Staying Safe at Work

Teaching Workers with Disabilities About Health & Safety on the Job

Instructor's Manual

Labor Occupational Health Program, UC Berkeley
and
National Institute for Occupational Safety and Health

2009

Acknowledgments

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This project was funded by a grant from the National Institute for Occupational Safety and Health, Centers for Disease Control and Prevention.

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Introduction

Why Teach Workers with Developmental Disabilities About Health and Safety On the Job

Despite successful efforts since the passage of the Occupational Safety and Health Act in 1970 to reduce the rates of work-related injuries, illnesses, and fatalities among American workers, the numbers are still too high. In 2007, there were 5,840 workplace fatalities, approximately 50,000 occupational illnesses, and 4.1 million lost work time injuries. This translates into a rate of 4.2 injured workers for every 100 full-time employees. These statistics are believed to be under reported by as much as 69%[1].

The rate of injury among employees in sheltered employment is 62% higher than that of private industry in general (6.7 injured workers/100 vs. 4.2). While there are many factors that contribute to workplace injuries, illnesses, and fatalities, the primary reason workers get injured on the job is that there are health and safety hazards in their workplaces. The jobs being performed in sheltered workshops and by workers with developmental disabilities in general are particularly hazardous. Common work activities include light manufacturing, recycling, assembly, janitorial work, work in industrial laundries, landscaping services, and warehouse work. Almost all of these activities have higher than average rates of injury.

Occupational safety and health training is an essential element of a workplace injury and illness prevention program. Employees need information about the hazards they work with and how to protect themselves. While the provision of health and safety training to workers in general is limited, it is even more absent for workers with developmental disabilities. A needs assessment conducted by the Labor Occupational Health Program at the University of California, Berkeley in 2006, found almost no examples of comprehensive health and safety training being provided to this population of workers. When it does occur, it is typically a supervisor or job coach instructing what to do or not do with regard to a particular activity. While this kind of instruction is important, it does not provide workers with the skills to assess new environments and to problem solve when the situation or task changes, or when something unexpected happens. Workers need the opportunity to learn and practice these skills in a safe environment where they can learn from the instructor as well as each other.

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[1] J. Paul Leigh, James P. Marcin, & Ted R. Miller, *An Estimate of the U.S. Goverment's Undercount of Nonfatal Occupational Injuries*, 46 J. Occupational & Envtl. Med. 10, (2004).

One of the reasons that occupational health and safety training for workers with developmental disabilities has been lacking is because support agencies and employers have not had a curriculum available to help them teach these important skills. The *Staying Safe at Work* curriculum seeks to help bridge this gap.

About the Curriculum

Staying Safe at Work is a 4-hour training program designed to teach basic occupational safety and health knowledge and skills to workers and prospective workers with disabilities. The curriculum was prepared by the Labor Occupational Health Program (LOHP) at the University of California, Berkeley under a grant from the National Institute for Occupational Safety and Health (NIOSH). LOHP, a community outreach program of UC Berkeley's School of Public Health, has developed and presented participatory training programs on various workplace health and safety issues for over 30 years.

An earlier version of this curriculum was developed in partnership with Walgreens Company to support their commitment to hire individuals with sensory, physical, psychological, and cognitive disabilities into their Distribution Centers. Walgreens partners with local disability agencies to recruit, hire, and provide job coaching support to workers with disabilities. New recruits learn how to do warehouse jobs at specialized Training Centers with Walgreens' equipment. After successfully completing this program, trainees are integrated into the actual Distribution Centers alongside co-workers without disabilities, earning the same pay and benefits. Walgreens uses the *Staying Safe at Work* curriculum to teach their trainees about occupational safety and health while they are at the Training Center.

This version of the curriculum is intended for use by supported employment agencies, community vocational rehabilitation services, high school-based transition programs, and other organizations and companies that place or hire individuals with disabilities in jobs. The curriculum can help teach their consumers/employees basic job safety and health skills. It uses highly interactive and fun learning activities to teach the following skills:

- How to recognize workplace health and safety hazards
- How to protect themselves work-related injuries and illnesses
- How to stay safe in an emergency at work
- How to speak up when a problem arises.

A few of the activities from this curriculum were adapted from another curriculum, *Youth @ Work: Talking Safety*, which was developed for NIOSH by the Labor Occupational Health Program at UC Berkeley and the Education Development Center, Inc. in Newton, Massachusetts, and is available through *www.lohp.org* or *www.cdc.gov / niosh / talkingsafety.*

How the Curriculum Is Organized

The curriculum contains complete instructions and the materials necessary to teach the *Staying Safe at Work* course. The curriculum is four hours long and includes four lessons. The section for each lesson begins with the "Learning Objectives" of the lesson and a "Lesson at a Glance" chart. The chart has a brief summary of the various activities that make up the lesson as well as the time and materials needed for each activity.

For each lesson, there is also a "Preparing to Teach" section, listing steps to take prior to teaching this part of the course. This shows all the equipment and materials to obtain and photocopying that should be done. A complete set of "Instructor's Notes" for each lesson follows, with specific instructions on how to lead each activity. A CD with Microsoft PowerPoint® slides accompanies the curriculum. The Instructor's Notes tell you when to show each slide and when to distribute each Handout that you have photocopied.

The lessons should be presented in the order they appear. Each lesson builds on material covered in previous lessons. The course can be presented in part of one day, or over several days. The lessons cover the following topics:

Lesson One. Looking for Job Hazards

Trainees participate in an initial discussion about workplace health and safety hazards, and then look at pictures of typical workplaces and practice identifying hazards. Then the class learns more about several key health and safety issues including machinery, vehicles, electrical hazards, exposure to blood, noise, chemicals, stress, and ergonomic hazards. Common job tasks are demonstrated while trainees look for examples of ergonomic risk factors, placing "ouch" dots or stickers on the instructor's body where these risk factors may cause pain. (1 hour and 30 minutes)

Lesson Two. Making the Job Safer

The class looks at a series of illustrations and discusses how to reduce or eliminate the hazards shown. The lesson also features a "PPE Grab Bag" activity. Trainees take turns pulling various types of personal protective equipment (PPE), such as gloves, goggles, and hard hats, out of a bag and discuss how these items protect workers. (45 minutes)

Lesson Three. Staying Safe in an Emergency at Work

Trainees brainstorm examples of emergencies that could occur in the workplace. Then they play a board game in small groups where they learn what to do in various emergencies. (45 minutes)

Lesson Four. Speaking Up When There Is a Problem

The class discusses possible workplace problems and learns steps to take in solving problems. They then listen to a skit and work in small groups to discuss the health and safety rights and responsibilities that employees have on the job. Next, people take turns acting out possible responses they might have to health and safety issues at work. (1 hour)

For some of the lessons, optional extra activities are provided that can be added if desired. Trainees receive a Certificate of Completion at the end of the course.

Teaching Approach and Methods

This curriculum is designed to teach important occupational safety and health skills to those who may have learning challenges, including difficulty reading and/or understanding abstract concepts. Consequently, the teaching activities use pictures instead of words to trigger discussion; break down concepts into small, concrete pieces that build on earlier material; and provide the opportunity to learn and practice new skills through hands-on activities. A variety of workplaces and different job hazards are presented so that trainees have the opportunity to practice recognizing and solving potential problems. An essential goal of this course is that trainees be able to enter any workplace and be able to identify what might harm them and know how to protect themselves.

The teaching methods used throughout this curriculum are designed to maximize class participation. A variety of participatory learning methods are used (described below). The goal of all these activities is to encourage trainees to participate in the class as well as to acquire and practice new skills.

Teaching methods include:

Class Discussion

Class discussion, using questions and answers, is frequently used in this curriculum. The instructor asks a question, and the class participates by trying to answer it. The instructor guides the discussion without actually supplying the answer. The instructor may also add background information and further explanation after the question has been answered.

Here are some tips for leading a successful discussion:

- The questions in this manual are intended as suggestions. Reword a question if it is not clear or if you are getting a poor response.
- Feel free to use extra, or different, questions. The more relevant you can make the topic, the more the class will learn.
- When someone in the class asks a question or makes a comment, first repeat it aloud to make sure everyone can hear it. Invite the other participants to join the discussion, reinforcing the idea that all in the group are learning from one another.
- Include everyone in the discussion. Address every question to the whole class. Give them a chance to think and respond. Wait a short time for someone to answer. If no one answers, you might eventually want to call on someone in order to keep the discussion going. If only one or two people respond, actively invite others to share their ideas.
- Use a chalkboard or flipchart often—even when the manual doesn't specifically tell you to. Make lists. Draw pictures and diagrams. Use large print. Make sure you read aloud any text you write on the board or show on a PowerPoint slide, to assist those with limited literacy.
- Explain any special terms, jargon, or abbreviations that come up during the training.
- Don't read the answers from this manual word-for-word. Use the answers provided to fill in important points that may have been missed in the discussion. Answers you should paraphrase appear indented and in large quotes (❝ ❞).
- In explaining answers, add extra information of your own if you want. Make the discussion relevant by drawing on examples from participants' own experience.

Brainstorming

"Brainstorming" is a technique used in some of the lessons. The class is asked to generate as many ideas as possible on a specific topic. The instructor records all the ideas on the board for everyone to see and discuss. No idea is "wrong" or "stupid." All ideas should be encouraged.

Small Group Activities

Trainees may be asked to work in pairs or small groups on a task, game, or other activity. To conduct any kind of small group exercise, follow the instructions given for the lesson you are presenting.

When you break the class into small groups, do so in fun and creative ways. For example, pass out several different kinds of candy at random and have participants join a "candy group" depending on the kind they have been given. You can also do this using playing cards, birthday months, etc. In most cases, small groups should have no more than five people. Depending on the abilities of the group, possibly assign a job coach or co-instructor to help the group with any reading and writing, and/or to facilitate the small group discussion.

While the small groups are meeting, walk around and listen to make sure each group understands their assignment and is staying on task. Give each group a two-minute warning as the time limit mentioned in the Instructor's Notes approaches.

Presentation by the Instructor

At certain points in the curriculum, material is presented in the form of a "mini lecture." Although the Instructor's Notes give a complete explanation of what to say, try to avoid simply reading the text to the class. Put the material in your own words if possible. Don't try to cover too much at one time. Try to break up your presentation by asking questions and drawing on participants' experiences. Keep your language clear and don't use jargon or abbreviations. Material you should paraphrase appears indented and in large quotes (❝ ❞).

Preparing to Teach

Before you present each lesson:

- Read the entire lesson in advance, including the "Learning Objectives," "Lesson at a Glance," "Preparing to Teach," and "Instructor's Notes" sections. Also review the PowerPoint slides and any Handouts. If you have questions about the subject matter or teaching methods, contact the Labor Occupational Health Program (LOHP) at (510) 642-2477.

- Obtain necessary equipment. Some lessons require special supplies and demonstration equipment, as indicated. You will always need a chalkboard or flipchart paper to write on, as well as chalk or markers. You will also need a computer and an LCD projector to show the PowerPoint slides. Please contact LOHP if you prefer to use an overhead projector instead and would like to obtain overhead transparencies.

- Prepare any necessary teaching materials (photocopy the Handouts, etc.). Make color copies of the Handouts if possible. Each lesson lists the materials you will need.

Evaluating the Training

Evaluation is an important part of the training process. It ensures that participants' needs are being met by the training, and allows the instructor to make appropriate adjustments.

The evaluation can measure:

- The degree of change in knowledge, attitudes, or skills that was intended, as stated in the objectives of each lesson, and the degree of change that actually occurred.

- The effectiveness of each teaching method used — group discussion, small group activities, etc. – as well as the appropriateness and relevance of the course content, and whether it was at a suitable level.

- The usefulness of the various teaching aids used — Handouts, PowerPoint slides, etc.

- The effectiveness of the instructor(s) in delivering the material.

Lesson One

Looking for Job Hazards

Learning Objectives

By the end of this lesson, trainees will be able to:

1. Define the word "hazard" and identify typical health and safety hazards—both obvious and hidden—in a variety of workplaces.

2. Identify the individuals at their workplace who should be informed when a workplace hazard is found (supervisor, job coach, other responsible person).

3. Describe the health effects typically caused by key workplace hazards, and acknowledge the importance of telling a supervisor or job coach if they experience symptoms.

4. Identify risk factors for ergonomic injuries.

Lesson One at a Glance

Activity	Time	Resources
A. Introduction to the Training Program Trainees discuss jobs they have had and whether they have ever been injured at work.	15 minutes	■ Flipchart paper, easel, and markers ■ PowerPoint Slide #1
B. Find the Hazards in the Pictures Trainees work to identify hazards in the pictures of six workplaces. This activity may be done as a large group discussion or in pairs with the handout. In addition, they learn more about certain specific hazards including machinery, vehicles, noise, chemicals, and stress.	45 minutes	■ Handout A (if done as a pairs activity) ■ Pens or markers ■ PowerPoint Slides #2–12
C. Ergonomics—Where Does It Hurt? Trainees identify risk factors for ergonomic injuries while a job coach/co-instructor demonstrates two or three different job tasks.	25 minutes	■ Dots or "Ouch" stickers ■ Setup for model jobs ■ PowerPoint Slide #13 ■ Co-instructor or job coach
D. Sum Up Instructor reviews key points from Lesson One.	5 minutes	

Total time: One hour and 30 minutes

(There is also a 45-minute Optional Extra Activity. See page 26.)

Preparing to Teach This Lesson

Before you present Lesson One:

1. Make colored copies of Handout A, "Find the Hazards," one set for each trainee. Or you may do Activity B as a large group discussion and just show the PowerPoint slides.

2. Obtain colored dots or "Ouch" stickers for the Ergonomics activity. These may be sheets of adhesive dots, or a set of labels or Post-It notes that you have labeled "ouch." Make sure you have found a co-instructor or job coach to help you with this activity.

3. Set up the computer, CD with PowerPoint slides, an LCD projector and screen. If you prefer to use overhead transparencies, please contact LOHP at UC Berkeley, (510) 642-2477, to obtain them.

4. Make sure you have flipchart paper, easel, and markers.

5. If you decide to conduct the Optional Extra Activity, make sure you arrange for access to a workplace. Also photocopy Handout B, "Hunting for Hazards — Worksheet," one for each team of trainees, and obtain prizes, such as candy. See description of activity on page 26.

Detailed Instructor's Notes

A. Introduction to the Training Program

(15 minutes)

1. Welcome trainees to the *Staying Safe at Work* course and describe the course to the class. Show PowerPoint Slide #1 (title slide) and explain:

   "This is a class about staying safe at work. Sometimes work is dangerous and people can get hurt on the job. In this class you will learn:

   - Ways people can get hurt on the job.
   - Whom to tell if you see something at work that could hurt you or make you sick.
   - How to protect yourself on the job.
   - What to do in an emergency.

- Steps to take if there is a safety problem at work.

This training program was developed because we want to make sure you start your jobs with basic information about how to stay safe at work.❞

2. Unless trainees already know each other, have them introduce themselves to the class.

3. As a warm-up discussion, ask the class the following questions:

- How many of you have ever had a job before? What jobs did you have, and what did you do in these jobs?
- Have you ever been hurt at work, or do you know someone who has been? What happened?

Let the class briefly discuss their answers. The questions are designed to get trainees thinking about safety issues in their own job experience.

4. Set ground rules. Explain:

❝In this class we will be doing lots of activities to learn about staying safe at work. It is a good idea to set ground rules before starting a class like this. What rules would you like to have that everyone should follow?❞

To get the class thinking about appropriate ground rules, start with a rule of your own:

❝One rule I would like to have is that no one will need to read if they have trouble reading. Although there is not much reading in this class, there is a little bit. If you need help with reading, let us know and we will help you. What other rules would you suggest?❞

Title a flipchart page "Ground Rules" and record the rule, "If you need help reading, ask for help." Let the class call out ideas about ground rules and record these suggestions as well. Your list of ground rules may look like this:

- If you need help reading, ask for help.
- Everyone should participate to the best of their ability.
- Any question you want to ask is OK.
- All new words will be explained.
- Everybody should be treated with respect.

- Only one person should speak at a time.
- Everyone should come back from breaks on time.

5. Provide information on the length of the class, when you will meet, for how long, when breaks will be taken, and any housekeeping details such as location of restrooms and exits, etc.

B. Find the Hazards in the Pictures

(45 minutes)

1. Introduce the idea of health and safety hazards on the job.

   "As I said earlier, this is a class about how to stay safe at work. We are concerned about this because a lot of people get hurt at work.

   There are many reasons why people get hurt at work but the main reason is because there are **hazards** at work."

   Ask the class: Who can tell me what the word "hazard" means?

   Wait for responses and then write the following definition on a flipchart page:

   "A hazard is something that is dangerous — something that can hurt you, make you sick, or harm your mental health.

   Let's see how much you already know about finding health and safety hazards in a workplace."

2. Introduce the picture activity. Explain:

   "Next, we will look at pictures of six different workplaces and try to find different kinds of hazards."

3. Show and discuss PowerPoint Slides #2–7, one at a time. Alternatively, you can make color copies of Handout A, "Find the Hazards" and have trainees work individually or in pairs to find the hazards in the illustrations. In this case, each trainee/pair should receive one set (all six pages) to work on as well as a pen or colored marker. Explain to the class:

   "Let's try to find as many hazards as we can in each of the six workplaces I will show you. Look for both obvious and hidden hazards in the pictures. Call out the hazards you see as we look at each picture."

Below is a list of possible hazards in the workplaces shown. If the class misses any hazards, point them out.

Fast Food Restaurant (PowerPoint Slide #2)

- Hot grill
- Fire
- Cooking grease
- Cleaning chemicals
- Steam
- Hot oven
- Knives
- Slippery floor
- Stress
- Violence
- Heavy lifting
- Pressure to work fast

Grocery Store (PowerPoint Slide #3)

- Heavy lifting
- Meat slicer
- Cleaning chemicals
- Standing a lot
- Box cutter
- Stooping
- Bending
- Repeating movements
- Stress
- Violence
- Reaching

Janitorial Work (PowerPoint Slide #4)

- Chemicals
- Unlabeled containers
- Repeating movements
- Biological hazards
- Bending, stooping
- Slippery floors
- Electrical Hazards
- Working at night/violence
- Unsafe ladder
- Pressure to work fast
- Machinery, vibration

Grounds Maintenance (PowerPoint Slide #5)

- Sharp tools
- Vibration
- Hot sun, heat
- Chemicals (pesticides)
- Stooping, bending
- Heavy lifting
- Repeating movements
- Vehicles nearby
- Lawn mowers and weed wackers

Industrial Laundry (PowerPoint Slide #6)

- Heavy lifting
- Machines (washers)
- Hot environment
- Chemicals
- Repeating movements
- Confined spaces (inside washers and dryers)
- Hot pressing machines
- Reaching, bending, stooping

Warehouse (PowerPoint Slide #7)

- Bending over
- Case cutter
- Reaching
- Stress
- Moving equipment
- Lifting box
- Pushing cart
- Crowded space
- Baggy clothes
- Machinery near workers
- Forklift
- Twisting
- Falling box
- Fast pace
- Slippery floor from spill

4. Summarize this activity. Explain to the class:

> "So, the first step in protecting yourself from getting hurt at work is to notice every day things that are sharp that could cut you, that are hot that could burn you, that have moving parts that could cut or pinch you. Also, look for hazards that aren't so obvious, like doing the same movement over and over, reaching overhead, or chemical fumes."

Explain that next we will talk in more detail about a few of the specific hazards you found in the pictures, focusing on the warehouse.

5. Continue to show PowerPoint Slide #7 and lead the following discussion about several key hazards: **machinery, electrical hazards, vehicles, tools, and contact with blood**.

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?

> "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 load or operate balers for cardboard or plastic. Only the people trained to do that job 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."

Ask the class: 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."

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."

6. Show PowerPoint Slide #8 and briefly explain **noise hazards**. 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 worked in a noisy workplace? What kind of workplace? Did the noise cause you any problems?

Let people respond.

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."

7. Briefly explain **chemical hazards**. Ask the class:

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

Let the class respond and then show PowerPoint Slide #9. 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 #10. 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 #11. 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
> - Look at the Material Safety Data Sheet (MSDS) for the product."

Explain what an MSDS is:

> "Companies that make chemical products must write up information sheets, called MSDSs (Material Safety Data Sheets). They send the information sheets to the companies and others that use their products. MSDSs 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."

Ask the class: Have any of you ever heard of OSHA?

> "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 get information about the chemicals used in their workplace, and that their employer must give them a copy of the MSDS 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."

8. Show PowerPoint Slide #12 and introduce the idea of **stress** in the workplace. Lead the following discussion with the class.

Ask the class: What do you think the woman in this picture is feeling? And why might she be feeling this way?

> "She seems upset, perhaps because she has too much work to do."

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*. "

Ask the class: What does your body feel like when you are feeling stress?

> "Your heart beats fast, your hands feel sweaty, you may get headaches, your chest feels tight, or your stomach may be upset."

Explain to the class:

> "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.❞

Ask the class: Have any of you felt stress or been anxious at work? What happened?

Let people respond.

Ask the class: Can anyone think of things that might happen at work to cause you stress?

Let people respond, and then tell the class:

❝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.

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.❞

9. Summarize this activity. Explain to the class:

❝We have just finished looking at the hazards in different workplaces. We hope you will be able to go into any workplace and recognize what could hurt you, make you sick, or harm your mental health. Knowing about hazards is the first step toward staying safe on the job.

Remember, this is just an introduction to hazards. Your employer should give you information about the actual hazards in your own workplace.*❞

* If you are the employer conducting this training, be sure to include information about any specific hazards in your workplace not adequately covered in the above discussion or in the next one regarding ergonomics.

C. Ergonomics—Where Does It Hurt?

(25 minutes)

1. Show PowerPoint Slide #13. 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."

These movements can hurt your body if you do them over and over for long periods of time without a break to rest and stretch. They can cause pain, cramping, swelling, stiffness, weakness, numbness, and tingling.

Sometimes you don't feel pain right away, but rather later in the day or even at night. For example, people with carpal tunnel syndrome — a pinched nerve in the wrist that affects the thumb and some fingers — sometimes wake up in the middle of the night with symptoms.

Symptoms of ergonomic injuries can be mild, or can become so bad that it is hard to do everyday tasks, both at home and at work."

Ask the class: Have any of you ever felt aches or pain after doing a task at work? If so, what were you doing?

Let the class respond. Then, if trainees have offered stories, explain that these may be examples of how certain movements can cause aches and pains. Then tell the class:

"If you start to feel any kind of pain in your body when doing a work task, stop and stretch as soon as it is possible and safe to do this. Tell your supervisor or job coach if the pain doesn't go away. You may be doing the job the wrong way, and you could get hurt. There may be a better way to do the job so that you don't put strain on your body."

2. Set up the next activity to identify ergonomic risk factors.

[**Note:** Before beginning this activity, ask a co-instructor or job coach to help you demonstrate how various typical jobs are done, using exaggerated movements and intentionally awkward postures. For example you may demonstrate a job that involves cleaning, or assembly or disassembly of parts, or lifting heavy objects. As you do these jobs, demonstrate lifting unsafely, bending over, reaching, twisting your body instead of moving your feet, etc. The purpose is to make it clear what unsafe positions and movements look like. Provide props as necessary (boxes, chairs, tools, etc.). Tell the co-instructor or job coach *not* to say where he/she might feel pain.]

3. Pass out several dots or "Ouch" stickers to each participant and explain the "Ouch" activity:

"We are now going to watch someone do some of the jobs you may do when you start work. As you watch the instructor/job coach do the job, look for body movements and positions that might cause pain or

discomfort. Then we will look at some ways to do these same jobs so you probably won't get hurt.

As you watch the job being done, come up and place an "Ouch" sticker on the instructor/job coach's body where you think there may be pain, especially if the job is done this way over and over."

4. Have the job coach act out the tasks and continue to demonstrate each task until the class is finished placing stickers. (If you want, you can place the stickers yourself as the class calls out instructions.)

Next, ask people to explain why they placed stickers on these parts of the instructor/job coach's body — what movements or positions did they see that might cause pain?

Record people's answers on a flipchart page labeled **Ergonomic Risk Factors.** Depending on the task, examples of possibly harmful movements or positions may include:

- Bending or twisting your back or neck
- Reaching overhead
- Lifting something heavy in an unsafe way
- Pulling or pushing
- Repeating hand or finger movements over and over
- Staying in one position too long.

5. Bring the class back together and continue to show the flipchart list of ergonomic risk factors that you just made. Show PowerPoint Slide #13 again and explain to the class:

"You found examples of *ergonomic risk factors*. This is a term that experts use to mean harmful movements, positions, activities, or workplace conditions that may cause pain or injury. Remember, these movements or positions can harm your body and cause pain, either right away or after a period of time.

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.

- **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 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."

6. Summarize this activity. 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."

D. Sum Up

(5 minutes)

1. Tell the class that this is the end of the first lesson. Review what the class has learned:

   "We've looked at a few workplaces and found some possible hazards. It is important to be able to identify hazards so you'll know what could hurt you, make you sick, or harm your mental health. Then you can take steps to protect yourself from the hazards and stay safe at work.

   Remember that some hazards are obvious and easy to see. You *know* they can be dangerous. Some of these are *safety hazards*, like sharp objects or slippery floors.

   Other hazards are hidden. They may harm you or make you sick without your even knowing it. Examples of hidden hazards are:

   - Some chemicals
   - Stress
   - Ergonomic hazards such as lifting and awkward movements
   - Working in extreme heat or cold
   - Being exposed to viruses in someone else's blood
   - Noise.

   Also remember that some hazards (like hot stoves) can hurt you right away, but other hazards (like noise) may take a long time to cause health problems."

2. Ask the class what they would do if they noticed health problems they thought might be related to their job. Remind them it is important to tell a supervisor, job coach, or manager right away if they feel symptoms. Speaking up right away will help job coaches and supervisors decide what to do to make the job better.

   Emphasize that workers can't be punished for speaking up about health and safety problems at work.

3. Explain that, in the next lesson, we will talk more about how to reduce or eliminate job hazards so people don't get hurt or sick.

Optional Extra Activity

A. Hunting for Hazards

(45 minutes)

[**Note:** Before beginning this activity, contact the appropriate staff at a local workplace to arrange to take trainees for a walk-through inspection. Alternatively, you can use your own office, shop, or other work area to look for hazards.]

1. Introduce the activity.

   "We are now going to practice finding hazards in an actual workplace (or, in this training room). You will work in a team. Your team will walk around the workplace (training room), hunting for hazards.

   Each team will walk around with an instructor or job coach who will write down all the hazards your team finds. For each hazard you find, also say how the hazard might harm someone working there.

   You will have 20 minutes to find as many different hazards as you can. Each team that finds at least five hazards will win a prize."

2. Divide the class into teams. Assign an instructor or job coach to each team. Ideally each team will have 3–5 trainees, but teams may be larger if you do not have enough job coaches. Give a copy of Handout B to each instructor or job coach.

3. Allow about 20 minutes for teams to walk through the workplace, or sections of it. When they have finished, bring the class back together to report on the hazards they found and how these hazards might harm them.

   When teams report, they may ask their instructor/job coach to help them by reading his or her written notes. After all teams have reported, award prizes, such as candy, pens, or pencils, to each team that found at least five hazards.

Lesson Two

Making the Job Safer

Learning Objectives

By the end of this lesson, trainees will be able to:

1. Describe several ways to reduce or eliminate specific workplace hazards.
2. Explain which methods are most effective in controlling hazards.
3. Describe steps they should take to protect themselves from common workplace hazards, and acknowledge the importance of following safe work practices.
4. List types of personal protective equipment (PPE) that can be used to protect the hands, face, head, eyes, ears, and feet, and describe which hazards each type of PPE protects against.

Lesson Two at a Glance

Activity	Time	Resources
A. Problem Solving to Make Jobs Safer The class looks at a series of illustrations, and discusses ways to reduce or eliminate the hazards shown. Included is a discussion of safe lifting techniques.	20 minutes	■ Flipchart paper, easel, and markers ■ PowerPoint Slides #14–18
B. PPE Grab Bag Trainees take turns pulling out an item from a "grab bag" of personal protective equipment (PPE). Each person is asked to explain the purpose of his or her item.	20 minutes	■ Different types of personal protective equipment, put into a large bag
C. Sum Up Instructor reviews key points from Lesson Two.	5 minutes	

Total time: 45 minutes

Preparing to Teach This Lesson

Before you present Lesson Two:

1. Have several boxes available for trainees to use to practice safe lifting techniques.

2. Prepare a large bag full of personal protective equipment, such as a hard hat, different kinds of goggles, gloves, ear plugs, ear muffs, respirators, safety shoes, etc. for the PPE Grab Bag activity. Make sure you have at least as many items as you have trainees in the class. Feel free to tailor this activity if you are conducting this training for a specific kind of workplace or type of work.

3. Set up the computer, CD with PowerPoint slides, an LCD projector and screen. If you prefer to use overhead transparencies, please contact LOHP at UC Berkeley, (510) 642-2477, to obtain them.

4. Make sure you have flipchart paper, easel, and markers.

Detailed Instructor's Notes

A. Problem Solving to Make Jobs Safer

(20 minutes)

1. Introduce the topic for this lesson.

   "In this lesson we are going to talk in more depth about ways to reduce or get rid of hazards so workers stay safe."

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

3. Show PowerPoint Slide #14.

   Ask the class: 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 not 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.

Explain to the class:

> "There are often many ways to reduce a hazard or get rid of it. Just because there is something at work that might harm you in some way, this doesn't mean we can't do something about it.
>
> Some ways of fixing a workplace health and safety problem work better than others. Which of the solutions on our list do you think are most likely to prevent someone from slipping again?"

Let the class respond and then summarize by saying:

> "The best way to protect workers from workplace hazards is to get rid of the hazard altogether. So, for example, if we figured out what was causing the slippery floor and fixed that problem, we would get rid of the hazard of slippery floors.
>
> Or, if you have special non-slip floors or mats, these make it hard to slip even if there is something spilled on them. That can get rid of the hazard too.

If there is no way to get rid of the hazard completely, then your employer should make sure workers don't get near it. For example, use caution tape or cones to keep people away. It is also important that employees receive training so they know what to do when they see a workplace hazard.

Sometimes you need to wear special clothing or equipment to protect you from a hazard. We call this **personal protective equipment** or **PPE**. For example, you may be asked to wear gloves, non-slip shoes, a mask, goggles, or ear plugs. If you are asked to wear any of these things, be sure you do so. It is important to follow this and other safety rules.

If you wear any of this PPE but you find that it doesn't fit you right or is really uncomfortable, tell your supervisor or job coach. Often there is another kind that may fit better. We'll talk more about PPE in a few minutes.

OSHA says that employers have to keep the workplace safe and to give you the right training and equipment. You can help your employer by telling your supervisor when you see a hazard or have an idea about how to fix a problem."

4. Explain that the class will now try to come up with ways to make jobs as safe as possible. As you show PowerPoint Slides #15–18, help the class find solutions for the workplace hazards shown. Explain:

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

Show PowerPoint Slide #15 and lead a discussion on what to do about the hazard of lifting heavy boxes.

Ask 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?

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

Ask the class: What ideas do you have for solving this problem?

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 #16 and discuss safe lifting techniques.

> "The best way to prevent back injuries from lifting is to not lift too much weight. But if you have to lift something heavy, make sure you follow these steps (demonstrate):
>
> - Stoop down to get hold of the box. Don't bend over.
> - Keep your back straight while you lift with your legs.
> - Keep the box close to your body.
> - Move your feet rather than twisting your body when you move the box from one place to another."

Have each trainee practice these safe lifting techniques. Give each trainee a box and ask them to demonstrate how they would pick it up from the floor and place it on a table across the room. Make suggestions for improving their technique if necessary.

Next, show PowerPoint Slide #17, and lead a discussion reminding the class how to solve ergonomic problems (introduced in Lesson One).

Ask the class: This is Mary, whose job is to pick items from bins to fill orders. What hazards do you see in this picture?

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

Ask the class: What ideas do you have for solving these problems?

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 #18, 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 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?

> "Leave the area and 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, 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 MSDS."

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."

B. PPE Grab Bag

(20 minutes)

1. Introduce the idea of using personal protective equipment (PPE) as another way to protect workers.

> "As we have discussed, you may be asked to wear special equipment that can help protect you from health and safety hazards at work."

Ask the class: What are some examples of personal protective equipment (PPE) you may need to wear at work?

> "Gloves, goggles, hard hat, respirator (mask), ear plugs or ear muffs, fall protection harness, safety shoes."

2. Bring out the large bag full of different kinds of typical PPE that you have prepared. Introduce the PPE Grab Bag activity.

> "There are several different examples of personal protective equipment in this bag. Each of you is going to take a turn and pull out an item. Then tell the rest of the class what part of the body this item is worn on, and what hazards this item protects you from."

Let trainees take turns picking out an item of PPE from the bag. If appropriate, ask each trainee to demonstrate how the equipment is worn and explain what it does. Provide any information below that is not mentioned by the trainee.

- **Hard hats.** Help protect workers' heads from being hit by objects or coming in contact with electricity. Different types of hard hats protect against different hazards.
- **Safety shoes.** Help protect workers' feet from falling objects, sharp objects, wet and slippery surfaces, hot surfaces, and electrical hazards.
- **Goggles, face shields, and safety glasses.** Help keep liquids, dusts, flying objects, and debris away from workers' eyes and faces.
- **Earplugs and earmuffs.** Help prevent damage to workers' hearing. Exposure to high noise levels can cause permanent hearing loss as well as stress.
- **Gloves.** Help protect workers' hands from sharp objects, chemicals, heat and cold, blisters from gripping, and vibration. Gloves must fit properly and be the right kind for the job.

- **Respirators (masks).** Help protect workers from breathing dusts, fumes, vapors, and liquid chemicals. Employers must first try to remove these breathing hazards altogether but if they can't, workers have to wear respirators. Respirators must be the right kind for the particular type of hazard and must fit correctly to work. All workers who have to wear a respirator must first get a medical evaluation and training.

3. Summarize this activity.

   "We learned before that it is always better if your employer can get rid of a hazard altogether. But sometimes it is necessary to wear PPE.

   Always wear this equipment if asked to do so by your supervisor. If a piece of equipment you have been given doesn't fit right, ask for a different one.

   Remember, it is your responsibility to follow this and other safety rules."

C. Sum Up

(5 minutes)

1. Tell the class that this is the end of the second lesson. Summarize the knowledge and skills learned in this lesson:

   - There are many different ways to solve health and safety problems at work.
   - It's best to get rid of a hazard completely, if possible.
   - If your employer can't get rid of the hazard, there are usually many other ways to protect you from it.
   - OSHA says that employers must keep the workplace safe and give you the right training and equipment.
   - You can't be punished for speaking up about health and safety problems at work.
   - It is your responsibility to follow safety rules.

2. Explain that, in the next lesson, we will learn what to do if an emergency happens at work.

Lesson Three

Staying Safe in an Emergency at Work

Learning Objectives

By the end of this lesson, trainees will be able to:

1. List at least five types of emergencies that could occur in a workplace.
2. Demonstrate an understanding of what to do in at least three different kinds of emergencies, including whom to call and where to go.

Lesson Three at a Glance

Activity	Time	Resources
A. What Is an Emergency? Trainees brainstorm examples of emergencies that could occur in a workplace.	10 minutes	■ Flipchart paper, easel, and markers
B. "Disaster Blaster" Game Trainees play a board game in small groups to review what to do in various emergencies.	30 minutes	■ Handout C ■ Dice ■ Game pieces ■ Handout D ■ Prizes ■ Co-instructors or job coaches
C. Sum Up Instructor reviews key points from Lesson Three.	5 minutes	■ PowerPoint Slides #19–20

Total time: 45 minutes

(There is also a 30-minute Optional Extra Activity. See page 49.)

Preparing to Teach This Lesson

Before you present Lesson Three:

1. For the Disaster Blaster game, copy Handout C (Game Board), one for each table of 4 trainees. Also copy Handout D (Disaster Blaster Game Cards) and cut out the cards so that each table has one deck of 24 cards. Obtain two game pieces, a die, and prizes for each table. Game pieces may be coins or small toys. Have enough job coaches or co-instructors so that each table has someone to read the questions and answers, as necessary.

2. Set up the computer, CD with PowerPoint slides, an LCD projector and screen. If you prefer to use overhead transparencies, please contact LOHP at UC Berkeley, (510) 642-2477, to obtain them.

3. Make sure you have flipchart paper, easel, and markers.

4. If you decide to conduct the Optional Extra Activity, make sure you arrange for access to a workplace.

Detailed Instructor's Notes

A. What Is an Emergency?

(10 minutes)

1. Introduce the topic of this lesson.

   "In this lesson, we are going to talk about emergencies at work."

   Ask the class: What does the word "emergency" mean?

   Let the class respond and give a definition of an emergency:

   "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."

2. 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?

Have trainees call out examples of emergency events while you write them on the flipchart. Your list may include the following:

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

Tell the class:

> "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.
>
> When you start a new job, your employer should tell you what kinds of emergencies could happen in that workplace and what you should do to make sure you are safe."

Ask the class: What would you want to know if you were in an emergency situation at work?

Possible answers might be:

- What could happen in this emergency and how should I protect myself?
- Will an alarm alert me to the emergency? What does it look or sound like?
- Who's in charge during the emergency?
- Where do I go to be safe? How do I get there?
- If someone gets hurt, what should I do?
- Which people in my workplace know first aid?
- What are my responsibilities during an emergency?
- How will I know when the emergency is over?

Tell the class:

"OSHA recommends that all employers have a written **Emergency Action Plan**. It should include information on:

- 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
- Your responsibilities during emergencies
- Practice drills.

It is especially important to practice what to do in an emergency. Your employer should have you participate in practice drills regularly.

First, let's make sure everyone knows these terms we have been using."

Ask the class: Who can tell me what the word **evacuation** means?

"The word "evacuation" has to do with getting out of a building during an emergency.

An evacuation map tells you where the exits are and what route to take to leave the building."

Ask the class: Who can tell me what an **evacuation route** is?

"It is the safe way to get out of a building."

Ask the class: What does an exit sign tell you?

"Where the door to the outside is."

Ask the class: What is a shelter?

"It is a safe place to stay in a building during some kinds of emergencies."

Ask the class: For what kind of emergencies might you need to stay in a shelter in the building?

"Severe storms, threat of violence, or toxic chemical release outdoors."

Ask the class: For what kinds of emergencies should you leave the building (evacuate)?

"Fire, explosion, or power outage."

B. "Disaster Blaster" Game

(30 minutes)

1. Introduce the game.

   "We will now play a board game called "Disaster Blaster." It will teach you what to do in different kinds of emergencies. You may already know what to do. If not, you will find out as you play the game.

   To play this game, you will be paired up with another trainee to play against two other trainees. So there will be four people at your table, and you'll have your own Game Board and supplies."

2. Divide the class into groups of four trainees and assign each group a table. Have those at each table split into two teams of two. Pass out a Game Board (Handout C), two game pieces, a die, and one deck of Game Cards (Handout D, cut into 24 cards) to each table. If necessary, assign a co-instructor or job coach to each table to help trainees read the cards and follow the game rules.

3. 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 job 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 the first team does not answer correctly, their turn is over and they remain on the square until their next turn.

You may not always know the "right" answer to a *Disaster Blaster* question, but should use your best judgment. You will learn correct answers while playing the game.

The team reaching the finish first, wins the game. They get a prize."

4. 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.

C. Sum Up

(5 minutes)

1. Show PowerPoint Slides #19 and 20. Summarize what workers should do in an emergency.

"Know the evacuation routes and where the exits are in the building. Your supervisor should go over these with you when you start your job.

Know what the alarms sound like and what to do when you hear one."

Explain to the class:

"If you have to evacuate, always go to the **nearest** exit, then to your designated meeting place to be counted. Help others who need help. If your supervisor is not at the meeting place, contact **any** supervisor. Make sure someone counts you and knows you are OK."

Ask the class: What should you do if the emergency is severe weather, like a tornado or hurricane?

"If you are in a severe weather emergency, go to the designated shelter **inside** the building and stay away from windows."

Explain to the class:

"During an emergency, you should:

- Keep out of the way of emergency vehicles and personnel.
- Follow the instructions of the supervisor or manager in charge of your evacuation location.

- Only return to the building when told to do so by a supervisor or manager.”

2. Tell the class that this is the end of the third lesson. Ask participants to say what they learned in this lesson. Then summarize by telling the class:

   “These are the important points you’ve learned:

   - OSHA recommends that every workplace have an Emergency Action Plan.
   - The plan should include this information and workers should be trained about it:
     - Who is in charge during an emergency
     - Where the shelters and evacuation routes are
     - Where the meeting places are
     - What to do when someone is injured
     - Where first aid kits are
     - Who has first aid training
     - How and when practice drills will be held.

   You are entitled to this information whenever you start a new job.”

3. Explain that in the next lesson we will discuss what to do if you have a problem at work. We will practice how to speak up about that problem in an effective and appropriate way.

Optional Extra Activity

A. Finding Our Way in an Emergency at Work

(30 minutes)

1. Introduce the activity.

   [**Note:** Before beginning this activity, contact the appropriate staff at a local workplace to arrange to take trainees on a walk-through inspection to look for exit signs, evacuation routes, etc. Alternatively, you can use your own office, shop, or other work area to do this.]

   Explain to the class:

   > "We are now going to visit a workplace to look for evacuation maps, evacuation routes, exit signs, meeting places, and shelters."

2. Tour the workplace and search as a group for maps, routes, signs, meeting places, and shelters. Take about 20 minutes to identify these things.

Lesson Four

Speaking Up When There Is a Problem

Learning Objectives

By the end of this lesson, trainees will be able to:

1. Discuss workplace health and safety problems, and other job problems, they have faced or can imagine facing.
2. Identify a variety of people to talk to when a problem arises.
3. Demonstrate a willingness to speak up when there is a problem at work.
4. Discuss their right to speak up about workplace health and safety problems without being punished.

Lesson Four at a Glance

Activity	Time	Resources
A. Safety Rights and Responsibilities Small groups read an illustrated story about a problem at work. Then the class discusses the health and safety rights and responsibilities that employees have on the job.	30 minutes	■ Handout E ■ PowerPoint Slide #21 ■ Co-instructors or job coaches
B. Speaking Up About Workplace Problems The class discusses possible workplace health and safety problems and learns steps to take to solve them. Trainees take turns acting out their responses to a series of problems in a role play.	25 minutes	■ Flipchart paper, easel, and markers ■ Handout F
C. Sum Up Instructor reviews key points from Lesson Four.	5 minutes	■ Certificate of Completion

Total time: 1 hour

Preparing to Teach This Lesson

Before you present Lesson Four:

1. Make copies of Handout E, "Jill's Difficult Day at Work," one for each trainee.

2. Make one copy of Handout F, "Workplace Health and Safety Stories — What Would You Do?" and cut apart the stories so each story is on one strip of paper. Fold up each story and put the stories in a bag. Trainees will pull a story out of the bag during Activity B.

3. Prioritize the stories in Handout F that you want the class to act out in the role plays. Choose those that relate best to your own situation. You may also create your own stories that more closely address issues faced by your trainees. Type or handwrite these new stories onto a sheet of paper for use in Activity B. Try to have at least the same number of stories as you have trainees so that each trainee gets a chance to act out a role play.

4. Make copies of the "Certificate of Completion," one for each trainee who completes the class. Fill in the name of the trainee on the line provided. Sign and date the certificates.

5. Set up the computer, CD with PowerPoint slides, an LCD projector and screen. If you prefer to use overhead transparencies, please contact LOHP at UC Berkeley, (510) 642-2477, to obtain them.

6. Make sure you have flipchart paper, easel, and markers.

Detailed Instructor's Notes

A. Safety Rights and Responsibilities

(30 minutes)

1. Introduce the next lesson and activity.

> "During this part of the training we will look at your safety rights and responsibilities on the job. You will also practice speaking up effectively when a problem comes up at work.
>
> We will start by breaking into small groups to read a story about a worker who was asked to do something she wasn't trained to do. As you

listen, think about what the problems are in the story. Then your group will talk about the story and decide what the worker should do.❞

2. Divide the class into small groups and assign a co-trainer or a job coach to each group to help with reading and to guide the discussion. Give a copy of Handout E, "Jill's Difficult Day at Work," to each trainee. Tell the groups they have about 15 minutes to read the story together and answer the questions on the handout after the story.

3. After about 15 minutes, bring the class back together and lead a discussion about the story. Show PowerPoint Slide #21 while you are having the discussion.

   As you ask the questions on Handout E, have the small groups take turns answering. Following a group's answer, ask the other groups to add anything they came up with that the first group missed.

   Ask the class the first question on Handout E: What happened in the story? What were the problems?

   ❝The main problems were:

   - Chemicals spilled.
   - Jill didn't know what those chemicals were.
   - Jill had no gloves or training.
   - The supervisor was threatening.❞

   Ask: What did Jill do right?

   ❝Jill:

   - Spoke up.
   - Asked for gloves and training.
   - Knew she shouldn't do a job that might be hazardous without gloves and training.❞

   Discuss the laws that have been broken in this story. Tell the class:

   ❝We have said that there are health and safety laws in the United States and in this state that protect workers on the job. OSHA is the government agency in charge of enforcing these laws. ❞

Ask: Can anyone think what health and safety laws might have been broken by Jill's employer in this story?

Let trainees respond and then provide the following information:

"OSHA says:

- Employers have to train their employees about the chemicals used or stored in a workplace before the workers handle those chemicals. [Note: This is in OSHA's Hazard Communication Standard.]
- Employers have to give workers the right protective equipment (PPE) when they need it.
- Employees cannot be threatened or punished by their boss for asking questions about safety or for trying to work safely."

Return to the next question about the story. Ask the class: What advice would you give to Jill about what to do next?

"Good advice would be:

- She should talk to her job coach or co-worker about the problem.
- She should explain again to her supervisor that she can't do this work without gloves and training. She could offer to do a different job task that she *has* been trained to do, while another (trained) co-worker cleans up the spill."

4. Summarize this activity by giving the following information:

- There are laws in our country and state that protect employees at work.
- Health and safety laws are enforced by OSHA.
- You have a right under OSHA law to get training before handling chemicals, and to have the right protective equipment so you don't get harmed by the chemical.
- OSHA says your employer must give you a safe place to work.
- Your employer is not allowed to punish or threaten you if you speak up about safety problems at work.
- 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.

B. Speaking Up About Workplace Problems

(25 minutes)

1. Introduce the topic.

> "It's important to speak up and talk to someone when a problem comes up at work. Now we will practice speaking up."

Ask the class: Have any of you, or someone you know, ever had any kind of problem at work that you want to share with the class? It doesn't need to be a health and safety problem. What happened?

If no one responds, help generate discussion by asking: What are some examples of different kinds of problems at work that might be hard to deal with?

Examples may include:

- You have an impatient supervisor.
- Your co-workers have bad attitudes or act like bullies.
- You find a safety hazard and don't know what to do.
- You are asked to do a task that you aren't sure how to do.
- You feel pain in your back, neck, shoulders, arms, or another part of your body, and you are afraid to tell your supervisor for fear of losing your job.

2. Introduce the idea of problem solving. Ask those who shared a problem if they were able to solve the problem and how. If no one talked about a particular problem, ask the class what they think someone with a problem at work could do. Let the class brainstorm for a few moments.

Then, go over some ways to solve a problem:

> "If you have a problem at work, you need to figure out what to do about it. There are lots of people who can help you decide what to do."

Ask the class: Who are some of the people in your life that you could you get advice from?

> "Your job coach, your parent, your support facilitator, a trusted co-worker, a trusted manager, or another person you trust."

Then tell the class:

> "As you are deciding what to do about the problem, think what you want to happen to solve it. You may want to write down your possible solutions.
>
> If you are having a problem with a particular person, or if a particular person can do something to help solve the problem, practice what you want to say to that person before you say it."

3. Introduce the role play activity. Have the bag ready with the nine stories from Handout F (plus any additional stories you have created), cut out and folded up (see the "Preparing to Teach" section earlier). Try to have as many stories as you have trainees.

Explain:

> "Next we will practice speaking up to solve problems that may come up at work. You'll have a chance to talk about what you would do and say in a particular situation."

4. Ask for a volunteer to come up and take one of the stories out of the bag. Read the story on the sheet to the class and ask the volunteer the questions shown. Then pretend that you are the person the volunteer needs to talk to about the problem. Have the volunteer practice what he or she would say to you. Ask the rest of the class to help the volunteer out if he or she gets stuck. Also ask the class if anyone has something different they would say in the situation. Try to get each trainee to come up to the front of the class and pick out a story.

Below are the stories and possible responses.

Story #1: You work in an office. Your boss tells you to copy several items, then run an errand, and then gather a bunch of supplies. She talks quickly and doesn't make her instructions clear.

Ask the volunteer: What is the problem here? What should you do?

> "The boss is talking too fast and the instructions aren't clear. I shouldn't try to do the work without getting the instructions repeated. I should ask for help."

Ask the volunteer: Whom would you talk to about this problem? Pretend that I am that person. What would you say to me?

The volunteer may decide to speak to the boss. In this case, he or she may say:

> "I'm sorry, I didn't understand what you were asking. Can you please tell me again, slowly? Can you please give me one task at a time to do? Can we have a list written down so I know what comes next?"

Or he or she may decide to get help from someone else, such as the job coach, in talking to the boss. In this case, the volunteer should practice telling the job coach about the problem and brainstorm solutions with the coach.

Story #2: You work at a used clothing store sorting clothes and other donations. The clerk you work with says you aren't working fast enough and keeps giving you dirty looks, making you feel really bad.

Ask the volunteer: What is the problem here? What should you do?

> "The clerk is being mean and unhelpful. It is making my time at work stressful. I should talk to someone to get help with this problem."

Ask the volunteer: Whom would you talk to about this problem? Pretend that I am that person. What would you say to me?

The volunteer may decide to speak to the clerk. In this case, he or she may say:

> "It makes me feel bad when you seem frustrated with me. I am working as fast as I can. Maybe there is a way to change the job so I can keep up better."

Or he or she may decide to get help from someone else, such as the job coach, in talking to the clerk. In this case, the volunteer should practice telling the job coach about the problem and brainstorm solutions with the coach.

Story #3: You work in a factory that is very noisy. It is so loud you can't hear people talking right next to you. You have been given ear plugs to wear, but they don't fit right and are uncomfortable. You want to have protective ear muffs that fit over your ears instead.

Ask the volunteer: What is the problem here? What should you do?

> "I work in a noisy area without good hearing protection. I should ask for help."

Ask the volunteer: Whom would you talk to about this problem? Pretend that I am that person. What would you say to me?

The volunteer may decide to speak to the supervisor. In this case, he or she may say:

> "The ear plugs I am supposed to wear aren't working. Can I get ear muffs instead? I want to protect my hearing."

Or he or she may decide to get help from someone else, such as the job coach, in talking to the supervisor. In this case, the volunteer should practice telling the job coach about the problem and brainstorm solutions with the coach.

Story #4: You work in a large warehouse. You notice that a co-worker working next to you has cut his hand with the box cutter and is bleeding.

Ask the volunteer: What is the problem here? What should you do?

> "My co-worker cut himself and is bleeding. I should call out for help right away. I can help him by handing him a towel or bandage, but I shouldn't touch his blood. If I have to leave the area to get help, I should safely turn off any equipment."

Ask the volunteer: Whom would you talk to about this problem? Pretend that I am that person. What would you say to me?

The volunteer may decide to speak to the supervisor. In this case, he or she may say:

> "Jack cut himself with the box cutter and he's still there at his workstation. I might have accidentally touched some blood. What do I need to do about that?"

Story #5: Your job is to separate cans and bottles at a recycling center. When you first started this job, your boss gave you some factsheets on safety to read. But you are not a good reader and still have no idea what safety rules you are supposed to follow. Now your boss wants you to sign a paper saying that you have been trained about safety.

Ask the volunteer: What is the problem here? What should you do?

> "I have not really had safety training that I can understand. I do not know the rules I am supposed to follow and so I could get hurt. I should ask for help with this problem."

Ask the volunteer: Whom would you talk to about this problem? Pretend that I am that person. What would you say to me?

The volunteer may decide to speak to the supervisor. In this case, he or she may say:

> "I did not understand the factsheet you gave me on safety so I don't want to sign the paper. Can you find another way to explain to me what I should do to be safe at work, and what rules to follow?"

Or he or she may decide to get help from someone else, such as the job coach, in talking to the supervisor. In this case, the volunteer should practice telling the job coach about the problem and brainstorm solutions with the coach.

Story #6: Your job is to assemble parts in a factory. You have to work fast and you are good at your job. Lately, you have started to notice that your arms, neck, and hands are hurting a lot. The pain is even waking you up at night.

Ask the volunteer: What is the problem here? What should you do?

> "I am starting to have symptoms that might be "ergonomic" injuries. My body may be getting hurt from the fast work. If it continues I may not be able to do my job or other things I enjoy. I should speak up and tell someone right away."

Ask the volunteer: Whom would you talk to about this problem? Pretend that I am that person. What would you say to me?

The volunteer may decide to speak to the supervisor. In this case, he or she may say:

> "I am feeling pain in my arms, neck, and hands a lot lately and it isn't going away. The pain is even waking me up at night. I need help figuring out what to do about it because I don't want it to get worse. I think it may have something to do with my job."

Or he or she may decide to get help from someone else, such as the job coach, in talking to the supervisor. In this case, the volunteer should practice telling the job coach about the problem and brainstorm solutions with the coach.

Story #7: You are a new employee at a large grocery store. Your job is to bag groceries. Your boss asks you to help out in the deli cleaning the meat slicing machine. You've never done this job before and you don't know what to do.

Ask the volunteer: What is the problem here? What should you do?

> "I am being asked to do a job that may be dangerous and I have not been trained to do it. I should not do this job without training."

Ask the volunteer: Whom would you talk to about this problem? Pretend that I am that person. What would you say to me?

The volunteer may decide to speak to the supervisor. In this case, he or she may say:

> "I do not know how to do this job. I have not been trained to do it safely. I would like to do a different job task that I *do* know how to do. Someone else who has been trained could clean the meat slicer."

Or he or she may decide to get help from someone else, such as the job coach, in talking to the supervisor. In this case, the volunteer should practice telling the job coach about the problem and brainstorm solutions with the coach.

Remind trainees that if they are under 18 years old, it is against the child labor laws to use a meat slicer and they are not allowed to do it.

Story #8: You work in an industrial laundry. One day, you are asked to clean out the large washing machines. This involves climbing inside to wipe them out. You are worried the machine might start up while you are in it and know the machine should be unplugged first.

Ask the volunteer: What is the problem here? What should you do?

> "I should make sure the machine is unplugged and can't be turned on while I am inside."

Ask the volunteer: Whom would you talk to about this problem? Pretend that I am that person. What would you say to me?

The volunteer may decide to speak to the supervisor or job coach. In this case, he or she may say:

> "I want to make sure the machine is unplugged and can't be turned on while I am inside."

Story #9: You are part of a grounds maintenance crew. One day it is very hot outside and you have been working very hard. You start to feel dizzy and a little bit like you might faint from the heat

Ask the volunteer: What is the problem here? What should you do?

> "I should tell someone that the heat is making me sick, I should take a break and get into the shade."

Ask the volunteer: Whom would you talk to about this problem? Pretend that I am that person. What would you say to me?

The volunteer may decide to speak to the supervisor or job coach about the problem and may say:

> "I am feeling dizzy and faint. I think I need to get out of the sun for awhile and rest."

C. Sum Up

(5 minutes)

1. Tell the class that this is the end of the fourth and last lesson. Summarize what they have learned:

   > "During this lesson we've talked about how to speak up effectively at work when there is a problem. Remember, it's important to know your rights, but it's also important to think how you want to approach your supervisors, managers, or co-workers with a problem. It's usually helpful to talk it over first with your job coach, parents, trusted co-workers, or someone else you trust. Ask questions if things aren't clear. If necessary, there are agencies to help you like OSHA.
   >
   > This is the end of the *Staying Safe at Work* training program. This was the last lesson of the basic course on workplace safety and health. Your employer should also give you information about the health and safety issues in your own workplace."

2. Ask the class to evaluate the course. Ask what they liked and didn't like, and what other information they might want about protecting their health and safety on the job.

3. Award a Certificate of Completion to each trainee (see end of Handout section).

— Handouts —

Find the Hazards — Restaurant

Find the Hazards — Grocery Store

Find the Hazards — Janitorial Work

Find the Hazards — Grounds Maintenance

Find the Hazards — Industrial Laundry

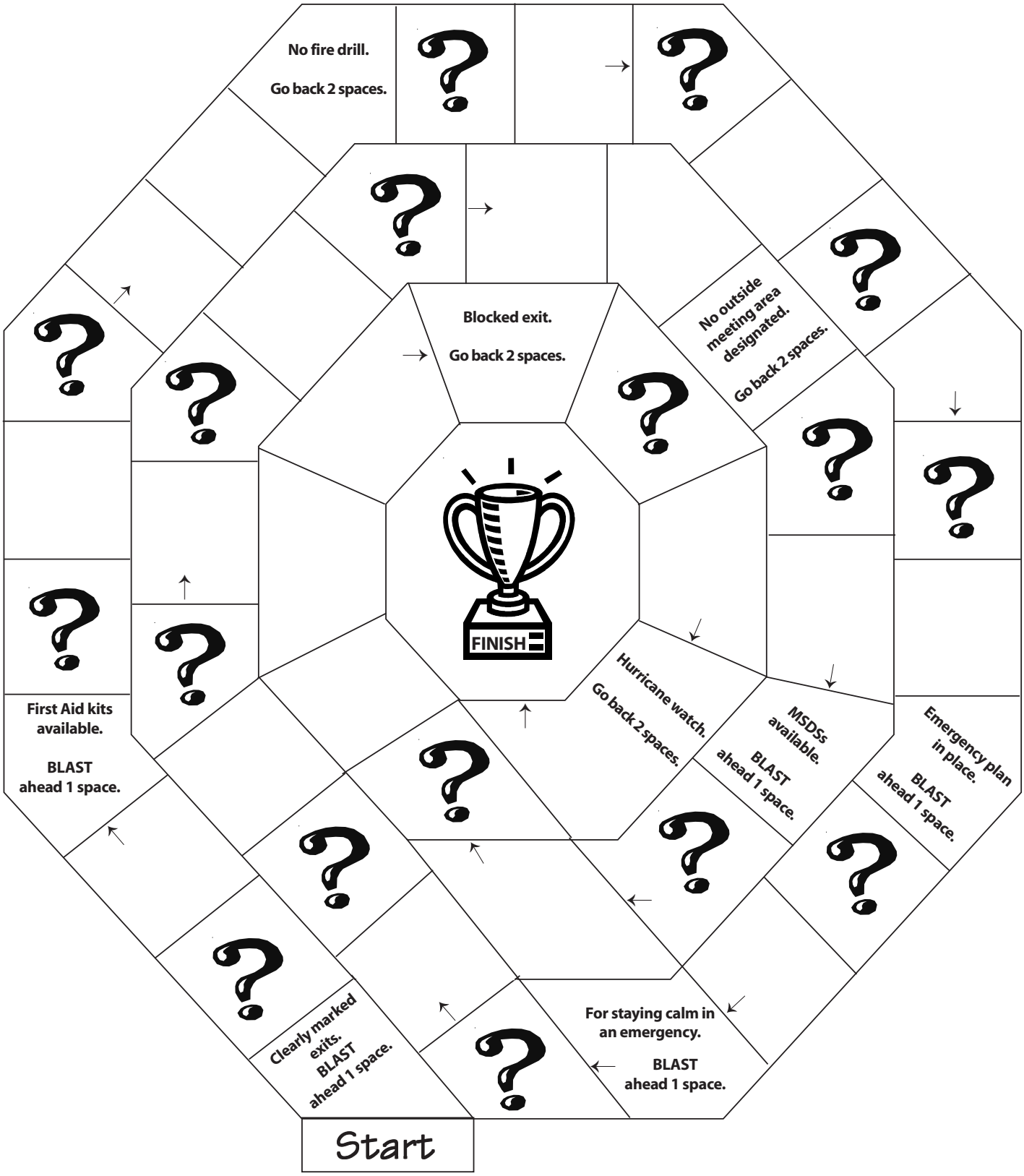
Find the Hazards — Warehouse

Hunting for Hazards — Worksheet

Directions: Find as many hazards as you can in this workplace. For each hazard you find, tell what it might do to harm you.

Possible Hazard	Potential Harm

Disaster Blaster — Gameboard



Disaster Blaster — Game Cards

Q. True or False? If you are caught in a fire you should stay close to the ground. **A.** True.	**Q.** If you are at work and hear a warning about a hurricane or sudden severe storm, what should you do? **A.** Go to the shelter in your workplace. If you don't know where it is, go to the 1st floor or any room without windows.	**Q.** If you smell smoke and suspect a fire somewhere in the building, what should you do? **A.** Shut the door, get out of the building, and call for help (911).
Q. If someone comes into your workplace with a gun, what should you do? **A.** Cooperate fully with the gunman's instructions. Don't try to be a hero. Call 911 for help if possible.	**Q.** How many exit routes must a workplace have? **A.** Enough to allow for safe evacuation of all employees but at least two exits.	**Q.** What two common household cleaning products should you never mix? **A.** Ammonia and bleach, because chlorine gas is released.

Disaster Blaster — Game Cards

Q. If you hear a fire alarm, where should you go?

A. To the nearest exit.

Q. What phone number should you call to report an emergency?

A. 911.

Q. What should you do if you get a bad cut?

A. Put pressure on the cut. Don't let co-workers touch your blood. Tell your supervisor and get medical help if necessary.

Q. If you think you smell gas in the building what should you do?

A. Evacuate the area and tell your supervisor.

Q. What should be used to put out a grease fire on a stove?

A. A pan lid, baking soda, or a fire extinguisher. Never water or flour.

Q. What should you do if you are in a building and the power goes out?

A. Stay calm. Stay where you are until told what to do.

Q. If you hear an alarm and are told to exit the building, where should you go?

A. To the meeting place your supervisor has told you to go.

Q. If you are told to evacuate the building, when should you return?

A. When a supervisor or manager tells you to.

Q. If a co-worker falls off a ladder and injures his back, what should you do?

A. Do not move him yourself (this can cause more damage). Tell your supervisor or call 911 for an ambulance.

Disaster Blaster — Game Cards

Q. If your clothes catch on fire, what should you do?

A. Stop, drop, and roll; or smother the flames with a blanket. Never run.

Q. If you are outside in lightning and can't get to shelter, what should you do?

A. Crouch low to the ground, stay away from trees and metal objects.

Q. What should you do if you notice a fire sprinkler head is broken?

A. Tell your supervisor.

Q. What are the information sheets called that give information about chemical products?

A. Material Safety Data Sheets—MSDSs.

Q. What is at least one item that should be included in an emergency kit?

A. Water; flashlight and batteries; first aid supplies.

Q. What does the skull and crossbones symbol mean?

A. Poison.

Q. If a chemical gets into your eye, what should you do?

A. Flush it with water for at least 15 minutes. Tell your supervisor.

Q. Name at least two things that should be in an Emergency Action Plan.

A. Who is in charge; escape routes; training; drills; alarm systems; meeting areas.

Q. If you discover a chemical spill, what should you do?

A. Keep away and tell your supervisor.

Jill's Difficult Day at Work

The Scene: Jill came to work at a warehouse, stocking shelves. On her third day at work, she accidentally dropped a box with bottles of chemicals in it. The chemicals spilled all over the floor. Jim is her supervisor. Let's listen to the conversation:

Questions

1. What did Jill do right?

2. What advice would you give to Jill about what to do next?

Workplace Health & Safety Stories — What Would You Do?

Story #1: You work in an office. Your boss tells you to copy several items, then run an errand, and then gather a bunch of supplies. She talks quickly and doesn't make her instructions clear.

What is the problem here? What should you do?

Whom should you talk to? What would you say?

Story #2: You work at a used clothing store sorting clothes and other donations. The clerk you work with says you aren't working fast enough and keeps giving you dirty looks, making you feel really bad.

What is the problem here? What should you do?

Whom should you talk to? What would you say?

Story #3: You work in a factory that is very noisy. It is so loud you can't hear people talking right next to you. You have been given ear plugs to wear, but they don't fit right and are uncomfortable. You want to have protective ear muffs that fit over your ears instead.

What is the problem here? What should you do?

Whom should you talk to? What would you say?

Story #4: You work in a large warehouse. You notice that a co-worker working next to you has cut his hand with the box cutter and is bleeding.

What is the problem here? What should you do?

Whom should you talk to? What would you say?

Story #5: Your job is to separate cans and bottles at a recycling center. When you first started this job, your boss gave you some factsheets on safety to read. But you are not a good reader and still have no idea what safety rules you are supposed to follow. Now your boss wants you to sign a paper saying that you have been trained about safety.

What is the problem here? What should you do?

Whom should you talk to? What would you say?

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What is the problem here? What should you do?

Whom should you talk to? What would you say?

Story #8: You work in an industrial laundry. One day, you are asked to clean out the large washing machines. This involves climbing inside to wipe them out. You are worried the machine might start up while you are in it and know the machine should be unplugged first.

What is the problem here? What should you do?

Whom should you talk to? What would you say?

Story #9: You are part of a grounds maintenance crew. One day it is very hot outside and you have been working very hard. You start to feel dizzy and a little bit like you might faint from the heat

What is the problem here? What should you do?

Whom should you talk to? What would you say?

PowerPoint® Slides

Staying Safe at Work

Teaching Workers with Disabilities about Health and Safety on the Job

Find the Hazards – Restaurant

Find the Hazards – Grocery Store

Find the Hazards – Janitorial

Find the Hazards – Grounds

Find the Hazards – Laundry

Find the Hazards – Warehouse

Noise Hazards

Chemical Hazards

What Can Chemicals Do?

POISON

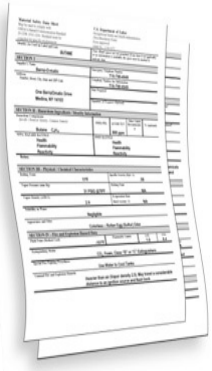
CORROSIVE

EXPLOSIVE

Flammable

Ways to Find Out About Chemicals at Work

Ask your manager



Material Safety Data Sheet (MSDS)

Hazards that Cause Stress

Ergonomic Hazards

Making the Job Safer – John

Making the Job Safer – Bill

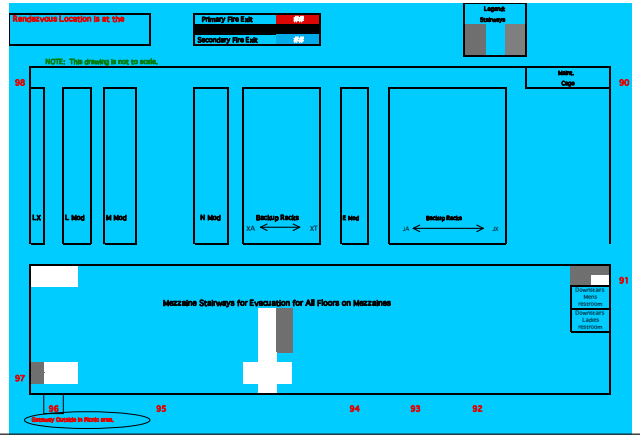
Safe Lifting Techniques

Making the Job Safer – Mary

Making the Job Safer – Ann

Preparing for an Emergency

Look for Evacuation Maps, Routes and Exit Signs



Preparing for an Emergency

- Know what alarms sound like and what they mean.
- Practice what to do.
- Know where the meeting places are.

Jill's Difficult Day at Work

— CERTIFICATE OF COMPLETION —

National Institute for Occupational Safety and Health

Centers for Disease Control and Prevention

recognizes . . .

_____

for successfully completing the basic skills training course in occupational safety and health

Staying Safe at Work

_____

Instructor

_____

Date

Co-sponsored by

NIOSH LOHP
UC Berkeley

— CERTIFICATE OF COMPLETION —