

Teens Speak Out for Safety on the Job

Lessons from the Young Worker Leadership Academy



Labor Occupational Safety and Health Program
University of California, Los Angeles

Labor Occupational Health Program
University of California, Berkeley

Commission on Health and Safety and Workers' Compensation
California Department of Industrial Relations

The California Wellness Foundation

Teens Speak Out for Safety on the Job

Lessons from the Young Worker Leadership Academy

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



Labor Occupational Safety and Health Program
University of California, Los Angeles
10945 Le Conte Avenue, Suite 2107
Box 951478
Los Angeles, CA 90095-1478
(310) 794-5964
www.losh.ucla.edu



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



ACKNOWLEDGEMENTS

The Young Worker Leadership Academy (YWLA) and this booklet represent a collaboration of the California Commission on Health and Safety and Workers' Compensation (CHSWC); the Labor Occupational Health Program (LOHP) at the University of California, Berkeley; the Labor Occupational Safety and Health (LOSH) Program at the University of California, Los Angeles; and the California Center for Civic Participation (CCCP). The YWLA model is based on the youth leadership academy model developed by the CCCP.

The YWLA is part of the Worker Occupational Safety and Health Training and Education Program (WOSHTEP) which is administered by CHSWC in the California Department of Industrial Relations through interagency agreements with LOHP and LOSH.

The YWLA and this booklet are also funded in part by a grant from The California Wellness Foundation (TCWF). Created in 1992 as an independent, private foundation, TCWF's mission is to improve the health of the people of California by making grants for health promotion, wellness education, and disease prevention.

Contributors to the booklet include:

Writing/Research: Laura Podolsky, LOSH
Diane Bush, LOHP
Aleyda Moran, LOSH
Carol Frischman, LOSH
Laurie Kominski, LOSH
Selma Meyerowitz, CHSWC
Irina Nemirovsky, CHSWC
Jim Muldavin, CCCP

Editing: Gene Darling, LOHP

Design/Production: Kate Oliver, LOHP

Photos: LOHP staff
LOSH staff
Rebecca Letz

Permission to reproduce these materials is granted provided that all reproductions of these materials or reproductions of any part of these materials **are for educational purposes only** and include the following statement: These materials are funded in part by a grant from the California Wellness Foundation and are part of the Worker Occupational Safety and Health Training and Education Program (WOSHTEP). WOSHTEP is administered by the Commission on Health and Safety and Workers' Compensation in the Department of Industrial Relations through interagency agreements with the Labor Occupational Health Program at the University of California Berkeley and the Labor Occupational Safety and Health Program at the University of California Los Angeles.

TABLE OF CONTENTS

Preface	5
Chapter 1. Why the Young Worker Leadership Academy?	9
Chapter 2. Origins and Goals of the YWLA	13
Chapter 3. Essential Ingredients: Principles	15
Chapter 4. Essential Ingredients: People	17
YWLA Coordinators	18
Youth Teams	18
Adult Sponsors	20
Community Sponsors	20
Youth Mentors	22
Funders	23
Other Organizational Supporters	24
Chapter 5. Essential Ingredients: Program	25
Training Topics, Goals, and Techniques	25
Adult Sponsor Activities	27
Youth Mentor Activities	27
Community Projects After the YWLA	28
Tips for Youth Teams	28
Tips for Adult Sponsors	30
Documenting the YWLA Process	31
Evaluating the YWLA Process	31
YWLA Plus: More Opportunities for Participants	33
Sample YWLA Agenda	36
Chapter 6. Logistics of the YWLA	41
Tips on Logistics	41
Planning and Budget	45
Sample Planning Timeline	46
Sample YWLA Budget	50
Chapter 7. Team Stories	51
Endnotes	61
Materials on the CD	63



PREFACE

Since 2005, over 150 enthusiastic young people from throughout California have attended one of our Young Worker Leadership Academies (YWLAs) on workplace health and safety. Organized by a group of state agencies, university programs, and nonprofit groups, the YWLA is a fun, activity-packed, all-expense-paid leadership training for teens. The YWLA prepares teams of teens to go back to their communities and create an education, policy, or media project that promotes workplace safety for teens.

This is an important program that can be conducted with limited resources. The program involves three phases:

-  **The Academy.** The YWLA is a three-day conference for teams of teens and their adult sponsors. Teens learn about workplace health and safety; are introduced to education, policy, and media strategies; and begin planning a school or community outreach project.
-  **Planning the community project.** Following the Academy, teams work with their local sponsors to design their projects.
-  **Conducting the community project.** These may be community presentations, advocating for new school policies, radio public service announcements—the teens decide!

This booklet explains how the YWLA works. It is for anyone interested in putting together an exciting program to help young people learn about job safety and grow into leaders. You might work in youth development, adolescent health, occupational safety and health, or education; you might work for a government agency, a community organization, or a university. But what you probably share with us is the desire to see young people understand an issue, develop opinions and strategies to address it, put their plans into action, and become fully engaged in the overall effort.

We believe that sharing our YWLA experiences will be useful to many others. Our program can serve as a model for similar efforts directed at youth. We hope you can adapt our techniques to your own situation while learning from our successes and challenges.

Why Is This Program Important?

-  **Safety education can prevent injuries and even save lives.** Many teens are injured at work, yet few get any education about workplace safety. We

believe that youth who are informed about workplace safety (including both safe work practices and their legal rights) are more likely to have positive job experiences and less likely to get hurt.



We help teens become powerful advocates, educators, and leaders. Many of our young people from diverse California communities have become active promoters of workplace health and safety, with emphasis on the *active*. In their outreach projects, they have done everything from creating videos and community public service announcements to changing school policies. According to one Los Angeles teacher, his students' YWLA project "*demonstrated what could be done—it showed the other students here that students really **can** organize, plan, and put something **big** together.*"



We help teens build self-confidence. Young people who are given an opportunity for meaningful involvement feel more capable of addressing both safety and other problems in the school, workplace, and community. They learn that they can make a difference. This contributes to growth in many areas of their lives. Certainly our experience soundly disproves the idea that today's youth are uninterested and uninvolved with issues in the world around them.

About This Booklet

The purpose of this booklet is to explain, step by step, how to plan and carry out a Young Worker Leadership Academy. It will help you:



Understand the purpose and structure of the YWLA



Find funding



Recruit youth participants and adult sponsors



Plan the event, from start to finish



Follow up with teams as they plan their outreach projects



Document and evaluate the YWLA sessions and projects



Coordinate post-YWLA events.

Throughout the booklet, we share quotes from our participants and adult sponsors, descriptions of their outreach projects, and other useful details. Sample materials we use to plan and conduct the YWLA are on an accompanying CD.

With the information in this booklet, a young worker advocate should be able to plan and organize a Young Worker Leadership Academy in his or her own community. Therefore, the emphasis here is on practical details derived from our own experience. We try to show what worked and what didn't, what we learned from our mistakes, and what changes we made based on problems we encountered.

Chapter 1 explains our motivation for beginning the YWLA and some of the impact it has had. In Chapter 2, we explain the origins and goals of the YWLA. Chapters 3-5 discuss the “essential ingredients” – the principles, people, and program. Chapter 6 covers in detail the logistics of the YWLA, including a timeline and helpful hints for planning and conducting each phase of the overall program. Chapter 7, “Team Stories,” profiles the projects of some of our YWLA teams. The CD accompanying this booklet includes activity materials, a sample application form, parental permission form, other forms, checklists of needed supplies, publicity materials, and other resources.

We hope this booklet serves as a useful tool for you, and we welcome your feedback. We wish you success in promoting youth involvement in your community!

Sincerely,



Linda Delp
Director, LOSH



Robin Baker
Director, LOHP

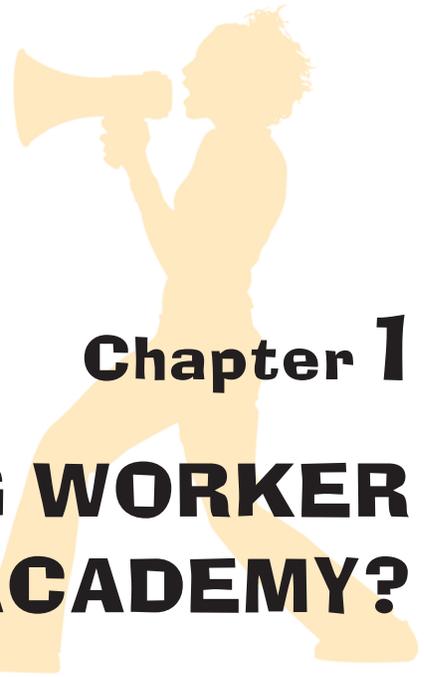


Outreach Projects

Many teams carried out their outreach projects during California’s Safe Jobs for Youth Month, held in May each year. Here is a sampling of the projects. Teams:

- Conducted workshops at school and in the community about teen rights and responsibilities on the job
- Designed brochures, wallet cards, and posters to distribute at schools and health centers
- Held a poster contest
- Made a DVD with a skit on young worker safety and showed it to their entire school
- Conducted a week-long lunchtime campaign with games, factsheets, and a raffle
- Hosted an informational booth at a local farmers’ market and at a career fair
- Convinced their school to require that students get information on young worker rights and responsibilities and pass a quiz before obtaining a work permit
- Developed a public service announcement and presented it on local radio stations.

We will profile many of their projects in Chapter 7, “Team Stories.”



Chapter 1

WHY THE YOUNG WORKER LEADERSHIP ACADEMY?

“The recruiters gave out flyers that said “jobs for teens.” They picked you up in a van with other people, gave you a box of candles, and dropped you off somewhere and you had to sell them. There was no supervision. Whatever you sold, that’s what you got, that was your money. They didn’t give us training. They didn’t show us hazards, that there could be sexual harassment or worse. They didn’t pay us well—maximum three dollars an hour.

Now I have more knowledge. If I had known this stuff back then, I wouldn’t have gotten that job. Later my cousin was going to work for one of those companies. But I had just come back from the YWLA and told him, “Don’t do it, don’t take that job.” And so he was like “OK.” He didn’t take the job. I said to myself, “I helped one person at least.””

—2006 YWLA participant

California’s Young Worker Leadership Academies have been a major success by several different measures. Since the YWLAs began in 2005, seven Academies have been held, four in Southern California and three in Northern California. Over 150 youth from all over the state have participated, with 25 returning to a later Academy to serve as youth mentors.

Participants and their adult sponsors formed over 40 teams. Almost all of these teams went on to conduct successful school and community projects to promote young worker safety, which reached over 4000 additional youth and other community members with a safety message in the first three summers. Based on evaluations collected by some of the teams, many of those they reached had never before received information about young worker or job safety issues.

This innovative program has improved teens’ knowledge of workplace safety issues, engaged them in worthwhile activities, built their leadership skills, and helped spread the word about teen job safety to broad school and community audiences through the outreach projects.



Impact of the YWLA

By the Numbers, 2005-08

- 7 YWLAs were held
- 41 teams attended from local communities
- 156 total young people attended as part of a team
- 25 returned later as youth mentors
- Nearly all teams conducted successful community outreach projects
- Over 4000 people were reached by team projects.

Impact on YWLA Participants

- Leadership development
- Increased knowledge of workplace safety and labor rights
- Increased ability and willingness to speak up about problems.

Impact on Sponsoring Organizations

- Increased awareness of work issues that affect youth
- New mechanisms for providing ongoing information on workplace safety and job rights.

Anticipating Success

Three factors originally convinced the YWLA organizers that our strategy—to improve awareness of teen job safety via peer education and community outreach—could be useful and effective.



Many teens are getting hurt in the workplace.

In 2005, it was estimated that 2.4 million 16- and 17-year-olds were working in the U.S.,¹ and we know that many adolescents start work even before age 16.² Teens seek employment to earn money for themselves and their families, build skills, and make friends. Unfortunately, for thousands of teens, this work experience is marred by preventable job injury. In 2003, an estimated 160,000 U.S. workers under age 18 were injured on the job, 55,000 of them severely enough to visit a hospital emergency department.³ Over the past five years, an



average of 43 U.S. teens have died each year as a result of work-related injuries.³ YWLA student projects address some of the reasons for this injury toll, including lack of public attention to this issue and lack of information on the part of parents, employers, teachers, community members, and teens themselves.



Teens need opportunities for meaningful engagement in their communities.

Youth development theorists often call for opportunities for youth to serve others, to be seen as a resource, to connect to caring adults, and to be subject to high expectations. Specialists say that youth need positive peer influences, meaningful activities, and a safe place to be together after school. All these factors contribute to strong and resilient youth.⁵ The YWLA brings a youth voice to workplace issues, and creates opportunities for youth to be active partners and leaders in making changes in their workplaces and communities. It is particularly valuable for youth who have not had these opportunities.



Teens are an untapped resource for outreach and advocacy on this issue.

Young people have consistently demonstrated, in many arenas, their capacity to bring new, creative ideas and enthusiasm to help address important community issues, and to be effective communicators and planners.^{6,7}

Participants and Sponsors Talk About the Experience

The most important outcome of this program is the impact it has had on the YWLA participants themselves. In the words of past participants:

“This program was great! I was able to quickly take what I learned to my job. I felt empowered and ready to stand up for my rights if I had to.”

—2006 participant

“This experience has helped us to become aware of what to expect from jobs. We are able to teach others their rights and resources if they need help.”

—2006 participant

“We have a sense that we can make a difference in the working lives of fellow students.”

—2006 participant

The YWLA has also helped integrate the issues of healthy jobs and workplace rights into the work of schools and youth-serving organizations that have not considered these matters before. As some of our adult sponsors have said:

“We’re a new school—we don’t even have a senior class yet. So the oldest kids are just starting to get their first jobs. It makes a difference that they’ve had that exposure. It’s sort of created a climate of awareness.”

—2006 adult sponsor

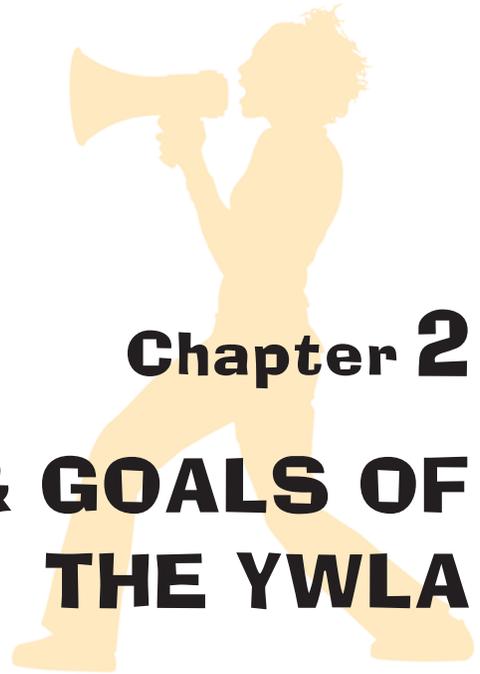
“The YWLA was good because our youth were [previously] focused mainly on environmental justice issues, and hadn’t really made the link to workers. The teens know people who work in hazardous jobs, but to connect that to environmental justice issues . . . was new.”

—2006 adult sponsor



Chapter 2

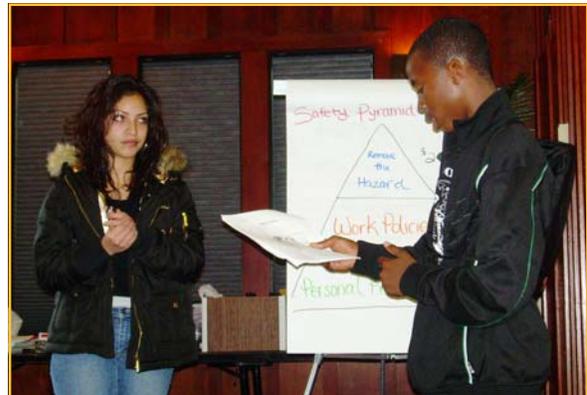
ORIGINS & GOALS OF THE YWLA



In 2005, three California groups—UC Berkeley’s Labor Occupational Health Program (LOHP), UCLA’s Labor Occupational Safety and Health Program (LOSH), and the California Center for Civic Partnership (CCCP)—coordinated the first-ever Young Worker Leadership Academy. The Academy grew out of the work of the California Partnership for Young Worker Health and Safety, a statewide coalition made up of representatives of government agencies and organizations representing teachers, parents, employers, and youth employment professionals.⁸

In its 2004 report, *Keeping California’s Youth Safe on the Job*,⁹ the Partnership decided to focus on the development of a “model for involving youth in health and safety planning, education, and advocacy at the local and statewide level.” Partnership members helped create the YWLA as one such model.

Two organizations that were especially involved were the Commission on Health and Safety and Workers’ Compensation (part of the California Department of Industrial Relations), which has supported the effort at every level, and California Rural Legal Assistance, Inc., a legal advocacy and services organization whose staff participated actively in planning the Academy and recruiting participants.



The YWLA was designed to address several shared goals:

-  To educate youth about young worker health and safety and workers’ rights
-  To prepare youth to educate their peers and communities about these issues
-  To engage youth in an ongoing movement to improve young worker health and safety



To introduce youth to the basic elements of the policymaking process, especially those related to young worker health and safety



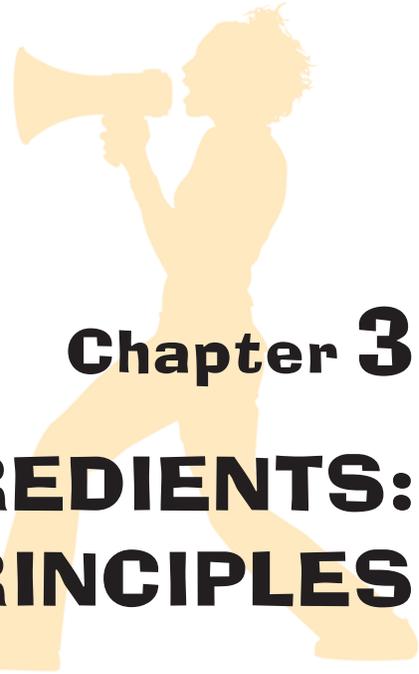
To provide an opportunity for youth to develop leadership skills.

LOHP, LOSH, and the CCCP all have long histories of working with youth. Since 1981, the CCCP has coordinated numerous youth leadership development programs that emphasize civic engagement with a focus on issues such as education reform, adolescent health, and land use planning. The YWLA provided the CCCP an opportunity to focus on an issue new to the organization. For LOHP and LOSH, University programs dedicated solely to worker health and safety education, the YWLA was a way of building on their existing young worker activities.^{10,11,12}

Both LOHP and LOSH have organized and coordinated teams of high school-based peer educators, starting in the mid-1990s. Peer educators are youth who learn about young worker health and safety issues, then make presentations in junior high and high school classrooms. In a typical year, each University program can only work with 15 to 25 peer educators. The YWLA provides a means of reaching even more young people, and reaching them in communities throughout the state.

Primary funding for the first year of the YWLA came from the California Commission on Health and Safety and Workers' Compensation and from The California Wellness Foundation, which previously supported other youth projects at both LOHP and LOSH. By the second year, the Commission made the YWLAs a formal project within its Worker Occupational Safety and Health Training and Education Program (WOSHTEP). Each year, organizers have also sought supplementary funding, which has been provided by The California Wellness Foundation, by The California Endowment, and by workers' compensation insurers including the California State Compensation Insurance Fund (SCIF) and Employers' Direct Insurance Company.





Chapter 3

ESSENTIAL INGREDIENTS: PRINCIPLES

Since multiple organizations were involved in the creation of the YWLA, we found it helpful to establish a few basic principles to guide the program’s goals, content, and process. These principles draw on theories of youth development^{13,14}, peer education^{15,16}, and popular education.^{17,18}

-  Educating young workers, employers, parents, educators, and other community members about young worker health and safety is an important way to decrease young workers’ injuries and illnesses and improve their on-the-job experience.
-  This outreach is best accomplished by diverse organizations working collaboratively; no one group or individual can do it alone. Collaborating organizations do not need to have young worker issues as their primary focus—any group committed to young people’s health and welfare, regardless of its specific mission, can contribute to the effort.
-  Youth are problem-solvers. They should be encouraged to become leaders and planners in efforts to improve young worker health and safety.
-  Youth often are more effective than adults at crafting and delivering messages aimed at other youth.
-  To effectively plan and execute outreach projects, youth need the support of enthusiastic adults and stable supporting organizations.
-  Educational activities should be participatory and encourage critical reflection.
-  Young worker health and safety issues should be understood within the larger contexts of labor rights, youth development, economic issues, and health.



Educational Theories

A popular education approach stresses that learning must empower people to question and challenge those forces that have disempowered them. The process calls for participants to share their own experiences, analyze them collectively, seek relevant outside information, and determine how to take action.

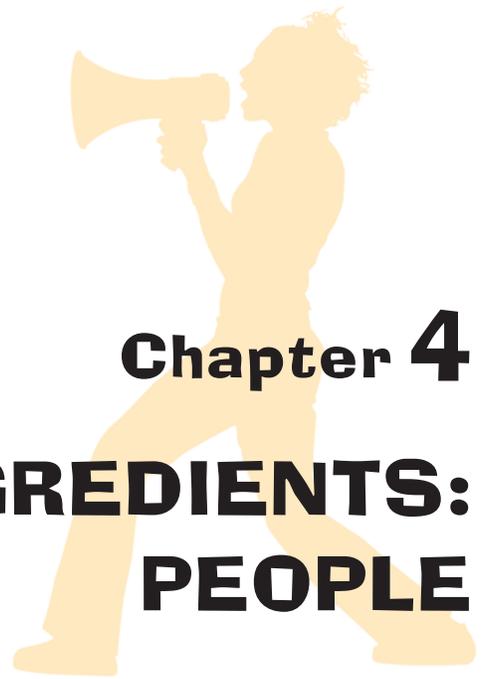
In a typical YWLA workshop, participants link experiences from teens' own lives to new information about topics such as child labor law, public policy, and safety. Then they discuss ideas for taking action. For example, prior to coming to the YWLA, participants are asked to interview another teen worker about his or her experiences with job safety. Then, in one of the introductory YWLA activities, participants share their interview findings with each other, identifying patterns and discussing how these relate to national statistics on young worker health and safety.

In every step of the YWLA process, from planning to evaluation, we give priority to youth voices. This includes soliciting continuing participant feedback on the program and making changes to subsequent YWLAs that reflect that feedback. It even includes being prepared to alter the agenda mid-Academy if necessary. Emphasizing youth voices also means involving youth mentors in planning and leading activities, urging participants to speak up about their own experiences and ideas, and encouraging teams to incorporate those experiences and ideas into their projects.

“usually adults say, ‘Oh, let’s see what youth think,’ but they don’t really ask for our opinion... they don’t really act on it. But the YWLA staff actually wanted to know what we wanted and what we had on our minds.”

–2006 participant





Chapter 4

ESSENTIAL INGREDIENTS: PEOPLE

The YWLA relies on key people and groups working together. Each has a specific function that contributes to the overall success of the program:

-  **YWLA coordinators** (including support staff) create and facilitate the program, recruit and follow up with participants, and handle logistics.
-  **Youth teams** attend the YWLA and then plan and execute projects to promote young worker health and safety in their schools and communities.
-  **Adult sponsors** (who may be teachers or community organization staff) help youth teams submit their applications, accompany them to the YWLA, and give them supervision and support as they plan and carry out their projects.
-  **Community sponsors** (schools or other organizations with which the adult sponsors are affiliated) provide ongoing support and meeting space for the teams.
-  **Youth mentors** are YWLA alumni who return to later Academies to support teams and help lead activities.
-  **Funders** provide financial support and advice, and are kept informed of program progress.
-  **Other organizational supporters**, such as those on our advisory board, may give input on the program and participate in parts of the YWLA. For example, members of our statewide Partnership for Young Worker Health and Safety have frequently offered valuable advice and help.

Below, we discuss the main roles and responsibilities of each group.

YWLA Coordinators

The YWLA coordinators (in our case, LOSH, LOHP, and CCCP staff) are responsible for the great bulk of YWLA work, including publicity, recruiting and selecting teams, organizing the program, handling logistics, facilitating the sessions, following up with teams, and reporting to partners and funders. But they don't do it alone— as coordinators, we have relied on essential support from administrative assistants and other staff members. LOSH and LOHP, as university-based programs, have benefited greatly from the work of college student employees. In addition to helping with YWLA preparations, student employees have taken active roles in facilitating YWLA sessions and following up with teams post-YWLA. Because they are generally closer in age to the YWLA participants than are the coordinators, college student employees can be particularly effective role models and mentors.



Youth Teams

YWLA teams typically have from three to five youth participants. They come from rural farm communities, more affluent suburbs, and inner cities. Each team must have an adult sponsor. Sometimes the members of a team have worked together before coming to the YWLA; frequently they haven't. Sometimes the teams take the initiative to find an adult sponsor and apply for the YWLA; sometimes an adult sponsor takes the lead and helps form a team.

At the YWLA, participants are encouraged to mix with other teams, but there are also several activities focused on building their own team. Participants often comment that the YWLA and subsequent project-planning inspire them to take action and improve their ability to work with or lead others:

“In my school classes I'm usually the one speaking up or telling what I think... But [the YWLA] actually made me do something about it, you know, actually go out there and put it into action. I knew if I wanted to I could be a leader. But I never really put it in action, and the YWLA gave me that push that I needed.”

—2006 participant (and 2007 youth mentor)



Each team receives \$300 to use for their project. Each participant also receives a \$75 stipend after turning in a post-project evaluation.

The team recruitment process relies on extensive outreach that our staff conduct well before the date of the YWLA itself. Issues of overall capacity, geographic location, and student diversity must be considered.



Recruiting Youth Teams

YWLA team recruitment starts each fall through emails and other electronic communications sent to schools, other educational programs, community-based organizations (CBOs), and groups that serve youth. Emails include a recruitment flyer and team applications (see CD for samples). Information on upcoming YWLAs is also passed along by word of mouth from past youth and adult participants.

It's important to consider how many teams can actually be accommodated at each Academy. Our limited outreach has generated 20-30 team applications statewide each year, for 12 available team slots (total attendance of 20-25 youth per Academy). This has been a comfortable number, allowing for some selection without having to turn away too many youth.

Targeted outreach can attract youth teams from specific areas, which may allow us to promote diversity. However, broader outreach can generate a larger pool of applicants from whom to choose. In either case, it is useful to establish selection criteria in advance. In our selection process, we seek youth teams who can bring different experiences and energy to the Academy, including some youth with paid work experience, some with leadership experience, and youth from a mix of geographic and urban/rural locations. We look for youth who will take the lead and follow a project through to completion, but also look for those who haven't yet had experience with major extracurricular projects or leadership. Teams that include youth of different ages and grades tend to work well. We give priority to teams with a strong and motivating adult sponsor who can give support and guidance. Sponsor commitment should stand out in the application.

We recommend designating a couple of teams as alternates in case the chosen teams are unable to attend. Once we've finished with the selection, we phone the sponsors of the accepted teams to congratulate them and confirm that they understand and are willing to commit to all of their responsibilities. We then phone the sponsors of the alternate teams to see if they will participate should another team drop out. Finally, we phone the sponsors of those teams not selected to inform them of our decision.

Presented by
UCLA, UC Berkeley, and the
California Commission on Health and Safety & Workers' Compensation

Young Worker Leadership Academy

January 24-26, 2008, Berkeley CA
— or —
February 21-23, 2008, Los Angeles CA

What is it?

- Come to a fun, activity-packed, 3-day leadership training for youth on job health and safety.
- To sign up, form a team of 3-4 young people (ages 14-17). You'll work with your team to create a community project or event to promote safe jobs for youth during May 2008. Your team must have an adult advisor.
- You'll get an all-expenses-paid 2-night stay at a hotel in either Berkeley or Los Angeles, plus a \$75 cash stipend.
- Afterward, you'll be part of a statewide youth network on young worker rights and health and safety!

Why would I want to do this?

- I am interested in building my leadership skills.
- I care about issues affecting people my age and want to have an impact on my community.
- I need to complete community service hours for school and this would be great!
- I want to meet new, fun people!

How do I sign up?

- Your team should complete the attached application by **November 9, 2007**.
- Questions? Contact: Diane Bush, (888) 933-8336 (toll free) or (510) 643-2424, dbush@berkeley.edu.

“I learned about teen safety and rights I never knew I had. I want to tell other people what I learned so they can prevent injury to themselves.”

“Now I want to learn more. I enjoyed the Academy and would love to be involved throughout high school and beyond.”

The Young Worker Leadership Academy (YWLA) is part of the Worker Occupational Safety and Health Training and Education Program (WOSHTEP), which is funded and administered by the Commission on Health and Safety and Workers' Compensation. The YWLA is also funded in part by a grant from The California Wellness Foundation and supported by the California Partnership for Young Worker Health and Safety.

Adult Sponsors

The adult sponsor helps submit a team's application, which includes individual youth applications and a team recommendation from the adult. The adult commits to providing support to the team throughout the YWLA process. He or she is responsible for organizing (but not paying for) their team's transportation to and from the Academy. At the Academy, adult sponsors participate with their teams in some activities, while meeting separately during others. Following the YWLA, sponsors ensure that teams have regular meeting space and time for planning their projects; they also help teams stay on-track during the planning period and help as needed. Sponsors serve as a team's primary contact with the YWLA coordinators and as liaisons between the YWLA coordinators and participants' parents. While the teams themselves decide how to spend their \$300 project budget, the adult sponsor holds and disburses the money.

“The students' ideas were really large, really ambitious. I wasn't sure they'd be able to pull it off. But they did, and seeing that they were able to follow through gave me more confidence that the kids can pull off anything they set their minds to.”

—2006 & 2007 adult sponsor

Community Sponsors

The adult sponsor is typically affiliated with a local school, community organization, church, or local government agency which can serve as a community sponsor. By sponsoring a team, an organization does not necessarily make a financial commitment, although it may. The organization agrees to provide regular meeting space, time, and possibly equipment, as well as to support the team in carrying out its project. For example, if a team puts together a PowerPoint® presentation, the sponsoring organization may help them find projection equipment. If a team decides to have an information booth at a community fair, the sponsoring organization may provide them with a table and chairs.

Since the YWLA began in 2005, teams have hailed from both schools and community-based organizations (CBOs). Adult sponsors from both say they were drawn to the YWLA as a youth leadership opportunity. Often they were as new to young worker issues as their team members. Having sponsors return in subsequent years with new teams actually has enriched the YWLA experience for all the adult sponsors. The mix of teams with different sponsorships works well, but the two types of sponsors have somewhat different needs, opportunities, and styles. Understanding these differences can help YWLA coordinators plan a more relevant program.



Community Organizations or Schools?

As sponsors of YWLA teams, community-based organizations and schools have different advantages and face different challenges:

— Community-based Organizations —

Advantages

- May be more flexible than a school. The smaller CBOs tend to have less bureaucracy, and don't face the same pressures as schools (e.g. to prepare students for testing).
- May be able to leverage more grant support for YWLA projects.
- May connect with youth who are already enthusiastic about the organization's work since they are there by choice. The YWLA can benefit from this enthusiasm, since teams can integrate young worker issues with issues they're already interested in.
- May have connections with other CBOs that increase teams' opportunities to reach out through their projects.
- Can think and work "outside the box" because they are not constrained by academic norms. They may be able to reach audiences beyond the classroom, such as youth who have dropped out of school.

Challenges

- Don't provide team members a built-in opportunity to meet with each other and their sponsor as they can at school (e.g. lunch hour).
- Don't necessarily emphasize young worker or safety issues as their primary concern, and it can be hard to make room for this additional focus area.
- Don't have a "captive" youth audience as schools have.

— Schools —

Advantages

- Have built-in opportunities for youth and adult sponsors to meet (e.g. lunch hour, class time).
- May sustain ongoing interest and activity within the school if a teacher, club, or the administration commits to young worker issues.
- Can supply a "captive" audience for YWLA projects and presentations.
- May provide support from other adult staff in addition to the individual sponsor.
- Have a larger pool of youth from which to draw.
- Can incorporate YWLA activities into existing requirements, like service learning requirements.

Challenges

- May have trouble scheduling team presentations and events due to administrative hurdles and busy school calendars.
- May not afford adequate meeting time for teams and their sponsors. Teams tend to meet briefly (e.g. during lunch) and it can be hard to get much done in such a short period of time.
- May not allow meeting outside of school hours (e.g. on weekends) because the meeting place is the school.
- Have many other competing programs, presentations, assemblies, and activities that limit teams' access to student audiences.



Warning to Adult Sponsors: Teens Are Busy!

Some of the youth who come to the YWLA are already active leaders with plenty on their plates. Others have had little experience organizing activities, and need support and structure to be successful. Both groups require an adult sponsor to be accommodating and to invest time. Youth and sponsors say that it's difficult to focus on the YWLA project-planning given the teens' busy school and extra-curricular schedules. Adult sponsors recommend setting a regular meeting time and place, while also trying to stay flexible and available.



“Sponsors have to be readily available and willing to put in the time. It's time-consuming. Young people these days are very busy—they've got sports, SAT tests, college applications, plays, jobs, all kinds of stuff. So they don't have much time. A sponsor has to have a lot of patience and be willing to meet on off-hours—like I've had meetings on Sunday afternoons. Flexibility is really important. Oh, and boyfriends—they have boyfriends. One boyfriend even came to a meeting, and I was fine with that—as long as he's not talking or disrupting. . . . But whatever happens, the sponsor has to be involved, has to stay on top of it!”

—2006 adult sponsor

Youth Mentors

Youth mentors are YWLA alumni who come back to later Academies to help lead activities and give guidance to new teams. As one mentor said:

“I wanted to teach others what I learned last year—to pass it on and motivate them so they see it's a unique experience that they should take advantage of.”

—Youth mentor

While at the Academy, mentors have also planned their own YWLA project as a group. For example, one group of youth mentors produced a newsletter on young worker issues. Being a youth mentor gives students another chance to hone their leadership skills. As old-timers, they also give valuable advice to the coordinators on how to improve the program and add great energy to the Academy. Each youth mentor receives a \$100 stipend.



Funders

Primary support for the YWLAs has come from the California Commission on Health and Safety and Workers' Compensation¹⁹, a joint labor-management body in state government that is appointed by the Governor and the legislature. Supplemental funding has been provided by private foundations (The California Wellness Foundation and The California Endowment). In addition, YWLA organizers solicited support from workers' compensation insurers, two of which provided small grants (the State Compensation Insurance Fund and Employer's Direct Insurance Company).

Our entire project requires approximately \$50,000 per year for direct expenses, and enough funding to cover coordinators' time plus administrative support. See the sample budget in Chapter 6 for more details. You may be able to find ways to reduce this amount.

Each year, the YWLA has paid for all travel, food, and accommodations for youth and adult participants. This makes the Academy much more attractive and accessible for schools and organizations, and helps ensure greater diversity among participants. "If it hadn't been paid for, I wouldn't have been able to convince my principal that this was feasible," said one school-based adult sponsor, noting that she would not have had time to raise funds on her own.



Where to Find Funding?

Those interested in following our YWLA model will, of course, face the issue of finding funds. One possible approach is to ask teams to fund some or all of their own way, but be aware that this will definitely limit your pool of applicants.

Other possible approaches range from seeking core funding for the entire project, to raising funds to cover each individual team. Possible core funding sources include:

- Workers' compensation insurers
- Government agency sources, such as health and safety agencies with grant programs, or Workforce Development agencies with access to youth development funds
- Major employers with a history of supporting youth programs.

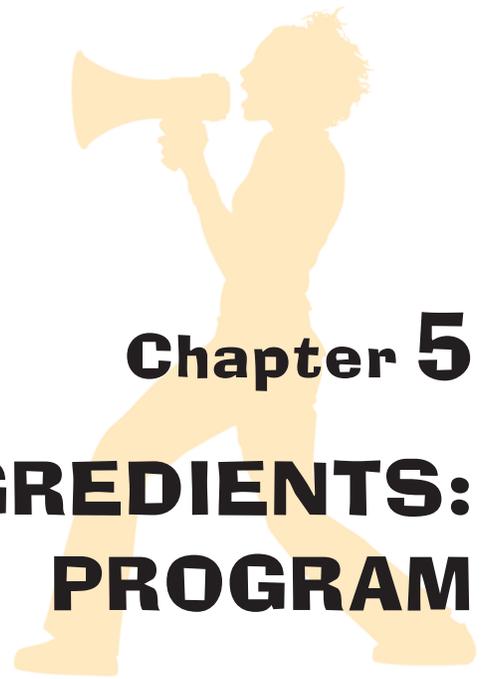
Support for local teams (approximately \$3000 per team for direct expenses in our case) can be sought, possibly in partnership with the team, from:

- Local employers, especially those who hire youth or who have a history of supporting youth programs
- Labor unions
- Local community foundations
- Local sponsoring schools and organizations themselves, if they have access to youth leadership or youth development funds.

Other Organizational Supporters

In your own planning process, you may involve supporters from government agencies or other organizations. These adults may also be interested in participating in the Academy. Although you will not want to include too many observing adult “outsiders,” a limited number can serve as mentors to the teams as they plan their projects. They may also participate on the “panel of experts” who critique the mock projects that students plan on the last day of the Academy sessions. It can be beneficial to expose these supporters to the energy and enthusiasm of the youth participants. In our case, adults from the California Partnership for Young Worker Health and Safety have participated as both team mentors and “experts.”





Chapter 5

ESSENTIAL INGREDIENTS: PROGRAM

Each year, we make adjustments in the YWLA program based on participant feedback and our own reflections. However, certain educational approaches and program components have been consistently important in meeting the program’s goals. (See Chapter 3 for more on our basic principles and educational theories.)

Training Topics, Goals, and Techniques

The YWLA itself is a three-day program, held in a central location, usually on a Thursday, Friday and Saturday. Youth teams come from a broad geographical area. Specific YWLA activities that make up the program (including icebreakers, games, exercises, role plays, and other teaching tools we use) are facilitated by the YWLA coordinators, sometimes in collaboration with the youth mentors. The activities are described in “At the Academy\Activities\Facilitator’s Guide for YWLA Activities” on the CD accompanying this booklet. For a sample agenda covering all three days of a typical YWLA program, see the end of this chapter.

The YWLA activities focus on the following programmatic goals:



Learning about workplace health and safety as well as rights and responsibilities on the job. In one exercise, participants work in groups to draw “hazard maps” of workplaces they’re familiar with, and learn how to identify workplace hazards. They also play games like “Safety Pyramid” to practice finding good solutions for hazards, and “Jeopardy” to learn their legal rights and responsibilities. They do role plays to practice solving problems at work and talking to the boss.





Thinking about broader solutions: policy, media, and education. Participants are introduced to real-world policy solutions for specific workplace and community problems through activities like “Issue Slam,” where they share their opinions on relevant “hot” social and legislative topics. In an activity called “Ideal Community” they practice being legislators, making decisions, and negotiating in the face of competing community needs. In the “Action Planning Cycle,” they discuss how to address the issue of youth injuries at work through government policy, media outreach, and education.



Learning to plan. The “Mock Project Scrimmage” is the final activity at the YWLA. In this session, participants practice project planning before beginning to plan actual outreach projects with their community teams. Participants are divided into three groups: Policy, Media, and Education. Choosing from one of the strategies they developed during the Action Planning Cycle, or from their own budding community project ideas, each group designs a project plan, which includes goals, timeline, and budget. Each group then presents its ideas to a panel of “experts” invited by the YWLA coordinators (2-3 agency and youth representatives with experience in outreach, project planning, media, or policy work). The panel offers a brief critique to each team, including one or two suggestions to improve the project. Finally, community teams meet and begin the initial planning for their own projects, which they briefly describe at the end of the Academy.



Developing public speaking skills. Gaining the confidence to speak comfortably in front of a group is an important part of leadership development, even if one doesn’t plan to become a public speaker. Throughout the Academy, participants are required to report back from breakout sessions and speak in a variety of other contexts. Coordinators ask that different people report each time. When teams present their mock or real projects, they’re encouraged to have each member explain at least one facet of the project. During class activities, participants are frequently advised to “Step up/Step back.” The phrase means “if you’re not saying anything, push yourself to speak up; if you’re speaking up a lot, take a break and step back.” During two of the Academies, we also had great success inviting an improvisational theater artist to conduct a workshop emphasizing these notions in a fun and engaging way.





Team-building. One thing participants most appreciate about the YWLA is the opportunity to get to know youth from other, often very different, communities. Activities that involve the entire group, such as icebreakers (usually active, lighthearted games), help the various teams get to know each other. Other activities are directed at helping each team become more cohesive and work together more effectively. Often, members of a team have not worked together much, or at all, before coming to the Academy. To help them develop as an

effective unit, community teams are kept together for many of the “team-building” activities, such as the outdoor scavenger hunt as well as the “team cheer” activity—where we see everything from Girl Scout songs to rap songs!

Adult Sponsor Activities

The adult sponsors participate in all the health and safety learning activities at the YWLA, although in their own adult group. The sessions help introduce them to health and safety content with which they may not be familiar, as well as to the participatory learning activities. Since some teams may decide to use similar activities in their own community projects, it is important for the sponsors to understand them. In addition, the adult sponsors meet separately two or three times during the Academy to learn about and discuss their key responsibilities as sponsors. Not only does this help clarify expectations, but it also gives adult sponsors a chance to share insights gained in other youth work. During one session, sponsors discuss with the youth mentors how the sponsors can best support their teams when they return home. One YWLA coordinator is assigned to assist the adult sponsors and to facilitate the adult sponsor sessions.



Youth Mentor Activities

The youth mentors meet via phone conference prior to the YWLA and then meet a few times during the Academy. In their meetings, they review activities they will help lead, such as the icebreakers, hazard mapping, “Safety Pyramid” game, and “Jeopardy” game. They also discuss their roles as mentors, and plan their own post-YWLA project. One YWLA staff member is assigned to assist the youth mentors during the Academy and to facilitate the youth mentor sessions. College student employees have been effective in this role.

Community Projects After the YWLA

The YWLA weekend can generate a great deal of energy; the challenge is to maintain that momentum as teams work on their projects. The community outreach projects are the culmination of the program. Hundreds or even thousands of fellow students and community members can be reached with a job safety message through these projects.

The YWLA coordinators play a crucial role in maintaining the momentum and making sure projects are relevant and successful. Their role post-YWLA is to check in with the adult sponsors, provide nudging and support, and sometimes give specific help such as reviewing plans and materials. For example, coordinators can:

-  Give teams sample timelines and descriptions of past team projects (or of the YWLA projects presented in this booklet).
-  Provide how-to resources, such as the “Working as a Team” handout or the “Working with the Media” handout that we have prepared (see CD).
-  Give teams contact information for agencies that address health and safety and young worker rights and responsibilities.
-  Send email reminders and make monthly check-in calls to the adult sponsors to see how a project is going and what help and support may be needed.

To help make sure projects stay on track, we have collected the following tips from youth teams who were involved with past Academies.

Tips for Youth Teams

Meetings

-  Start meeting as soon as possible after the YWLA, and establish a regular meeting time and place. Every year, teams tell us they wish they had started planning their project earlier to avoid feeling rushed at the end.
-  Have fewer but longer meetings—it works better than having many short meetings.
-  Meet more often as the completion date for your project gets closer.
-  Don’t allow distractions at your meetings.
-  Have some fun! Include short team-building activities and games.

Planning

-  Spend time brainstorming—your first ideas may not be your best ideas!



The more original the project, the more likely you are to be excited about it, and the more energy you'll have to carry it through.



If your team “thinks big,” you need to be ready to *plan* big. You'll need to invest a lot of time and energy in the planning process.



Decide who your audience is and where you are most likely to find them.



Get help and support from school administrators, counselors, and others.



Consider coordinating your efforts with other organizations.



If your project involves public speaking, practice as a team. Be ready to explain the YWLA, key young worker safety issues, and what you are trying to do.



If you're doing a presentation, try to make it interactive!



Brush up on your knowledge of health and safety and young worker rights and responsibilities. You don't have to be an expert, but be able to tell your audience the basics and where they can get more information.



When inviting media, be sure to contact small local newspapers and local television channels that may be more likely to cover the event.



Have a “Plan B”—think through the challenges and opportunities that might arise, and brainstorm how you will deal with them as a team.



Team Dynamics



It's helpful if one young person takes the lead and keeps the team going.



Divide responsibilities so that each team member has a meaningful role.



Teams composed of only high school seniors can have a shorter life expectancy than teams with younger students.



Respect every team member's opinion, but try to come to a group consensus on decisions.



We have also collected tips based on the experience of past adult sponsors. While everyone's situation may be somewhat different, this is what our sponsors in general say they have learned.

Tips for Adult Sponsors

-  Listen to what youth have to say and guide—but don't lead—their planning process.
-  Provide space for the team to meet and plan.
-  Encourage youth to set an agenda, establish and stick to a work plan/timeline, sign-in at meetings, have snacks, and appoint a treasurer.
-  Help youth connect to other supports and resources—for example, a link with the Career Advisor or a local business that can print t-shirts.
-  Help the team document the process—take photos, video tape, and hold on to original handouts/flyers.
-  Provide support with logistics, but don't take away all responsibility—remind youth that they are ultimately responsible for planning and completing their project.
-  Allow youth to problem-solve to keep their project going.
-  Help the team members follow through with the evaluation.



Documenting the YWLA Process

Documenting the YWLA weekend and the team projects has proven to be a useful tool for reflecting on, improving, and promoting the program. During the YWLA, coordinators and support staff take photos and make videos of presentations. Participants frequently do the same. Each participant is asked to sign a release form allowing use of these photos and videos later. When possible, staff members take written notes on the activities as well.

Documenting the team projects is more challenging. With projects taking place all over the state, we are not able to document them all ourselves. Instead, we rely on team members and adult sponsors to take photos, collect materials that the teams produce (such as fliers, posters, videos, and PowerPoint® presentations), and record activities. Getting teams and sponsors to send copies of these materials has been difficult at times, requiring multiple pleading calls and emails. However, the material we eventually received was worth the effort.



Evaluating the YWLA Process

To date, our evaluations have focused on participants' experiences at the YWLA and when planning and executing their projects.

Feedback on the Academy Itself

Getting youth and adult attendees' immediate feedback on the YWLA weekend has been relatively straightforward. At the end of the weekend, each person fills out a written evaluation form (see CD for samples). At the closing of the YWLA, each team comes to the front of the room, turns in their evaluations, and receives applause and a certificate of participation.

In the written evaluation, respondents are asked to comment on specific areas of YWLA content, activities, and logistics. We try to keep the forms short. Although comments tend to be brief, the written evaluations have helped us identify program strengths and weaknesses.

We have found it is helpful to supplement the written form with other types of evaluation, such as group discussion and, if possible, individual interviews. After they fill out the written evaluation, participants are invited to share some of their thoughts out loud with the group. For the individual interviews, a staff person approaches different participants (including adult sponsors) and asks if they would be willing to be interviewed about their impressions of the YWLA. Though by no means a random sample, these interviews have generated helpful feedback, while also helping staff get to know participants better.

As soon as possible after the YWLA weekend, we compile the results of the evaluations and interviews. Coordinators, support staff, and partners then review these in a YWLA debriefing meeting (or conference call) a week or two after the Academy.



Feedback on Community Projects

A second round of written evaluations takes place after teams have completed their projects. In these evaluations, youth and adult sponsors are asked to comment on their team's efforts. (See CD for sample.) They must return their completed evaluations to the coordinators in order to receive their stipends. Despite this incentive, some participants have never submitted their final evaluations even though they successfully completed their projects. In these cases we interview adult sponsors and/or youth team members to find out what they did, and we complete key portions of the evaluation forms ourselves.

We do not directly assess the impact of the teams' projects on their audiences. Instead, we encourage the teams themselves to determine how to evaluate a project's impact. A sample evaluation tool is included in their packets. Some teams use this evaluation tool, or have audiences complete short quizzes. Others have asked audiences to fill out response cards or have conducted short interviews. Teams that have ongoing projects have been able to use this feedback to improve their work. Those whose projects are one-time events can apply what they learn from their audiences' input to future planning efforts.

YWLA Plus: More Opportunities for Participants

Many YWLA participants say that they want to stay involved in promoting young worker health and safety after they have completed their YWLA projects. All YWLA participants are invited to apply to be youth mentors and attend a future Academy. LOSH has held two reunions for Southern California YWLA youth participants.

In addition, we work with the youth on an ongoing basis to suggest opportunities for them to make presentations, lead workshops, and coordinate events. Here are some examples:

 Two Los Angeles YWLA participants spoke at an April 2007 Workers' Memorial Day event attended by approximately 100 people.

 A Los Angeles YWLA participant was opening speaker and co-presenter of a slide show (with one of the YWLA coordinators) at the California Association of Work Experience Educators (CAWEE) Annual Regional Conference, addressing approximately 200 Work Experience Educators.



Los Angeles YWLA Reunion

One thing participants say they enjoy most about the YWLA is “meeting new people.” So it was no surprise when several 2006 YWLA participants in Southern California suggested holding a reunion.

Five of the six original teams participated in the reunion, held in August 2006 at UCLA. The day's agenda included “reconnecting” with each other, sharing information on their projects through creative presentations, and discussing how to strengthen the program for future participants. Each team received an award highlighting something particularly impressive about their project, such as the number of people they reached or their effective use of media.

The participants also brainstormed ideas for staying connected and undertaking future efforts together. Ideas included holding youth conferences, changing work permit policies, and designing a YWLA website. Several teens moved forward with these ideas. For example, three reunion participants went on to plan a day-long event (see page 35), and nine served as youth mentors at the 2007 YWLAs.



After making presentations about their projects, the teens talked about what they got out of the process. “Confidence,” said one. “We know our rights now; it helped me with my public speaking, and gave me a good feeling that I was helping people by relaying information to others.” When asked what would have made their projects better, another participant spoke up: “Don't be shy and don't hold back. For your projects, think big, but be realistic.”



Two Los Angeles YWLA participants attended and helped facilitate the “By Youth For Youth” National Conference, reaching 60 youth from different states.



Three Los Angeles YWLA participants presented a workshop at the UCLA Annual MEChA (Movimiento Estudiantil Chicano de Aztlán) Youth Conference, reaching 40 youth from high schools in Southern California.



Three YWLA participants presented their YWLA project to members of the California Partnership for Young Worker Health and Safety.



One Berkeley YWLA team made a presentation to 125 participants at the national conference of the Interstate Labor Standards Association in August 2007.



A YWLA team from Southern California coordinated a Teen Employment Scene Conference which brought 300 students together to learn about young worker health and safety and labor rights. Several other YWLA teams took part by leading workshops at the event (see page 35).

Some youth have created their own post-YWLA opportunities. One team from Los Angeles formed a club at their school. Now in its third year, the club meets regularly to plan workshops for conferences and presentations for school classes. According to one club founder,

“We basically started with the three people who went to the Academy, and then we started recruiting people from our friends and classmates, and we actually got to a point when we had 12 teammates. From there, everyone had good ideas and we taught them what we learned, so now they know what we know. . . . so everyone contributed to what we had to do and was working like a team.”

—2006 participant



Teen Employment Scene

A 2006 YWLA team (Meryl M., Danielle G., and Kaylee D.), sponsored by the California Conservation Corps (CCC) in Norwalk, created a fold-out wallet card for youth printed with key information on workplace rights and responsibilities. With the help of their adult sponsor (Margaret S.), they distributed the cards to local youth centers, schools, businesses, and community groups. The response was enthusiastic: “We totally ran out of the first batch. A lot of people just didn’t know this stuff before, and wouldn’t have known where to look for it,” said the adult sponsor. “They were really glad to get the information—they felt like it was relevant.”

Motivated to take their work a step further, the teens decided to take on a new challenge: a day-long event for local high school students featuring teen-led workshops, speakers, and a job fair. They began planning in the fall for the April event, called Teen Employment Scene. The team set three goals:

“First, and most important, we wanted everyone to learn their rights and responsibilities as young workers. Second, we wanted to learn how to be role models or mentors to other youth. Third, we wanted fellow youth to learn about employment opportunities, how to write a resume, and how to interview for jobs.”

—CCC team member

The team recruited other YWLA participants to plan and lead workshops, with topics ranging from workers’ compensation to sexual harassment. Representatives from the Equal Employment Opportunity Commission (EEOC) agreed to coordinate workshops on resume-writing and job interview skills, and a local business leader and a community activist both accepted invitations to speak. The San Pedro Boys and Girls Club agreed to host the event. The team designed and printed t-shirts, publicity fliers, and several hundred more of their fold-out wallet cards.

The CCC adult sponsor was worried that there wouldn’t be much interest, but then there was a “deluge” of calls and faxes—she had to turn people away. One school had so many students sign up that they held a drawing to decide who could go: “I think what attracts them is that it’s teens leading the event ... it’s impressive to the teachers that young people are in charge.”

On April 20, 2007, approximately 300 students from six area high schools participated in Teen Employment Scene. The event included a guest speaker, a YWLA team rap, a video, seven different workshops with interactive skits, PowerPoint® presentations, and a photography exhibit. At the Job Fair after lunch, students spoke with employers and representatives from Cal/OSHA and the Department of Labor.



Sample YWLA Agenda

Note: Instructions for facilitating these activities are on the CD.

Day One

Time	Activity	Content/Objectives	Content Area
1:30-2:00	Arrival and Registration		Team-building
2:00-2:30	Welcome and Opening Remarks		
2:30-3:15	Icebreakers— Introduction Activity	Participants get to know each other	
3:15-3:25	Framing the Issue	Discuss types of jobs youth hold; statistics on young worker illness and injury	Young worker health and safety rights and responsibilities
3:25-3:40	Youth Perspectives on Workplace Safety	Find out what participants already know about young worker issues	
3:40-3:55	Break		Team-building
3:55-4:10	Icebreaker		
4:10-4:40	Hearing from Young Workers	Participants report back on their pre-YWLA interviews of young workers, discuss attitudes expressed	Young worker health and safety rights and responsibilities
4:40-5:10	“Lost Youth” video and discussion ²⁰	Stimulate discussion on young worker rights and responsibilities	
5:10-5:20	“There Ought to Be a Law” –Lewis Hine photos	Discuss existing laws and historical context for child labor laws	
5:20-5:35	Break		
5:35-6:05	“Know Your Rights” trivia game	Learn about young worker rights and responsibilities	Young worker health and safety rights and responsibilities
6:05-6:30	Issue Slam!	Contextualizing young worker issues: how does work fit into larger issues of economics, education, health, etc.?	
6:30-7:30	Dinner		Team-building
7:30-8:45	Scavenger Hunt in groups		

Day Two →

Day Two

Time	Activity	Content/Objectives	Content Area
8:30-9:00	Breakfast		Team-building
9:00-9:10	Icebreaker		
9:10-10:00	Participants split into two groups: <ul style="list-style-type: none"> • Group #1 does Hazard Mapping • Group #2 does Safety Pyramid game 	Hazard Mapping: Practice recognizing workplace hazards Safety Pyramid: Learn about potential solutions to job hazards	Young worker health and safety rights and responsibilities
10:00-10:15	Groups report back		
10:15-10:30	Break		
10:30-11:00	“Ideal Community” Activity	Work in groups to plan an “ideal community.” Focus on critical thinking, communication, negotiation.	Broader solutions
11:00-11:30	Action Planning Cycle	Learn about differences between policy, media, and education actions	
11:30-11:50	Local Team Caucus #1	Teams reflect on what they’ve learned, brainstorm project ideas	Team-building
11:50-1:00	Lunch		
1:00-2:00	Improv Workshop	Stand-up comedian leads participants through several interactive games to build confidence in working with others, speaking up, and talking in front of groups	Public speaking
2:00-2:45	“Taking Action” Role Play	Applying knowledge of rights, practicing speaking up on the job	Health & Safety, and Public speaking
2:45-3:00	Break		
3:00-3:30	Youth in the Workplace Interviews–preparation	Teams go to actual worksites to observe and interview youth on the job, identify hazards, learn about safety programs. During prep period, teams make sure they know where they’re going, and get advice from youth mentors and staff	Health & Safety, and Public speaking
3:30-3:45	Walk to workplace appointments		
3:45-4:30	Youth in the Workplace Interviews		

cont'd →

Day Two (continued)

Time	Activity	Content/Objectives	Content Area
4:30-4:45	Youth in the Workplace report-backs	The full group will reassemble to give reports on what they learned at their appointment in the field	Health & Safety, and Public speaking
4:45-5:00	Team Building Activity, Creative Talents Put into Action!	Local teams work together to come up with a creative way to communicate the "Safe Jobs for Youth" message	Team-building
5:00-5:15	Break		
5:15-6:00	Youth Priorities Statement	Small group discussion to determine "priorities" within young worker issues and flesh out ideas for addressing them	Broader solutions
6:00-6:20	Local Team Caucus #2	Teams reflect on what they've learned, brainstorm project ideas	Team-building, and Planning
6:30-7:30	Dinner		
7:30-8:30	Leisure time		

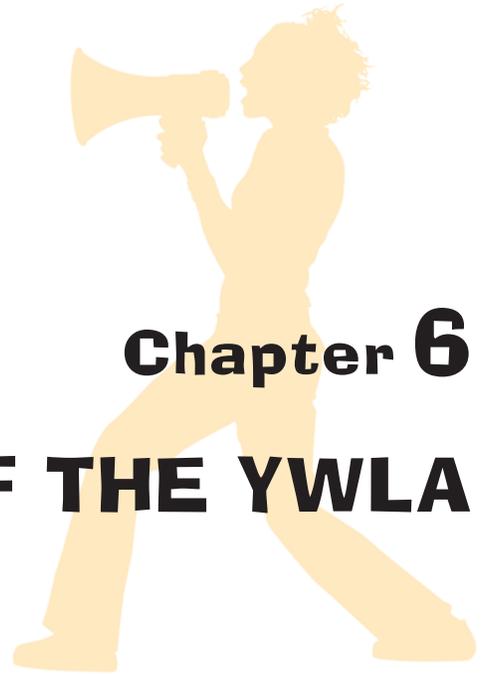
Day Three →

Day Three

Time	Activity	Content/Objectives	Content Area
8:30-9:00	Breakfast		Team-building
9:00-9:20	Icebreaker		
9:20-9:35	Youth mentors share their experiences	Hear about past projects, advice from youth mentors	Planning for Action
9:35-10:15	Safe Jobs Project Scrimmage	In small groups plan “mock projects” focusing on media, education, or policy	
10:15-10:30	Break		
10:30-11:15	Mock project presentations	Groups present their projects and get feedback on them from panel of public health professionals and youth activists	Planning for Action
11:15-12:30	Local Team Caucus #3	Teams focus on actual project planning	
12:30-2:00	Lunch and group photos		Team-building
2:00-2:30	Local teams present projects	Local teams share their projects and get feedback from other teams	Planning for Action
2:30-2:45	Evaluation		
2:45-3:00	Present certificates to participants		
3:00	Departure		

Chapter 6

LOGISTICS OF THE YWLA



Tips on Logistics

Here are some lessons learned by our coordinators over the course of seven YWLAs.

In All Things...

Be flexible! It's important to be organized and to stay in control of the agenda. But issues come up, and you need to be prepared to make changes, or do things a little differently. Keep your eyes on your overall goals, and just stay in charge!

Staying Organized

-  Make sure youth participants, coordinators, support staff, and adult sponsors have cell phone numbers for everyone they may need to contact.
-  Create two identical **logistics binders** with key contact information: phone and emergency information for youth participants, volunteers, adult sponsors, support staff, caterers, hotel and facilities personnel, etc. Make sure coordinators and support staff have all this information also. Keep one logistics binder with you at all times, and have another available in case you lose it!
-  Create several **activity binders** with notes and handouts for all the activities. Make sure that each coordinator has a copy, and that anyone who will lead an activity has copies of the appropriate sections.
-  Have sets of extra handouts and training materials divided by day (Day 1, Day 2, etc.). Also have name tags, sign-in sheets, photo release forms, candy, etc. for prizes, and audiovisual equipment.
-  Count teams and team members after meals or anytime you move around, to make sure everyone is present.



Support Staff and Volunteers

-  Provide a short orientation for support staff and volunteers on the goals of the Academy. The more they know, the more they will be able to be involved in the work.
-  Emphasize to support staff and volunteers the importance of treating youth with respect and as young adults.
-  Have well-defined, clearly understood roles for support staff and volunteers.
-  Have some support staff and/or volunteers who can be “floaters” to help with anything that is needed.

Meeting Space

-  The meeting space should be large, with tables for group work that can be moved around, and with windows. You’ll be spending a fair amount of time in these rooms!
-  It’s great to have different meeting spaces for each day where possible. This keeps youth moving and provides new settings for learning and interaction.
-  If possible, have some sessions and activities outdoors.
-  Provide a separate room for the adult sponsors to meet, and another room for youth mentors (if you have them).
-  Make sure there is safe overnight storage space for your materials and supplies.
-  Know who is in charge of the training facility and how to contact them.



Hotel

-  If possible, house students near enough that they can walk from the hotel to the meeting space. Even a 15-minute walk is OK!
-  Plan for how to handle early check-ins, luggage, and parking.
-  House the girls on one floor of the hotel, and the boys on another, with at least one floor in between, if possible. We housed four students per room.
-  Male adult sponsors should stay on the floor with the male youth participants, and female adult sponsors on the floor with the female youth participants.
-  Have two YWLA staff or volunteers (ideally a male and a female), who do not have primary presentation responsibilities during the Academy, oversee participants at the hotel. Each team's adult sponsor is ultimately responsible, but YWLA staff set the rules and conduct room checks.
-  Do room checks at an established time (10 or 11pm, for example). Explain to youth that if there are problems, adult sponsors will be informed, which could lead to parents being called.
-  Remind participants to be respectful of the hotel staff, which includes not making a mess in their rooms.

Food

-  It's always better to have too much food than not enough—remember, these are teenagers!
-  Participants need to have snacks and drinks between meals, but try to keep them healthy.
-  We have had hot food catered in the meeting rooms, and also gone out for pizza or Mexican food at inexpensive restaurants. It's important not to spend too much time waiting for food. For the second night, it's nice to go to a fun commercial district where students can safely hang out together.
-  Try to provide at least one hot breakfast if possible.
-  Students enjoy having lunch on their own—college campus food courts are perfect!

Group Dynamics

-  Encourage “step up/step back.” Youth participants should constantly be reminded that this is safe space and a great chance for everyone to participate. If they find themselves participating frequently, they should “step back” to make sure others who haven't spoken have the space to do that. If they find they are

not joining in, they should push themselves to “step up,” even if it’s a little uncomfortable for them. Every opinion or thought should be encouraged and appreciated.



Decide ahead of time how youth will be divided into different teams during group activities, so that you can get going quickly. See the “Icebreaker” handout on the CD for ideas on different ways to divide them up. Remember that you are providing a model for techniques the youth themselves may use if they conduct activities later with their peers.



Breaks



Fewer but longer breaks are better than frequent short breaks.



Have everyone take quick stretch breaks between activities to help them re-energize and change their sitting position.

Free Time



At the end of the first day, it’s good to have a fun, organized activity, such as the “Scavenger Hunt” we have on the agenda.



Youth and adults both appreciate “free time,” most importantly at the end of the day.



At the same time, it’s OK to keep the agenda pretty packed. Keep the youth busy and engaged.



Gadgets



Set a ground rule—cell phones should be set on vibrate mode and used only during breaks.



iPods and other electronics should be used only after activities have ended. We ask participants to keep them in their rooms or in their backpacks during activities.

Using Flipcharts



In the meeting room, place an easel and flipchart where all participants are able to see and read the information. Have a lot of flipchart paper available and use the flipchart often. However, write down only the main points, not details. Keep it short.



Use clear, big print with a solid black or blue marker on the flipchart so it's easy to see and read. Avoid red.

Planning and Budget

We use the charts in this chapter to aid in the YWLA planning process. On the accompanying CD, you will find sample forms and other materials.

From start to finish, the YWLA is a 12-month process, with planning starting in Month 1 (September), the YWLA itself taking place in Month 5 or 6 (January or February), and teams' projects carried out in Month 9 (May). (May has been designated by the California state government as Safe Jobs for Youth Month.) The basic breakdown is:

Months 1–4: Preparation (planning, recruitment, logistics)

Month 5 or 6: YWLA

Months 6–8: Teams plan projects

Month 9: Teams carry out projects

Months 10–12: Project evaluations and wrap-up

The Sample Planning Timeline here is for a YWLA held in late January. Also see the Sample Budget, based on our experience.

Sample Planning Timeline

Note: Italic terms are defined at the end of the table.

Month 1 (September)

Task / Event	Who Is Responsible?	Materials / How	Tips
Prepare publicity and <i>application materials</i>	Coordinators		See CD for examples.
Publicity and recruitment	Coordinators	Email messages to schools, labor-oriented and youth agencies and organizations. Post publicity materials on website.	Encourage people to forward the email, but keep in mind your capacity—how many applicants do you want?
Find and reserve hotel and meeting space	Coordinators		In hotel, make sure boys and girls are on different, non-consecutive floors. We usually have four participants per room. Try to put adult sponsors in rooms near their teams. Also, consider distance and time it will take to get from the hotel to the training location.

Month 2 (October)

Task / Event	Who Is Responsible?	Materials / How	Tips
Recruit speakers	Coordinators	Show them tentative agenda so they can see where they fit	Provide speakers with Academy goals and how they will contribute to the Academy—what exactly is their role and purpose?
Recruit <i>selection committee</i>	Coordinators		Have at least four people on your selection committee, representing different YWLA partners.

cont'd →

Month 3 (November)

Task / Event	Who Is Responsible?	Materials / How	Tips
Deadline for applications	Adult sponsors	Email reminders / calls	Reminder calls and emails to potential adult sponsors are helpful. Agencies and parents may want more information so be prepared.
Distribute applications to selection committee	Coordinators	Photocopy applications and selection criteria, send to committee members	See page 19 for example of selection criteria.
Selection committee meeting or conference call to choose the teams	Coordinators, selection committee members	Applications and selection criteria	Select your teams as well as 2–4 back-up teams (see below).
Plan for food at YWLA	Coordinators		We provide dinner on Day 1 & 2 and breakfast on Day 2 & 3. Teens are on their own for lunch. On the 2nd night, we may go to a restaurant for a “night out.”

Month 4 (December)

Task / Event	Who Is Responsible?	Materials / How	Tips
Personal calls to adult sponsors of teams that have been selected, to confirm participation	Coordinators		<p>Make sure the adult sponsors understand that they must attend the entire Academy, and support their team’s project. Have them confirm that their youth still want to participate. Don’t just leave a message—talk to them.</p> <p>Call and write your 2–4 back-up teams to inform them that you can put them on a waiting list.</p> <p>Call and write the remaining adult sponsors to let them know they were not selected.</p>
Send out advance materials, including <i>pre-YWLA youth packets</i>	Coordinators	Mailing includes registration form, preliminary agenda, youth packets	Mail to adult sponsors, with separate youth packets for each youth team member.
Finalize YWLA materials for <i>youth participant folders</i> and <i>adult sponsor folders</i> .	Coordinators	Finalize agenda (confirm session content, speakers, etc.); prepare participant worksheets, <i>evaluation packet</i> , and materials for adult sponsors and youth mentors	See CD for examples of folder materials.

cont'd →

Month 5 (January)

Task / Event	Who Is Responsible?	Materials / How	Tips
Conference call with adult sponsors	Coordinators, adult sponsors	Review agenda responsibilities, questions regarding logistics.	
YWLA	EVERYONE!		Hopefully this book provides tips!

Months 6–8 (February–April)

Task / Event	Who Is Responsible?	Materials / How	Tips
Review & summarize information from youth participant, mentor, and adult sponsor evaluations	Coordinators	Evaluations	
Debriefing conference call	Coordinators, partners	Everyone on the call should have copies of the evaluation information.	This is a chance to discuss what worked well and what you'd change for next year.
Check in every one to two months with teams and adult sponsors	Coordinators	Email and phone calls to remind teams of their responsibilities and support them.	<p>Find out if the team is meeting, and how their activity is progressing. This sometimes helps move things along.</p> <p>Find out if they need additional resources, or review of materials they have produced.</p> <p>Keep track of dates of events and presentations in case you can attend, or help get press coverage.</p>

Month 9 (May)

Task / Event	Who Is Responsible?	Materials / How	Tips
Send out email reminder, with extra copies of evaluation packet attached	Coordinators		<p>The adult sponsors received the evaluation packet at the Academy, but they will need reminders to make sure the youth fill them out. They will also have to send in their team's fliers, PowerPoints®, or other materials developed.</p> <p>Remind sponsors to encourage youth to complete their project evaluations as soon as possible after their events.</p>
YWLA projects	Youth teams	With enthusiasm!	See page 28.

cont'd →

Months 10–12 (June–August)

Task / Event	Who Is Responsible?	Materials / How	Tips
Participants / adult sponsors return evaluations of their community project and sample materials they have produced	Participants, adult sponsors		<p>Remind adult sponsors that youth will receive their stipends once the coordinators have received their evaluations and sample materials.</p> <p>This may take several phone calls and emails. Although it is important to receive their final evaluation forms and sample materials, you may, in some cases, want to interview the adult sponsor and one or two of the youth members, if you haven't received the materials. At least you will have some information about what was accomplished.</p>
Conference call with adult sponsors	Coordinators, adult sponsors	Ask each adult to report back on their team's activities: successes, challenges, long-term impacts, and final suggestions for next year	See CD for sample questions and agenda.
Stipend processing and mailing	Coordinators		
Conference call to discuss community project evaluations	Coordinators, Committee members	Everyone on the call should have copies of the evaluation information	
Write up suggestions and ideas for next year from evaluation discussions	Coordinators		

Definitions of Terms (There are samples of the materials mentioned below on the CD)

-  **Application materials** include flier, recruitment letter, adult recommendation form, and individual youth application forms.
-  **Selection committee.** In addition to coordinators, this could include funders, organizational supporters, or past participants.
-  **Pre-YWLA youth packets** include congratulations letter, permission slip, information on what to bring, rules for youth participants of the YWLA, pre-Academy interview information, and “Are You a Working Teen?” factsheet.
-  **Youth participant folders** include agenda, map showing hotel and all meeting locations, coordinators' cell phone numbers, session worksheets, “Are You a Working Teen?” factsheet, and handouts from speakers.

 **Adult sponsor folders** include: everything in youth participant folders, plus agendas and handouts for adult sponsor sessions, contact information for other adult sponsors, “Workplace Safety Organizations and Resources,” and icebreaker ideas.

 **Evaluation packets** include Team Project Report and Evaluation Form, Adult Sponsor Evaluation Form, Team Stipend Request Form (\$300 per team to fund team project), and Youth Stipend Request Form (\$75 per person for completing project and evaluation).



Sample YWLA Budget

12-month budget

Direct Expenses (excluding office materials)

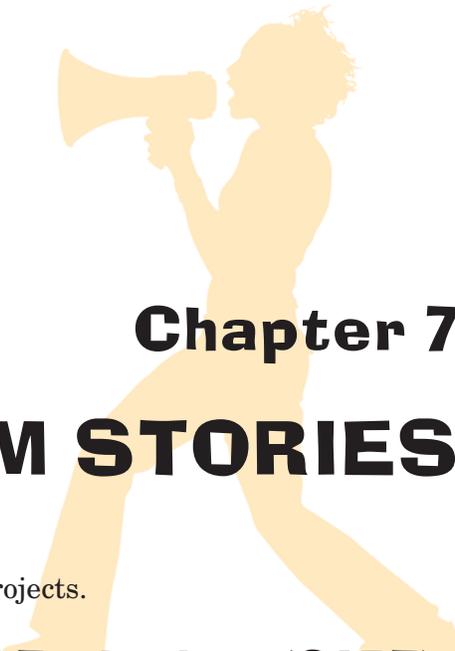
Stipends for 22 youth participants (\$75/person)	\$ 1,650
Stipends for 5 youth mentors (\$100/person)	\$ 500
Stipends for teams (for projects: \$300 x 6 teams)	\$ 1,800
Mileage for sponsors/teams/coordinators (\$300 x 6 teams)	\$ 1,800
Travel for youth mentors (average \$250 each)	\$ 1,250
Hotel	\$ 4,160
(16 rooms @ \$130/night x 2 nights: 8 youth rooms, 3-4 youth/rm; 8 adults, 2/rm)	
Meeting room rentals	\$ 1,320
Theater improv artist	\$ 500
Food	\$ 2,520
(dinner, breakfast, snacks, dinner, breakfast @ \$60/person x 42 people).	
TOTAL	\$15,500

Staffing/Administrative Support*

Overall YWLA coordinator (average 15% time over the year)	
College student employees (approx. 350 hours over the year)	
Administrative support (10-15% time over the year, including logistics coordinator)	
Supplies and office expenses	
TOTAL:	\$27,500
TOTAL for Academy:	\$43,000

*At the Academy itself, you will need the following staff:

- 3 YWLA coordinators, including overall program coordinator (to coordinate activities of adult sponsors, youth mentors, and youth teams)
- 1 logistics coordinator (in charge of food, housing, supplies, etc.)
- 2 night chaperones, preferably male and female (to stay at the hotel with participants, do room checks, etc.; may include the logistics coordinator, but ideally should not be the overall program coordinator).



Chapter 7

TEAM STORIES

Here is a sampling of our YWLA youth teams' outreach projects.

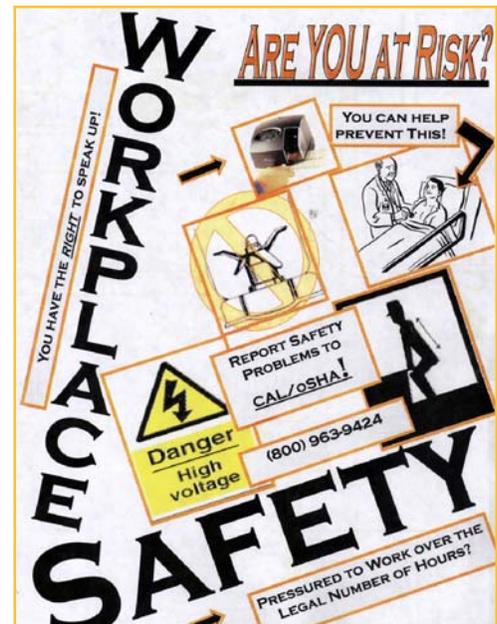
Center for Advanced Research and Technology (CART) Clovis, CA (Anaheim Academy, 2005)

Who:

Students Tom K., Sami S., Britney W., and Ayda R. made up the team from CART, a high school affiliated with the Clovis and Fresno Unified School Districts. The team was supported by teachers William B. and Jeanne E. The Associate Governmental Program Analyst of the Commission on Health and Safety and Workers' Compensation was their mentor.

What:

The team held a poster contest in their school of 1200 students, and made a DVD to promote it. Skits on the DVD were acted by the team. To make the DVD, they visited several workplaces and discussed workplace issues with the owners. They even shot video on site at a new restaurant. This DVD was played throughout the school to invite students to participate in a poster contest to promote young worker safety. 300 copies of the factsheet *Are You a Working Teen?* were also distributed to students. More than 20 students entered the contest, and 86 students were surveyed to select the top three winners. Top prize winners won \$75, \$50, and \$25. Students surveyed said they learned more about their rights, and whom to contact if their rights were being violated.



What worked:

The team had to learn a lot of details about workplace safety to make the DVD. Visiting worksites was especially valuable, and made the DVD much more real. Other students also learned a little about workplace health and safety. They will be more aware of their surroundings in the workplace.

Challenges:

It was hard to find time to meet, and it felt like more time was needed. Two months wasn't enough. They had a hard time getting started and keeping plans reasonable. It also would have been good if they could have seen more real workplaces ahead of time.

Community Housing Works

San Diego, CA (Los Angeles Academy, 2006)

Who:

Bereniz D., Maria R., and Mayra D., with sponsor Rachelle R., made up the team.

What:

The team worked with a producer and a DJ (the founder of San Diego Mix Masters, who donated his time and studio – much thanks!) They produced a powerful public service announcement (PSA) and then hit the pavement to get it aired. With the help and support of the Communications Office of the California Department of Industrial Relations, the PSA was aired on a couple of local radio stations.



The team also planned an information booth for a career fair at the Metro Career Center. They created an appealing display with actual young worker photographs and designed their own flyers. The booth included snacks and posters, and was very effective—both youth and adults were drawn in and connected with the photo display and other information. Among those attracted to the booth was the sponsor of another YWLA Team (from Morse High School), who gave high marks to Community Housing Works' booth. They discussed planning a barbecue together.

What worked:

One key to effective planning for the team was meeting at a place where they could be more productive with fewer distractions.

Challenges:

They would have liked a timeline and more communication with other YWLA youth participants. The sponsor commented that one of the lessons she learned is the importance of giving the youth more responsibility in the planning process.

Manual Arts High School

Los Angeles, CA (Los Angeles Academy, 2006)

Who:

The team included Francisco H., Laura T., and Veronica R., with sponsor Tony T. The name of their club is Youth In Power (YIP).

What:

The first thing the Manual Arts team did was recruit 14 additional students from their Small Learning Community (SLC) to plan their service learning project. Meeting before school, at lunch, in class, and after school (almost any time they could), the students designed a plan, which included practice presentations for classes, and presentations in workshops at youth conferences like the By Youth For Youth National Conference and the UCLA MEChA Raza Youth Conference. These led up to their own final event on May 31, 2006.

The final event presentation included a PowerPoint®, skits that the students wrote and acted, information and resources about young worker health and safety and rights, and a raffle. In addition, the team invited the granddaughter of Cesar Chavez, from the Cesar Chavez Foundation, to be the guest speaker. Over 200 students and 8 teachers attended the highly successful two-hour event at Manual Arts.

What worked:

The team and YIP persevered with a lot of pride and commitment to inform their peers about young worker rights and responsibilities and health and safety. YIP has kept going as a formal club with current and new club members.

Challenges:

They said the biggest challenge in planning their project was in choosing one idea from all the great ideas brainstormed by the YWLA team and YIP. The other challenge was keeping the interest and attention of the audience.



Morse High School

San Diego, CA (Los Angeles Academy, 2006)

Who:

The team comprised Jose N., Anthony M., Jaime A., and Donald J., Jr., along with their sponsor Doug E.

What:

The students successfully lobbied their high school administration to adopt a new school policy. Their strategy included sharing their YWLA experiences through a creative and informative PowerPoint® presentation. They also developed a 25-question multiple choice and true/false quiz along with study materials.

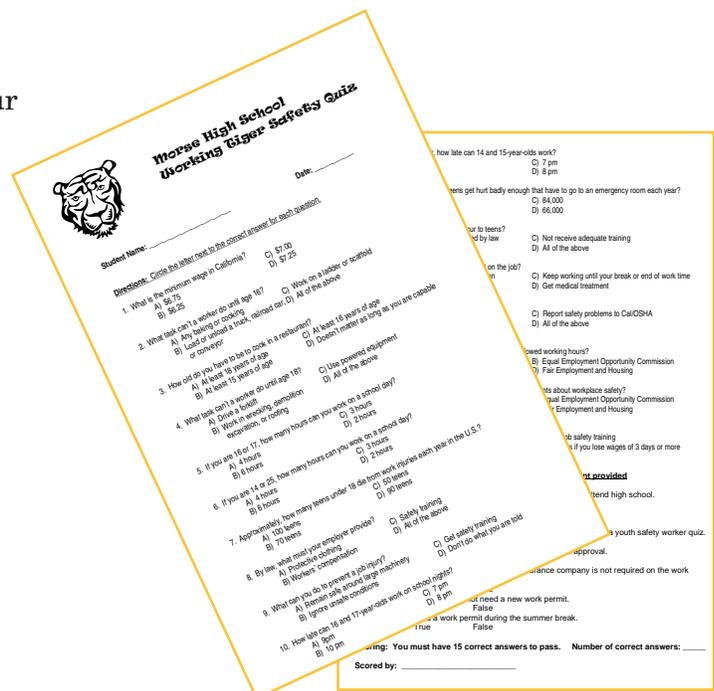
The team's goal was to convince their school administration to require all Work Permit applicants to successfully pass a Youth Worker Safety Quiz prior to being issued a permit. Working in collaboration with their Employee Outreach Specialist, they were able to distribute study materials when initial work permits were handed out. Upon returning with the signed permit, students were given the quiz. In addition, an agreement was reached for flyers, study material, and the quiz to be copied on quality color paper by a photocopy shop. As a token of appreciation for participating in the pilot project, quiz takers received granola bars.

What worked:

The team was able to pull together, and even ended up leading a fundraising campaign to support their project. They purchased a button maker and sold buttons to their peers to gain more money. It is estimated that they will reach around 300 students per school year. The project will be kept running by the younger teammates in the Career Success Club.

Challenges:

They said the biggest challenge in planning was having the project occur towards the end of the school year, making it difficult to balance other senior school activities and to get a strong commitment from all team members.



Ocean View High School

Huntington Beach, CA (Los Angeles Academy, 2006)

Who:

Bryan M., Karen T., Robin H., and Roxanne H., with sponsor Joseph A., made up the team.

What:

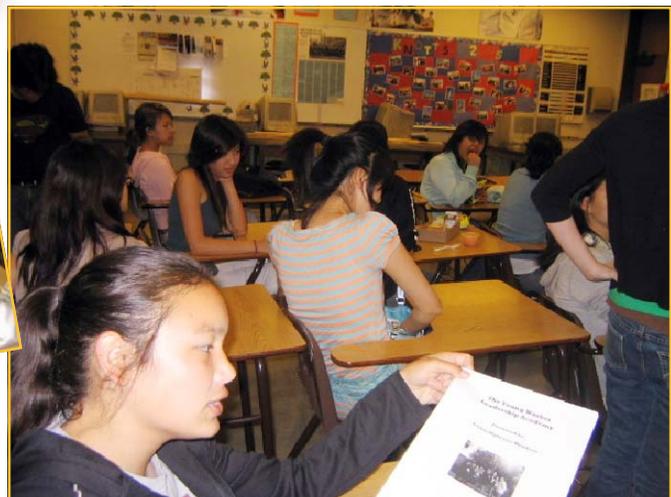
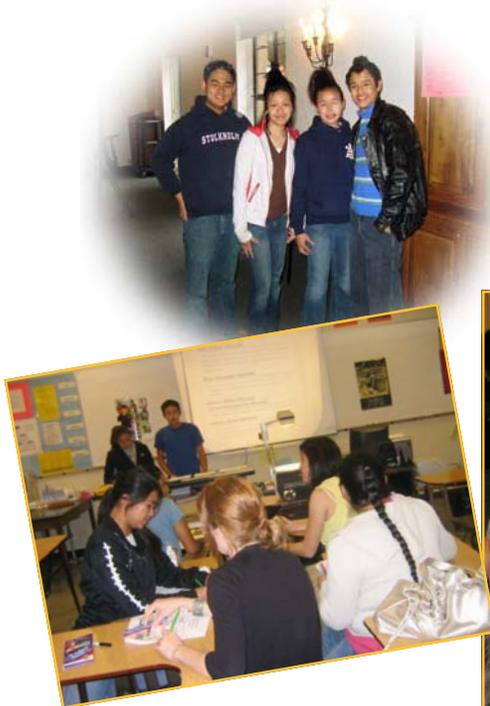
Despite a bad hair day, the team presented a mini-workshop on May 26, 2006 to promote Safe Jobs for Youth Month (May). The workshop was held in Mr. A.'s room at their school. Twenty-five students participated in the interactive workshop during their lunch hour. Team members planned and had different roles within the workshop. The activities included an introduction to young worker rights and responsibilities, video with discussion, and hazard mapping.

What worked:

The team met their goal of providing a workshop for their "Friday Night Live" peers. Students who came rated the workshop as very good or excellent, highlighting the clear organization and how the presenters engaged the audience. All said they would help promote young worker health and safety by sharing the information they learned with friends and/or family members. The next step is to plan a longer workshop, perhaps as an after school activity.

Challenges:

The two challenges the team faced in planning this event were focusing on one idea (because they had a lot of great ideas, according to their sponsor), and finding time to plan because of testing, finals, and other extracurricular activities.



The Incredibles

**UC Berkeley Labor Occupational Health Program (LOHP)
Oakland & Berkeley, CA (Anaheim Academy, 2005)**

Who:

Students Christina B., Omari H., Celina M., Meuy S., Helena S., and Shalah T. came together from high schools in Oakland and Berkeley to participate in a YWLA project overseen by LOHP at the University of California. The LOHP YWLA Coordinator was their mentor, and the team was supported by U.C. Berkeley student Alfredo M.

What:

The team created and designed two new pamphlets on how to prevent and deal with sexual harassment in the workplace, and how to prevent physical injuries on the job. They used art from Safe Jobs for Youth Month poster contests, along with information from research they did in LOHP's library and on the internet. They designed the pamphlets to catch students' eyes in high school health centers. They were planning to start by distributing the pamphlets at Berkeley High's student health center, but the center closed down temporarily at the end of the school year due to lack of funding. So they spoke with staff at Berkeley Youth Works, a local youth employment program, who were happy to display and hand out the pamphlets at their office.

What worked:

The team enjoyed working together and coming up with their own format for the pamphlets, which had catchy, colorful visuals created by other youth. It was hard work, but good to have a final product. It worked well to divide into two teams to work on each of the pamphlets, so that everyone had specific assignments, but could give each other feedback.

Challenges:

They felt like there wasn't enough time to design the pamphlets *and* find a good way to hand them out. They needed more time.



Community Services and Employment Training, Inc. Lindsay, CA (Sacramento Academy, 2006)

Who:

Students Adela R., Victoria V., and Celia V. made up the team from CSET, Tulare County's local action agency. The students are part of CSET's Junior Leadership program, and were supported by CSET staffer Veronica Z.

What:

The team presented a one-hour workshop to two Junior Leadership programs and a high school key club, reaching about 45 teens in all. Their presentation included a "find the hazards in the picture" activity, reviewing the *Are You a Working Teen?* factsheet, discussion of local jobs and possible hazards, and a safety quiz. The written evaluations they collected from participants showed that teens learned about their work hours and other specific rules for young workers, and that they liked the participatory activities.

The team also set up a booth at the Lindsay Farmers' Market on two Fridays in May. Booth activities included a "Wheel of Fortune" game, prizes, a raffle, and pamphlets. A popular prize was the t-shirt the team made, with the 2006 Safe Jobs for Youth Month poster on it! Other prizes included pens, stress balls, candy, and a gift certificate for McDonald's. Team Lindsay talked to well over 100 people at the market!

What worked:

The "Wheel of Fortune" game at the booth did a good job attracting people. The T-shirts really got people to ask questions. It also worked well to give prizes at the presentations to people who spoke up and asked questions. It was good to do more than one presentation—they got better each time. The team got press too: a local newspaper came to the farmers' market, and there was also an article in the CSET newsletter.

Challenges:

They felt it would be better to advertise the booth and presentations more, especially close to the day of the activity, and to think about the best place for a booth. There weren't lots of teenagers at the farmers' market. Next time, they would organize an event at a time that working teens can attend more easily.



Girl Scouts of Konocti

Santa Rosa, CA (Berkeley Academy, 2007)

Who:

Students Jessica K., Kacie L., Lorin M., and Shaylin R. made up the team, supported by troop leader Lovinia Laval C.

What:

Based on what they learned at the YWLA, the team put together a 4-hour workshop that included mapping workplace hazards, a “Jeopardy” game to learn about workplace rights, and a video sharing injured teens’ experiences. The team planned and conducted the workshop for an audience of 11 Girl Scouts, who earned points towards their Silver Award. By filling out additional worksheets, and interviewing both employers and workers about health and safety issues, workshop participants were able to earn a full step towards their Silver Award. Team members plan to continue to conduct this workshop for additional troops in the coming year.

What worked:

The workshop included a simple written evaluation. Participants especially liked the games and the video. The team felt they had a lot of connection with each other, because they had already worked together. That helped in putting together a good workshop. Having interactive activities was the best part of the workshop.

Challenges:

They felt they should have started planning and advertising earlier, to get more people to come.



Madera Coalition for Community Justice

California Rural Legal Assistance (CRLA)

Madera, CA (Berkeley Academy, 2007)

Who:

Students Katherine G., Wesley M., Neiri L., and Araceli R. made up the team from the Madera Coalition for Community Justice, a project of California Rural Legal Assistance. The team was supported by CRLA staffers Baldwin M. and Alexandra M.

What:

With a 10-question survey that the team developed, they surveyed 120 high school students to find out what they already knew about the child labor laws and other workplace rights. Then they developed a presentation that focused on the issues about which most youth were unaware, such as the fact that California youth under 18 must have a work permit to take a job, and the hours they're allowed to work. The team conducted hour-long workshops for a total of 50 people. Workshop activities included a PowerPoint® presentation, a "Jeopardy" game, and distribution of a wallet-sized information card they had developed. The team will continue to accept invitations to present to local groups, and to distribute the information card to local high schools, career centers, youth programs, and other community groups. Wesley also presented on their project at the national conference of the Interstate Labor Standards Association.

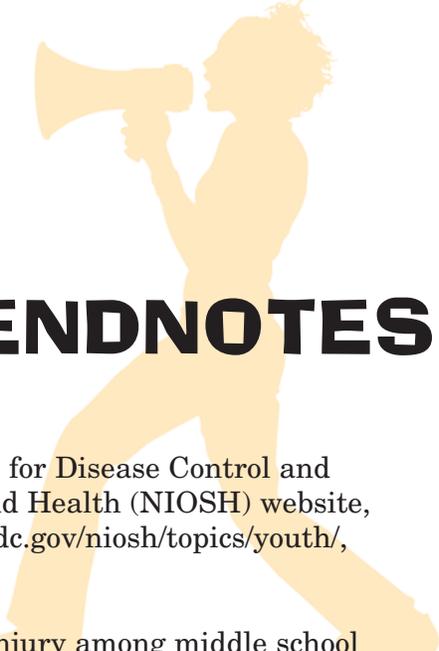
What worked:

The presentations went well—they felt conversational, but also professional. Students especially liked the interactive games, and appreciated that the information was broken up with fun activities.

Challenges:

Some team members dropped out – it's important to have commitment from everyone from the beginning. The team thought it would have been good to have an evaluation at the end of the presentation, to find out what students thought.





ENDNOTES

- ¹ U.S. Department of Health and Human Services, Centers for Disease Control and Prevention, National Institute for Occupational Safety and Health (NIOSH) website, Young worker safety and health page. Accessed at www.cdc.gov/niosh/topics/youth/, April 8, 2008.
- ² Zierold KM, Garman S, Anderson H. Summer work and injury among middle school students, aged 10-14 years. *Occup Environ Med.* 61:518-522, 2004.
- ³ U.S. Department of Health and Human Services, Centers for Disease Control and Prevention, National Institute for Occupational Safety and Health (NIOSH) website, Young worker safety and health page. Accessed at www.cdc.gov/niosh/topics/youth/, April 8, 2008.
- ⁴ U.S. Department of Labor, Bureau of Labor Statistics, Occupational Injuries and Illnesses and Fatal Injuries Profiles, Fatal Injuries Numbers, 2002-2006, accessed at data.bls.gov/GQT/servlet/InitialPage, April 8, 2008.
- ⁵ U.S. Department of Health and Human Services. Prepared by the National Clearinghouse on Families and Youth for the Family and Youth Services Bureau. *Putting Positive Youth Development Into Practice. A Resource Guide.* February 2007.
- ⁶ Checkoway B, Richards-Schuster K, Abdullah S, Aragon M, Facio E, Figueroa L et al.. Young people as competent citizens. *Community Development Journal* 38: 298-309, 2003.
- ⁷ Tolman J, Pittman K. *Youth Acts, Community Impacts: Stories of Youth Engagement with Real Results.* The Forum for Youth Investment. Sept. 2001. Accessed at www.forumfyi.org, April 8, 2008.
- ⁸ Alameda County Office of Education, California Association of Work Experience Educators, California Chamber of Commerce, California Commission on Health and Safety and Workers' Compensation, California Department of Education, California Department of Public Health Occupational Health Branch, California Department of Industrial Relations Division of Labor Standards Enforcement, California Employment Development Department, California Federation of Teachers, California Parent Teacher Association, California Rural Legal Assistance, Inc., California Teachers Association, Cal/OSHA, Collective Bargaining Education Project, Los Angeles Unified School District, Labor Occupational Health Program UC Berkeley, Labor Occupational Safety and Health Program UCLA, New Ways to Work, Teamsters Joint Council 42, United Food and Commercial Workers Local 428, WorkAbility Program, State Compensation Insurance Fund, U.S. Department of Labor

- ⁹ Labor Occupational Health Program, UC Berkeley. *Keeping California's Youth Safe on the Job—Updated Recommendations of the California Partnership for Young Worker Health and Safety*. September 2004.
- ¹⁰ U.S. Department of Health and Human Services, Centers for Disease Control and Prevention, National Institute for Occupational Safety and Health. *Promoting Safe Work for Young Workers*. November 1999.
- ¹¹ Delp L, Runyan CW, Brown M, Bowling JM, and Jahan SA. Role of work permits in teen workers' experiences. *AJIM* 41:477-482, 2002.
- ¹² Delp L, Brown M, Domenzain A. Fostering Youth Leadership to Address Workplace and Community Environmental Health Issues: A University-School-Community Partnership. *Health Promotion Practice* Volume 6, Issue 3, pp. 270-285, July 2005.
- ¹³ Whitlock J. Understanding youth development principles and practices. *Research Facts and Findings*. September 28, 2004. Act for Youth Upstate Center of Excellence, a collaboration of Cornell University, University of Rochester, and the New York State Center for School Safety. Accessed from www.actforyouth.net, April 8, 2008.
- ¹⁴ Eccles JS, Gottman JA, National Research Council (US). Committee on Community-Level Programs for Youth, National Research Council (US). Board on Children Youth and Families, and Institute of Medicine (US). *Community Programs to Promote Youth Development*. Washington, DC: National Academy Press, 2002.
- ¹⁵ McDonald J, Roche AM, Durbridge M, Skinner N. *Peer Education: From Evidence to Practice. An Alcohol and Other Drugs Primer*. Adelaide, Australia: National Centre for Education and Training on Addiction, 2003.
- ¹⁶ Milburn K. A critical review of peer education with young people with special reference to sexual health. *Health Education Research* 10:407-420, 1995.
- ¹⁷ Delp L, Outman-Kramer M, Schurman S, Wong, K. *Teaching for Change: Popular Education and the Labor Movement*. Los Angeles: UCLA Center for Labor Research and Education, 2002.
- ¹⁸ Wallerstein N, Auerbach E. *Problem-Posing at Work: Popular Educator's Guide*. Edmonton, Alberta, Canada: Grass Roots Press, 2004.
- ¹⁹ The Commission is charged with examining the health and safety and workers' compensation systems in California and with recommending administrative or legislative modifications to improve their operation. Commission funds are derived from assessments on all employers.
- ²⁰ The *Lost Youth* video on DVD is available from Worksafe British Columbia (Canada). The original version has some graphic language. An "edited" version is also available, with those quotes removed. Copies can be ordered from: www2.worksafebc.com/Publications/Multimedia/Home.asp. Alternately, it can be downloaded from the same website for educational purposes. You can also access the video on You Tube: www.youtube.com. Put these words in the search box: lost youth worksafe bc.



MATERIALS ON THE CD

(All files are in Microsoft Word for Windows except where indicated)

1. Getting Started: Sample YWLA Recruitment Materials

- Academy materials list
- Adult recommendation form
- Individual youth application form
- Letter requesting local business involvement
- Recruitment flyer for youth (PDF)
- Recruitment letter to educators and community groups

2. Preparing for the Academy: Sample Pre-YWLA Materials

- Acceptance letter for adult sponsors
- Acceptance letter for youth participants
- Are You a Working Teen? factsheet (California version) (PDF) *
- Final registration form for teams
- Permission slip and emergency medical form
- Pre-Academy activity sent to youth participants
- Rules for youth participants
- Welcome to the YWLA- mailer for youth participants

3. At the Academy: Sample Activities and Materials

Activities

- Agenda-Sample-Berkeley YWLA 2008
- Facilitator's Guide for YWLA Activities
- Guide for Ice-breakers
- PowerPoint® slides for Facilitator's Guide (PPT)
- Report form #1-Youth leader statement
- Report form #2-Project plan
- Tips for critiquing proposed youth projects
- Worksheet #1-Interview
- Worksheet #2-The facts

- Worksheet #3-Local team caucus #1
- Worksheet #4-Workplace visit
- Worksheet #5-Local team caucus #2
- Worksheet #6-Practice makes perfect
- Youth participant evaluation form
- Youth participant certificate (PDF)

Materials for Adult Sponsors and Youth Mentors

- Adult sponsor sessions-Expectations and agenda
- Evaluation form for adult sponsors
- Media campaign info
- Media training kit (PDF)
- Stipend request form for youth participants
- Team stipend request form
- Tips for critiquing proposed youth projects
- Tips for success with your team
- Travel reimbursement request form
- Working as a team
- Youth mentor evaluation
- Youth mentor sessions agenda

4. Post-Academy: Sample Materials for Reporting Back

- Project evaluation form for adult sponsors
- Project evaluation form for team
- Project evaluation form for youth participants
- What I Have to Say

* The *Are You a Working Teen?* factsheet is available in a version customized for your state from the National Institute for Occupational Safety and Health (NIOSH). To download, go to www.cdc.gov/niosh/talkingsafety. Click on your state, then click on Student Handouts. Go to page 21 of the Handouts.

