

**Module 6: Decision Making with Manual Labor**

**Objectives:**

* The learner will understand that decision making is a personal choice that can be simple or complex, and lead to both positive and negative outcomes.
* The learner will demonstrate appropriate manual labor awareness and age-appropriate skills.

**Time Required:**

* Approximately 40 minutes

**Materials & Set-Up:**

* Pen/paper – per individual
* Create a short scenario that reflects local agriculture and manual labor tasks (for Suggested Skill Building Activities, #2)
* Appropriate research and instructor ability for lifting techniques (See Additional Resources section)
* Variety of items that represent opportunities for manual labor appropriate to your region/area.
	+ Examples: Bags of feed/seed, produce crates, tools such as a digging iron, irrigation pipe, etc.
* Optional: Poster or notecards with the following acronym for reference
	+ **(F)** Factors
	+ **(A)** Ability
	+ **(S)** Safety
	+ **(T)** Time

**Lesson:**

Introduction

* To engage youth, ask them to think about a hard decision that they had to make recently.
* Ask them to write down one positive outcome of that decision and one negative outcome of that decision. Allowing sharing as appropriate.
* Remind them that as youth, and even as adults, the decisions that we make can have far-reaching consequences – both positive and negative.
* Preview that today’s focus is on manual labor tasks. Being able to make an appropriate decision regarding whether or not to engage in a manual labor task and how to do it appropriately can go a long way for injury prevention.

Suggested Skill Building Activities:

\*Note: Instructor may modify for time and regionally-appropriate content, as long as safety and core skills are adequately addressed.

1. **Decision Making**
	1. Break class into three groups. Give each group a different scenario to write on their team paper:
		1. Checking on the animals
		2. Performing maintenance on equipment
		3. Interacting with co-workers or family
	2. Ask groups to take 2-4 minutes to discuss and write about how they would make decisions within their scenario in both a routine situation and an emergency situation.
	3. Allow groups to share their top points from both their routine and emergency situations.

**Core skill:** We have to understand that our decision making ability is not stagnant. It requires thought that is dependent on the environment and other factors.

**Indicators of activity success:**

* Through active participation, learners are engaged in thoughtful responses to the decision making activity.
1. **Working FAST!**
	1. Have youth gather around the manual labor items. Remind them that when thinking about performing manual labor, they need to consider FAST: *(provide the poster or notecards for reference)*
		1. **(F)** Factors: There are many different environments and considerations for manual labor
		2. **(A)** Ability: Does our strength and knowledge match the task?
		3. **(S)** Safety: Is it safe to do this task in this environment / with this equipment?
		4. **(T)** Time: Do I have the proper time to do the task in a safe, unhurried way?
	2. Using a scenario that reflects local agriculture and manual labor, have youth discuss FAST in relation to the scenario. Discussion questions may sound like:
		1. *What factors do we need to consider with this task?*
		2. *Would those change if the task was done in a different environment?*
		3. *How does your ability (and the ability of those around you) affect the task?*
		4. *What can you do in this scenario with regards to safety?*
		5. *How does time affect this task?*

**Core skill:** Understanding that tasks require decision making to ensure safety and success.

 **Indicators of activity success:**

* Through active participation, learners demonstrate knowledge or desire to learn about decision making skills with regards to manual labor.
1. **Ability Match**
	1. Ask youth to pair up based on similar size and/or ability.
	2. Model appropriate lifting technique for a common item. Demonstrate both individual lifts and partner lifts (as appropriate).
	3. Youth will practice proper lifting techniques under close supervision, with appropriate weight. Offer feedback.

**Core skill:** We need to be able to lift items properly to reduce our risk of injury.

 **Indicators of activity success:**

* Through active participation, learners demonstrate appropriate lifting techniques.

Reflection Questions

* To close out the lesson, ask youth the following questions, and allow for individual or group discussion:
	+ *How do our decisions affect those around us?*
	+ *What do you want to demonstrate to others through your decision making?*
	+ *How can you think FAST about your personal tasks?*

Challenge

* As youth, your brain is still developing and dealing with lots of change. Youth often have the ability to make decision like adults, but let others influence their decision-making process. The next time you’re faced with a major decision, use the FAST model to think about what is the best choice for you. Don’t let others influence your decision-making process too much, and allow yourself adequate time to think things through!

**Additional Resources:**

* OSHA Material Handling: Heavy Lifting Tips: <https://www.osha.gov/SLTC/etools/electricalcontractors/materials/heavy.html>
* North American Guidelines for Children’s Agricultural Tasks (see section on “Manual Labor”): <http://www.nagcat.org/nagcat/?page=nagcat_guidelines_posters>