Answer any questions students may have about the assignment.

2

LESSON TWO Dangers on the Farm



Lesson Plan Two

Activity	Grouping	Time	Materials
<p>A. Homework review.</p> <p>Students check and discuss the <i>Word Game</i> homework assignment.</p>	Class	10 minutes	<ul style="list-style-type: none"> • Handout #1. (<i>Copy used for homework.</i>)
<p>B. Hazard map.</p> <p>Students identify various farm hazards shown on a drawing, and suggest solutions.</p>	Students work in pairs	20 minutes	<ul style="list-style-type: none"> • Handout #2.
<p>C. Homework—Newspaper article.</p> <p>Students are given a newspaper article to read and are asked to write a paragraph about it.</p>	Class	10 minutes (<i>for explanation</i>)	<ul style="list-style-type: none"> • Handout #3.

Total Class Time: 40 minutes

Vocabulary for Lessons Two and Three

canals	job hazard
contaminated	machinery
control	protective equipment
foreman	solution
hurt	work rules

DETAILED TEACHER'S INSTRUCTIONS

A. Homework review.

(15 minutes)

Quickly check and discuss last night's homework. Refer to Handout #1, *Word Game*. Ask students how many words they found for each picture. Have them explain how the words they chose fit the picture.

Answer key for instructor:

1. crop, injury, picking, repetitive, stooping
2. conveyor belt, repetitive, sorting
3. hoeing, injury, repetitive
4. conveyor belt, repetitive, sorting
5. dangerous, irrigation, pesticide
6. conveyor belt, packing shed, repetitive, sorting
7. dangerous, hazard, pesticide
8. crop, hazard, packing shed
9. boss, dangerous, hazard, pesticide
10. dangerous, hazard, injury, pesticide
11. boss, dangerous, hazard
12. crop, dangerous, picking

B. Hazard map.

(20 minutes)

Pass out Handout #2 *Hazard Map* (2 pages). Explain that these are drawings of six different field settings on either side of a highway.

We are going to focus on hazards or dangers that are commonly found in farm work. Explain a "hazard":

A job hazard is anything at work that can hurt you, either physically or mentally.

Have students work in pairs. They should put a circle around all of the things they consider dangerous in these drawings. They will have about 10 minutes to complete this part of the activity.

Next, ask each pair of students to make a chart with two columns like the one on the next page.

PROBLEMS	POSSIBLE SOLUTIONS

On the chart, they should list under “Problems” all the hazards they circled on their Hazard Map. You may ask them to list these as single words, phrases, or complete sentences (whichever is most appropriate for the level of your class). In the other column on the chart, under “Possible Solutions,” students should write a possible way to solve each problem they found.

Note: On pages 24 – 25, you will find an answer sheet for the hazard maps. This is for your reference; students don’t need to identify all the problems listed.

Let them know they will discuss what they found on the maps in the next class session.

C. Homework–Newspaper article.

(10 minutes)

Pass out Handout #3, *Teen Farmworkers in the News*. The handout has three news stories about teen farmworkers. Choose **one** of the stories and assign it as homework.

These are stories that are meant to get students thinking about some of the potential hazards that teens face when working in agriculture.

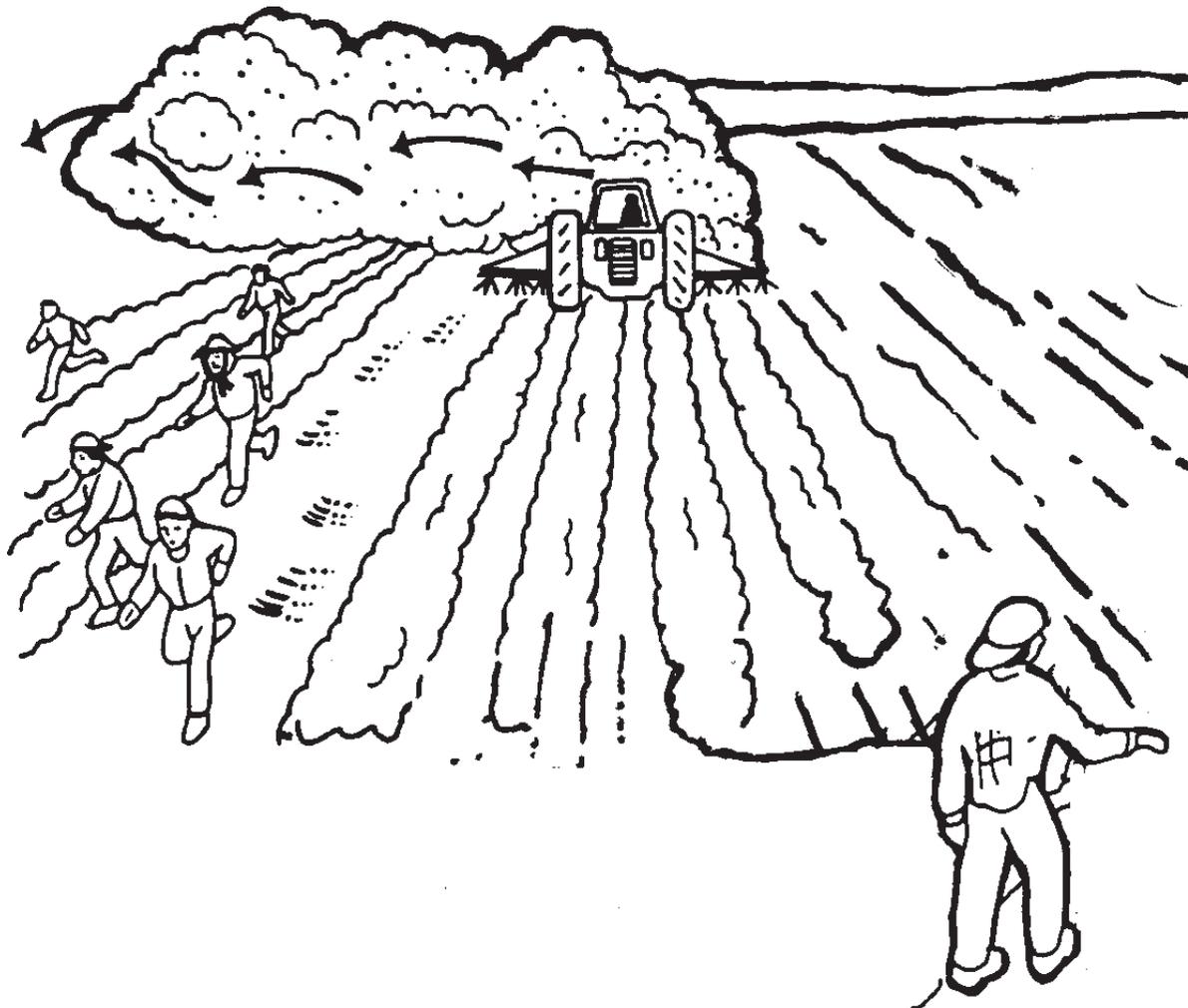
Tell students to read the story you have assigned and to write at least one paragraph describing the main idea of the story. Ask them to include a few examples from the story that support the main idea.

They may also want to circle any words they do not know to discuss in the next class session.

3

LESSON THREE

Solving Farm Health and Safety Problems



Lesson Plan Three

Activity	Grouping	Time	Materials
<p>A. Homework review.</p> <p>Discuss the newspaper article that was assigned as homework, and collect writing assignments.</p>	Class	15 minutes	<ul style="list-style-type: none"> • Handout #3. (<i>Copies used for homework.</i>)
<p>B. Report back on hazard maps.</p> <p>Students report to the class on the hazards they found in the drawing, and their proposed solutions. Teacher explains how hazards can be controlled.</p>	Class	20 minutes	<ul style="list-style-type: none"> • Overheads #5A–5B.
<p>C. Homework—Vocabulary activity.</p> <p>Students are given a vocabulary activity as a homework assignment.</p>	Class	5 minutes (<i>for explanation</i>)	<ul style="list-style-type: none"> • Handout #4.

Total Class Time: 40 minutes

Vocabulary for Lessons Three and Four

canals	job hazard
contaminated	machinery
control	protective equipment
foreman	solution
hurt	work rules

DETAILED TEACHER'S INSTRUCTIONS

A. Homework review.

(5 minutes)

Make sure everyone has brought their copy of Handout #3, *Teen Farmworkers in the News*, back to class. The homework assignment was to read the news story you selected and to write a summary.

Ask students to describe the main idea of the article they read. Also ask them to give a few examples from the article that support the main idea. They may refer to their written summaries as they answer, if necessary.

Review the definitions of any words they circled in the news story.

Finally, collect the written summaries.

B. Report back.

(20 minutes)

Ask the class to get together with their partners from the hazard map activity and to pull out their charts. Ask how many hazards each pair of students found.

Show the two pages of Overhead #5A–5B, *Hazard Map* (one at a time). Take turns having pairs of students tell the class about **one** hazard or problem they found. As they report, circle that hazard on the overhead. This pair (or another pair) should also share their **possible solution(s)** to the problem.

Make a “Problems and Possible Solutions” chart on the board (like the one in Lesson 2). As students are reporting back, use the chart to list all the problems and solutions presented.

Page 23 has an example of a completed chart.

Tell the class that solving some of the problems may be impossible. But it may be possible to reduce the danger. A more appropriate term is “controlling the hazard.” Explain that:

- There are often several different ways to control a hazard, but some ways may be better than others.
- The best control measures **remove** the hazard altogether, or keep it **away** from people so it can't hurt anyone. This way, the

workplace itself is safer, and all the responsibility for safety doesn't fall on individual workers. Here are some examples:

- Use safer chemicals, and get rid of hazardous ones.
- Have guards on machines.
- **Work rules and procedures** can reduce the danger. Here are some examples: safety training, regular breaks, assigning enough people to do the job safely (lifting, etc.).
- **Protective clothing and equipment** are the least effective way to control hazards. The equipment may not fully protect you and may be uncomfortable or complicated to use. However, you should use it if it's all you have. Examples include gloves and dust masks.

C. Homework–Vocabulary activity.

(5 minutes)

To introduce students to important vocabulary used in this curriculum, pass out Handout #4, *Dangers on the Farm*. Explain that this is tonight's homework assignment. Tell students they should fill in each blank with a word or phrase from the "word bank." Explain that each blank has only one correct word or phrase. Students should bring the completed handout to the next class session.

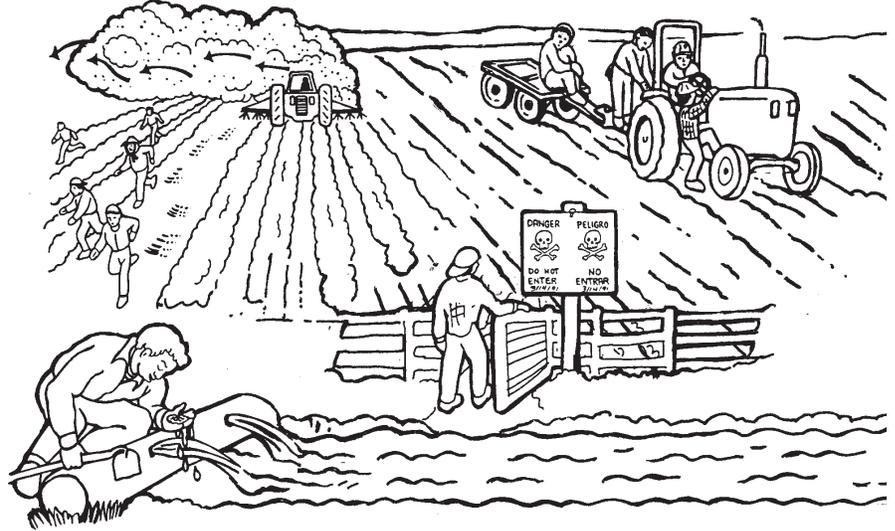
Answer any questions students may have about the assignment.

PROBLEMS	POSSIBLE SOLUTIONS
<ul style="list-style-type: none"> contaminated water 	<ul style="list-style-type: none"> Don't drink the water in the canals or from the irrigation system. The boss is required to provide safe drinking water.
<ul style="list-style-type: none"> no clean toilets 	<ul style="list-style-type: none"> Call government authorities to report this violation.
<ul style="list-style-type: none"> heat 	<ul style="list-style-type: none"> Wear clothes that protect you from the sun. Drink lots of water. Take breaks in the shade (if possible).
<ul style="list-style-type: none"> pesticides 	<ul style="list-style-type: none"> Ask the boss to use safer products. Wash your hands. Obey the danger signs. Wear protective clothing. Don't eat in the fields.
<ul style="list-style-type: none"> stooping all day 	<ul style="list-style-type: none"> Take breaks. Stretch. Get down on one knee.
<ul style="list-style-type: none"> broken ladders 	<ul style="list-style-type: none"> Don't use ladder. Report unsafe ladders to the foreman. Get training on how to use and inspect ladders.
<ul style="list-style-type: none"> dangerous machinery 	<ul style="list-style-type: none"> Turn off the machine before you remove something that fell inside. Report broken or dangerous machinery to the foreman.
<ul style="list-style-type: none"> standing for long periods 	<ul style="list-style-type: none"> Take regular breaks. Rotate jobs. Use floor mats in packing sheds.
<ul style="list-style-type: none"> bending and reaching 	<ul style="list-style-type: none"> Take regular breaks. Rotate jobs.
<ul style="list-style-type: none"> sharp blades on machinery 	<ul style="list-style-type: none"> Keep safety guards in place.
<ul style="list-style-type: none"> lifting 	<ul style="list-style-type: none"> Use helpers when lifting heavy or large items. Get training in how to lift properly.
<ul style="list-style-type: none"> conveyor belts 	<ul style="list-style-type: none"> Tie long hair back and up. Tuck in your shirt. Tuck in anything you wear around your neck. Button long sleeves.
<ul style="list-style-type: none"> tractors 	<ul style="list-style-type: none"> You must be at least 16 to drive a tractor. Don't give anyone a ride. Get proper training.
<ul style="list-style-type: none"> vehicles 	<ul style="list-style-type: none"> Wear a seat belt. Don't get in a vehicle with a driver who has been drinking.

Hazard Map – Answer Key for Teachers

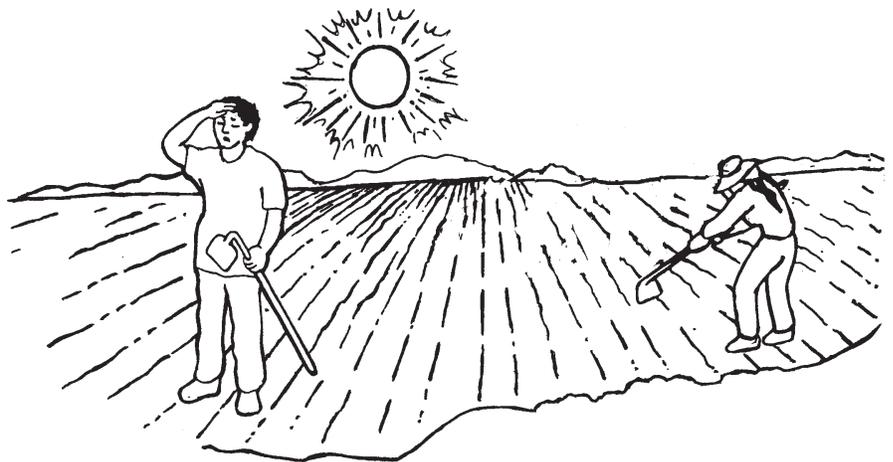
#1

- workers in field when there is a danger sign indicating workers should not enter
- tractor – more than one person on board; person climbing on while it's moving
- other tractor disking – generating a lot of dust
- person drinking from irrigation pipe



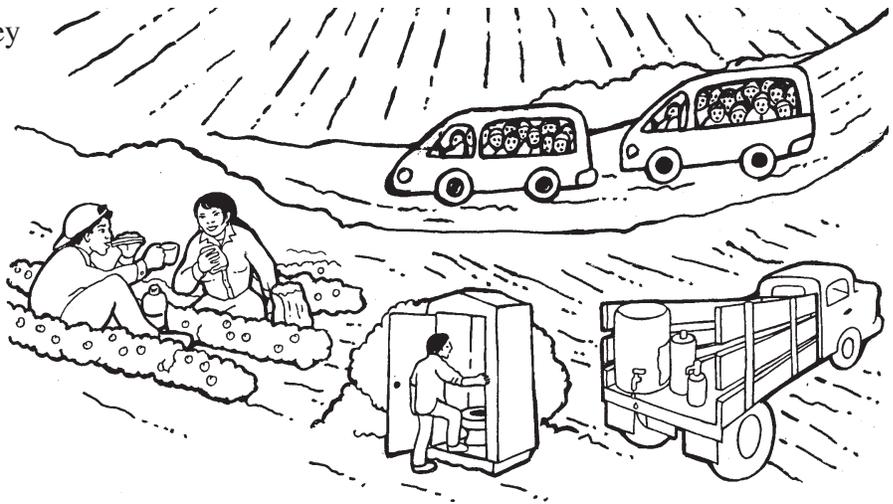
#2

- heat can cause serious health problems if workers don't rest and drink plenty of water
- hoeing – bending and reaching can strain the body



#3

- eating lunch in the fields – did they wash their hands?
- water isn't labeled – is it for drinking or washing?
- no cups
- on the positive side, there are a toilet and drinking water. Are they close to the workers? Accessible?
- vans are overcrowded



Hazard Map – Answer Key for Teachers

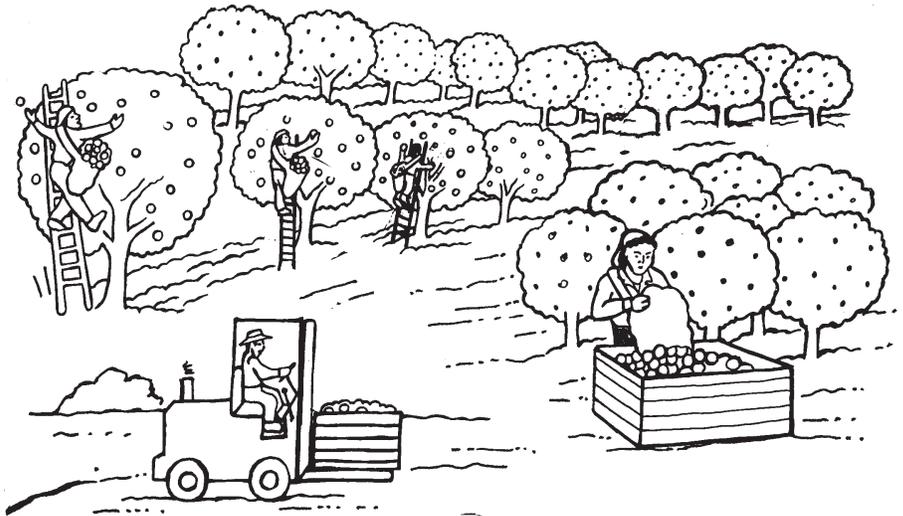
#4

- bending and stooping all day strains the body
- lifting heavy boxes
- having to lift over the shoulder into the truck – difficult position for the body



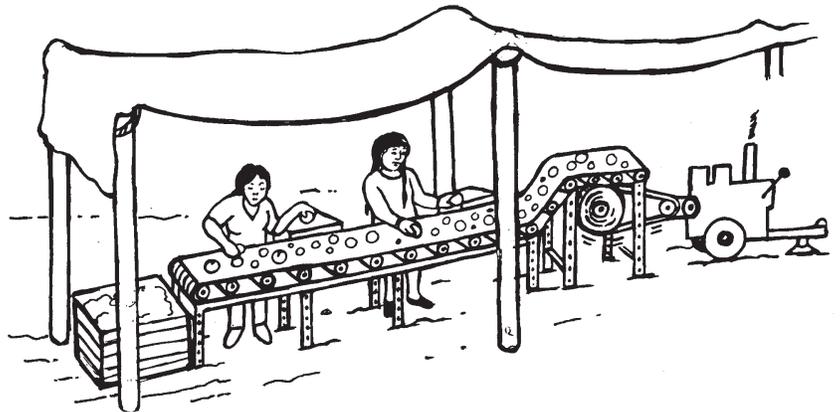
#5

- possible pesticide exposure while picking fruit
- ladders – are they in good shape?
- reaching far to pick fruit – can strain the body
- forklift – can be a hazard, need to have proper training to drive one



#6

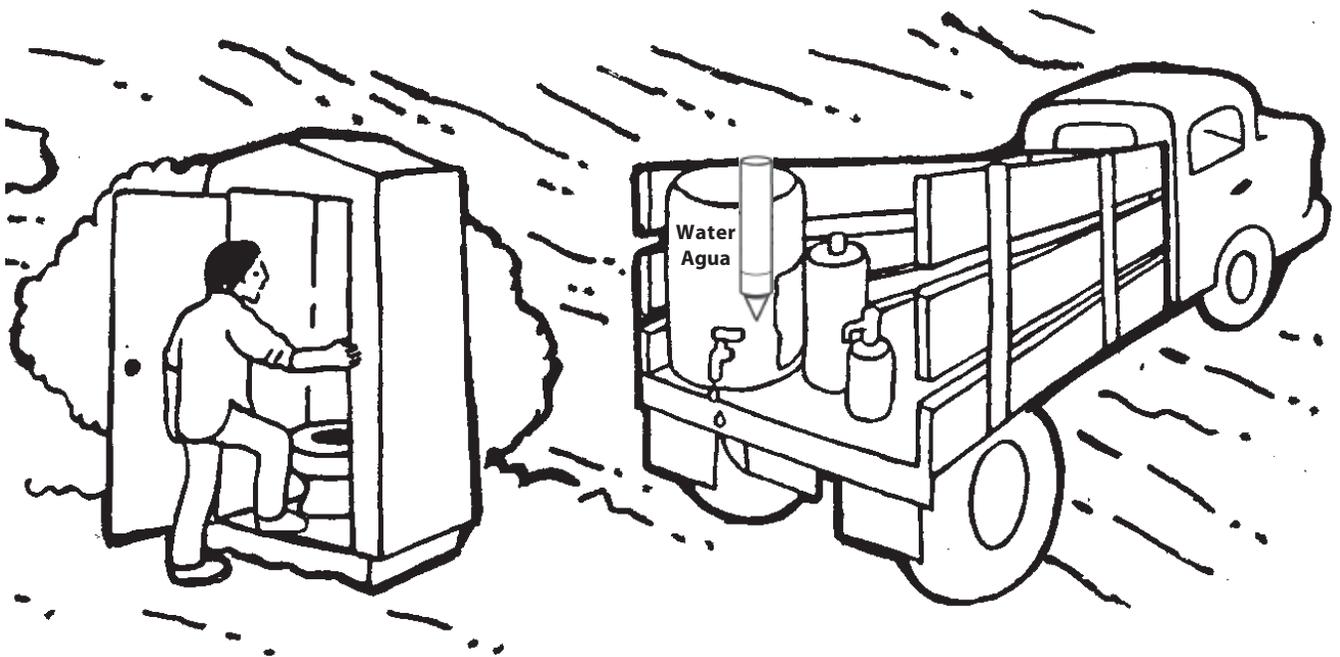
- conveyor belt – no guards
- are workers wearing long pants? – it's recommended
- woman's hair should be pulled back
- standing for long periods – can strain the body
- noise – is the belt very noisy?
- repetitive motions with hands – can cause strain
- exhaust fumes are trapped under canopy



4

LESSON FOUR

Teen Farmworkers' Rights and Responsibilities



Lesson Plan Four

Activity	Grouping	Time	Materials
<p>A. Homework review.</p> <p>Students check and discuss the <i>Dangers on the Farm</i> homework assignment.</p>	Class	10 minutes	<ul style="list-style-type: none"> • Handout #4. (Copy used for homework.)
<p>B. Teen farmworker rights and responsibilities — Factsheet</p> <p>Students answer a set of questions about the factsheet, <i>Are You a Teen Working in Agriculture?</i></p>	Pairs & class	30 minutes	<ul style="list-style-type: none"> • Handouts #5–6. (Add local phone numbers to Handout #5.)

Total Class Time: 40 minutes

Vocabulary for Lesson Four

agency	sulfur
Department of Labor	violation
minimum wage	work permit

DETAILED TEACHER'S INSTRUCTIONS

A. Homework review.

(10 minutes)

Review vocabulary homework from Lesson Four Handout #4, *Dangers on the Farm*. Ask students to share their answers. Have them explain the meanings of the sentences.

Answer key for instructor:

1. machinery, foreman
2. canals, contaminated
3. job hazard
4. protective equipment
5. work rules, hurt
6. solution
7. control

B. Teen farmworker rights and responsibilities – Factsheet.

(25 minutes)

This activity can be done in pairs or individually. Pass out Handout #5, *Are You a Teen Working in Agriculture?* You will need to add two phone numbers to page 4 of this handout before copying it. Find the numbers of the nearest offices of Cal/OSHA and the Division of Labor Standards Enforcement. For help in finding these numbers, see Appendix B, *Resource Organizations*.

Also pass out Handout #6, *Check Your Understanding*. Tell students to read the factsheet (Handout #5) and then answer the questions in Handout #6. They will have 15 minutes to find the answers. All the answers can be found in the factsheet.

After they are done, ask for volunteers to give their answers. Discuss the answers briefly. Suggested answers, along with background information, are in the Teacher's Discussion Guide on the next page.

Note: The factsheet does not provide an exhaustive list of workers' rights and labor laws. It is meant to provide students with a basic understanding of their rights and responsibilities as workers.

✓ Check Your Understanding—Teacher’s Discussion Guide

1. Name three hazards of work in agriculture.

Any of the following:

- Heat
- Bending (can hurt your back)
- Pesticides
- Ladders
- Tractors
- Sharp blades
- Conveyor belts
- Slippery floors
- Heavy lifting
- Repetitive movements

2. Name two things you can do to stay safe on the job.

Any of the following:

- Follow safety rules.
- Use safety equipment and clothes that protect you.
- Shower and change your clothes at the end of each day. (This helps protect you from pesticides.)
- Don’t eat or drink in the fields. (This helps keep pesticides out of your body.)
- Don’t drink irrigation water. (It may have pesticides or dangerous bacteria.)
- Take a break and stretch. (This helps protect you from injuries from repetitive movements.)

3. How old do you have to be to work in agriculture in California?

12 years old.

4. Where can you get a work permit?

At school.

5. How many hours can a 15 year-old work on a farm each week during the school year?

Not over 18 hours a week.

6. What are two hazardous jobs on a farm that a 14 year-old may *not* do?

Youth under the age of 16 may not:

- Work with pesticides
- Drive a tractor
- Drive a van at work
- Work on a ladder over 20 feet high.

7. What are four legal rights that farmworkers have on the job?

Any of the following:

- To report health and safety problems
- To refuse to work if the job is dangerous
- To join or organize a union.

The law also says that your boss must give you:

- Safety training.
- Clean toilets.
- Safe water for drinking and washing.
- A shaded place to rest if you need to recover from the heat.
- Medical care if you get hurt at work.
- Minimum wage—\$8.00 an hour (as of January 2009).

8. What are some things you can do if you need help with a health and safety problem at work?

- Talk to your boss about the problem.
- Talk to a parent or teacher.
- Talk to a co-worker or friend.
- Call California Rural Legal Assistance, Inc. (CRLA) at 1-800-242-2752.
- Call the appropriate government agency.

Cal/OSHA—to get information or to make a complaint about health and safety.

Division of Labor Standards Enforcement (DLSE)—to get information or to make a complaint about wages or work hours.

Department of Fair Employment and Housing (DFEH)—to get information or to make a complaint about sexual harassment or discrimination.

9. Can you be fired for reporting a health and safety problem at work?

No. It is against the law for your boss to fire you for reporting a problem. Still, some employers may **try** to fire you for this reason. Call the nearest Division of Labor Standards Enforcement office or California Rural Legal Assistance for information on filing a complaint.

RESOURCES

RESOURCE CENTERS

Worker Occupational Safety and Health Training and Education Program (WOSHTEP) Resource Centers

California has three Resource Centers, funded by the California Commission on Health and Safety and Workers Compensation (CHSWC), that provide information and assistance on occupational health and safety. Each Resource Center can provide:

- Written materials including factsheets, books, and reports
- Technical assistance
- Research assistance
- Referrals to state and local health and safety agencies
- A guide to multilingual health and safety training materials, which is also available online at: www.dir.ca.gov/chswc/MultilingualGuide/MultilingualGuideMain.htm

Northern California Resource Center

Labor Occupational Health Program
University of California, Berkeley
2223 Fulton Street, 4th Floor
Berkeley, CA 94720-5120
☎ (510) 643-4335
Karen Andrews, andrews2@berkeley.edu
www.lohp.org

(For assistance in Spanish, please call
Valeria Velazquez, (510) 643-2090.)

Central Valley Resource Center

Western Center for Agricultural Health and Safety
University of California, Davis
One Shields Avenue
Davis, CA 95616-8757
☎ (530) 754-8678
Teresa Andrews, terandrews@ucdavis.edu
agcenter.ucdavis.edu

(For assistance in Spanish, please call
Teresa Andrews, (530) 754-8678.)

Southern California Resource Center

Labor Occupational Safety and Health Program
University of California, Los Angeles
10945 LeConte Avenue, Box 951478
Los Angeles, CA 90095-1478
☎ (310) 794-5964
Laurie Kominski, lauriek@ucla.edu
www.losh.ucla.edu

(For assistance in Spanish, please call
Jessica Marques, (310) 794-5971.)

California Partnership for Young Workers' Health and Safety

A joint project of several non-profit organizations and state government agencies. Provides training, educational materials, information, referrals, and help to teens parents, educators, and others. Coordinated by LOHP.

☎ (510) 642-5507 www.youngworkers.org

GOVERNMENT AGENCIES

California Commission on Health and Safety and Workers' Compensation (CHSWC)

CHSWC is a joint labor-management body created by the workers' compensation reform legislation of 1993 and charged with examining the health and safety and workers' compensation systems in California, and recommending administrative and/or legislative modifications to improve their operation.

1515 Clay Street, Room 901
Oakland, CA 94612

☎ (510) 622-3959

www.dir.ca.gov/CHSWC

California Division of Occupational Safety & Health (Cal/OSHA)

Develops and enforces California regulations and standards. Takes worker complaints and inspects workplaces. The Cal/OSHA Consultation Service assists employers.

Concord

1450 Enea Circle
Suite 525
Concord 94520
(925) 602-6517
Fax (925) 676-0227

Modesto

1209 Woodrow
Suite C-4
Modesto 95350
(209) 576-6260
Fax (209) 576-6191

San Bernardino

464 W. 4th St.
Suite 332
San Bernardino 92401
(909) 383-4321
Fax (909) 383-6789

Torrance

680 Knox Street
Suite 100
Torrance 90502
(310) 516-3734
Fax (310) 516-4253

Foster City

1065 East Hillsdale Blvd.
Suite 110
Foster City 94404
(650) 573-3812
Fax (650) 573-3817

Monrovia

750 Royal Oaks Drive
Suite 104
Monrovia 91016
(626) 256-7913
Fax (626) 359-4291

San Diego

7575 Metropolitan Drive
Suite 207
San Diego 92108
(619) 767-2280
Fax (619) 767-2299

Van Nuys

6150 Van Nuys Boulevard
Suite 405
Van Nuys 91401
(818) 901-5403
Fax (818) 901-5578

Fremont

39141 Civic Center Dr.
Suite 310
Fremont 94538-5818
(510) 794-2521
Fax (510) 794-3889

Oakland

1515 Clay Street
Suite 1301
Oakland 94612
(510) 622-2916
Fax (510) 622-2908

San Francisco

121 Spear Street
Suite 430
San Francisco 94105
(415) 972-8670
Fax (415) 972-8686

Ventura

1000 Hill Road
Suite 110
Ventura 93003
(805) 654-4581
Fax (805) 654-4852

Fresno

2550 Mariposa Street
Suite 4000
Fresno 93721
(559) 445-5302
Fax (559) 445-5786

Redding

381 Hemsted Drive
Redding 96002
(530) 224-4743
Fax (530) 224-4747

Santa Ana

2000 E. McFadden Ave.
Suite 122
Santa Ana 92705
(714) 558-4451
Fax (714) 558-2035

West Covina

1906 West Garvey Ave So.
Suite 200
West Covina 91790
(626) 472-0046
Fax (626) 472-7708

Los Angeles

320 West 4th Street
Suite 850
Los Angeles 90013
(213) 576-7451
Fax (213) 576-7461

Sacramento

2424 Arden Way
Suite 165
Sacramento 95825
(916) 263-2800
Fax (916) 263-2798

Santa Rosa

1221 Farmers Lane
Suite 300
Santa Rosa 95405
(707) 576-2388
Fax (707) 576-2598

Cal/OSHA Consultation Service Headquarters

(800) 963-9424

California Department of Industrial Relations (DIR)

Established to improve working conditions for California workers. Website includes easy-to-read information for teens working in food service, grocery stores, customer service, theaters, agriculture, and construction.

www.dir.ca.gov/YoungWorker/YouthLaborExhibit/laborcards/DIRECardportal/index.html

California Division of Workers' Compensation (DWC)

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

Benefits Assistance and Enforcement

 (800) 736-7401 www.dir.ca.gov/DWC

For local offices, check the "State Government Pages" of your phone directory under: California, State of, Industrial Relations Dept., Workers' Compensation.

California Division of Workers' Compensation Information and Assistance Offices

Information and Assistances (I&A) Officers answer questions and help injured workers resolve problems with their workers' compensation claims. Their services are free.

Information and Assistance Unit

 (800) 736-7401 www.dir.ca.gov/dwc/IandA.html

California Labor Commissioner Division of Labor Standards Enforcement

Has information about employment rights, discrimination, and wrongful firings and enforces child labor laws. Takes worker complaints about labor law violations and will investigate them.

Information and Assistance

 (415) 703-4810 www.dir.ca.gov/DLSE

For local offices, check the "State Government Pages" of your phone directory under: California, State of, Industrial Relations Dept., Labor Standards Enforcement.

National Institute for Occupational Safety and Health (NIOSH)

NIOSH is responsible for conducting research and making recommendations for the prevention of work-related injuries and illnesses. Has free publications on a wide variety of topics including chemicals, ergonomics, child labor, and other hazards.

Headquarters

NIOSH/Centers for Disease Control

1600 Clifton Road NE

Atlanta, GA 30333

 (800) 232-4636 (CDC-INFO)

www.cdc.gov/niosh/childlab.html (Child Labor Page)

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

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

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

www.osha.gov/SLTC/teenworkers (OSHA Teen Workers Site)

U.S. Department of Labor—Wage and Hour Division

The U.S. Department of Labor’s Wage and Hour Division enforces the federal Fair Labor Standards Act (FLSA) for employment in the private sector and in state and local government.

Establishes and enforces national standards for minimum wage, overtime pay, child labor, and recordkeeping.

Assesses penalties if violations are found.

 (866) 487-9243 Toll-Free Hotline

 (916) 978-6123 Sacramento Office

 (415) 625-7720 San Francisco Office
(866) 487-9243

 (213) 894-6375 Los Angeles Office

www.youthrules.dol.gov (Teen Worker Site)

SELECTED LABOR, COMMUNITY ORGANIZATIONS, and ADVOCACY GROUPS

Child Labor Coalition

Composed of 45 national and international organizations (academic, labor, religious, health, child advocacy, consumer, and women’s groups). Works to strengthen child labor laws and enforcement.

Child Labor Coalition
c/o National Consumers League
1701 K Street NW, Suite 1200
Washington, DC 20006

 (202) 835-3323

www.stopchildlabor.org

United Farm Workers of America (UFW)

Represents migrant and seasonal farmworkers and has a rich organizing history in California. Offers a selection of posters, videos, and a curriculum on the history of Cesar Chavez and the UFW. Their web site has information on educational materials and current organizing efforts.

UFW
P.O. Box 62
29700 Woodford-Tehachapi Road
Keene, CA 93531

 (661) 823-6250

www.ufw.org

California Rural Legal Assistance (CRLA)

CRLA's Migrant Farmworker Project provides free legal services to low-income farmworkers in Fresno, Kern, Kings, Madera, Merced, and Tulare counties. The program focuses on issues affecting farmworkers in the areas of labor, health, housing, education, and civil rights.

CRLA
2115 Kern St., Suite 370
Fresno, CA 93721

 (800) 242-2752 www.crla.org

Proteus, Inc.

A non-profit community-based organization which has conducted pesticide safety training for over 9,000 farmworkers.

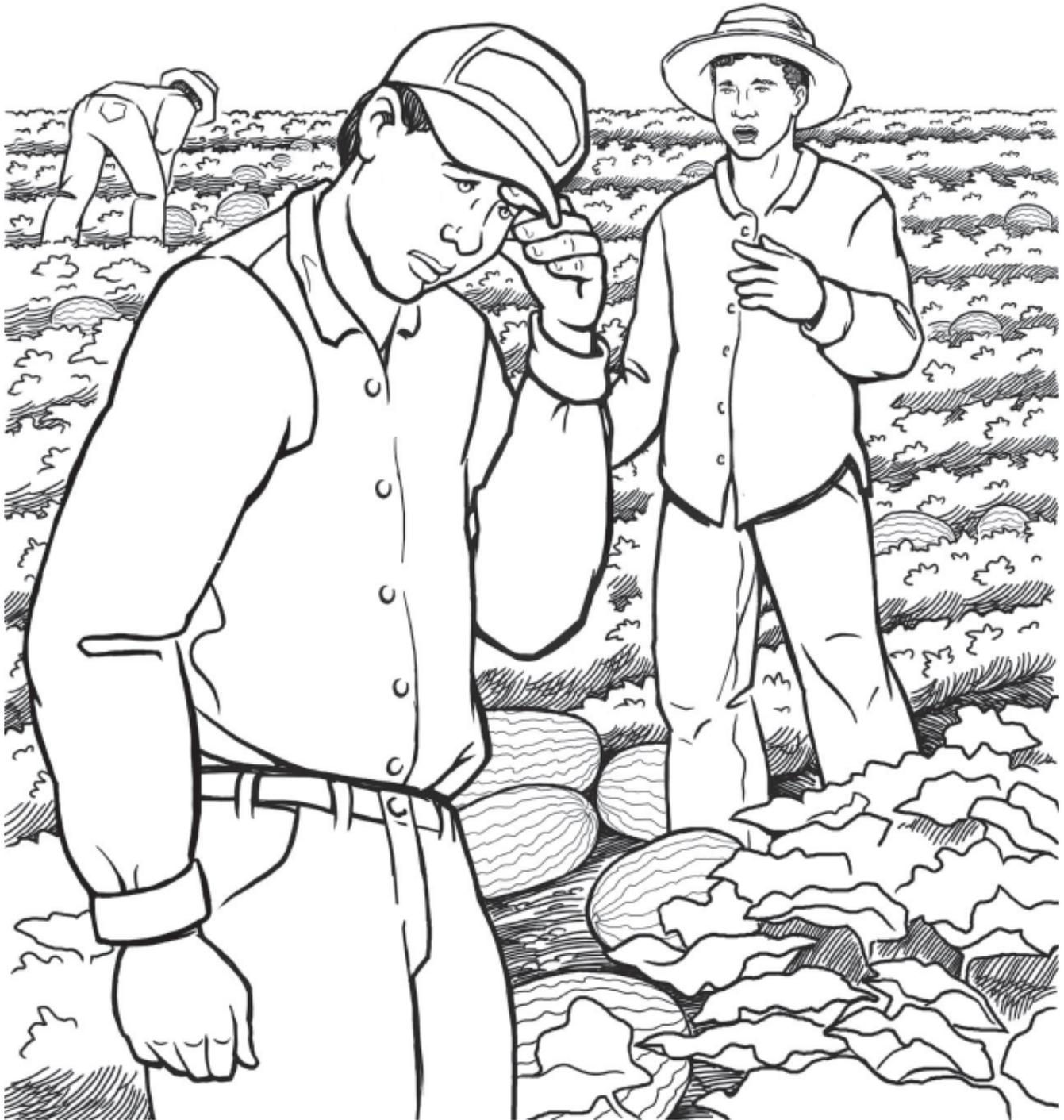
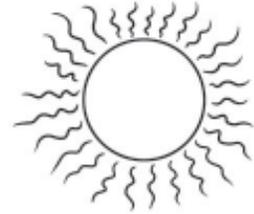
Proteus, Inc.
1830 N. Dinuba Blvd.
Visalia, CA 93291

 (559) 733-5423 www.proteusinc.org
(877) 776-9998

Teens Working in Agriculture

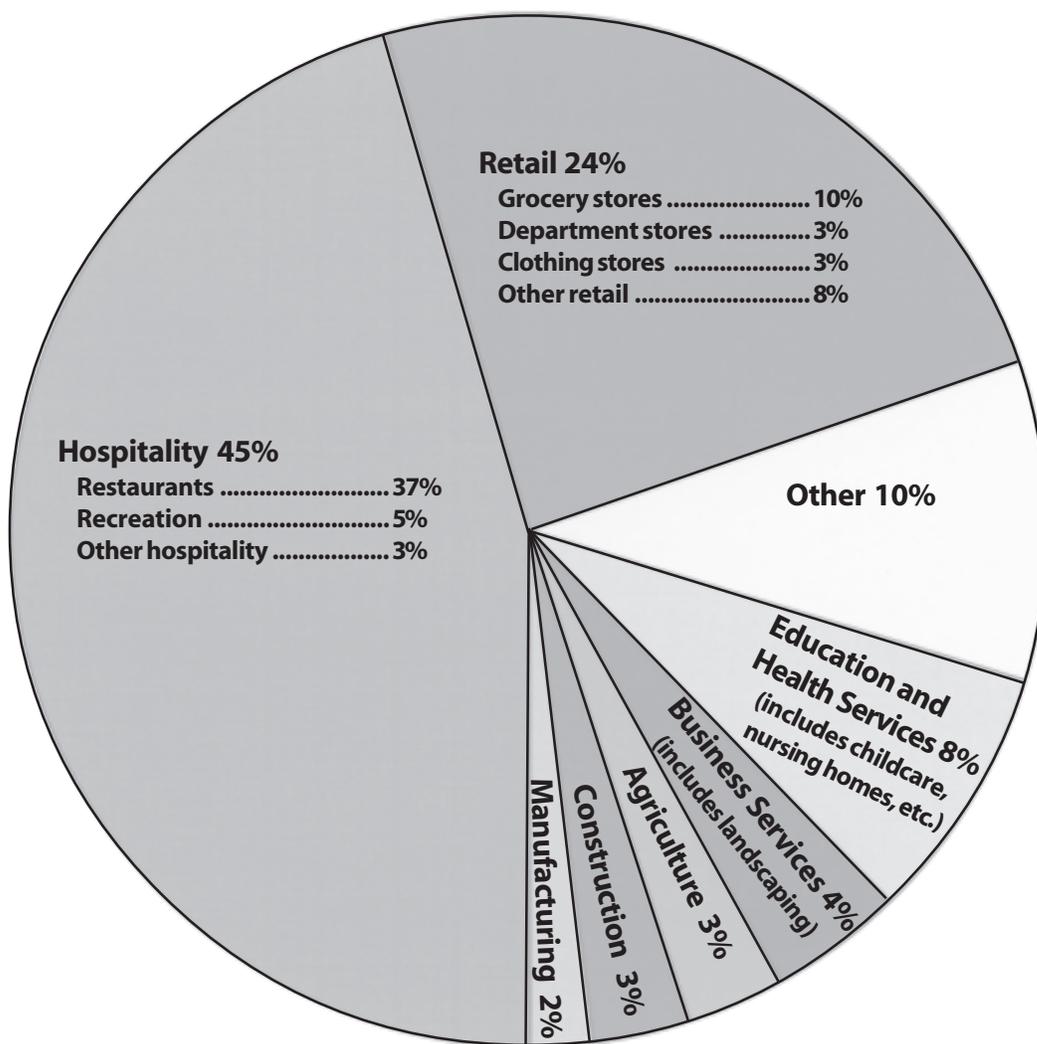
OVERHEADS

**Rogelio
Farmworker, age 16**



Where Do Teens Work?

- Most teen jobs are part-time, temporary, and low-paying.
- Many teens work in places where there are many injuries like farms, grocery stores, and restaurants.
- This chart shows where U.S. teens work:



Thousands of Teens Are Injured in Farm Jobs

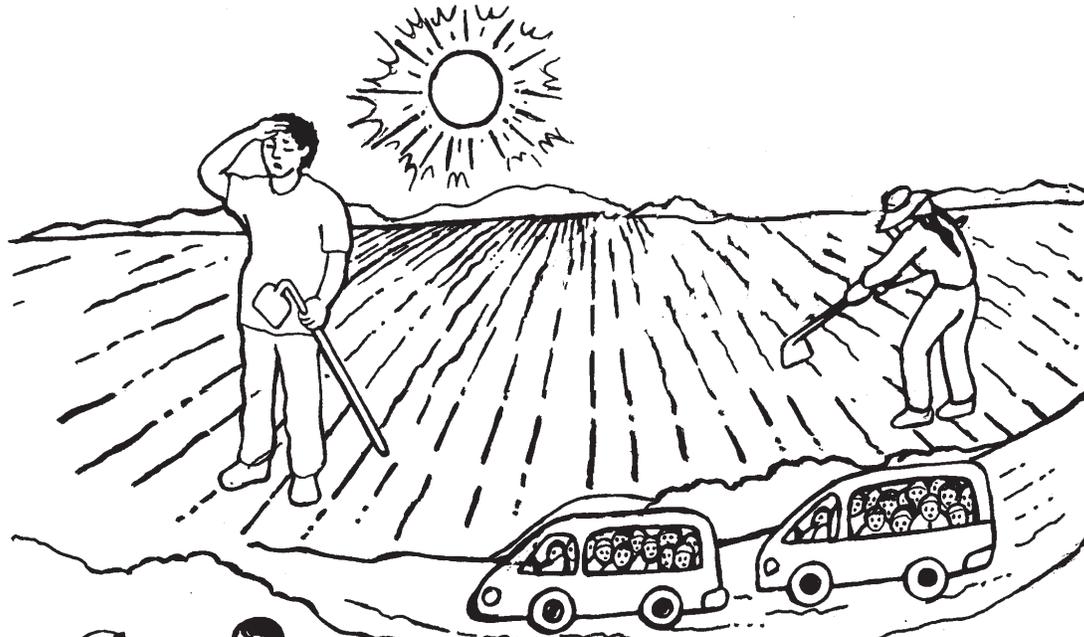
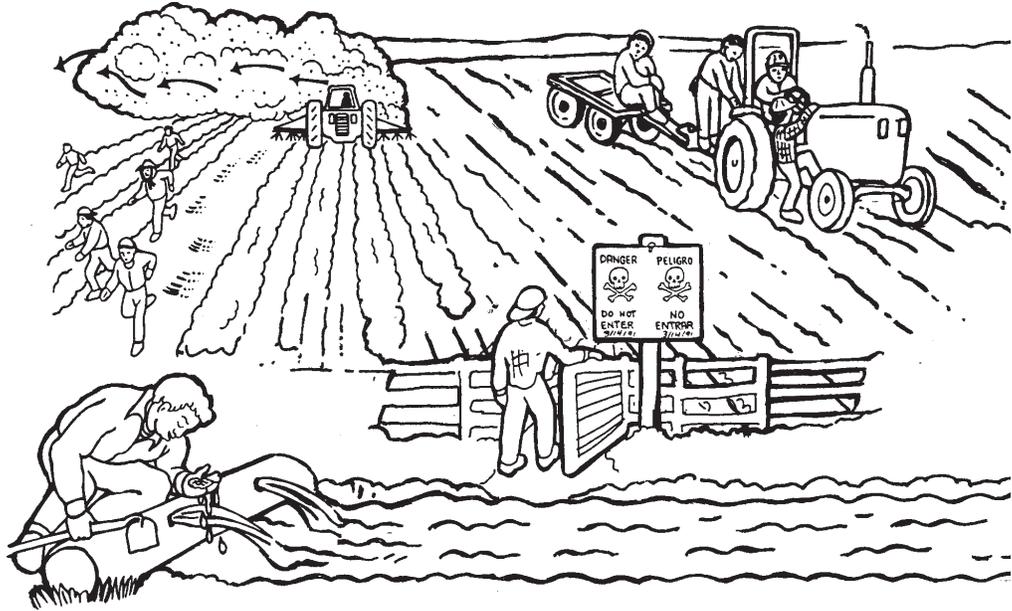
- 4,700 teens were hurt on farm jobs in the United States in 2006.
- Teens often get cuts, bruises, and broken bones while working in farm jobs.
- Between 1992–2002, there were 276 deaths among youth ages 11–19 who worked in agriculture.
- More teen farmworkers die on the job than teens doing other kinds of work.
- Most deaths were caused by:
 - Driving or helping to drive vehicles
 - Getting caught in running machinery
 - Working with tractors.

What Are the Dangers in Farm Work?

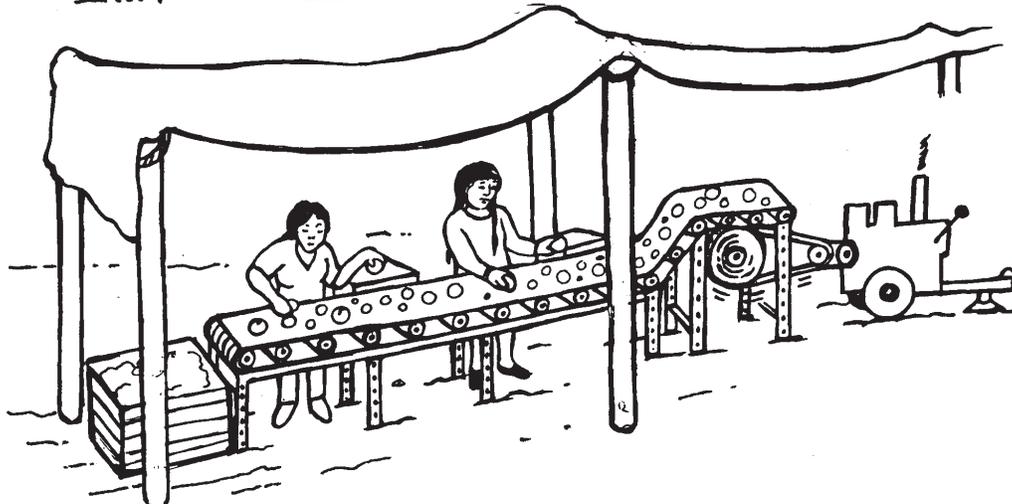
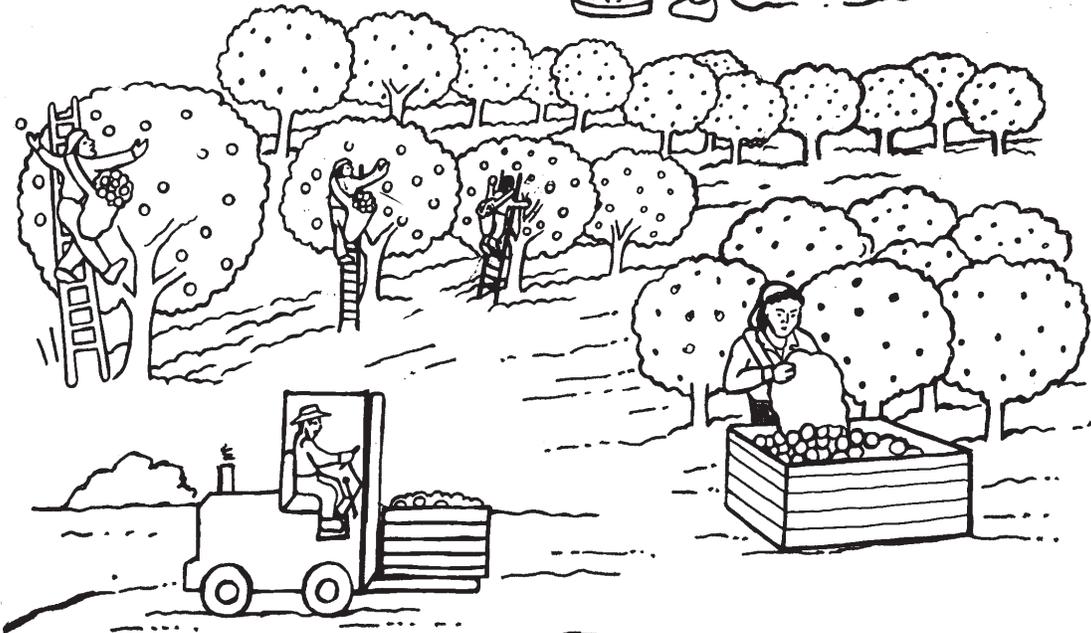
- On farms, teens get hurt and sick from:
 - Cars, trucks, and vans
 - Tractors
 - Machines
 - Ladders
 - Pesticides
 - Dirty bathrooms
 - Sun
 - Heavy lifting
 - Repetitive movements.

- The law says that teens under 16 **cannot** do some dangerous farm jobs like driving a tractor, climbing a tall ladder, or working with pesticides.

Hazard Map-A



Hazard Map-B

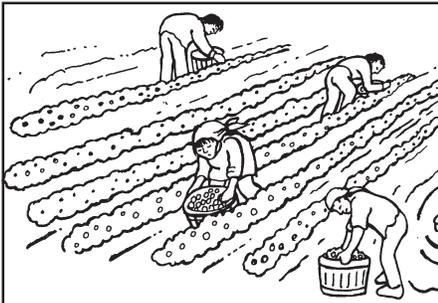


Teens Working in Agriculture

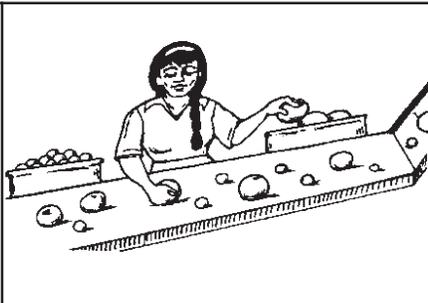
HANDOUTS

Word Game

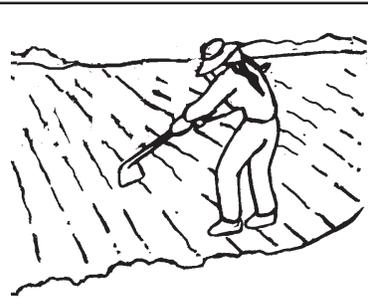
Many pictures match **more** than one of the vocabulary words on the next page. See how many words you can find for each picture. Write the correct words on the line under the picture.



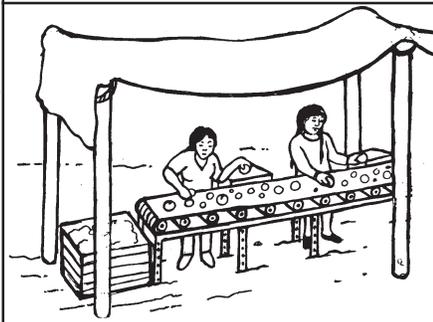
1. _____



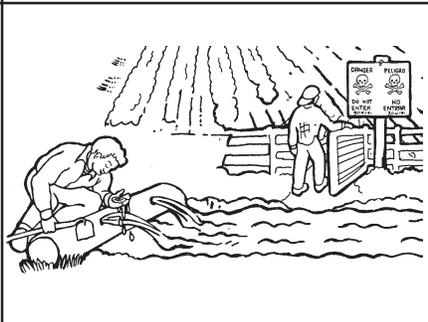
2. _____



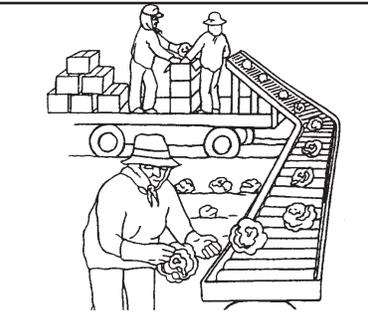
3. _____



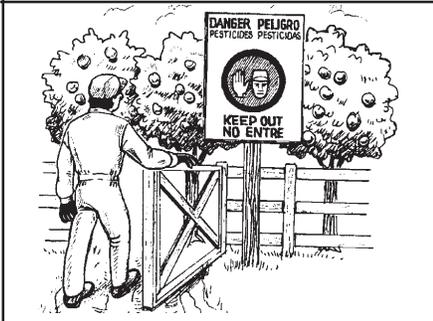
4. _____



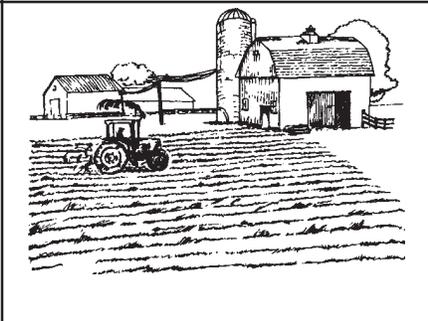
5. _____



6. _____



7. _____



8. _____



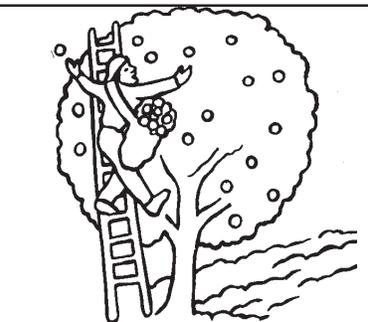
9. _____



10. _____



11. _____



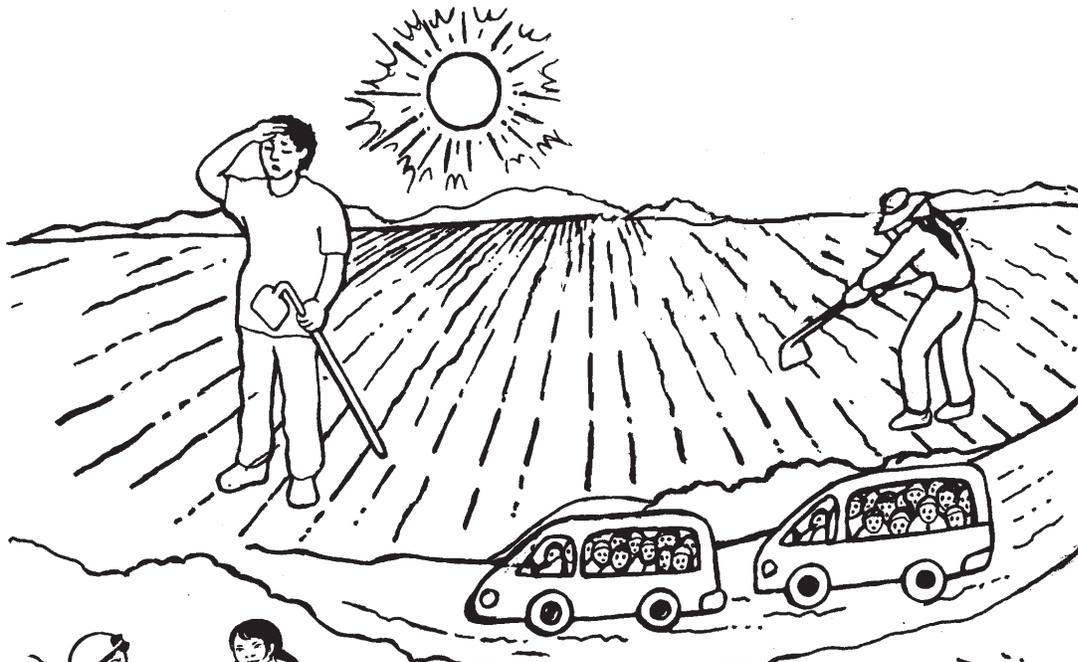
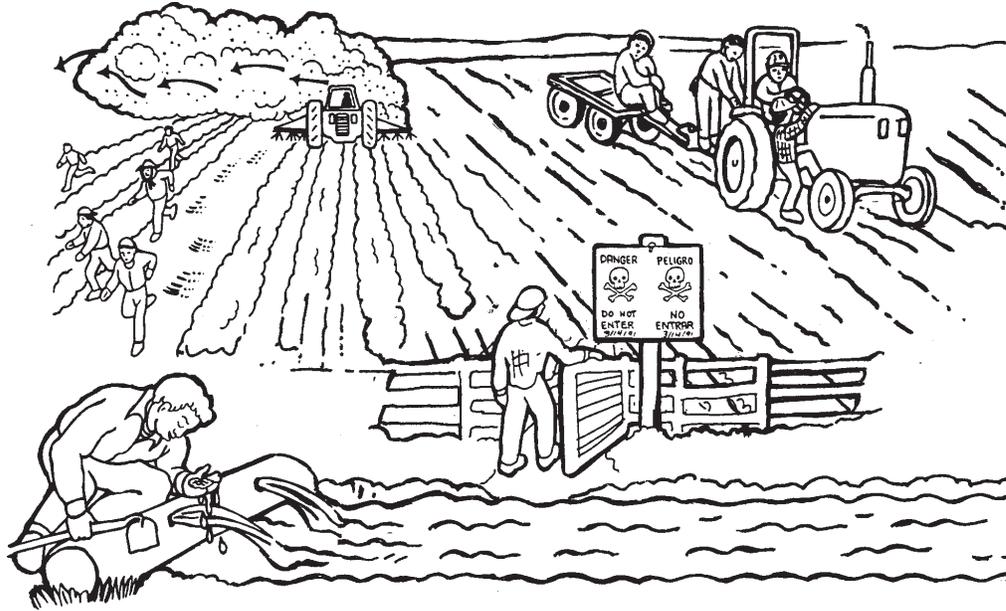
12. _____

ESL Handout #1

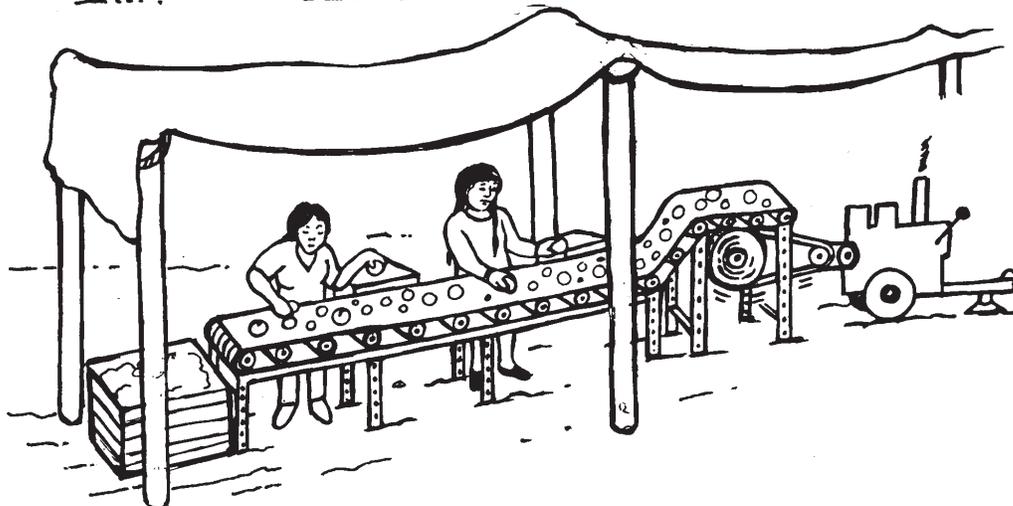
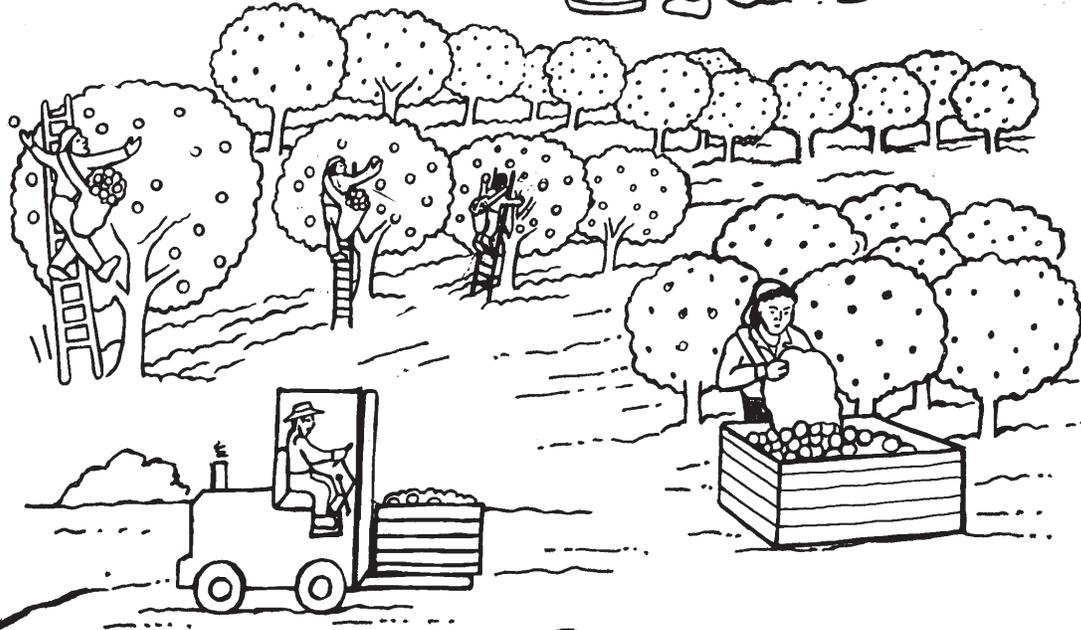
Page 2

boss	<i>(noun)</i> A person who tells workers what to do.
conveyor belt	<i>(noun)</i> A machine that moves fruits and vegetables from one place to another.
crop	<i>(noun)</i> A group of plants of the same kind, grown by farmers.
dangerous	<i>(adjective)</i> Not safe.
hazard	<i>(noun)</i> Something that may hurt you or make you sick.
hoeing	<i>(verb)</i> Breaking the dirt by using a special tool (a hoe).
injury	<i>(noun)</i> A wound or damage to a part of the body.
irrigation	<i>(noun)</i> Watering plants by hand or by machine.
packing shed	<i>(noun)</i> A place where people put fruits and vegetables into boxes.
pesticide	<i>(noun)</i> A chemical used to kill insects, weeds, and other things that can hurt crops.
picking	<i>(verb)</i> Taking fruits or vegetables out of the ground or off a tree.
repetitive	<i>(adjective)</i> Done over and over. Repetitive motions (like picking fruit) can cause injury.
sorting	<i>(verb)</i> Separating different sizes of fruits or vegetables.
stooping	<i>(verb)</i> Bending your body forward and down, while bending your knees.

Hazard Map



Hazard Map



Teen Farmworkers in the News

Directions:

Your teacher will choose **one** of the news stories on the next three pages for you to read as homework. Write one paragraph describing the main idea in the article. Be ready to discuss it at the next class.

Forum discusses child labor in farming

The Associated Press

SAN FRANCISCO — Oscar Reyes has been working for more than half his life—and he’s only 9 years old.

Cutting paprika, bagging onions, and topping garlic, sometimes for 10 hours a day, are a big part of Oscar’s life—which grabbed the attention of congressmen and others at a forum Monday on child labor in agriculture.

Oscar, who since age 4 has worked in the field with his parents after school, on weekends, and during summer vacations, may not be the typical child worker. But Rep. Tom Lantos, D-Calif., and Rep. Tom Campbell, R-Calif., want to know whether the law adequately and equally protects children who work on America’s fields and farms.

Evidence presented at the forum suggests it does not.

A new report on child workers in agriculture compiled by the General Accounting Office, Congress’ investigative arm, found that boys and girls doing farmwork generally receive less protection under the law than children in other industries.

“Children working in agriculture are legally permitted to work at younger ages, in more hazardous occupations, and for longer periods of time than their peers in other industries,” it said.

John Fraser, acting administrator of the Wage and Hour Division of the Department of Labor, which is responsible for enforcing federal child labor laws, testified that his department promotes work opportunities for young people, while assuring that their work is safe.

—March 24, 1998



Child worker — Oscar Reyes, 9, of Hollister displays the pruning shears he has used since he was 4 years old to cut paprika at a child labor forum Monday in San Francisco.

—Associated Press photo.

Report Cites Unjust Federal Child Labor Laws in U.S. Agriculture

Association of Farmworker Opportunity Programs
(AFOP)

The Association of Farmworkers Opportunity Program (AFOP), a national federation of non-profit organizations and state agencies providing training and employment services to migrant and seasonal farmworkers, announced the publication of a new report on child labor in U.S. agriculture, *Children in the Fields: An American Problem*. The report examines the poverty that makes hundreds of thousands of migrant and seasonal farmworker children work, the hazardous conditions they work in, and the exemptions in federal child labor laws that permit children as young as 10 to work legally in America's fields and orchards.

"Agriculture is one of the three most dangerous industries in the United States, yet federal laws allow children to work in agriculture at a younger age than in any other American occupation," said David Strauss, Executive Director of AFOP. "It is incomprehensible that children can perform backbreaking labor in hot, potentially hazardous conditions at an age when they cannot perform simple office tasks in an air-conditioned office."

Agriculture has the weakest child labor regulations of any occupation in the United States. In agriculture, the standard minimum age is 14, and there are several exceptions that permit children younger than 12 to work unlimited hours outside of school hours.

A variety of workplace hazards — including pesticides, heat stress, heavy machinery, and sharp tools — combine to injure more than 100,000 children on farms every year, according to a 1998 report by the U.S. Government Accountability Office. Between 1992 and 2000, more than 40

percent of all work-related deaths of minors in the United States occurred in agriculture.

Besides the physical dangers that they face, many farmworker children fall behind in school, reducing their chances for leaving farm work for occupations with more stability and higher pay.

Children in the Fields: An American Problem asks Congress to end the double standard that permits young children to labor in agriculture, increase educational and vocational opportunities for farmworker children, and extend greater protection to older children working in the field.

—June 12, 2007

(Original adapted for this curriculum.)

Teen Farmworker's Heat Death Sparks Outcry

by **Sasha Khokha**
All Things Considered, NPR

A group of California farmworkers who walked 50 miles carrying two wooden coffins arrived in Sacramento this week.

Their journey began near the vineyards where a 17-year-old undocumented farmworker died of heat exhaustion last month. Her death raises questions about how effectively California's heat-safety regulations work in the fields.

Maria Isabel Vasquez Jimenez was tying grape vines at a farm east of Stockton on May 14, when the temperature soared well above 95 degrees. The nearest water cooler was a 10-minute walk away, and workers say the strict foreman didn't allow them a long enough break to stop and get a drink. Vasquez collapsed from heat exhaustion. Her fiancé, Florentino Bautista, cradled her in his arms.

"When she fell, she looked bad," Bautista says. "She didn't regain consciousness. She just fell down and didn't react. I told her to be strong so we could see each other again."

Bautista, 19, had saved up money to buy a gold ring for Maria Isabel, his childhood sweetheart from their indigenous village in Oaxaca, Mexico.

Bautista says that after Jimenez collapsed, the farm labor contractor delayed bringing Jimenez to a hospital. Another employee took her to a drugstore to try and revive her with rubbing alcohol, Bautista says.

In a written statement to NPR, Merced Farm Labor says Bautista was the one who decided to stop at the drugstore, and that he had refused the company's offer to call a doctor. Furthermore, the company says Jimenez wasn't engaged in strenuous work that day and had been working without apparent distress up to the time she collapsed.

What is clear is that by the time she arrived at a hospital, Jimenez was in a coma, and her body temperature topped 108 degrees. She died two days later. It was only at the hospital Bautista found out she was two months pregnant.

That's why he and about 500 other farmworkers carried two empty coffins on their march from the fields to Sacramento this week. Jimenez's actual coffin has been shipped back to her mother in Mexico, her body dressed in a white gown and veil.

"The life of a farmworker isn't important to people," says Arturo Rodriguez, the president of the United Farm Workers union, which organized the march. "People just don't care. ... The reality is that the machinery of growers is taken better care of than the lives of farmworkers. You wouldn't take a machine out into the field without putting oil in it. How can you take the life of a person and not even give them the basics?"

California passed the most stringent heat laws in the nation three years ago after four farmworkers died in the field. The laws say growers must provide workers adequate water, shade and rest breaks. But three farmworkers still died in California the year after the law was passed. And in 2007, state labor inspectors found more than half of the employers they audited were violating the rules.

Merced Farm Labor was fined and cited for failing to train its employees on heat safety two years ago. State labor inspectors hadn't conducted a follow-up visit since then. There are only 200 inspectors to audit millions of California employers.

The California Farm Bureau says every industry has a few bad actors. But spokeswoman Danielle Rau says most growers are trying hard to follow the rules. "The current standard, when applied correctly, is absolutely adequate," Rau says. "It provides shade and rest, water. It is certainly a standard that protects employees."

ESL Handout #3—Page 4

Bautista says he never imagined his fiancé's death would spark such an outcry. Gov. Arnold Schwarzenegger even attended her funeral.

Bautista says the governor put his hand on his shoulder and told him Jimenez's death could have been prevented — and that he would be sure justice was done.

The farmworkers arrived in Sacramento on June 4.

"It's inexcusable that those people that pick the fruits and vegetables and do this kind of work, that they shouldn't get the right working conditions," Schwarzenegger said that day.

He also announced that the California labor commissioner was initiating proceedings to revoke Merced Farm Labor's license as a farmworker contractor.

—June 6, 2008

Dangers on the Farm

Directions: Fill in each blank with a word or phrase from the word bank. Choose the best word for each sentence.

canals	contaminated	control	foreman	hurt
job hazard	machinery	protective equipment	solution	work rules

1. Report broken or dangerous _____ to the _____.
2. Don't drink the water from the _____. The water may be _____ and make you sick.
3. A _____ is anything at work that can harm you.
4. _____, such as gloves, may not fully protect you, but you should use it if it is all you have.
5. _____, such as regular breaks and safety training, can reduce danger and prevent you from getting _____.
6. Family members and other trusted adults can help you brainstorm a _____ to a problem you are having.
7. The best way to _____ a hazard is to remove it altogether.

ESL Handout #4
Page 2

canals	<i>(noun)</i> A large ditch used for irrigation.
contaminated	<i>(adjective)</i> Not safe to eat or drink.
control	<i>(verb)</i> To manage. To remove a hazard or lessen its danger.
foreman	<i>(noun)</i> A person who supervises the work crew.
hurt	<i>(verb)</i> Injured.
job hazard	<i>(noun)</i> Anything at work that can hurt you, either physically or mentally.
machinery	<i>(noun)</i> Equipment with moving parts.
protective equipment	<i>(noun)</i> Something you wear on your body to protect you from a hazard (examples: gloves, boots).
solution	<i>(noun)</i> An answer to a problem.
work rules	<i>(noun)</i> Rules or instructions that the employer develops to protect workers' health and safety.

Are You a Teen Working in Agriculture?

Could I Get Hurt or Sick on the Job?

Yes! Every year, about 30 teens die from farm injuries in the United States. Another 4,700 get badly hurt.



What Can Be Dangerous About Work in Agriculture?



Work

Dangers

Hoeing

- Heat stress
- Bending (can hurt back)

Picking

- Pesticides
- Ladders



Using Machines

- Tractors
- Sharp blades
- Conveyor belts



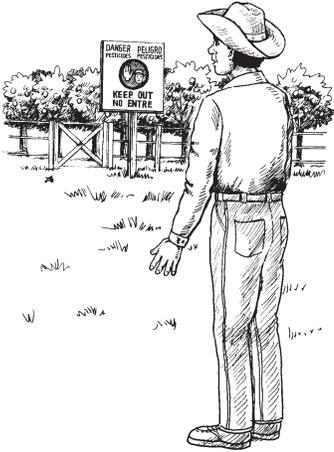
Packing

- Slippery floors
- Heavy lifting
- Repetitive movements (can strain body)

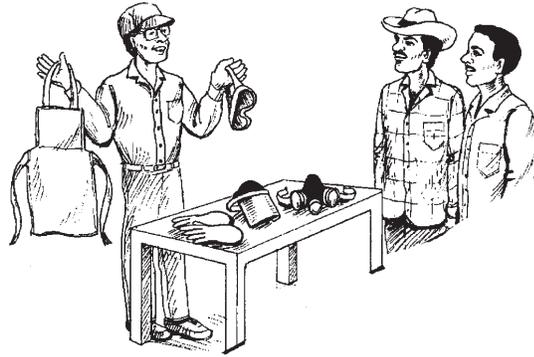


How Can I Stay Safe on the Job? What Are My Responsibilities?

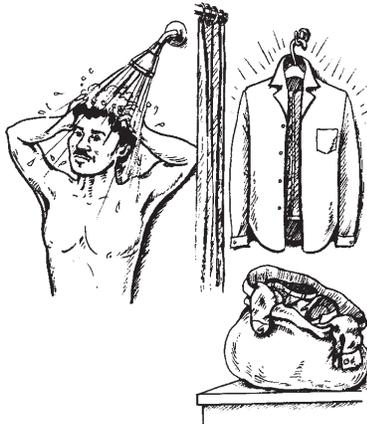
Follow all safety rules.



Use safety equipment and clothes that protect you.



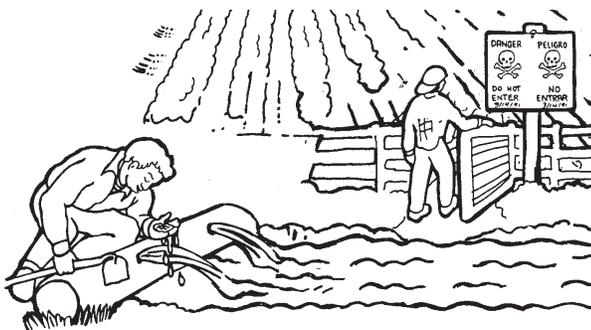
Shower and change your clothes at the end of each day.



Take a break and stretch.



DON'T drink irrigation water.

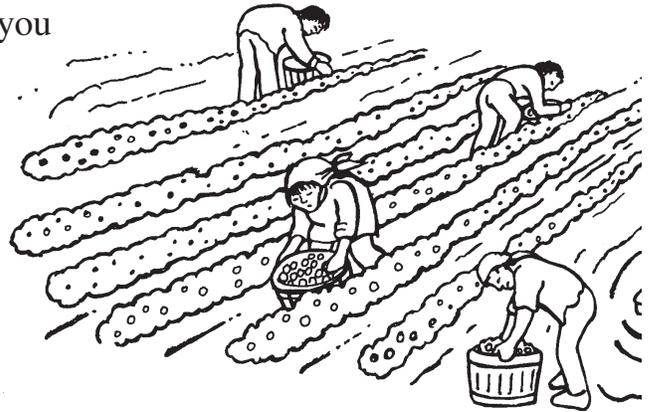


DON'T eat or drink in the fields.



How Old Do I Have To Be To Work in Agriculture?

In California, you must be **12 years old**. But you must be **16 years old** to do some kinds of dangerous jobs.



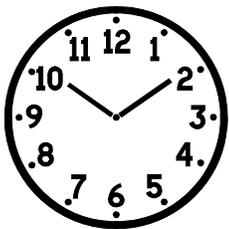
Do I Need a Permit to Work?

Yes! If you are under 18, you must get a work permit from your school.

What Hours Can I Work and What Work Can I Do?

Child labor laws protect teens under 18 from working too long, too late, or too early. They also protect teens from doing dangerous work.

Hours



Ages 12–15

During the school year:

- Can't work during school hours
- Not before 7 am
- Not after 7 pm
- Not over 18 hours a week

Ages 16–17

During the school year:

- Can't work before 5 am
- Not after 10 pm on school nights
- Not over 48 hours a week

Dangerous Jobs



May not:

- Work with pesticides
- Drive a tractor or forklift
- Drive a van at work
- Work on a ladder over 20 feet high

May do **any** job

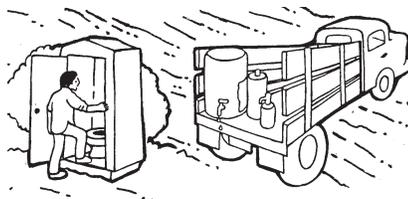
What Are My Rights on the Job?

All farm workers have legal rights. Under California law, your boss **must** give you:

Safety training



Toilets and water for drinking and washing



Medical care if you get hurt



You also have the right to:

- Earn the minimum wage—\$8.00 an hour
- Work without racial or sexual harassment
- Refuse to work if the job is dangerous
- Report health and safety problems
- Join or organize a union

What If I Need Help?

- Talk to your boss about the problem.
- Talk to a parent or teacher.
- Talk to a co-worker or friend.
- Talk to California Rural Legal Assistance (CRLA) at 1-800-242-2752.
- Contact one of these California government agencies to get information or make a complaint:



Cal/OSHA (health and safety) Local phone: _____

Division of Labor Standards Enforcement (wages and hours)
Local phone: _____

Department of Fair Employment and Housing (discrimination in employment)
Toll free phone: (800) 884-1684



Check Your Understanding

Questions on the Factsheet

- 1.** Name three hazards of work in agriculture.
- 2.** Name two things you can do to stay safe on the job.
- 3.** How old do you have to be to work in agriculture in California?
- 4.** Where can you get a work permit?
- 5.** How many hours can a 15 year-old work on a farm each week during the school year?
- 6.** What are two hazardous jobs on a farm that a 14 year-old may **not** do?
- 7.** What are four rights that farmworkers have on the job?
- 8.** What are some things you can do if you need help with a health and safety problem at work?
- 9.** Can you be fired for reporting a health and safety problem at work?

