Staying Safe at Work
Workshop for PRIDE Industries

Labor Occupational Health Program,
University of California, Berkeley

In partnership with

PRIDE Industries
Acknowledgements

This is a joint partnership between the Labor Occupational Health Program at the University of California, Berkeley, and PRIDE Industries.

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Staying Safe at Work
Workshop for PRIDE Industries

Learning Objectives

By the end of this workshop, participants will be able to:

1. Identify a range of hazards in their workplace.
2. Identify solutions that eliminate the hazard and others involving policies and procedures or personal protective equipment.
3. Understand what to do in an emergency at work.
4. Describe basic health and safety laws that protect workers.
# Workshop at a Glance

<table>
<thead>
<tr>
<th>Activity</th>
<th>Time</th>
<th>Materials &amp; Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>A. Introduction to the class and pre-test</strong></td>
<td>15 minutes</td>
<td>- PPT slides 1, 2.</td>
</tr>
<tr>
<td>Trainees receive an overview to the workshop</td>
<td></td>
<td>- Sign in sheet.</td>
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<tr>
<td>and take a pre-test.</td>
<td></td>
<td>- Copies of pre-test for each participant (one for each</td>
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<tr>
<td></td>
<td></td>
<td>participant). Pencils or pens.</td>
</tr>
<tr>
<td><strong>B. Find the hazards in the pictures</strong></td>
<td>15 minutes</td>
<td>- PPT slides 3-8 or make copies of Handout A. PPT slides 9-14.</td>
</tr>
<tr>
<td>Trainees learn to identify a wide range of</td>
<td></td>
<td>- Copies of Handout B for optional worksite inspection</td>
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<tr>
<td>hazards, looking at pictures of different</td>
<td></td>
<td>activity.</td>
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<tr>
<td>workplaces.</td>
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<td>- Flipchart paper and easel with markers.</td>
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<tr>
<td><strong>C. Problem solving to make jobs safer</strong></td>
<td>15 minutes</td>
<td>- PPT slides 15, 16, 17, 18 or copies of Handout C.</td>
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<tr>
<td>Trainees identify solutions to hazards,</td>
<td></td>
<td>- Flipchart paper and easel with markers.</td>
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<tr>
<td>looking at different pictures.</td>
<td></td>
<td>- PPT slides 15, 16, 17, 18 or copies of Handout C.</td>
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<tr>
<td><strong>D. Preparing for emergencies</strong></td>
<td>30 minutes</td>
<td>- PPT slides 20, 21.</td>
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<tr>
<td>Trainees learn how to deal with different</td>
<td></td>
<td>- Copies of Disaster Blaster game board (Handout D)</td>
</tr>
<tr>
<td>emergencies through a board game, called</td>
<td></td>
<td>- Copies of Disaster Blaster game cards (one set per</td>
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<tr>
<td>Disaster Blaster.</td>
<td></td>
<td>board) (Handout E)</td>
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<td></td>
<td></td>
<td>- Sets of game pieces (two different kinds per board).</td>
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<tr>
<td><strong>E. Your rights and responsibilities on the</strong></td>
<td>30 minutes</td>
<td>- PPT slides 22, 23 24.</td>
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<tr>
<td>job</td>
<td></td>
<td>- Copies of BINGO cards (one for every two participants)</td>
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<tr>
<td>Trainees learn about basic health and safety</td>
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<td>- BINGO chips (beans, paper clips, coins, plastic chips,</td>
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<td>rights through a story and a BINGO game.</td>
<td></td>
<td>etc.)</td>
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<td></td>
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<td>- Prizes for BINGO winners (and the rest of the class if</td>
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<td></td>
<td></td>
<td>desired).</td>
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<tr>
<td><strong>F. Conclusion, post-test, evaluation</strong></td>
<td>15 minutes</td>
<td>- Copies of post-tests (one for each trainee)</td>
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<tr>
<td>Trainees take a post-test and evaluate the</td>
<td></td>
<td>- Copies of evaluation forms</td>
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<tr>
<td>workshop.</td>
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<td>(one for each trainee)</td>
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**Total time: 2 hours**
Detailed Instructor’s Notes

A. INTRODUCTION TO THE CLASS AND PRE-TEST (15 MINUTES)

1. As participants come in, welcome them and ask them to sign in on the sign-in sheet.

2. Welcome the class to the Staying Safe at Work course and describe the course. Show PowerPoint Slides #1 (title slide) and then #2 (Disclosure) and explain: “This is a class about staying safe at work. Sometimes work is dangerous and people can get hurt on the job. By the end of this class, you will be able to:

   - Recognize what can hurt you at work.
   - Understand that workplace injuries and illnesses are preventable.
   - Decide how to solve health and safety problems at work.
   - Decide what to do in an emergency.
   - Know the laws that protect workers on the job.
   - Name the agency that enforces health and safety laws.”

3. Tell the class:

   “This training program was developed because we want to make sure you have the basic information about how to stay safe at work.”

   Explain:

   “We are going to start with a little quiz. It doesn’t matter if you don’t know the answers. We will cover this information in the workshop. At the end of the workshop, we will take the same quiz to see how well we covered the information.”

4. Give participants the pre-test. Read the questions out loud and pause while participants answer. Collect the sheets.

B. FIND THE HAZARDS IN THE PICTURES (15-30 MINUTES)

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

   “As I said earlier, this is a class about how to stay safe at work. We want everyone to be safe here at PRIDE. 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. All workplaces have job hazards. Let’s see how much you already know about finding health and safety hazards in a workplace.”

Introduce the picture activity. Explain:

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

2. Show and discuss PowerPoint slides #3–8, 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, call them out.

**FAST FOOD RESTAURANT (POWERPOINT SLIDE #3)**

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

**GROCERY STORE (POWERPOINT SLIDE #4)**

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

**JANITORIAL WORK (POWERPOINT SLIDE #5)**

- 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
3. Summarize this activity. Explain to the class:

“So, the first step in protecting yourself from getting hurt at work is to notice 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, lifting heavy things, reaching overhead, noise, or chemicals.”

4. 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. Continue to show PowerPoint Slide #8 (or look at page 6 of Handout A) and lead the following discussion about several key hazards: machinery, electrical hazards, vehicles, tools, and contact with blood.

Be sure to include information about where these hazards may be found at your PRIDE facility and what you want employees to do to protect themselves from these hazards.

Machinery

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

Ask the class:

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

Wait for responses and then make the following points:

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

Ask the class:

“What should you do if you see a broken machine that doesn’t have a lock and sign?”

*Tell a supervisor.*

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

*Stay away from it.*

**Electrical Hazards**

Explain to the class:

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

Ask the class:

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

*You may get a shock. Electricity can also cause fires, burns, or even death.*
Ask the class: “What hazards should you look for before using electrical equipment?”

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

**Vehicles**

Explain to the class:

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

**Tools**

Ask the class:

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

*It could cut you.*

Ask the class:

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

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

**Contact with Blood**

Ask the class:

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

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

Ask the class:

“What should you do if someone you work with gets cut?”
Call your supervisor right away to come help the injured person. Don’t touch the blood.

Ask the class:

“What if you happen to touch someone’s blood?”

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

Noise

Show PowerPoint Slide #9 and briefly explain noise hazards (or just discuss the topic without showing the PPT slide). Tell the class:

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

Ask the class:

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

Let trainees respond, then ask the class:

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

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

The employer should also give you hearing protection such as ear plugs or special protective earmuffs. If ear plugs or muffs are required in your work area, make sure you wear them. If they don’t fit right or don’t seem to be working well, ask your supervisor for a different kind.

Chemical Hazards

Ask the class: “We saw chemical products being used in all six workplaces. What are examples of chemicals you might use at work?”
Let the class respond and then show **PowerPoint Slide #10** (or just discuss the topic without showing the PPT slide). Give the following examples of chemicals:

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

Ask the class: “How do chemicals get inside your body?”

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

Ask the class: “How can chemicals hurt you?”

Let the class respond and then show **PowerPoint Slide #11** (or just discuss the topic without showing the PPT slide). Explain:

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

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

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

Ask the class: “Does anyone know some ways to find out how a chemical product might harm you and how to protect yourself from it?”

Let the class respond and then show **PowerPoint Slide #12** (or just discuss the topic without showing the PPT slide). Explain:

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

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

Explain what an SDS is:

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

Tell the class:

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

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

**Stress**

Show **PowerPoint Slide #13** and introduce the idea of stress in the workplace (or just discuss the topic without showing the PPT slide). Lead the following discussion with the class.

Explain to the class:

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

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

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

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

Show PowerPoint Slide #14 (or just discuss the topic without showing the PPT slide). Introduce ergonomic hazards and symptoms of ergonomic injuries. Explain:

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

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

(NOTE: The instructor should demonstrate these movements while presenting this information. To make the activity fun, you can have one instructor demonstrate the movements while a second instructor asks, “Where might this person feel pain in his/her body if he/she does this activity a lot?” Place “ouch” stickers (or dot stickers) on the parts of the body that the trainees call out might feel pain. Explain how important it is to tell someone if you start feeling pain while working.)

**Bending or twisting your back or neck.** To protect yourself, ask your supervisor to help you change how the job is set up, so you don’t need to bend or twist as much. Make sure the things you are working with are right in front of you, not too high, not too low, and not out to the side.

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

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

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

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

**Repeating hand and finger movements over and over.** To protect yourself, take regular short breaks to stretch your fingers, hands, and the rest of your body. If you start to feel pain, talk to your supervisor about ways to vary your work so you aren’t doing the same thing all the time.
**Staying in one position too long.** Standing or sitting for too long can also be hard on your body. To protect yourself, stretch often and move around a bit to keep your body from getting too tired. If you have to stand on a hard surface for a long time, wear comfortable shoes or ask for a cushioned mat.

Tell the class:

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

**Recommended Optional Activity: Workplace Walk-Through Inspection**

Divide the class into teams. Assign an instructor to each team. Ideally each team will have 3–5 trainees, but teams may be larger if you do not have enough co-instructors. Give a copy of **Handout B** to each instructor. Allow about 20 minutes for teams to walk through the workplace, or sections of it, looking for hazards. 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 to help them by reading his or her written notes.

**SUM UP**

1. Summarize this lesson. 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 that some hazards are obvious and easy to see. You know they can be dangerous. 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. 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. “

2. Explain that, in the next part of the class, we will talk more about how to reduce or eliminate job hazards so people don’t get hurt or sick.
C. PROBLEM SOLVING TO MAKE JOBS SAFER (15 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 on the job.”

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

Show PowerPoint Slide #15 or distribute Handout C and lead a class discussion while looking at each illustration.

Tell the class:

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

Wait for responses, and then tell the class:

“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 might happen to John?”

He could fall and hit his head or break a bone.

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:

<table>
<thead>
<tr>
<th>HAZARD</th>
<th>POSSIBLE SOLUTIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Slippery floors</td>
<td>• Put out “Caution” signs and tell workers not to walk through the wet areas.</td>
</tr>
<tr>
<td></td>
<td>• Clean up spills quickly.</td>
</tr>
<tr>
<td></td>
<td>• Train workers what to do if they see a spill on the floor.</td>
</tr>
<tr>
<td></td>
<td>• Install non-slip flooring.</td>
</tr>
<tr>
<td></td>
<td>• Use floor mats.</td>
</tr>
</tbody>
</table>


• 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, doesn’t mean something can’t be done 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 flooring 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. Which of the solutions on our list for John’s Story is a PPE? (Non-slip shoes.)

If you are asked to wear PPE, 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.”
2. Tell the class that you will now try to come up with ways to make jobs as safe as possible. As you show **PowerPoint slides #16–19**, help the class find solutions for the workplace hazards shown.

   Explain:

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

   As you show **PowerPoint slides #16–19**, help the class find solutions for the workplace hazards shown.

   Show **PowerPoint Slide #16** (or page 2 of Handout C) and lead a discussion on what to do about the hazard of lifting heavy boxes.

   Say to the class: “This is Bill. He works in a warehouse carrying heavy boxes from trucks and putting them on pallets. What is the hazard in this picture?”

   *The heavy boxes.*

   Ask the class: “What might happen to Bill if he lifts a box that is too heavy?”

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

   Ask the class: “What ideas do you have for making this job safer?”

   Possible ideas include:

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

   Show **PowerPoint Slide #17** (or view page 3 of Handout C) and discuss safe lifting techniques.

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

   - Stoop down to get hold of the item. Don’t bend over.
   - Keep your back straight while you lift with your legs.
   - Keep the item close to your body.
   - Move your feet rather than twisting your body when you move the item from one place to another.”
Next, show PowerPoint Slide #18 (or page 4 of Handout C), and lead a discussion reminding the class how to solve ergonomic problems.

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

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

Ask the class: “What might happen to Mary if she does this task over and over for a long time without a break?”

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

Ask the class: “What ideas do you have for making this job safer?”

Possible ideas include:

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

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

Show PowerPoint Slide #19 (or view page 5 of Handout C), and lead a discussion on what to do about chemical hazards.

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

*She works with cleaning products that may contain hazardous chemicals.*

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

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

Ask the class: “What ideas do you have for working with chemicals safely?”

Possible ideas include:

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

Explain what to do about chemicals while working. Ask the class:
“If you are working and see a chemical spilled, what should you do?”

Tell your supervisor.

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

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

Ask the class: “If you accidentally breathe in chemicals and start to have an upset stomach, headache, breathing problems, or dizziness, what should you do?”

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

Ask the class: “If you accidentally swallow chemicals or get some in your mouth, what should you do?”

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

Summarize this section by telling the class:

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

SUM UP

1. 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 the hazard can’t be eliminated, there are usually many other ways to protect you from it. Ask your supervisor if you have concerns.”

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

D. PREPARING FOR EMERGENCIES (30 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. They can happen on any job and you need to be prepared.”

Brainstorm a list of possible workplace emergencies. Ask the class:

“What are some examples of emergencies that could occur in our 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
- Vehicle accident
- Terrorism
- Fire
- Explosion
- Violence
- Earthquake
- Flood
- Power outage
- Chemical release or spill

Show PowerPoint Slide #20 and 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.”

“DISASTER BLASTER” GAME

2. Show PowerPoint Slide #21 and introduce the game. Tell the class:

“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 others. So there will be four people at your table, and you’ll have your own Game Board and supplies.”

Divide the class into groups of four and assign each group a table. Have those at each table split into two teams of two. Pass out a Game Board (Handout D), two game pieces, a die, and one deck of Game Cards (Handout E, cut into 33 cards) to each table. Have the tables turn their deck of cards over so the words can’t be read. If necessary, assign a co-instructor or job coach to each table to help read the cards and follow the game rules.

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 check the card answer to see if the answer given is mostly correct.

If the answer given by the team 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.”

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

**SUM UP**

1. Summarize what workers should do in an emergency:

“Know the evacuation routes and where the exits are in our building. Your supervisor should go over these with you. 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 this section of the training. Explain that in the next part we will talk about your workplace health and safety rights and responsibilities.

**E. YOUR RIGHTS AND RESPONSIBILITIES ON THE JOB (30 MINUTES)**

1. Show PowerPoint Slide #23 (or just discuss the topic without showing the PPT slide) and tell the class about laws that apply to them:

“Cal/OSHA (California’s Occupational Safety and Health Administration) sets basic workplace health and safety laws. Cal/OSHA laws say that every employer must give workers what they need to be safe. These include:

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

By law, employers can’t fire or punish employees for reporting a safety problem. Federal and state labor laws set a minimum age for certain kinds of dangerous work. They also protect teens from working too long, too late or too early. The US Department of Labor and our state labor department set and enforce these laws as well as minimum wage laws.”

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

Here are some responsibilities workers have at work:

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

Tell the class:

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

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

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

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

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

JILL’S STORY

Tell the class: “Let’s hear 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 we will talk about the story and decide what the worker should do.”
Show PowerPoint Slide #23 and read aloud the captions in the story. Then ask the class the following questions:

“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.
- She asked for gloves and training.
- She 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 the class 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 can 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.

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.

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.

You are not allowed to be punished or threatened 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.”
LABOR LAW BINGO GAME

2. Tell the class they will now play a BINGO game.

Explain:

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

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

Explain:

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

Explain the game:

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

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

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

Labor Law BINGO Questions and Answers

Begin the first round. Read the BINGO questions below.

1. What is the minimum wage in our state?

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

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

   Answer: A machine guard.
3. What is the name of the information sheet that explains how a particular chemical product might harm you?

   Answer: SDS (Safety Data Sheet)

4. What does the word “hazard” mean?

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

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

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

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

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

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

   EEOC (the Equal Employment Opportunity Commission).

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

   Answer: Reporting a hazard or a safety concern.

9. Name some types of personal protective equipment (PPE) that could protect you from injury or illness on the job?

   Answers (found on the boards) include gloves, earplugs, safety glasses, and special clothing.

10. What does Workers’ Compensation pay for?

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

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

    The employer.

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

    Answer: Heat.

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

    Answer: True.
SUM UP

1. Remind the class that workers have rights and protections on the job. Remind everyone that they, too, have important responsibilities at work that will help keep them and their co-workers safe and healthy. Tell the class:

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

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

F. CONCLUSION; POST-TEST; EVALUATION (20 MINUTES)

1. Tell the class:

“This is the end of our class on workplace health and safety. I hope you will help us and your co-workers by identifying hazards when you see them, thinking of solutions, and taking action that protect yourself and others.”

2. Introduce the post-test:

“Please take a moment to take this post-test. It has the same questions we answered in the beginning of the workshop. This lets us see how well we covered the information.”

Hand out the post-test. Read the questions out loud and pause while trainees answer. Collect the sheets.

3. Introduce the training evaluation:

“Lastly, I want to ask you to complete this training evaluation. This helps us see what worked well and what we need to change. Please be honest with your opinions so that we can improve this training in the future. You do not need to write your name on the evaluation - it is anonymous.”

4. Hand out the training evaluation. Read the questions out loud and pause while trainees answer. Collect the sheets.