

**APPENDIX I:
THEMES FROM EMPLOYED TEEN FOCUS GROUP**

Table combines themes and key points from discussion during two focus groups with employed teens: Waltham High School on May 27, 2008 and at the ERG Lexington Office on September 29, 2009.

Question ¹	Comment Themes
Topic: Work Experiences	
Why did you decide to get a job?	<ul style="list-style-type: none"> • Participants work to gain work experience, earn their own money, increase independence from parents and to spend time doing something productive
What do you like about working?	<ul style="list-style-type: none"> • Several participants expressed a sense of responsibility and accomplishment from working. • Many participants wanted work experience to build job skills and experience for their resume and college application. • A few participants liked working because it's a constructive activity that keeps them busy.
How much supervision do you have at your job?	<ul style="list-style-type: none"> • Level of supervision depends on work setting and job type. Participants reporting less supervision worked in office jobs; while participants with more hands-on supervision worked in retail/restaurant jobs.
What type of training on the job?	<ul style="list-style-type: none"> • Child labor laws are incorporated into the screening/hiring/management practices (e.g., who is hired for what job, what assignments workers receive, what hours you get) more than being explicitly discussed with the youth workers. • In a few cases participant's supervisors explicitly discussed the hours restrictions or highlighted prohibited machinery. • Most job training consisted of information about specific tasks the participant was expected to perform.
Information from guidance counselor?	<ul style="list-style-type: none"> • Many participants received general information from guidance counselors, and those that did not reported seeing employment focused posters at school.
Information from parents?	<ul style="list-style-type: none"> • With the exception of one participant, none of the participant's parents discussed youth labor restrictions.
Discussion of working later than allowed ²	<ul style="list-style-type: none"> • Participants generally would work later than the federally allowed hours in order to make more money or if they thought their job was at stake. • If participants felt there was a violation or something at work didn't seem right, several said they would first talk to friends or family members, but think they would eventually bring it up with the boss, if necessary.

¹ Questions are somewhat paraphrased to represent the core of the question and capture the slight differences in question phrasing between the two focus groups.

² In the Waltham High group a participant raised a question about how to handle employers that ask teens to work later than allowed, the facilitator opened the question for discussion.

Question	Comment Themes
Topic: Employment Scenario's	
<p>[14-15 year-olds] You're scheduled to work until 7 p.m. but your replacement just phoned to say she was stuck in traffic and will be 30 minutes late. The store has been very busy and your coworker doesn't want to be stuck on the sales floor by themselves for 30 minutes.</p>	<ul style="list-style-type: none"> • Participants indicated that they would stay an additional 30 minutes to help a coworker, especially if it was a one-time occurrence. • No participants mentioned a concern with regulations.
<p>[16 and over] You're stuck in traffic and you've called your work to let them know you will be 30 minutes late, a 15 year old coworker answers the phone – do you ask them to stay after 7 pm until you can get there?</p>	<ul style="list-style-type: none"> • One participant commented that she would instruct her coworker to hand the phone to the supervisor to make a decision, several other participants agreed.
<p>[14-15 year-olds] Your friend at work wants to switch schedules with you. He wants you to work his Saturday shift for him because his team has an away game that day, but working his shift would put you over 18 hours for the week.</p>	<ul style="list-style-type: none"> • A few participants would refuse to switch shifts but in most participants indicated that they would try to accommodate the schedule change without breaking the rules if possible. • Even participants willing to switch shifts noted they would expect a manager to organize or approve the change.
<p>[16 and over] Your team has an away game this Saturday but you're scheduled to work. The only person who could switch shifts with you is a coworker who is 15, and working your shift would put them over 18 hours for the week.</p>	<ul style="list-style-type: none"> • In response to this scenario many of the participants spoke based on the assumption that they would work out the schedule conflict with their own priorities (school, sports, or money) before asking the coworker to switch. • The participants felt that the 15-year-old would likely be amenable to the request to cover the shift, and this would be okay as long as the boss accepts it.
<p>[14-17 year-olds] You're working in a sandwich shop during a big lunch rush. Your coworker is working the sandwich station and shouts for someone to slice some more deli meat for them. You're the only one who is immediately free to help.</p>	<ul style="list-style-type: none"> • One participant exclaimed "I don't know how to use a meat slicer!" • In one group, participants decided whether to use the meat slicer or not based on how familiar they were with the equipment. In other words, if they knew how to use it, they would. Although several would prefer to switch roles with another employee if possible. • In the other group the participants perceived the meat slicer as a hazardous piece of equipment and would prefer to switch places with another employee who was trained to use it.
<p>[16 and over] You're working at a pizza place on a Friday night. There have been a lot of orders for delivery, and the delivery person is falling behind. You have a driver's license and you drove your car to work that day. You know that delivery drivers get to keep their tips.</p>	<ul style="list-style-type: none"> • In both groups the participants did not see a fundamental difference between driving for personal use and driving on the job and would be willing to help with deliveries. • However, participants took into account having a manager give them permission to make deliveries, and the increased risk from driving longer distances and driving at night.
<p>[14-17 year-olds] You're working in a grocery store that also does home delivery of customer orders. There are a lot of big orders going out today and the delivery person needs someone to ride with them and keep track of the orders as they're delivered.</p>	<ul style="list-style-type: none"> • Participant responses depended on two factors: the degree to which they trusted the driver of the delivery truck, and whether or not a supervisor had instructed them specifically not to perform the task. • Most participants would prefer to have the OK from the supervisor.
<p>[14-17 year-olds] You're told to clean up the back room of the store after a delivery, so you stack up all the empty boxes and packing material. A coworker yells back to you that you should just put them in the trash compactor and push the "on" button.</p>	<ul style="list-style-type: none"> • Most participants indicated that they would do it, especially if it didn't seem dangerous, but most would prefer to have the supervisor OK.

Question	Comment Themes
Topic: WHD Child Labor Outreach Materials³	
Which of the materials would you prefer?	<ul style="list-style-type: none"> • Between the pamphlet and the bookmark participants would prefer the bookmark because it is shorter and easier to read. • Participants preferred the “green” and “notebook paper” posters to other ones. • Participants observed that they would be more likely to read the material if handed to them in a formal setting (classroom, school office) than pick it up from a stack on a display.
Have you ever seen the materials before?	<ul style="list-style-type: none"> • One participant has seen poster style #3 at school • None of the other participants were aware of the materials.
Do you have any suggestions for improving the materials?	<ul style="list-style-type: none"> • Participants suggested that the bookmarks needed more graphical appeal in terms of color, pictures and easy to read text. Some suggested that the bookmark could be a pointer to a website or other information source rather than a source of detailed information in itself. • A few participants observed that the bookmark didn’t necessarily look like it was designed/written for teens.
Would any of these materials change how you do your job?	<ul style="list-style-type: none"> • Participants noted that they probably wouldn’t remember all the detail on the bookmarks and pamphlets but would remember key rules. • Participants would take into account (1) whether they felt the child labor regulations were applicable to their work situations, (2) whether they agree with the regulations, and (3) the degree of supervisor enforcement of rules.
How would you teach teens about the rules?	<ul style="list-style-type: none"> • Participant discussion of school-based information campaigns included: <ul style="list-style-type: none"> ○ Interactive, brief, engaging presentations. ○ Pictures of work situations, including accidents where teen employment rules were violated. ○ Face to face discussion of information • Participant discussion of information campaigns outside of school included: <ul style="list-style-type: none"> ○ Ads or links on teen web sites, signs at the mall, and information at sports or music events. ○ Teen employment laws page on Facebook or MySpace. • A few participants noted that a Facebook page might not be useful because teens don’t want to bookmark the information and refer to it later; learning about youth labor regulations is a one-time event.
YouthRules! website	<ul style="list-style-type: none"> • Participants commented that the web site is simple and easy to navigate, while the four audience categories are useful they would probably only click on the “teens” category. • A few participants noted that as a government site there is no need for “frills” (audio, video, high-end graphics and animations, etc.) that usually appear on teen oriented web sites. On the other hand, when asked for suggestions most participants commented that the website needs more interesting graphics, fonts, a search feature, pictures of working teens and elements such as a Flash picture slideshow on the home page. • Participants noted that information on the pages visited was clear but that the pages were very text heavy and needed more prominent headers. Many noted that they would not read the rest of text heavy pages. • Participants indicated that they generally wouldn’t go to the site on their own, but would go and read it if someone pointed them to it or if they were looking for specific information.

³ Materials included: child labor bookmark, Employer’s Pocket Guide to Youth Employment, the five posters available on the YouthRules! web site, and the web site itself.