Staying Safe at Work

Creating Safe Workplaces for Workers with Disabilities

PRIDE INDUSTRIES

Training of Trainers Program Lesson Plan

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9:00 Welcome and Introductions

Show Slide 1 -- Title Slide

Welcome and introductions.

- Introduce myself
- Let's find out about you -- introductions (your name, your job responsibilities, anything special you are hoping to learn).

Show Slide 2 -- course objectives and review agenda

- Overview of this OSHA Harwood funded training program.
- Expectations for trainers.
- Explanation that in addition to learning today how to teach the two hour workshop to PRIDE workers with disabilities, this class will also help you think about the elements of an effective health and safety program.
- Our specific health and safety objectives for the course are that by the end of the two-day course, you will be able to:
    - Identify the range of health and safety hazards that may be found in your workplace
    - Identify and evaluate different methods for reducing or eliminating hazards.
    - Understand what to do in different kinds of emergencies.
    - Describe key health and safety laws.
    - Describe how to establish, implement and maintain an effective injury and illness prevention program.

- Demonstrate how to teach the Staying Safe at Work curriculum.

- One essential element of a good health and safety program is health and safety training for employees. Health and safety training is limited for all workers, unfortunately, but it is typically even more limited for workers with disabilities. To help address this gap, we have developed a basic curriculum for teaching workers with intellectual disabilities basic health and safety skills. So today we are also going to introduce you to the activities in this curriculum, called *Staying Safe at Work*.

Show Slide 3 -- Staying Safe at Work

- Provide overview to the *Staying Safe at Work* curriculum.

- You will see that the activities are hands-on, fun, and do not require literacy skills.

Show Slide 4 -- What are the Basic OSH skills?

So what are the core occupational safety and health skills that anyone should have to protect themselves at work?

- Identify hazards in any workplace
- Know how hazards can be controlled
- Know what to do in an emergency
- Know their rights and responsibilities
- Speak up effectively when a problem arises.

These are the basic occupational safety and health skills anyone needs, including workers with disabilities, when they enter the workplace, and so, these are the learning objectives that are reflected in the *Staying Safe at Work* curriculum, as well as in this course.

Overview to Occupational Safety and Health and OSHA

- Let's start with seeing how much you already know about workplace health and safety. This will help us understand why this topic is important.

Pass out Worksheet #1, *What Do You Know About Workplace Health and Safety?* Explain to the class: This is not a test. You won't be turning in your answer sheet.

Take a couple of minutes to mark your answers on the worksheet. You can work with your neighbor to complete the worksheet. Later we will discuss the answers together. OK, let's review the answers.

How Much Do You Know About Workplace Health and Safety?

1. Every year, the following number of workers in the U.S. suffer a serious job-related injury or illness:

   a) 150,000 b) 1.3 million c) 3 million

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   Answer: 3 million. And, more than 12 workers die on the job – over 4,600 a year.

2. Workers with disabilities experience a higher rate of injury than workers without disabilities.

   True _____ False _____

   Answer: True.

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   Although it is difficult to assess the work-related injury rate for workers with disabilities, a couple of studies have concluded that it is significantly higher. Looking at US Bureau of Labor Statistics (BLS) data we see that the private sector non-fatal injury and illness rate for workers in general is 3.2 workers for every 100 workers. When we look at the injury rate for CRPs – the largest type of employer of people with disabilities – we see that it is almost twice as high -- 5.7.

   A recent NIOSH-funded study conducted by Ohio State University professors using National Health Interview Survey data concluded that the injury rate is almost three times as high for workers with disabilities.

   Ask the group -- So, why is this?

   First, I believe we can safely conclude that the main reason this is the case is the same reason why all vulnerable working populations, including immigrant workers and young workers, are at increased risk of injury is because there are hazards in the workplaces where these workers are employed.

   We can confirm this by looking at the injury rates in the same types of industries where the work is similar to that being performed in CRPs. For example, the annual injury rate for general warehousing and storage is 5.2 injured workers per 100 full-time employees, for wood container and pallet manufacturing it is 6.8, and for food manufacturing it is 5.1.

These high injury rates, which are compared against the injury rate of 3.2 injured workers annually per 100 full-time employees for private industry as a whole, can be explained by the hazardous nature of the work being performed.

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But I think we also have to acknowledge that workers with disabilities may bring special risk factors to the job that may add to their risk of injury:

- Distractibility, inattention, impulsivity
- Medical/physical conditions (seizures, unsteady gates). And falls are a leading cause of injury among workers with disabilities
- Poor problem-solving skills
- Poor communication skills
- Difficulty reading or learning new things
- Poor language processing skills
- Difficulty generalizing to new situations

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And that this can affect their safety on the job

- Trouble understanding health risks of work
- Inability to effectively communicate symptoms
- Difficulty anticipating consequences of actions
- Challenges complying with H&S procedures
- Difficulty reading and understanding signs, placards, written information
- Trouble knowing what to do and/or reacting quickly in an emergency.

Again, the purpose of acknowledging special challenges is not to keep workers with disabilities out of jobs but to make sure that we work together to make sure the hazards in workplaces are reduced as much as possible, that accommodations are made when needed so that workers are protected, and that all workers receive training on the basic occupational safety and health skills in a manner they can understand.

3. The estimated direct costs of work-related injuries and illnesses to employers in the U.S are:

   a) $1 million b) $1 billion c) $20 billion d) more than $20 billion

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Answer: More than $20 billion. Liberty Mutual Research Institute estimates the cost to be $53 billion. The National Institute for Occupational Safety and Health, public health sciences

professor J. Paul Leigh of the University of California, Davis, pegs the cost of work-related injury and illness in 2007 at about $250 billion. That puts the price of workplace health and safety problems above the economic burden posed by all cancers combined.

These costs do not include the indirect costs of an injury which can include:

- Loss of skills of the injured employee and time to hire or retrain others to replace him/her.
- Lost productivity
- Overtime for workers who have to fill in

And of course and most importantly, work-related injuries can be devastating to the injured worker and his/her family – in terms of pain and suffering as well as financial and emotional tolls.

4. The employer and the employees are both legally responsible for providing a safe and healthful workplace.

   True _____ False _____

   Answer: False, the <u>employer</u> is legally responsible. Workers have the responsibility to follow safety rules but they are not <u>legally</u> responsible and can't be fined by OSHA.

   Show Slide 10

   Let's make sure everyone is on the same page here regarding OSHA. What is OSHA? OSHA is the federal program within the US Dept of Labor that is responsible for protecting the health and safety of workers.

   Within OSHA there are two major entities that you may come in contact with -- the enforcement office and the Consultation Service. How many of you have had contact with OSHA before? Anyone want to share their experience?

   Each state has a choice whether to be covered by federal OSHA or to have its own state program. About half the states have chosen to have their own state plan. State OSHA programs are required to protect workers at least as well as federal OSHA. In California, our state plan is Cal/OSHA.

   Since its creation in 1970, workplace fatalities have been cut by more than 65% and occupational injuries and illnesses rates have declined by 67%.

5. During the inspection, the Cal/OSHA Compliance Officer must talk to workers.

   True_____ False _____

Yes. OSHA inspectors will request that a worker representative be contacted and invited to accompany the employer and inspector on the inspection. If a worker representative is not available, the inspector must interview workers in private during the inspection.

Will OSHA fine an employer if the inspector asks an employee a question about a topic they should have been trained on, and the employee can't answer the question?

No, OSHA is looking for patterns -- is training happening or not? Not whether an individual can answer a particular question. If several employees don't appear to have been trained about how to protect themselves from hazards they are working with, the OSHA inspector might find it to be a problem. OSHA requires employers to train employees in a manner that is understandable to them. Also remember, you are supposed to keep records of your training and this is the main thing the inspector looks at. The records should have the names of the trainees, the trainer's name, the date of the training and topic(s).

So what are OSHA standards?

Show Slide 11 – What OSHA standards are

OSHA standards describe what employers must do to protect their employees from various types of hazards in the workplace. Some standards are general and apply to nearly all workplaces and others relate to specific hazards or types of work.

Show Slide 12 -- General standards

Examples of general standards that apply to most workplaces include the Hazard Communication Standard and the Recording and Reporting of Occupational Injuries and Illnesses Standard (Log 300). The Hazard Communication standard sets out what is required if you have or use chemicals in your workplace. The Log 300 standard has to do with recording of occupational injuries and illnesses.

The Emergency Action Plan standard -- which only recommends that you have a written plan but requires it if it is required by another standard that applies to your workplace. 2) Fire Safety Plan -- also recommended unless required by another standard. 3) Exit routes -- all workplaces have to have at least two, unblocked exit routes. 4) Walking and working surfaces standard -- sets out requirement for all places of employment regarding floors, aisles, ladders, stairways. And 5) Medical First Aid requires medical and first aid be commensurate with the hazards in the workplace.

Show Slide 13 -- Specific Standards that May Also Apply to Your Workplace

Other standards address specific hazards found only in some workplaces such as machine guarding, lock out-tag out, etc.

Show Slide 14 – types of OSHA penalties

If there is an inspection, a citation may be issued which states what standards have been violated, what fines are levied, and what deadline has been set to abate the hazards. The citation must be posted in the workplace.

There are four different categories of violations -- **serious, willful, repeat (or failure to abate), and other than serious**. Serious means it was an issue that did cause or could cause serious harm to workers. Willful means that the employer should have known about the hazard and that the hazard was in violation of OSHA standards. Repeat means OSHA has been to the workplace before cited the employer but when they have come back to re-inspect, the problem still existed. Other means it is important to fix but not considered a serious hazard.

Fines are not always attached to the citation but often are. The highest fines are for willful and repeat violations. The next highest is for serious violations.

I have researched a couple of times the inspection data for all the cases involving your type of workplace (industry code 624310). There are mostly citations for serious violations or "other", a few repeat violations but no "willful."

So, what are CRPs being cited for? A lot of electrical hazards, primarily for not having grounded conductors. There have also been a number of machine-related issues, particularly for unguarded machinery and failure to follow lock-out/tag-out procedures. I also saw that there were a number of citations for blocked exit routes due to clutter, etc.

6. OSHA can only cite an employer if a violation of a specific standard is found during an inspection.

   True _____ False _____

   Show Slide 15

   Answer: False -- OSHA has what it calls a "general duty" clause which says employers have a general duty to provide a safe workplace that protects their employees. In California, this is basically laid out in Cal/OSHA's Injury and Illness Prevention Program standard.

   Show Slide 16 – What is OSHA Looking For? IIPP

Say: What is OSHA looking for in terms of compliance with the IIPP standard? What does an effective health and safety program look like?

The required elements include:

- Management commitment

  Someone with authority must be in charge of the program and have management's full support. Management commitment also means promoting a culture of safety throughout the workplace.

- Injuries, illnesses and near misses are investigated for root causes.

- There must be a process for investigating work-related injuries and illnesses. Written documentation of incidents should be kept, indicating why they occurred and what actions will be taken to prevent them in the future. Workers know how to report injuries

- Hazards are identified and controlled

  - There must be specific procedures for identifying and evaluating hazards, including regular inspections of the workplace. Workers should be encouraged to participate in inspections and make safety suggestions without fear of reprisal. Hazards should be corrected as soon as they are found, or a target date for correction should be set.

- Employees and involved and trained

  Employers must communicate with workers about safety in a manner and language they can understand. Communication systems may include safety meetings, written materials, health and safety committees, or other methods. There also must be employee involvement in the safety program and there should be a way to make sure that necessary safety rules and procedures exist and are followed.

  Training must be provided to all workers when the IIPP is established, and to all new employees when they start, and to anyone with a new job assignment. Whenever new substances, processes, procedures, or equipment are introduced in the workplace, workers must receive training about them.

  Additional good elements of an effective IIPP are:

- Preparation for emergencies

- Effective workers' comp and return-to-work program

- Regular evaluation of the program.

- The program is in writing.

  The IIPP must be in writing and be made available to all workers. Records must be kept to document that there is an effective program in place. These records should include scheduled inspections, actions taken to correct problems, and types, dates, and providers of training.

- During the rest of this training, we are going to focus on teaching your employees with disabilities the basic occupational safety and health skills. I'm going to teach these activities the way I envision you teaching them. Afterwards we will debrief.

9:45 Identifying Hazards in the Workplace

Introduction (15 minutes)

The first skill is to be able to identify the **job hazards** that cause injuries and illnesses. What is the definition of a job hazard?

A job hazard is anything at work with the potential to harm you either physically or mentally. Some job hazards are very obvious, but others are not.

Write these categories across the top of a piece of flipchart paper.

Safety Hazards **Chemical and Biological Hazards** **Other Health Hazards**

Brainstorm a brief list of safety, chemical, biological, and other health hazards in workplaces (write these on a flipchart). Explain that job hazards can be divided into the following categories:

- **Safety hazards** can cause immediate accidents and injuries. Safety hazards can result in burns, cuts, broken bones, electric shock, or death.

- **Chemical** are gases, vapors, liquids, fumes or dusts that can get into the body through the nose, mouth, or skin to cause harm. Chemical hazards can result in poisoning, lung disease, skin irritation, or damage to other parts of the body.

- **Biological hazards** are living organisms that can cause infectious diseases and allergies.

- **Other health hazards** are additional workplace conditions that can make you sick. Examples are noise, heat, repetitive motions, and stress. For the purpose of this discussion we will group these together as "other health hazards."

Some hazards harm you right away, like safety hazards or chemicals that cause rashes. But sometimes the symptoms of illness appear months or years later. These long-term effects, for example, might include wear and tear on the body from repetitive motion, or lung disease from asbestos exposure.

Brainstorm possible job hazards in their workplace. Record on flipchart page.

We have said that some of these hazards cause injuries and illnesses that don't show up right away. How can you determine if an illness or injury that shows up after a period of time is work-related? What are some clues that your symptoms may be related to your job?

Wait for responses, and make sure these points are made:

- Co-workers have the same symptoms.
- Symptoms go away when you are away from the job for a while, but return after you go back to work.
- Symptoms are worse later in the week.
- You find information that makes you think the symptoms have something to do with conditions at work.

When you are identifying health and safety problems in your workplace, it is important to think about the whole range of hazards – those that are visible, like a broken ladder, and those that may be hidden, like stress, repetitive motions, or chemicals. Remember that some chemicals, like carbon monoxide, have no taste or odor so you may not even know you are being exposed to them.

Sometimes the effect of a hazard is clear. You may trip on a cord or cut yourself. Other times, you have symptoms like headaches or back pain that are harder to link to your job.

Explain that after this introduction, we go to the activity:

Show Slides 17-22 -- Review of *Find the Hazards in the Pictures* activity. Ask participants to call out the hazards they see. Add any that are missed.

Debrief this section. Ask whether they think they could teach this part. What challenges might you face?

10:15 Break

10:30 Controlling Hazards in the Workplace

Introduction (15 minutes)

In this part of the training we are going to explore ways to reduce or get rid of hazards so workers stay safe. I will teach it the way I envision you teaching it. Afterwards we will debrief.

On a piece of flipchart paper, create a table with two columns. Head the left column **Hazard** and the right column **Possible Solutions**.

Show Slide 23 – John's Story

This is John at work. What is happening in this picture? What hazard do you see?

John is slipping on a slippery floor and falling. The slippery floor is the hazard.

Write "slippery floors" in the **Hazard** column of the flipchart table. Ask the class: What are all the ways you can think of to solve the problem of a slippery floor?

As the class calls out suggestions, write them in the **Possible Solutions** column. Your flipchart page may look like this:

Hazard	**Possible Solutions**
Slippery floors	▪ Put out "Caution" signs and tell workers to walk through the wet areas. ▪ Clean up spills quickly. ▪ Train workers what to do if they see a spill on the floor. ▪ Install non-slip flooring. ▪ Use floor mats. ▪ Wear non-slip shoes. ▪ Figure out what is causing the slippery floor and fix that problem. ▪ Ask for help. Tell a supervisor.

As we've seen, there are a number of ways to protect workers from hazards. But not all solutions are equally effective.

Show Slide 24 -- Pyramid

We can think in terms of a pyramid or "hierarchy" of possible solutions, with the most effective kind of solutions at the top.

The best way to protect workers is to remove the hazard from the workplace all together, or at least keep the hazard away from workers. These are called **Engineering Controls**. They are considered most effective because they get rid of the hazard at the source, they don't rely on people to follow procedures, and they don't allow for shortcuts.

Another way to protect workers is to set up work policies and procedures, or **administrative controls**, which cut down exposure to hazards by changing how the job is done.

Personal protective equipment, or PPE, is worn on the body and protects you from exposure to a hazard. It includes gloves, goggles, respirators, earplugs, hard hats, coveralls, safety shoes, etc. Wear PPE when other methods of controlling hazards aren't possible or don't give enough protection. Your employer should try to remove the hazard or change work policies or procedures first.

Look back at the list generated for solving slippery floors. In which categories would these ideas fall?

Tell the class that you will now try to come up with ways to make jobs as safe as possible. As you show **PowerPoint slides #25–28,** help the class find solutions for the workplace hazards shown.

Explain:

"Now we will look at a few other jobs that have hazards. We'll try to find ways to make these jobs safer. As we look at each slide, we will call out ways to make these jobs as safe as possible."

As you show **PowerPoint slides #25–28,** help the class find solutions for the workplace hazards shown.

Show **PowerPoint Slide #25** and lead a discussion on what to do about the hazard of lifting heavy boxes.

Say to the class:

"This is Bill. He works in a warehouse carrying heavy boxes from trucks and putting them on pallets. What is the hazard in this picture?"

The heavy boxes.

Ask the class:

"What might happen to Bill if he lifts a box that is too heavy?"

He could hurt his back or other parts of his body.

Ask the class:

"What ideas do you have for making this job safer?"

Possible ideas include:

- Get help with lifting
- Lift smaller, lighter boxes
- Use power equipment to help lift boxes
- Lift properly, using safe ways to lift.

Show **PowerPoint Slide #26** and discuss safe lifting techniques.

"The best way to prevent back injuries from lifting is to not lift too much weight. If you have to lift something heavy, make sure you follow these steps (demonstrate):

- Stoop down to get hold of the item. Don't bend over.
- Keep your back straight while you lift with your legs.
- Keep the item close to your body.
- Move your feet rather than twisting your body when you move the item from one place to another."

Next, show **PowerPoint Slide #27** and lead a discussion reminding the class how to solve ergonomic problems.

Ask the class:

"This is Mary; whose job is to pick items from bins to fill orders in a warehouse. What hazards do you see in this picture?"

Mary is twisting, reaching, and repeating the same movements over and over.

Ask the class:

"What might happen to Mary if she does this task over and over for a long time without a break?"

She might get pains in her neck, shoulder, back or arms.

Ask the class:

“What ideas do you have for making this job safer?”

Possible ideas include:

Mary should talk to her supervisor about how to get the items she picks closer to her so she doesn’t have to reach so far. For example, she could ask for a platform to raise her up.

Rather than twist her body around, she should move her feet instead. She should take short rest breaks to stretch.

Show **PowerPoint Slide #28**, and lead a discussion on what to do about chemical hazards.

Ask the class:

“This is Ann. Her job is to clean bathrooms, the break room, and other common areas in her workplace. What hazards do you see in Ann’s job?”

She works with cleaning products that may contain hazardous chemicals.

Ask the class:

“What might happen to Ann if she does this job without being protected from the chemicals?”

She might develop breathing problems or get a rash or some other health problem.

Ask the class:

“What ideas do you have for working with chemicals safely?”

Possible ideas include:

Use safer, less dangerous chemicals to do the job. Wear gloves, goggles, and/or a mask.

Explain what to do about chemicals while working. Ask the class:

“If you are working and see a chemical spilled, what should you do?”

Tell your supervisor.

Ask the class:

“If you get chemicals splashed in your eyes or on your body, what should you do?”

Immediately rinse your eyes or the affected body area with water. Tell your supervisor.

Ask the class:

"If you accidentally breathe in chemicals and start to have an upset stomach, headache, breathing problems, or dizziness, what should you do?"

Leave the area, get to fresh air, and tell your supervisor

Ask the class:

"If you accidentally swallow chemicals or get some in your mouth, what should you do?"

Tell your supervisor. He or she may tell you to drink plenty of water. Do not make yourself vomit unless it says to do so on the product label or SDS.

Summarize this section by telling the class:

"As you can see, there are many different ways to reduce hazards or get rid of them. If you notice a hazard, tell your supervisor or job coach. If you are exposed to a chemical, always tell your supervisor and get medical attention right away if you need it."

Debrief this section: Ask whether they think they could teach this part. What challenges might you face?

10:45 Planning time for tailoring key hazards and key controls to PRIDE and preparing to teach these sections

Divide the class into two groups. Refer to the curriculum on this topic and have the two small groups meet for 45 minutes to review the material, talk about how to tailor the material to PRIDE, and make any necessary changes to how the topics will be presented. The discussion should address both understanding these particular hazards as well as how PRIDE is controlling the hazards. Then take 15 minutes at the end to report back.

Group #1: (below is the existing curriculum language)

Machinery

Explain to the class:

"One of the most serious hazards at a warehouse is machinery. You find machinery at many other kinds of workplaces too. There may be conveyor systems, box crushers, and balers. Machinery can hurt you if you come in contact with the moving parts."

Ask the class:

"What can you do to protect yourself from machinery with moving parts?"

Wait for responses and then make the following points:

"Machines should have guards on them to protect you. Keep your fingers and hands away from parts on the machines that could pinch you, crush a part of your body, or cut you. Make sure you don't have loose clothing, hair, or jewelry that could get caught in moving parts. Don't operate any machinery you haven't been trained to use. Only the people trained to use them should be near them. Never clean a machine unless you know it has been unplugged. Whenever a piece of machinery is broken, it should be turned off and a lock put on it so no one can use it. There should also be a sign telling people not to use the machine. "

Ask the class:

"What should you do if you see a broken machine that doesn't have a lock and sign?"

Tell a supervisor.

"What should you do if you see a broken machine that doesn't have a lock and sign?"

Tell a supervisor.

"What should you do if you see a sign on a machine that shows it should not be used?"

Stay away from it.

Electrical Hazards

Explain to the class:

"Machines and other equipment often use electricity to make them go. Electricity is carried through wires."

Ask the class:

"If there is something wrong with the electrical wires or electrical equipment, what can happen?"

You may get a shock. Electricity can also cause fires, burns, or even death.

Ask the class:

"What hazards should you look for before using electrical equipment?"

Look for damaged wiring, and look for wires near water or oil. If you get little shocks when using equipment, this can warn you that something is wrong with it. Tell a supervisor right away.

Vehicles

Explain to the class:

"As you see in the picture, there are also forklifts and other vehicles that could run into you or drop things on you. This is especially dangerous if you are working in a crowded area, such as a loading area. Be aware of the vehicles around you and stay out of their way. Watch for vehicles with loads that could fall."

Tools

Ask the class:

"Also in the picture you see someone using a box cutter. Why is the box cutter a possible hazard?"

It could cut you.

Ask the class:

"What are some ways to protect yourself from getting cut while using a box cutter?"

Wear a glove on the opposite hand, and never cut toward your hand or body.

Contact with Blood

Ask the class:

"If someone gets cut and bleeds, their blood can be a possible hazard for co-workers. Why?"

The injured person might have a virus in his or her blood. If someone else touches the blood and has a cut or open sore, then the virus may get into their body. Some of the viruses that can be in blood are hepatitis and HIV, the AIDS virus.

Ask the class:

"What should you do if someone you work with gets cut?"

Call your supervisor right away to come help the injured person. Don't touch the blood.

Ask the class:

"What if you happen to touch someone's blood?"

Wash your skin well with soap and water. Tell your supervisor what happened. Ask a doctor whether you need to do anything else.

Noise

Show **PowerPoint Slide #29** and briefly explain noise hazards (or just discuss the topic without showing the PPT slide). Tell the class:

"Another important hazard to be aware of is loud noise. A lot of loud noise over a long period of time can damage your hearing. You may lose some or all of your ability to hear well. Noise can also make you feel anxious and stressed out, which makes it hard to work. Noise can also distract you so you don't pay attention to what's going on around you."

Ask the class:

"Have any of you ever been in a really noisy environment? Did the noise cause you any problems?"

Let trainees respond, then ask the class:

"If you have to work where there is a lot of noise, what should your employer do to protect your hearing?"

If possible, your employer should first find ways to make the machinery quieter. Maybe machines could be soundproofed, or different machines could be used that aren't so noisy. The employer should not have people work in a noisy area all day. Maybe people could switch jobs and work in other areas during part of their shift.

The employer should also give you hearing protection such as ear plugs or special protective earmuffs. If ear plugs or muffs are required in your work area, make

sure you wear them. If they don't fit right or don't seem to be working well, ask your supervisor for a different kind.

Group #2: (below is the existing curriculum language)

Chemical Hazards

Ask the class:

"We saw chemical products being used in all six workplaces. What are examples of chemicals you might use at work?"

Let the class respond and then show **PowerPoint Slide 30** (or just discuss the topic without showing the PPT slide). Give the following examples of chemicals:

"On some jobs you may find cleaning products, pesticides, paints, solvents, gasoline, wood dust, toner in copiers, chlorine, detergent, or other chemicals. Gasoline engines produce exhaust fumes that contain carbon monoxide. Even if you don't actually use chemicals on your job, it is possible you will come in contact with them. Chemicals might be stored in your workplace, or other workers might be using them."

Ask the class:

"How do chemicals get inside your body?"

When you breathe them in, swallow them, or get them on your skin.

Ask the class:

"How can chemicals hurt you?"

Let the class respond and then show **PowerPoint Slide #31** (or just discuss the topic without showing the PPT slide). Explain:

"Some chemicals can be poisonous. They may cause many different kinds of health problems, such as dizziness and trouble breathing. Some can cause cancer or other serious diseases.

Sometimes chemicals cause symptoms right away, but sometimes health problems from chemicals show up much later on. If you use certain chemicals for a long time, there's more chance of health problems later.

Some chemicals can also burn your skin or cause rashes. Some can catch fire or cause an explosion under certain conditions. When you use a product that contains chemicals (like a cleaning solution or a pesticide), it's important to know what health problems the chemical can cause and how to protect yourself. You want to be especially careful about using chemicals if you already have asthma or other breathing problems, or if you are pregnant."
Ask the class:

"Does anyone know some ways to find out how a chemical product might harm you and how to protect yourself from it?"

Let the class respond and then show **PowerPoint Slide #32** (or just discuss the topic without showing the PPT slide). Explain:

"To find out more about the chemicals in a product, you can:

- Check the label
- Ask your supervisor
- Get training about chemicals before you use them
- Ask your supervisor for the Safety Data Sheet (SDS) for the product."

Explain what an SDS is:

"Companies that make chemical products must write up information sheets, called SDSs (Safety Data Sheets). They send the information sheets to the companies and others that use their products. SDSs tell you what is in the product, how it can harm you, and how to protect yourself, including what kind of gloves, goggles, etc. to wear."

Tell the class:

"The Occupational Safety and Health Administration (OSHA) is the federal government agency that protects workers by enforcing workplace health and safety laws. OSHA says that workers have a right to be told about the chemicals used in their workplace, and that their employer must give them a copy of the SDS if they ask for it.

The employer must also train them about how to use those chemicals safely, and teach them what to do if they come in contact with those chemicals, or if there is a spill or emergency. The training should also give information on precautions to take and any protective equipment needed."

Stress

Show **PowerPoint Slide #33** and introduce the idea of stress in the workplace (or just discuss the topic without showing the PPT slide). Lead the following discussion with the class.

Explain to the class:

"Some hazards can be hidden and hard to identify. One example is things that happen at work that cause you to feel anxious, angry, worried, or upset. Sometimes people call this stress.

While a little bit of stress is not usually a problem, too much stress can be a hazard to your health. These feelings can harm your health as well as make it hard to do your job. Stress can come from having to work too fast, or from angry or mean customers or people you work with."

If you are feeling stress, talk to your job coach, supervisor, or another trusted person about it. There are often things that can be done to improve the situation before it gets to be too much for you.

It's also important to know that you can't be punished for speaking up about health and safety problems at work. Stress is definitely a health and safety problem."

Ergonomic Hazards

Show **PowerPoint Slide #34** (or just discuss the topic without showing the PPT slide). Introduce ergonomic hazards and symptoms of ergonomic injuries. Explain:

"Let's talk about another hidden hazard. As we saw in all of the pictures, sometimes the position your body is in when you work, and the way you move your body while you work, can be a hazard. For example, we saw people lifting, reaching, bending, leaning, stooping, twisting, and sometimes repeating the same movements over and over. These are called 'ergonomic hazards.'

Now let's review these risky movements and postures and talk about how you can protect yourself from getting hurt."

(Note: The instructor should demonstrate these movements while presenting this information.)

Bending or twisting your back or neck. To protect yourself, ask your supervisor to help you change how the job is set up, so you don't need to bend or twist as much.

Make sure the things you are working with are right in front of you, not too high, not too low, and not out to the side.

Keep your back and neck straight when you work. If you have to move things from one place to another, take steps with your feet rather than twisting your body.

Reaching overhead. To protect yourself, ask your supervisor if there are ways to move the things you are working with closer to you. For example, you can ask for a platform to stand on so you are closer to materials on high shelves.

Lifting something heavy. To protect yourself, get help lifting heavy items or use power equipment if possible. If you have to lift, remember to use safe lifting procedures. We will show you how to lift safely in the next lesson.

Pulling or pushing. To protect yourself, remember that pushing is usually easier than pulling. Try not to let the cart or bin get too heavy. Don't load it too full. Maybe the employer can give you smaller carts, for example:

Repeating hand and finger movements over and over. To protect yourself, take regular short breaks to stretch your fingers, hands, and the rest of your body. If you start to feel pain, talk to your supervisor about ways to vary your work so you aren't doing the same thing all the time.

Staying in one position too long. Standing or sitting for too long can also be hard on your body. To protect yourself, stretch often and move around a bit to keep your body from getting too tired. If you have to stand on a hard surface for a long time, wear comfortable shoes or ask for a cushioned mat.

Tell the class:

"Because ergonomic injuries can get worse the longer you keep repeating harmful movements, it is really important to tell your supervisor if you feel any aches or pains. There are lots of things that can be done to reduce ergonomic hazards so you don't get hurt."

11:30 Small groups present what they came up with and the class discusses any changes to be made.

12:15 Lunch Break

1:15 Staying Safe in an Emergency

Show Slide 35 – Emergency Preparedness

In this next section, we are going to talk about emergencies at work. Ask the class: What does the word "emergency" mean?

> An emergency at work is something hazardous that isn't planned – it's unexpected. It can be very serious and may cause a great deal of harm to employees, customers, or the public. It may also cause damage to the workplace itself. Emergencies may be natural events or man-made.

Brainstorm a list of possible workplace emergencies. Ask the class: What are some examples of emergencies that can occur in a workplace or that could affect the workplace?

- Severe illness or injury
- Earthquake
- Tornado
- Vehicle accident
- Power outage
- Chemical release or spill
- Fire
- Hurricane
- Flood
- Explosion
- Terrorism
- Violence

Show Slide 36 – Emergency Action Plans

Your workplace should have an Emergency Action Plan that covers the following items:

- What to do in different emergencies
- Where shelters and meeting places are
- Evacuation routes
- Emergency equipment
- Alarm systems
- Procedures to follow when someone is injured or becomes sick
- Who is in charge during emergencies
- Employee responsibilities during emergencies
- Practice drills. It is especially important to practice what to do in an emergency.

Show Slide 37 – Training about Emergencies

It's hard for most people to think clearly and logically in a crisis, so it is important to learn about and practice the proper procedures ahead of time. That way, you have time to think through what to do and to practice doing it.

Your training of employees should include telling them what kinds of emergencies could happen in that workplace and what to do to make sure they are safe. Employees should know where the meeting places are for different kinds of emergencies.

Disaster Blaster game. Introduce the game. We will now play a board game called "Disaster Blaster" that is part of the *Staying Safe at Work* curriculum.

Divide the class into groups of four and assign each group a table. Have those at each table split into two teams of two. Pass out a Game Board, game pieces, a die, and one deck of Game Cards to each table.

Explain the rules of the game. The two teams at each table should take turns rolling the die and moving ahead the number of spaces shown. Follow the instructions written on the spaces for moving around the game board. The arrows tell you which direction to move. When a team lands on a blank space, their turn is over.

Whenever a team's game piece lands on a *Disaster Blaster* square with a question mark (?), the other team at their table picks a Game Card from the top of the deck and reads out the question on the card. The team whose turn it is tries to answer it. Correct answers are on the bottom of each card. Teams or the coach should read them to see if the answer given is mostly correct. If the answer given is basically correct, the team moves their game piece ahead one space. It is then the other team's turn. If they do not answer correctly, their turn is over and they remain on the square until their next turn.

Tell teams to begin playing the game. Visit tables to check that trainees understand the instructions. Distribute prizes to winning teams after the game, or play non-competitively and reward everyone with candy or other prizes.

Hold discussion about tailoring the Emergency Preparedness section to PRIDE.

2:15 Break

2:30 Your Rights and Responsibilities on the Job

Show **PowerPoint Slide 38** (or just discuss the topic without showing the PPT slide) and tell the class about laws that apply to them: "Cal/OSHA (California's Occupational Safety and Health Administration) sets basic workplace health and safety laws. Cal/OSHA laws say that every employer must give workers what they need to be safe. These include:

- A safe and healthful workplace
- Training on how to handle chemicals and deal with other health and safety hazards on the job (in most cases).
- Safety equipment that workers need to do the job (in most cases).

By law, employers can't fire or punish employees for reporting a safety problem. Federal and state labor laws set a minimum age for certain kinds of dangerous work. They also protect

teens from working too long, too late or too early. The US Department of Labor and our state labor department set and enforce these laws as well as minimum wage laws."

Tell the class that everyone should work together to stop workplace injuries.

"Employers must give workers the safety training that the law requires. This training we are doing today is part of meeting this requirement. Workers should also get enough supervision on the job. Supervisors need to make sure that employees follow all safety rules and regulations.

Here are some responsibilities workers have at work:

- Know and follow all safety and health rules.
- Follow safe work practices, as directed by the employer or supervisor.
- Report all injuries. Get first aid right away.
- Use gear and equipment that protect you. For example, wear earplugs when you work in loud places.
- Use the right tool for the job. Use it correctly and safely.
- Tell someone if you see broken equipment or machines.
- Get help lifting heavy loads. Bend at the knees when lifting.
- Take the initiative. Make suggestions that improve safety on the job."

Tell the class:

"Trust your instincts at work. Never do something that feels unsafe or uncomfortable. Check with a supervisor, another employee, or safety officer before doing a task that is new to you.

Get your questions answered if you are confused or unsure about how to work safely. Ask questions such as these:

- What job safety training will I get?
- What hazards should I expect?
- What should I do if there is an emergency in this worksite?
- Will I need to wear safety gear? If so, how do I use it?
- Who can I talk to about my health and safety concerns?
- What should I do if I'm hurt on the job?

Talk to your supervisor if you see problems or dangers at work.

Remember, the law protects you from being punished for reporting safety concerns or discrimination. By stepping forward and saying something, you help make your workplace safer for you and your co-workers."

LABOR LAW BINGO GAME

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Tell the class they will now play a special kind of BINGO game.

Explain: “We are now going to play a BINGO game. Each of you will work with a partner on this activity.”

Divide the class into teams of two. Give each pair one **BINGO board** from **Handout G** and a set of game pieces (for example, little objects or a pad of mini Post-It notes.)

Explain: “You will use the game pieces to cover the squares with the correct answers on your board as answers are called out.”

Explain the game: “Note that the questions relate to job safety and labor laws. After each question, you should call out possible answers. I will give the correct answer if the class doesn’t come up with it.

If your team has a correct answer on your board, you should cover it with one of your game pieces. Note that some questions have several correct answers. You will only have one of these correct answers on your board.

The first team to have a row of correct answers wins. The row may be horizontal, vertical, or diagonal. Everyone may count the center square on your board, which is a ‘free space.’”

Labor Law BINGO Questions and Answers

Begin the first round. Read the BINGO questions below.

1. **What is the minimum wage in our state?**

   Our state’s minimum wage is $10 per hour (have trainees fill in BINGO boards with the minimum wage information for California).

2. **If you use a machine that has moving parts or a blade, what should be on the machine to protect you from getting hurt?**

   Answer: A machine guard.

3. **What is the name of the information sheet that explains how a particular chemical product might harm you?**

   Answer: SDS (Safety Data Sheet)

4. **What does the word “hazard” mean?**

Answer (found on the boards): Something that can hurt you or make you sick.

5. **What is the name of the state agency to call about the hours you are allowed to work or the type of work you can do?**

Our state labor department. (The Department of Industrial Relations.)

6. **What is the name of the agency that handles complaints about workplace safety?**

OSHA (the Occupational Safety and Health Administration). (In California – Cal/OSHA.)

7. **What is the name of the agency that handles complaints about race discrimination or sexual harassment?**

EEOC (the Equal Employment Opportunity Commission).

8. **By law, your employer cannot punish you for doing what?**

Answer: Reporting a hazard or a safety concern.

9. **What must your employer give you before you use a chemical product at work?**

Answers (found on the boards) include training, required safety clothing or equipment.

10. **What does Workers' Compensation pay for?**

Medical treatment and lost wages (one answer), if you are hurt or get sick from work.

11. **By law, who is responsible for providing a safe and healthy workplace?**

The employer.

12. **Name one common hazard of working outdoors in the summer.**

Answer: Heat.

13. **True or false, the law says your employer must give you a safe and healthy place to work?**

Answer: True.

Tell the class to make these points to their employees when they teach the class:

"Federal and state health and safety laws protect workers from job hazards. Health and safety laws are enforced by OSHA. Employers have a responsibility to keep their workers safe.

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Workers are also responsible for protecting themselves and others from injury and illness on the job. After you are trained about safety rules at work, you must follow these rules. If you have questions about them, speak up, and ask questions."

Discussion about any tailoring to PRIDE of the section on worker rights and responsibilities

3:30 Trainer Challenges Discussion

Explain to the class:

Now, we will talk about some of the challenges that you may face as trainers and come up with strategies for addressing these challenges.

Divide everyone into pairs. Ask everyone to reflect back on this training and think about challenges they think they may face as a trainer. After 10-15 minutes, ask the pairs to report back to the large group. Write their challenges on a flipchart and leave room on the right hand side of the page to list solutions or strategies for each Challenge.

Explain that we will now quickly brainstorm potential strategies to deal with these Challenges. Ask the group to look at the flip chart and ask for suggestions. Record answers on a flipchart.

4:30 Wrap Up, Evaluation, End of Workshop

Slide #39 – For more information