Health and Safety at Work

A 6 Hour Health and Safety Workshop for Worker Leaders in Food Processing
Health & Safety Workshop
Labor Occupational Health Program,
University of California, Berkeley
In partnership with
Working Partnerships, USA and
Teamsters

Acknowledgements

This is a joint partnership between the Labor Occupational Health Program at the University of California, Berkeley, Working Partnerships, USA, and the Teamsters.

For more information, contact:

Alejandra Domenzain, Program Coordinator
Labor Occupational Health Program (LOHP)
University of California, Berkeley
2199 Addison Street
Berkeley, CA 94720-5120
Phone: 510-643-2090
Fax: 510-643-5698
Website: http://www.lohp.org/

Veronica Diaz, Political Coordinator
Teamsters Joint Council 7
250 Executive Park Blvd., Suite 3100
San Francisco, CA 94134-3392
Phone: 831-840-3966
Fax: (415) 467-1022
Website: http://www.teamstersjc7.org/
Health and Safety at Work

A 6 Hour Health and Safety Workshop for Worker Leaders in Food Processing

Learning Objectives

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

1. Identify a range of hazards in their workplace.

2. Identify solutions that eliminate the hazard and others involving procedures or personal protective equipment.

3. Describe basic health and safety laws that protect workers.

4. Demonstrate they can assist co-workers in problem-solving to address health and safety problems at work.

5. Identify two or three steps they can take to keep themselves and others safe and healthy in the workplace.
# Workshop at a Glance

<table>
<thead>
<tr>
<th>Activity</th>
<th>Time</th>
<th>Materials &amp; Resources</th>
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| **A. Introductions; review of agenda and objectives; pre-test** | 30 minutes | - Sign in sheet  
- Name tags (one for each participant)  
- Markers (2 boxes)  
- Two copies of this document (lesson plan)  
- Large copy of “Agenda and Objectives”  
- Tape  
- Copies of “Agenda and Objectives” (one for each participant)  
- Copies of “Pre-test” (one for each participant)  
- Large copy of “Pre-test”  
- Pencils or pens (one for each participant)  
- Bell to bring the group together |
| **B. Identifying and addressing hazards** | 40 minutes | - Flip chart and markers to write down hazards  
- Large diagram or copy of the “Bull’s Eye Diagram”  
- Copies of the “Bull’s Eye Diagram for Participants” (one for each participant) |
| **C. Know your rights** | 20 minutes | - “Bingo Questions and Answers for Trainer”  
- Bingo Question and Answer Cards (printed on cardstock and cut so there is one question/answer per card)  
- Copies of “Labor Law Questions and Answers” (one for each participant)  
- Bingo cards (one for each participant)  
- Bingo chips (beans, paper clips, coins, plastic chips, etc.)  
- Prizes for Bingo winners and other participants |
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<tr>
<th>Activity</th>
<th>Time</th>
<th>Materials &amp; Resources</th>
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<tbody>
<tr>
<td>Break</td>
<td>20 min</td>
<td>D. Solving workplace problems (part 1)</td>
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<tr>
<td></td>
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<td>Participants work in small groups to devise strategies to solve health and safety</td>
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<td>problems presented in three case studies. They create a role play demonstrating their</td>
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<td>strategy.</td>
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<td>1 hour 10 minutes</td>
<td>▪ Copies of “Case Study 1” (one copy for 1/3 of participants)</td>
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<td>▪ Copies of “Case Study 2” (one copy for 1/3 of participants)</td>
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<td>▪ Copies of “Case Study 3” (one copy for 1/3 of participants)</td>
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<td>▪ One copy of “Case Study 1 Possible Answers”, “Case Study 2 Possible Answers,” and “Case Study 3 Possible Answers” for trainer</td>
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<td>Lunch break</td>
<td>1 hour</td>
<td>E. Solving workplace problems (Part 2)</td>
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<td>Groups perform their role plays. Participants discuss the strategies presented in the</td>
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<td>role plays and what else could be done to address the problems in the case studies.</td>
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<td>50 minutes</td>
<td>▪ Copies of “Role Play Planning Sheet” (one for each of the 3 groups)</td>
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<td>▪ Flip chart and markers</td>
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<td>F. Taking action</td>
<td>30 minutes</td>
<td>Participants work in pairs to identify 2 or 3 action steps they can take to apply</td>
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<td>what they have learned in this workshop.</td>
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<td>▪ Copies of “My Action Plan” (one for each participant)</td>
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<td>▪ Pencils or pens (one for each participant)</td>
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<tr>
<td>G. Conclusion; post-test; evaluation</td>
<td>25 minutes</td>
<td>Participants take a post-test and evaluate the workshop.</td>
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<td>▪ Copies of “Post-test” (one for each participant)</td>
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<td>▪ Large copy of “Post-test”</td>
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<td>▪ Copies of “Evaluation” (one for each participant)</td>
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<td>▪ Large copy of “Evaluation”</td>
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<td>Activity</td>
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<td>H. Closing and certificates</td>
<td>15 minutes</td>
<td>Certificates</td>
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Participants get their certificates.

Total time: 6 hours
Detailed Instructor’s Notes

A. Introductions; review of agenda and objectives; pre-test
(30 minutes)

1. As participants come in, welcome them and ask them to sign in on the sign-in sheet and make a nametag. Give them a copy of the sheet “Agenda and Objectives.” (If possible, have two people helping participants to sign in and make name tags.)

   Briefly describe your background. Introduce and thank any co-hosting organizations.

   Say:

   “Thank you for taking time to learn more about staying safe at work. The purpose of this workshop is to give you the tools to protect your own health and safety on the job, and also to help others. This is a workshop for worker leaders, so we are hoping that you will use everything you learn today to play an active role in solving problems in your workplace and helping others do so too. **Please make sure you have signed in.**”

   Ask participants to introduce themselves by saying their name, current work, and one word about how they are feeling.

2. Point to the flip chart paper with the agenda and objectives written in large letters.

   Say:

   “This is our agenda and our objectives for today. You also have a copy called ‘Agenda and Objectives.’ Let me know if you need a copy.”

   Read the Agenda and Objectives. You can refer to the large copy of “Agenda and Objectives.” Ask if there are any questions and if there are, answer them.

3. Explain:

   “We are going to start with a little quiz. It doesn’t matter if you 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."

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

4. Take participants through the following activity:

Say: “Now we are going to do an introduction exercise to learn more about the experience of everyone in the room."

Say: “If you have been at your job for more than one year, please stand up. Thank you, please sit down."

Ask: “Research tells us that people who are new to a job are more at risk of getting hurt than people who have been on the job longer—why do you think that is?"

Add to the answers if necessary: new workers usually have less experience and training; they may be afraid to speak up or may not know whom to ask about health and safety; they may want to give a “good impression” by doing work tasks they don’t know how to do or consider unsafe.

Say: “If you were born in another country, please stand up. Thank you, please sit down."

Ask: “Do immigrant workers and undocumented workers have the same rights in the workplace as others?"

Make sure participants know that all workers are entitled to basic labor rights such as health and safety on the job, minimum wage and overtime, breaks, etc. The labor agencies that enforce these laws do not ask about immigration status and do not share information with immigration enforcement.

Say: “If you have gotten hurt or sick because of your job, or you know someone who has, please stand up. Thank you, please sit down.” (If time permits, you can ask participants to share more details about the injury or illness).

Ask: “What should you do if you get hurt or sick because of your job?"

Make sure participants know they should report the injury to the employer and that they have a right to file a workers’ compensation claim to cover the medical costs and lost wages while recovering or due to a permanent disability).
Say: “If you have spoken to your boss or co-workers about problems at work, please stand up. Thank you, please sit down.”

Ask: “If there is a health and safety problem at work and your employer doesn’t fix it, do you know who you can call to conduct an investigation?”

Make sure participants know they can call Cal/OSHA; that they can do it without giving their name; and that even if they give their name they can ask for Cal/OSHA not to tell the employer who filed the claim.

Say: “This exercise is a way for us to see some things we have in common and to start talking about some of the health and safety rights we have in the workplace.”

B. Identifying hazards and the best solutions
(40 minutes)

1. Tell the class that the first step to a safe and healthy workplace is identifying what the hazards are, or things that can make workers get hurt or sick.

Point to the flip chart sheet with two columns labeled “Safety Hazards” and “Health Hazards.”

Say:

“We are going to use this sheet to come up with a list of the hazards we face on the job. Please think about your workplace what may hurt or injure workers. Let’s start with this column: safety hazards. These are things that can cause immediate injuries, such as slippery floors, unsafe machines, or moving vehicles.”

Write down participants' answers in the “Safety Hazards” column. Prompt participants for more answers if necessary. Other safety hazards may include exposed electrical wires, blocked passageways or exits, unsafe ladders or working at heights, and risks related to tools, machines, and vehicles.

Say:

“Now I want you to think of “Health Hazards,” or things that can make you sick or harm you over time such as chemicals, heat, or cold.”
Write down participants’ answers in the “Health Hazards” column. Prompt participants for more answers if necessary. Other safety hazards may include noise, repetitive or awkward movements, heavy or awkward lifting, stress, asbestos, lead, dust, fumes, bacteria, viruses, and mold.

Say:

“Once we have figured out what the main hazards are, we are ready to come up with solutions. Let’s take the example of a slippery floor and think about the best solutions to this situation.”

Make a chart on the flipchart paper with two columns labeled “Hazard” and “Solutions.” Under “Hazard” write “slippery floor.”

<table>
<thead>
<tr>
<th>HAZARD</th>
<th>SOLUTIONS</th>
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<tr>
<td>SLIPPERY FLOOR</td>
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Ask:

“What are some solutions for this hazard? Let’s think of all the possible ways to deal with the problem of a slippery floor.”

Write participants solutions under the column labeled “solutions.”

2. Point to the large drawing or copy of the Bull’s Eye Diagram. Ask:

“Does anyone know what a bull’s eye is? When you are aiming, where do you want to reach?”

Prompt answers if necessary. Explain to participants that the goal is to reach the center. The closer you are to the center, the better.

Say:

“There are three general types of solutions. Let’s start with solutions that involve personal protective equipment, or PPE. This is something that you wear on your body to protect yourself from a hazard. It can include gloves, masks, hats, clothing, or boots. This is where we are going to write solutions that involve PPE.”

Point to the outer ring of the diagram labeled “Personal protective equipment.”

Ask:
“What is an example of PPE that would help with the hazard of a slippery floor?” Prompt answers if necessary, such as water-proof, slip resistant boots.

Write down answers in the outer ring of the diagram labeled “Personal protective equipment.”

Ask:

“PPE can be helpful, but it is not the best solution. Why do you think that PPE is not the best solution? What can go wrong?”

Prompt answers if necessary. There are many reasons why PPE may not be a good solution. It may not be the right type for the job, it may not fit well, it may make it harder for workers to do the job quickly or adequately, it may be damaged, there may not be enough for everyone, workers may forget to wear it or prefer not to because it’s uncomfortable or for the reasons we just talked about. In short, PPE can be a good solution, but it’s still on the outer ring of the bull’s eye, it’s not the center.

Say:

“Now let’s look at the next ring in the diagram. These solutions involve policies and procedures. These are rules or work practices created to deal with workplace hazards.”

Point to the middle ring of the diagram labeled “Policies and procedures.”

Ask:

“What is an example of a policy or procedure from our list that would help with the hazard of a slippery floor?”

Prompt answers if necessary. They can include: having a rule that wet floors are mopped up regularly, putting cones or signs around wet floors, and training workers on how to deal with wet floors. Write down answers in the middle ring of the diagram labeled “Policies and procedures.”

Ask:

“Policies and procedures can be helpful, but they are not the best solution. Why do you think that policies and procedures are not the best solution? What can go wrong?”

Prompt answers if necessary. Sometimes people don’t follow policies and procedures because they take too long or don’t make sense, sometimes
people aren’t properly trained to know what they are, and sometimes people are distracted or forget.

Say:

“Now let’s look at the very center of the bull’s eye, the best kind of solutions: eliminating the hazard, or getting rid of it altogether.”

Ask:

“Let’s look at our list. Which solutions eliminate the hazard of the slippery floor?”

Prompt answers if necessary. These can include: eliminate the source of the leak, have a guard that catches water before it falls to the ground, have a slip-resistant mat so the floor is not slippery. Write down answers in the center ring, or bull’s eye, of the diagram labeled “Eliminate the Hazard.”

Ask:

“Why do you think the best solution is to get rid of the hazard?”

Prompt answers if necessary. Make sure participants understand the main point: The best way to protect workers is to remove the hazard from the workplace altogether, or at least keep the hazard away from workers. This is considered the most effective solution because if you get rid of the hazard completely, there is no chance someone could be hurt or sick. You don’t have to rely on people following procedures or wearing PPE.

3. Use the large copy or diagram of the “Bull’s Eye Diagram” and explain:

Let’s practice thinking about these different types of solutions. I am going to give you a copy of the bull’s eye diagram. You will work in groups of two or three people. Please think about a health and safety problem that one of you faces at work. Then think of at least one solution that eliminates the hazard. If you cannot think of a way to get rid of the hazard, then think of one or two that involve policies and procedures or personal protective equipment. Write each solution in the right ring of the bull’s eye diagram.

Show participants the large copy or diagram of the “Bull’s Eye Diagram.” Demonstrate where each type of solution would go.

Hand out a copy of “Bull’s Eye Diagram for participants” to each participant. Remind them they should write their solutions inside the arrow pointing to the correct ring.

Say:
You have will have about 10 minutes to write down your solutions. Then, I will ask volunteers to share their group’s problem and solutions.

C. Basic health and safety rights  
(20 minutes)

1. Tell participants:

   “Now we are going to go over what laws and government agencies protect workers’ health and safety. To do this, we are going to play a game called Bingo.”

   Hand out the Bingo cards and game pieces.

   Explain:

   “Each square has an answer to a question about health and safety rights. I am going to read a question and ask for a volunteer to tell us the answer. If you see this answer on your board, you will cover it with a game piece. Each time you see an answer to one of the questions that was read out loud, cover it with a game piece. The first person to make a line going horizontally, vertically, or diagonally on the board wins.”

2. Use the worksheet “Bingo Questions and Answers for Trainer” to play the game. Read the questions. For each one, ask for a volunteer to say the answer. Confirm if the answer is correct or say the right answer. Ask everyone to put a game piece on the right square if they have it. When someone wins, give him/her the prize (one idea is Lifesavers candy because a safe workplace saves lives). Give the same or a different prize to all participants to create a feeling of inclusion.

3. Explain that the purpose of this game was to give you some examples of laws and government agencies that can help you if you have a problem and want to take action. Tell participants that they will get a copy of all these questions and answers for them to keep.

4. Hand out a copy of “Labor Law Questions and Answers” to each participant to keep as a resource.
Break
(15 min)

D. Solving workplace problems
   (part 1)
   (1 hour 10 min)

1. Explain the next activity to participants (5 minutes):

   “Now that you know how to identify hazards, how to choose the best solutions, and what laws and government agencies protect workers, we are going to use this knowledge to practice solving problems at the workplace. As a worker leader, you may be asked to help workers address a problem and this activity will let you practice how to come up with action steps.”

   “To do this, we are going to split up into 3 groups. Each group will read a case study about a problem at work and answer questions about that case. The questions will help you identify the problem, the desired outcome, and who can help the workers. You will have 20 minutes to read the case study, discuss it, and answer the questions. The questions are: What is the problem? What changes do you want to see in the workplace that would protect workers? Who can help the workers get to that solution or make the changes they want?”

   “For example, if the problem is that workers are not getting PPE, your desired outcome may be that all workers get adequate PPE. Those that can help may include members of the health and safety committee or union staff that can help negotiate with the employer.”

   “I suggest in each group one person volunteer to read the case study to others, another person volunteer to write down the answers to the questions, and another volunteer to share your answers with the other groups later.”

2. Divide participants into three groups. Give each group one of the three case studies (Case Study 1, Case Study 2, and Case Study 3). Assign each group an area of the room where they can meet to work together.
Support groups as needed as they read the case study, discuss it, and answer the questions. Make sure participants are answering the questions on the sheet, and that someone is writing down the answers, and that someone is prepared to report back. Let participants know how much time they have left.

3. Bring back participants into one large group. Ask the reporter from each group to share what the case study is about and their answers to the questions. Write down the main points on chart paper.

After each group shares their answers, participants from other groups can add their ideas. Record these on chart paper as well (20 minutes).

See “Case Study 1 Sample Answers,” “Case Study 2 Sample Answers,” and “Case Study 3 Sample Answers” to supplement the discussion as necessary. Make sure participants know which laws apply to each case study, who may be able to help workers with the problem, and what worker leaders could do to help workers in that situation.

4. Explain the next part of the activity (5 minutes):

“Now that you know what changes you want to see in the workplace and who can help, please go back to your small groups and identify one key action step that would help the workers get to a solution. Then, you will prepare a 5 minute role play showing that action step.”

“In the example we discussed before of workers who need PPE, one key step may be to do a survey to see how many workers are not getting adequate PPE, or to prepare a few workers to meet with the supervisor to explain the problem and make their request.”

“Some of the people in your group should play the part of workers. Others can be staff from a union or community organization. Others can be from a government agency such as Cal/OSHA. Others can be employers or supervisors. It is up to you which characters you need in your role play depending on the action you are showing, but there should be at least one person who is a worker."

“You will have 20 minute to create and practice a role play that shows the action step you chose. You will use the Role Play Planning sheet to help you plan your role play. This sheet helps you decide what you will act out and who will play each role.”

5. Ask participants to get back into their small groups and give each group a Role Play Planning sheet. Support them as necessary as they plan their role play. (20 minutes)
Lunch break  (1 hour)

E. Solving workplace problems  
(part 2)  
(50 minutes)

1. Tell participants:

“Now each group will have a chance to perform the role play they planned before the lunch break. While each group performs, others will observe and think about what the group is doing that is effective and what could be done differently.”

Give each group a chance to perform and stop them after 5 minutes.

2. After each group performs, ask the audience:

“What did the workers do that was effective? What else could be done?”  
(Allow 15 minutes per performance/discussion).

3. After all groups have performed and everyone has had a chance to discuss what was effective and what else could be done, summarize:

“The purpose of this activity was to think about strategies to solve health and safety problems at work. When you see problems in your workplace, you can go through a similar process: Identify the problem, think about your desired solution, think about who can support workers, and then plan action steps to get to that desired solution.”

F. Taking Action  
(30 minutes)

1. Say:

Many people don’t know all their rights. Even when people know all their health and safety rights, it’s not always easy to speak up and make changes at work. What makes it hard for people to speak up about problems at work?
Prompt answers if necessary. Workers may not know if their employer wants them to report hazards or injuries and illnesses; may be afraid to be seen as a "troublemaker"; may feel that it's "part of the job"; may be afraid of retaliation by the employer; may not know who to talk to in the workplace or outside the workplace; may feel unsure about their rights at work; may feel afraid because of their immigration status; may feel afraid to risk their job and lose their income.

Write the answers on a flip chart.

2. Introduce the next exercise.

Say:

I want you to think about two or three steps that you can take when you go back to your workplace. Think about what you have learned about identifying hazards, finding the best solutions, and all the basic health and safety rights you have. I will give you a sheet called “My Action Plan” to help you think about some steps you can take to exercise your rights and protect your health and safety and that of others in your workplace. “My Action Plan” gives you some ideas about different steps you can take. You can use these ideas or come up with your own.

Read the instructions on “My Action Plan” as well as examples of actions workers can take.

Say:

Please work individually or with a partner to think about which steps you may want to choose for your action plan. Feel free to discuss and share ideas with your partners, then decide which steps you want to put on your action plan and fill out your own sheet. Later, I will ask for volunteers to share one of the steps on their action plan.

3. Hand out “My Action Plan.” Help participants find a partner if necessary. Circulate and support participants as necessary. Let them know how much time is left to keep them on track.

4. Ask for volunteers to share one of the steps in their action plan.
5. To conclude, remind participants that there are many ways to take action. Remind them that there are many steps they can take together with other workers. Remind them that unions, worker centers, and community organizations that can support them in many steps of taking action.

G. Conclusion; post-test; evaluation

(25 minutes)

1. Say:

“This workshop is only the beginning of learning how to stay safe at work. I hope that you are motivated to go back to your workplace and help identify hazards, think of solutions, use the laws that protect you, and take action with others, including other workers and organizations that can support you.”

2. Introduce the post-test:

“Please take a moment to take this post-test. It has the same questions we answered in the pre-test in 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 participants answer. You can refer to the large copy of “Post-test.” Collect the sheets.

Read over the answers for the post-test.

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.”

Hand out the training evaluation. You can refer to the large copy of “Evaluation.” Read the questions out loud and pause while participants answer. Collect the sheets.
H. Closing and certificates  
(15 min)

1. Tell participants:

“In the beginning of the workshop, we asked how you were feeling in one word. Let’s take a moment to hear back from everyone how they are feeling now. When it is your turn, please say how you are feeling now.”

Give each participant a turn in saying how they are feeling.

2. In closing, say:

“Thank you so much for coming. We will be sure to contact you about future trainings if you indicated on the sign in sheet that you are interested. I will be here for a few more minutes if you have questions.”

3. Prepare the certificates.

Say:

“When I call out your name, please come and get your certificate. If your name is misspelled or you are missing a certificate, please let me know and I will make sure to get it to you in the next few days.”
Health and Safety at Work: a 6 hour workshop for worker leaders

Address ___________________________________________ Date and time ___________________________________________

Trainers (name, organization) ________________________________________________________________

Trainers’ (signature) ________________________________________________________________________________

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Health & Safety Workshop
Labor Occupational Health Program,
University of California, Berkeley
In partnership with the Teamsters

Agenda

9:00 - 9:30 pm  Introductions and Overview

- Introductions
- Course overview
- Pre-test

9:30 – 10:10  Identifying and Addressing Hazards

- Identifying hazards
- Identifying the best solutions

10:00 – 10:20  Know Your Rights

10:30 – 10:50  Break

10:50 - 12:00  Solving Workplace Problems, Part 1

12:00 – 1:00  Lunch

1:00 – 1:50  Solving Workplace Problems, Part 2

1:50 - 2:20  Taking Action

2:20 – 2:45  Evaluation

- Post-test
- Workshop Evaluation

2:45- 3:00  Closing and Certificates

Goals

By the end of this workshop, you will know:

1) How to identify different types of hazards in your workplace

2) How to pick the best solutions to the problem

3) The laws and agencies that protect you

4) How you can take action to protect yourself and help others in the workplace
Pre-test
Name ________________________________________________

Please circle true or false.

1. The best thing to do if there is a hazard in the workplace is to provide workers with personal protective equipment like gloves or masks. True     False

2. Employers have to keep a record of worker injuries and show it to workers. True     False

3. If an employer retaliates against you for reporting injuries or hazards, you can file a complaint with Cal/OSHA. True     False

4. Workers cannot get workers’ compensation if the injury was their fault or if they are undocumented. True     False

5. Employers have to provide training in the languages workers speak. True     False

6. If you have a problem at work, do you know about ways to take action? (Circle one)
   I know of 4 or more things I can do to take action
   I know of 2 or 3 things I can do to take action
   I know no ways or 1 way I can take action

7. Please list all the health and safety laws you know about:
__________________________________________________________________
__________________________________________________________________
__________________________________________________________________
__________________________________________________________________
__________________________________________________________________
__________________________________________________________________
__________________________________________________________________
__________________________________________________________________
Post-test

Name _______________________________

Please circle true or false.

1. The best thing to do if there is a hazard in the workplace is to provide workers with personal protective equipment like gloves or masks. True     False

2. Employers have to keep a record of worker injuries and show it to workers. True     False

3. If an employer retaliates against you for reporting injuries or hazards, you can file a complaint with Cal/OSHA. True     False

4. Workers cannot get workers’ compensation if the injury was their fault or if they are undocumented. True     False

5. Employers have to provide training in the languages workers speak. True     False

6. If you have a problem at work, do you know about ways to take action? (Circle one)
   I know of 4 or more things I can do to take action
   I know of 2 or 3 things I can do to take action
   I know no ways or 1 way I can take action

7. Please list all the health and safety laws you know about:

______________________________________________________________________

______________________________________________________________________

______________________________________________________________________

______________________________________________________________________

______________________________________________________________________

______________________________________________________________________
Answers to pre and post-test

Please circle true or false.

1. The best thing to do if there is a hazard in the workplace is to provide workers with personal protective equipment like gloves or masks. **False**

   *Usually, it is better to eliminate the hazard. When this is not possible, policies and procedures or PPE may be part of the solution.*

2. Employers have to keep a record of worker injuries and show it to workers. **True**

   *Employers are required to keep a record of work-related injuries and illnesses on the Log 300. A summary should be posted during February- April and workers can request a copy of the full detailed log.*

3. If an employer retaliates against you for reporting injuries or hazards, you can file a complaint with Cal/OSHA. **False**

   *Retaliation for reporting injuries or hazards is illegal. Complaints can be filed with DLSE.*

4. Workers cannot get workers’ compensation if the injury was their fault or if they are undocumented. **False**

   *All workers can file for workers’ compensation regardless of the circumstances of the work-related injury or illness and regardless of immigration status.*

5. Employers have to provide training in the languages workers speak. **True**

6. If you have a problem at work, do you know about ways to take action? (Circle one)
   - I know of 4 or more things I can do to take action
   - I know of 2 or 3 things I can do to take action
   - I know no ways or 1 way I can take action

   *We hope participants will learn more ways to take action during this workshop.*

7. Please list all the health and safety laws you know about:

   *We hope participants will learn about more health and safety laws during this workshop.*
Bingo Questions and Answers for Bingo for Trainer

The answers in red are the answers that are on the Bingo boards. The information in black is background information for trainers.

1. **What is the name of the government agency in California that enforces health and safety laws?**
   
   Cal OSHA – The “Cal” is for California, and OSHA stands for Occupational Safety and Health Administration. Its official name in California is the Division of Occupational Safety and Health or DOSH but most people call it Cal/OSHA.

2. **If you don’t want your employer to know you filed an OSHA complaint, you can request that your name be kept…..**
   
   Confidential. You can file a complaint without giving your name to Cal/OSHA, or you can include your name and Cal/OSHA will NOT tell the employer who filed the complaint.

3. **When Cal/OSHA conducts an inspection, it is required to interview the employer AND…**
   
   **Workers**
   
   The employer can’t be the one to select the workers that the inspector talks to. If there is a union, usually the union representative talk to the inspector. Otherwise, the inspector will select workers.

4. **Who does Cal/OSHA hold legally responsible for ensuring the health and safety of workers in their workplace?**
   
   Employers. Workers can help identify and fix hazards, and government agencies are responsible for enforcing the law, but employers have the legal responsibility to make sure the workplace is free from hazards.

5. **Do you have the right to refuse dangerous work?**
   
   Yes, if:
   
   - Doing the work could expose you to a “real and apparent” hazard that could result in injury or death.
   - You ask your employer or supervisor to eliminate the hazard first.
   - There is not enough time to correct the problem through normal Cal/OSHA enforcement procedures.
   - You inform your employer that you are willing to perform other work until the hazard is eliminated.

6. **What is it called when an employer punishes you for reporting a hazard or injury?**
   
   Retaliation
   
   Employers may not punish workers in any way - including firing, demoting, discriminating or any other form of retaliation - for exercising their right to a safe workplace.
Examples of protected activities include complaining to Cal/OSHA, seeking a Cal/OSHA inspection, participating in a Cal/OSHA inspection, and participating or testifying in any proceeding related to a Cal/OSHA inspection.

If a worker is disciplined, transferred, fired, laid off, demoted, or in any other way retaliated against for speaking up about health and safety, he or she can file a complaint within 6 months of the adverse action.

A person filing a complaint of discrimination or retaliation will be required to show that: 1) he or she engaged in a protected activity, 2) the employer knew about that activity, 3) the employer punished him or her, and 4) the activity contributed to the adverse action.

7. **If you are retaliated against, you can file a complaint with....**
   Division of Labor Standards Enforcement, or DLSE, also known as the Labor Commissioner’s Office. The complaint should be filed within 6 months when the retaliation occurs.

8. **What is the name of the information sheet your employer must give you before you work with chemicals?**

   **Safety data sheets**
   The Hazard Communication Standard says that employers must:
   - Make an inventory of all the chemicals used or stored at the workplace.
   - Make sure chemical products on site are labeled.
   - Obtain and make available to employees copies Safety Data Sheets (SDSs) on the chemical products used or stored at the workplace.
     (SDSs describe health effects, hazard information, appropriate protections and what to do in an emergency).
   - Provide training to employees about these chemicals in a language and manner they can understand.

9. **Employers must document all injuries and illnesses at work. Is this information public or private?**

   **Public**
   Employers must record illnesses or injuries within 5 days if the injury or illness:
   - Requires medical treatment beyond first aid
   - Results in days away from work
   - Requires restricted duties or a transfer to another job
   - In cases where the worker loses consciousness or dies.

   The Log 300 must state where the injury/illness occurred, the nature of the injury/illness, the name of the employee, and the number of workdays missed. Employers may not remove the employee name from the Log unless an employee requests this because of privacy concerns. Examples of privacy concerns include HIV exposure, mental health issues, and/or an injury to a private body part or the reproductive system, injuries and
illnesses from a sexual assault, and needle sticks. In this case the employer keeps a separate confidential record but the government can request access.

The log must be updated within 7 days when new injury occurs. The employer must keep the log for 5 years.

A Summary of the Log 300 (Form 300A) must be posted in the workplace for three months, from February 1 to April 30, each year.

Workers have the right to get copies of both the Log 300 and the summary.

10. **Employers must have a written plan describing their health and safety program. What is this plan called?**
    
    Injury and Illness Prevention Program
    
    Every covered workplace must have the following measures in place to meet these requirements:
    
    1. Someone who is responsible for the program.
    2. A system to investigate any job-related accidents and serious incidents.
    3. A system to identify unsafe or unhealthful conditions. This must include regular inspections of the worksite. Supervisors must be informed of any problems found.
    4. A system to correct hazards in a timely manner.
    5. A system to communicate with workers on health and safety matters, which must include a way for workers to report unsafe conditions without fear of reprisal.

6. **Training** for workers about the specific hazards on their jobs before they start work and every time a new hazard is introduced. Training must be in a form readily understandable by all workers.

7. A system for making sure workers comply with safety rules and procedures.

8. A written document describing the IIPP.

Workplaces with fewer than 10 employees are exempt from some documentation requirements.

11. **By law, safety training has to be in what language?**
    
    In a language and manner workers understand

12. **What is the name of the program for injured workers that can cover your medical costs and compensate you for lost income or disability?**
    
    Workers’ Compensation

13. **True or False: If you get injured on the job, you won’t be entitled to Workers’ Compensation if the injury was your fault.**
    
    False. Workers’ Compensation is a no-fault system, which means that the worker is covered regardless of whether the employer feels that the injury or illness was “the worker’s fault”. On the other hand, in most cases workers can’t sue their employer for injuries and illnesses.
Answers on sheet:
Cal/OSHA
Confidential
Workers
Employers
Yes
Retaliation
DLSE (Division of Labor Standards Enforcement)
Safety Data Sheets
Public
Injury and Illness Prevention Programs
In a language workers understand
Workers’ Compensation
False

Fillers that are not answers:
True
No
Public Health Department
Safety incentive programs
Personal protective equipment
Hazard
Consultation service
Social Security
Everyone
Plan B
English
Spanish
The police
Unions
Worker centers
Health insurance
Labor Law Questions and Answers

1. What is the name of the government agency in California that enforces health and safety laws?
   Cal/OSHA

2. If you don’t want your employer to know you filed a Cal/OSHA complaint, you can request that your name be kept.
   Confidential

3. When Cal/OSHA conducts an inspection, it is required to interview employers and...
   Workers

4. Who does Cal/OSHA hold legally responsible for ensuring the health and safety of workers in their workplace?
   Employers

5. Do you have the right to refuse dangerous work?
   Yes

6. What is it called when an employer punishes you for reporting a hazard or injury?
   Retaliation

7. If you are retaliated against, you can file a complaint with...
   Division of Labor Standards Enforcement, or DLSE

8. What is the name of the information sheet your employer must give you before you work with chemicals?
   Safety data sheets

9. Employers must document all injuries and illnesses at work. Is this information public or private?
   Public

10. Employers must have a written plan describing their health and safety program. What is this plan called?
    Injury and Illness Prevention Program

11. By law, safety training has to be in what language?
    In a language and manner workers understand

12. What is the name of the program for workers when they get injured on the job that can cover their medical costs and compensate them for lost income?
    Workers’ Compensation

13. True or False: If you get injured on the job, you won’t be entitled to Workers’ Compensation if the injury was your fault.
    False
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<thead>
<tr>
<th>Bingo Question and Answer Cards</th>
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<tr>
<td></td>
</tr>
<tr>
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<th></th>
<th>Employers</th>
<th></th>
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<tbody>
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<td>Yes</td>
</tr>
<tr>
<td>5. Do you have the right to refuse dangerous work?</td>
<td>Yes</td>
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</tbody>
</table>

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<thead>
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<th>Question</th>
<th>Answer</th>
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</tr>
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<td>Question</td>
<td>Answer</td>
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</tr>
</tbody>
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LOHP. OSHA grant #SH-2764SH5
12. What is the name of the program for workers when they get injured on the job that can cover their medical costs and compensate them for lost income?

Workers’ Compensation

13. True or False: If you get injured on the job, you won’t be entitled to Workers’ Compensation if the injury was your fault.

False
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<table>
<thead>
<tr>
<th>Cal/OSHA</th>
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<th>Employers</th>
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<tr>
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<td>DLSE (Division of Standard Labor Enforcement)</td>
<td>Safety Data Sheets</td>
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<tr>
<td>In a language workers understand</td>
<td>Workers’ Compensation</td>
<td>FREE SPACE</td>
<td>False</td>
<td>Injury &amp; Illness Prevention Programs</td>
</tr>
<tr>
<td>No</td>
<td>Public Health Department</td>
<td>Safety Incentive Programs</td>
<td>Personal Protective Equipment</td>
<td>Yes</td>
</tr>
<tr>
<td>Consultation Service</td>
<td>Social Security</td>
<td>Everyone</td>
<td>Plan B</td>
<td>English</td>
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LOHP. OSHA grant #SH-2764SH5
# Health and Safety Bingo

## Board #2

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<tr>
<td>Safety Data Sheets</td>
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<td>Plan B</td>
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</table>

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LOHP. OSHA grant #SH-2764SH5
# Health and Safety Bingo

## Board #3

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<th>Worker Centers</th>
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<td>Public Health Department</td>
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<td>Workers’ Compensation</td>
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LOHP. OSHA grant #SH-2764SH5
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<th>Consultation Service</th>
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LOHP: OSHA grant #SH-2764SH5
**Health and Safety Bingo**  
**Board #7**

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<th>Hazard</th>
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LOHP. OSHA grant #SH-2764SH5
### Health and Safety Bingo

#### Board #9

<table>
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LOHP, OSHA grant #SH-2764SH5
# Health and Safety Bingo

## Board #10

<table>
<thead>
<tr>
<th>Retaliation</th>
<th>Hazard</th>
<th>Workers</th>
<th>Public</th>
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<tbody>
<tr>
<td>DLSE (Division of Standard Labor Enforcement)</td>
<td>Everyone</td>
<td>English</td>
<td>Consultation Service</td>
<td>Safety Incentive Programs</td>
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<tr>
<td>False</td>
<td>Employers</td>
<td>FREE SPACE</td>
<td>Public Health Department</td>
<td>Personal Protective Equipment</td>
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<tr>
<td>Workers’ Compensation</td>
<td>In a language workers understand</td>
<td>No</td>
<td>Social Security</td>
<td>Confidential</td>
</tr>
<tr>
<td>Cal/OSHA</td>
<td>Health Insurance</td>
<td>Plan B</td>
<td>True</td>
<td>Safety Data Sheets</td>
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LOHP. OSHA grant #SH-2764SH5
**Health and Safety Bingo**

**Board #11**

<table>
<thead>
<tr>
<th>English</th>
<th>Yes</th>
<th>Worker Centers</th>
<th>Everyone</th>
<th>Workers’ Compensation</th>
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</thead>
<tbody>
<tr>
<td>No</td>
<td>Health Insurance</td>
<td>Public</td>
<td>Workers</td>
<td>Injury &amp; Illness Prevention Programs</td>
</tr>
<tr>
<td>Social Security</td>
<td>The Police</td>
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<td>Safety Incentive Programs</td>
<td>Plan B</td>
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<td>Hazard</td>
<td>Public Health Department</td>
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<td>Retaliation</td>
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<tr>
<td>In a language workers understand</td>
<td>Consultation Service</td>
<td>Unions</td>
<td>Cal/OSHA</td>
<td>Personal Protective Equipment</td>
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</table>

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LOHP. OSHA grant #SH-2764SH5
## Health and Safety Bingo

### Board #12

<table>
<thead>
<tr>
<th>True</th>
<th>Consultation Service</th>
<th>Personal Protective Equipment</th>
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<td>Retaliation</td>
<td>Safety Data Sheets</td>
<td>Public</td>
<td>Safety Incentive Programs</td>
</tr>
<tr>
<td>Health Insurance</td>
<td>Plan B</td>
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<tr>
<td>Cal/OSHA</td>
<td>False</td>
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<tr>
<td>Public Health Department</td>
<td>Worker Centers</td>
<td>Everyone</td>
<td>English</td>
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</table>

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LOHP. OSHA grant #SH-2764SH5
# Health and Safety Bingo

## Board #13

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<th>Injury &amp; Illness Prevention Programs</th>
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<td>The Police</td>
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<td>DLSE (Division of Standard Labor Enforcement)</td>
<td>Confidential</td>
<td>Cal/OSHA</td>
<td>Safety Incentive Programs</td>
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LOHP. OSHA grant #SH-2764SH5
Case Study 1

Last week, Carmen hurt her hand on a machine at work. When she told her supervisor about the injury, he told her to get back to work or else he would find another worker to take her place. Carmen’s hand is still sore but she is afraid to say anything because she does not want to lose her job.

1. What is the problem?

2. Does the law protect Carmen? Which law?

3. What needs to change?

4. Who could Carmen talk to in order to make this change?

5. What could you do as a worker leader to help Carmen?
Case Study 2

A group of workers in a food processing plant work on wet, slippery floors. Workers have slipped and hurt themselves, but the employer has done nothing about the problem. Workers are worried more people will get hurt.

1. What is the problem?

2. Does the law protect workers? Which law?

3. What needs to change?

4. Who could workers talk to in order to make this change?

5. What could you do as a worker leader to help these workers?
Case Study 3

Workers in a food processing facility have noticed a strong odor from one of the chemicals used for cleaning. The strong smell gives them headaches and makes some people nauseous. They do not know what the chemical is. When they ask the supervisor, he shows them some papers in English. Most workers are not fluent in English and they do not understand what the papers mean.

1. What is the problem?

2. Does the law protect the workers? Which law?

3. What needs to change?

4. Who could the workers talk to in order to make this change?

5. What could you do as a worker leader to help these workers?
Case Study 1 Sample Answers

Last week, Carmen hurt her hand on a machine at work. When she told her supervisor about the injury, he told Carmen to get back to work or else he would find another worker to take her place. Carmen’s hand is still sore but she is afraid to say anything because she does not want to lose her job.

1. What is the problem?

- Carmen was injured.
- Carmen did not get treatment for her injury.
- Carmen is continuing to work with pain and could injure herself further.
- The injury was not reported to the person at the company that handles workers’ compensation.
- The incident was not investigated and nothing was done to prevent this from happening in the future to Carmen or other workers.
- The supervisor threatened to retaliate against Carmen for exercising her right to report injuries.
- Carmen does not feel free to report injuries for fear of retaliation.

2. Does the law protect Carmen? Which law?

Yes. The following laws protect Carmen:

- The right to a safe and healthy workplace.
- The right to report injuries without fear of retaliation.
- The right to report work-related injuries to workers’ compensation.
- The right to workers’ compensation coverage for: treatment for work-related injuries; lost wages due to the injury if she is out more than 3 days; disability if she does not recover completely.

3. What needs to change?

- Carmen needs to get treatment for her injury.
- The injury needs to be reported to workers’ compensation.
- The injury should be recorded on the Log 300 if treatment requires more than first aid, results in restricted activity or requires at least one day away from work.
- Carmen and all other workers need to be guaranteed the right to report injuries without fear of retaliation in the future; in fact, workers should be encouraged to report not only injuries and illnesses but also any hazards they see before they lead to injuries and illnesses.
• All supervisors should be trained to know that it is against the law to retaliate or threaten to retaliate against workers for exercising their rights.
• The employer must identify the hazard that caused the injury and, if possible, eliminate the hazard. If it is not possible to eliminate it, the employer should either a) control the hazard as much as possible (for example, by installing a guard on the machine); b) put in place policies and procedures that help workers avoid injuries; c) provide PPE if necessary (for example gloves); and d) make sure workers are trained effectively in a language they understand on what policies and procedures are in place to prevent injuries.

4. Who could Carmen talk to in order to make this change?

Carmen could get support from her union, health and safety committee, other co-workers, community-based organizations, community health clinics, government agencies such as Cal-OSHA, and legal services.

5. What could you do as a worker leader to help Carmen?

Worker leaders can:

• Explain to Carmen what her rights are.
• Explain to Carmen what her employer’s responsibilities are.
• Help Carmen document the problem.
• Help Carmen decide her course of action.
• Help Carmen find support (see number 4).
Case Study 2 Sample Answers

A group of workers in a food processing plant work on wet, slippery floors. Workers slip and fall regularly. The employer knows but has done nothing about the problem. There is nothing in the employer’s Injury and Illness Prevention Program (IIPP) about the slippery floors.

1. What is the problem?

• There is a hazard in the workplace - slippery floors.
• The employer has not eliminated the hazard even though s/he knows about it.
• The hazard is not identified in the IIPP.

2. Does the law protect workers? Which law?

Yes. The following laws protect the workers:

• The right to a safe and healthy workplace.
• The employer’s obligation to investigate the cause of the slips and to eliminate the hazard.
• The employer’s obligation to provide personal protective equipment (PPE) if necessary (for example, slip-resistant boots).
• The employer’s obligation to include this hazard in the IIPP.

3. What needs to change?

• The employer must eliminate the hazard (for example, get rid of the wet floor or make sure the floor is not slippery). If it is not possible to eliminate it, the employer should either a) control the hazard as much as possible (for example, limit the amount of water that can end up on the floor); b) put in place policies and procedures that help workers avoid injuries (for example, a policy that signs are placed around wet areas and the floor is dried as soon as possible); c) provide PPE if necessary (for example waterproof, non-slip boots); and d) make sure workers are trained effectively in a language they understand on what policies and procedures are in place to prevent injuries.
• The hazard should be included in the IIPP.
• The injuries should be recorded on the Log 300 if they qualify.
4. Who could workers talk to in order to make this change?

The workers could get support from their union, health and safety committee, other co-workers, community-based organizations, community health clinics, government agencies such as Cal-OSHA, and legal services.

5. What could you do as a worker leader to help these workers?

- Explain to the workers what their rights are.
- Explain to the workers what their employer’s responsibilities are.
- Help the workers document the problem.
- Help the workers decide their course of action.
- Help the workers find support (see number 4).
Case Study 3 Sample Answers

Workers in a food processing facility have noticed a strong odor from one of the chemicals used for cleaning. The strong smell gives them headaches and makes some people nauseous. They do not know what the chemical is. When they ask the supervisor, he shows them some papers in English. Most workers are not fluent in English and they do not understand what the papers mean.

1. What is the problem?

- Workers are getting ill from the chemical.
- Workers have not gotten medical attention if needed.
- Workers do not know what the chemical is.
- The supervisor is not providing adequate information in a language workers can understand.
- Workers have not been trained on the chemical.

2. Does the law protect the workers? Which law?

Yes. The following laws protect the workers:

- The right to a safe and healthy workplace.
- The employer’s obligation to provide Safety Data Sheets for all chemicals.
- The employer’s obligation to label all chemicals.
- The employer’s obligation to train all workers about hazardous substances at work, including how to handle them and what to do in case of a spill or leak.
- The employer’s obligation to provide training and information in a language workers understand.

3. What needs to change?

- The workers must get medical treatment if necessary.
- The employer must record the illnesses on the Log 300 if they qualify.
- The employer must eliminate the hazard (for example, replace the chemical with something that is safe for workers). If it is not possible to eliminate it, the employer should either a) control the hazard as much as possible (for example, increase the ventilation); b) put in place policies and procedures that help workers avoid illness (for example, limit the amount of time workers are exposed...
to the chemical; c) provide PPE if necessary (for example, gloves or masks for those handling the chemical); and d) make sure workers are trained effectively in a language they understand on what policies and procedures are in place to prevent illness.

- The employer must provide Safety Data Sheets in a language workers understand.
- The employer must make sure all chemicals are labeled.
- The employer must provide effective training in a language workers understand about hazardous substances at work.

4. **Who could the workers talk to in order to make this change?**

   The workers could get support from their union, health and safety committee, other co-workers, community-based organizations, community health clinics, government agencies such as Cal-OSHA, and legal services.

5. **What could you do as a worker leader to help these workers?**

   Explain to the workers what their rights are.
   Explain to the workers what their employer’s responsibilities are.
   Help the workers document the problem.
   Help the workers decide their course of action.
   Help the workers find support (see number 4).
Role Play Planning Sheet

1. What action step do you want to show in your role play?

2. To help you plan your role-play, decide the following:

   ---Who will play the part of the workers?
   
   --What will the workers do?
   
   --Who will they talk to?
   
   --What will they say?

3. Think about other characters you may want in this role-play.

   --Will someone play the part of the employer or supervisor?

   ---Will someone play the part of someone at a union or community organization that helps workers?

   --Will someone play the part of someone from a government agency such as Cal/OSHA?
My Action Plan

Please think about two or three steps you want to take as part of your action plan to keep yourself and others safe and healthy at work.

You may use some of the ideas below if you want or think of your own.

Ideas:

- I will talk with my co-workers about finding hazards on the job.
- I will talk with my co-workers about finding solutions to hazards on the job.
- I will talk with my co-workers about health and safety rights.
- I will talk with my co-workers about how Cal/OSHA protects workers.
- I will talk with my co-workers about reporting hazards and injuries to the supervisor.
- I will report hazards and injuries to my supervisor (on my own or with other workers).
- I will ask for more information on chemicals or other hazards (on my own or with other workers).
- I will ask for more training on health and safety (on my own or with other workers).
- I will ask for more information and training in the appropriate language (on my own or with other workers).
- I will participate in a health and safety committee at work.
- I will ask for information or support from a union, worker center, or community organization.

I would like to take these steps to keep myself and others safe and healthy at work:

____________________________________________________________________
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________
Evaluation: Health and Safety at Work

Trainers (name) _____________________________________________________________

Trainers (signature) _________________________________________________________

Date and time ___________________________ Address ___________________________

1. How useful was this training? (Please circle the word)
   Very useful   Useful    Not useful

2. How much did you learn about the following? (Check the box)

<table>
<thead>
<tr>
<th></th>
<th>I learned a lot</th>
<th>I learned a little</th>
<th>I did not learn this</th>
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<td>Eliminating or</td>
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</tr>
<tr>
<td>Taking action</td>
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</tbody>
</table>

3. Do you think you can use the information from this workshop to protect yourself and others in the workplace? (Circle the word)
   Yes          Maybe      No

4. How would you improve this workshop?

_________________________________________________________________________

_________________________________________________________________________

_________________________________________________________________________