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| **Course:** | BF10: Principles of Business and Finance |
| **Objective:** | NC CTE 4.01: Adhere to health and safety regulations to support a safe work environment. (OP:004) (OP:005) |

**Unpacked Content**

1. Health and safety regulations in business (OP:004) (PQ)
   1. Workplace hazard groups
      1. Mechanical hazards
      2. Chemical hazards
      3. Physical hazards
   2. OSHA- Occupational Safe and Health Act of 1970
2. Report noncompliance with business health and safety regulations (OP:005) (PQ)

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**Key Terms**

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| **Key Term** | **Definition** |
| **Accident** | An unexpected happening that may result in injury, loss, or damage. (RM LAP 3) |
| **Compliance** | Fulfilling the requirements of the law. (HR LAP 35, MN LAP 55, NF LAP 1, NF LAP 3) |
| **Hazard** | Potential events or situations that can cause injury or harm to people, property, or the environment (EC LAP 3, FI LAP 8) |
| **OSHA- Occupational Safe and Health Act of 1970** | A federal government agency that writes and enforces safety and health standards for businesses. (EC LAP 16, RM LAP 2, RM LAP 3) |
| **Risk** | The possibility of loss (failure) or gain (success). (EC LAP 2, EC LAP 3, EC LAP 21, FI LAP 8, HR LAP 8) |
| **Safety** | Freedom from danger, risk, or injury. (RM LAP 2) |

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| **Course:** | BF10: Principles of Business and Finance |
| **Objective:** | NC CTE 4.01: Adhere to health and safety regulations to support a safe work environment. (OP:004) (OP:005) |

**Instructional Activities**

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| **Describe health and safety regulations in business (OP:004) (PQ)** | | |
|  | **Activity Predecessor(s):** | * Define the following terms: health, safety, occupational health, hazard, outcome, risk, and accident. |
| **Activity Objective(s):** | * Discuss reasons for health and safety regulations in business. * Explain the regulation of different common workplace hazard groups (e.g., mechanical hazards, chemical hazards, physical hazards, etc.). |
| **Students will:** | * Work with a partner to practice the 3 step strategy to controlling a hazard: Recognition, Evaluation and Control (See it, Think it, and Do it) * Brainstorm ideas and answers to the questions on page 2 of the **4.01 Hazard Recognition Group Activity Handout**. * If time permit, present their findings to the class. |
| **File(s):** | * **4.01 Hazard Recognition Group Activity Handout** * **4.01 Hazard Recognition Visual Cards** (found in Resources folder) * **4.01 Hazard Recognition Visual Cards KEY** (found in Resources folder) |
| **Describe health and safety regulations in business (OP:004) (PQ)** | | |
|  | **Activity Predecessor(s):** | * Define the following terms: health, safety, occupational health, hazard, outcome, risk, accident, and personal protective equipment. |
|  | **Activity Objective(s):** | * Describe employers’ responsibilities in ensuring employees’ health and safety. * Discuss employees’ role in protecting their health and safety on the job. |
|  | **Activity Objective(s):** | * Explain factors that may contribute to noncompliance with business health and safety regulations. * Explain the consequences of noncompliance with health and safety regulations. |
| **Teacher will:** | * Distribute the **4.01** **Triangle Shirtwaist Fire Legacy Reading** and the **4.01** **Triangle Shirtwaist Fire Legacy Worksheet.** * Have students complete the **4.01 Triangle Shirtwaist Fire Legacy Worksheet** and access understanding using the **4.01 Triangle Shirtwaist Fire Legacy Worksheet KEY.** |
| **Students will:** | * Read the **4.01** **Triangle Shirtwaist Fire Legacy Reading** and complete the **4.01** **Triangle Shirtwaist Fire Legacy Worksheet.** |
| **File(s):** | * **4.01** **Triangle Shirtwaist Fire Legacy Reading** * **4.01** **Triangle Shirtwaist Fire Legacy Worksheet** * **4.01 Triangle Shirtwaist Fire Legacy Worksheet KEY** |
| **Deliverable:** | * 4.01 Triangle Shirtwaist Fire Legacy Worksheet |

**4.01 Hazard Recognition Group Activity Handout (Page 1)**

**Directions:** You and a partner will be assigned a Hazard Recognition Visual Card to study. Use the See it, Think it, Do it strategy to brainstorm ideas and answers to the questions found in the chart below, then complete the questions on the Hazard Recognition Group Activity Worksheet on page 2, in reference to your visual card.

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| **Hazard Recognition**  **See It, Think It, Do It! Questions** | | |
| **See It  (Recognition)**  What work is being done?  Do you see some obvious hazards?  Who is at risk?  Do you see any unsafe behavior?  Do you see any unsafe conditions or objects in the environment?  What are the signals that something may become a hazard? | **Think It (Evaluation)**  What kind of accident or injury could happen here?  Is someone doing something in an unsafe way?  What training or preparation do these people need to do their job safely?  Are there any pressures that might make these people do their work in an unsafe way? (e.g. Time,  supervisors, teacher  demands, peer pressure)  What equipment do these people need to do their job safely? | **Do It (Control)**  What could be done  To remove a danger or risk?  What could be done to reduce the risk, if it can’t be removed?  How should people change their behavior or attitudes?  What could the teacher, parent, supervisor, friend) do to make the job safer?  How would you do it? |
| **Setting:**  **Activity/Job:**  **Specific Location:** | **Keep in mind:**  • Physical layout  • Equipment  • Tool condition  • Housekeeping  • Time of Day | • Lack of procedures  • Unnecessary risks  • Use of protective equipment  • Handling of hazardous materials or  substances  • People movement (actions/errors) |
| **See It  (Recognition)** *What is unsafe?*  *How many unsafe acts or conditions can you find?*  *What are the hazards?* | **Think It  (Evaluation)** *Why is it a hazardous situation?*  *What could happen?*  *What is creating the hazard?* | **Do It (Control)**  *What could be done to prevent an accident from happening?*  *What could minimize the risk?*  *What could be done to eliminate or minimize the hazard?* |

**4.01 Rights and Responsibilities T-Chart  
  
Directions:** Given the discussion on the meaning of rights and responsibilities and how it applies to us at school, consider the concept of rights and responsibilities that apply in the workplace. Working in groups, work together to fill in the four quadrants of the chart below.

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| --- | --- |
| **Worker Rights** | **Worker Responsibilities** |
| **Employer Rights** | **Employer Responsibilities** |

**4.01 Rights and Responsibilities Role Play**

# Case One: Worker’s Role

You are a part-time worker at a fast food restaurant. You have only been working at your job for a few weeks. You like your job very much and don’t want to do anything that might jeopardize it.

One of your duties is to empty all garbage bins at the end of the night and carry the full garbage bags out to the main garbage bin at the back of the restaurant. You’re still a bit slow performing your closing duties, and don’t get around to dealing with the garbage until after the mopping has been done. The garbage bags are heavy and the mopped floor is slippery. You’re worried that you may slip and injure yourself performing this task. You don’t want to complain because you don’t want to get fired. But at the same time, you don’t want to injure yourself. After a lot of thought, you decide to tell your supervisor that you think carrying the heavy garbage bags across the wet floor is dangerous. You want to ask the supervisor to arrange for someone to give you a hand with the garbage or to delay the mopping until after the garbage has been taken out.

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# Case One: Supervisor’s Role

You are the supervising manager at a fast food restaurant. You like your job and the workers you supervise. You’re always looking out for them and working to improve conditions so that the workplace is as safe as possible.

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# Case Two: Worker’s Role

You are a full-time worker in a small, family-owned delicatessen. One of your tasks is to use a large meat slicer to slice meat for customers. Recently, you noticed that the safety guard on the slicer was broken. You brought the matter to the owner’s attention and assumed the slicer would get repaired right away. But it’s been a whole week now and the guard is still broken. Although you’ve been very careful while using the machine, you worry that if the deli gets busy, you might lose your concentration and cut yourself, or that another worker might get cut. You’ve decided to bring the matter up with the owner again. He can be grouchy and abrupt at times, but you think he will listen to reason about the dangers involved in using machinery with a broken safety guard.

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# Case Two: Employer’s Role

You are the owner of a small, family-owned delicatessen. The shop was founded by your grandfather and is very important to you. Recently, business hasn’t been good. A large chain grocery store has opened up in your area and is drawing away a lot of your customers. You’re struggling to stay afloat and don’t have any extra money to put back into the business.

A couple of weeks ago, one of your workers pointed out that a safety guard on one of the meat slicers had broken. You plan to get it fixed soon, but just haven’t gotten around to it with all the work you have. You’ve warned the employees to be careful when using that slicer and so far there hasn’t been a problem. Besides, you think injuries are the fault of careless employees, not the machinery. When you were young, none of the meat slicers had safety guards on them, and you still have all your fingers.

# Case Three: Worker’s Role

You are a part-time worker at a local retail store. You work in the store’s automotive department.

On a recent trip to the stockroom, you pulled a back muscle while standing on a ladder retrieving a case of motor oil from a high shelf. The cases of motor oil are heavy and have to be carried several steps down the ladder. Your back wasn’t sore for very long, but you’re worried that either you or someone else is going to be injured carrying the cases of motor oil down from that shelf. You think the cases should be moved to a lower shelf.

You decide to tell your supervisor about the problem.

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# Case Three: Supervisor’s Role

You are a 20-year-old supervisor working at a local retail store. You are big and strong. You played on your school’s football team and now lift weights in your spare time.

You are generally a nice person, but sometimes tease people for being smaller or weaker than you are. You tease other workers for not being able to perform the same physical tasks that you can.

And, although you don’t like to admit it, you know you’re also a bit lazy and don’t like being given extra work to do.

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# Case Four: Worker’s Role

You are a part-time worker at a small neighborhood grocery store. You’ve been working in the store for only a few days, but already you know you like the job and your employer. It’s close to your home, so it’s very convenient. However, you’re worried about security because you often work alone. There is a security camera, but it doesn’t look like its working. Posters and flyers completely fill the windows, making it impossible to see in or out. And the street lights outside the store aren’t very bright. You decide to talk about your concerns with the store owner.

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# Case Four: Employer’s Role

You are the owner of a small neighborhood grocery store that is attached to your own home. You are very proud of your business and enjoy the work, but you’re worried that it isn’t making a lot of profit. You installed a security camera years ago, but since it stopped working you haven’t been able to afford to replace it. As well, most of your windows are covered with posters from your suppliers, who require that you place this material in a prominent position.

**4.01** **Triangle Shirtwaist Fire Legacy Reading- page 1**

**Worker Safety - The Triangle Fire Legacy: Triangle Shirtwaist Fire**

In this lesson you will learn how one event that occurred more than a century ago – the Triangle Shirtwaist Factory Fire – led to many of the worker health and safety protections that we have in the United States today. You will compare and contrast details of the Triangle Fire with a more recent incident concerning workplace safety. As a culminating activity, you will assess the potential costs, benefits and effectiveness of various government and labor actions that can be used to improve worker safety.

### PROCESS

**Activity 1: The Triangle Shirtwaist Fire**  
American workers at the beginning of the last century considered worker health and safety important. But they did not have the protections we have today. Many government rules taken for granted now – such as well-marked accessible exits, fire alarms, sprinklers, and ventilation systems - were not required in workplaces. While there were calls for federal occupational safety and health laws as early as 1878, government policy was generally hands-off when it came to the regulation of business. Labor unions – the organizations workers look to for protecting employee interests – existed but were often weak. The organization of women workers was just getting started.  
  
All of this changed with the events that occurred in a New York City clothing factory on one warm Saturday afternoon. The date was March 25, 1911. To find out what happened, read:   
  
[The Triangle Shirtwaist Fire](http://www.historybuff.com/library/refshirtwaist.html)   
[The Triangle Shirtwaist Fire: 1911](http://jwa.org/encyclopedia/article/triangle-shirtwaist-fire) 

**4.01** **Triangle Shirtwaist Fire Legacy Reading- page 2**

The Triangle Fire was the worst industrial fire in U.S. history. No one can say there were no warnings that a fire like the one at the Triangle Factory might happen.

* **First Warning**-- In 1909 – New York City garment workers had a strike that was called the 'Uprising of the 20,000'--one of the largest strikes in the history of the city. Workers at the Triangle Factory were among those who went out on strike to protest sweatshop conditions -- long hours, low pay and unsafe working conditions. The strike lasted for three winter months. Triangle Factory owners hired new workers and called in thugs to break the picket lines. By the strike’s end, the women in some factories had won a shorter working day, a small pay increase, and some safety changes, but their union had not been recognized. This meant that the management did not have to talk with the union people. The Triangle Factory refused to make changes in safety and kept a 59-hour workweek.
* **Second Warning**-- Another warning came in 1910 -- just eight months after the New York City garment worker uprising. A fire in a Hackensack, New Jersey sweatshop killed 25 female workers. Most victims, like the Triangle workers, jumped to their deaths to escape the flames. After the Hackensack fire, a New York Fire Chief warned that the conditions in New York City were perfect for a similar or greater tragedy. Labor organizations demanded an investigation of all factory buildings and unsafe working conditions. But, the city took no action.
* **The Aftermath**-- Horrified by what happened at the Triangle Factory – the public cried out for better building safety codes and other worker protections to insure that such a disaster would not be repeated. Many of today’s health and safety protections can be traced back to the fire in the Triangle Shirtwaist Factory.

Using the **4.01 Triangle Shirtwaist Factory Legacy Worksheet**, analyze the factors that contributed to the tragedy and how two institutions - government and labor - responded to worker safety.

**4.01** **Triangle Shirtwaist Fire Legacy Worksheet**

**Worker Safety - The Triangle Fire Legacy: Triangle Shirtwaist Fire**

On March 25, 1911, a small fire broke out in a bin of rags at the Triangle Shirtwaist factory on New York City’s Lower East Side. The profitable business heralded as a model of efficiency operated in a modern fireproof building. Yet in less than an hour, 146 people—most of them young immigrant Jewish and Italian women in their teens and early 20s—died, trapped by blocked exit doors and faulty fire escapes.

**The Tragedy:** Identify six factors that contributed to the deaths of the 146 workers.

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**Government Responds:** Public outcry after the fire prompted New York City to impose tougher building codes and more stringent factory inspections to be sure the rules were being followed. List four of the new city codes for factories.

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New York State created a commission in 1911 to investigate both the Triangle fire and industrial working conditions in general. The commission’s 1914 report called for widespread changes. After initially balking, the state’s legislature eventually approved additional guidelines to ensure the safety of New York workers. Many other states followed.

* 1. **Triangle Shirtwaist Fire Legacy Worksheet KEY**

**Worker Safety - The Triangle Fire Legacy: Triangle Shirtwaist Fire**

On March 25, 1911, a small fire broke out in a bin of rags at the Triangle Shirtwaist factory on New York City’s Lower East Side. The profitable business heralded as a model of efficiency operated in a modern fireproof building. Yet in less than an hour, 146 people—most of them young immigrant Jewish and Italian women in their teens and early 20s—died, trapped by blocked exit doors and faulty fire escapes.

**The Tragedy:** Identify six factors that contributed to the deaths of the 146 workers.

1. Fire equipment had difficulty getting close to the building due to the dead and injured lying in the street. Inside the building helped fuel and spread the fire.
2. Water buckets inside the building were not adequate to cope with the fire. No sprinkler systems existed. There was no alarm system inside the building to warn of fire delaying escape. Exits were locked or blocked making it impossible for Rescue equipment (i.e., ladders, hoses and nets) was inadequate to deal with a fire in the high-rise building.
3. Flammable materials and crowded conditions some victims to escape.
4. Fire escapes were inadequate.
5. A worker threw a match or cigarette near flammable materials.
6. Some workers panicked.

**Government Responds:** Public outcry after the fire prompted New York City to impose tougher building codes and more stringent factory inspections to be sure the rules were being followed. List four of the new city codes for factories.

1. All doors must open outwards.
2. No doors can be locked during working hour.
3. Sprinkler systems must be installed if a company employs more than 25 people above the ground floor.
4. Mandatory fire drills for buildings lacking sprinkler systems.