Health and Safety at Work

An 8 Hour Health and Safety Training of Trainers for Staff of Working Partnerships USA and Teamsters

This training is supported under grant number #SH-2764SH5 from the Occupational Safety and Health Administration, U.S. Department of Labor. It does not necessarily reflect the views or policies of the U.S. Department of Labor, nor does mention of trade names, commercial products, or organizations imply endorsement by the U.S. Government.

LOHP. OSHA grant #SH-2764SH5
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/

Maria Noel Fernandez, Director of Organizing and Civic Engagement
Working Partnerships, USA
2102 Almaden Road, Suite 107
San Jose, CA 95125
Phone: 408-269-7872
Fax: 408.269.0183
Website: http://www.wpusa.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/

This training is supported under grant number #SH-2764SH5 from the Occupational Safety and Health Administration, U.S. Department of Labor. It does not necessarily reflect the views or policies of the U.S. Department of Labor, nor does mention of trade names, commercial products, or organizations imply endorsement by the U.S. Government.
Health and Safety at Work

An 8 Hour Health and Safety Training of Trainers for Staff of Working Partnerships USA and Teamsters

Learning Objectives

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

1. Describe the importance of health and safety for workers, employers, communities, and organizing.
2. Describe basic health and safety rights.
4. Teach the 2 hour health and safety workshop to their workers.
5. Work with LOHP to meet the deliverables of the OSHA Harwood grant.
## 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. Introductions, agenda, and objectives</strong></td>
<td>20 min</td>
<td>- Sign in sheet&lt;br&gt; - Name tags (one for each participant)&lt;br&gt; - Markers&lt;br&gt; - Agenda and Objectives written on flip chart paper&lt;br&gt; - Copies of “Agenda and Objectives” (one for each participant)</td>
</tr>
<tr>
<td>Participants review the agenda and objectives; introduce themselves, and identify the main obstacles faced by the workers they support.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>B. Why should we care about health and safety?</strong></td>
<td>30 min</td>
<td>- Pencils or pens (one for each participant)&lt;br&gt; - Copies of 5 sheets with questions for “Pass it On” activity&lt;br&gt; - Flip chart and markers to write down participants’ questions</td>
</tr>
<tr>
<td>Participants think about why health and safety matters for workers, families, employers, and communities. They identify what they know about basic health and safety rights and what questions they have.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Break</strong></td>
<td>10 min</td>
<td></td>
</tr>
<tr>
<td><strong>C. Model 2 hour workshop</strong></td>
<td>2 hrs</td>
<td>- Lesson plan and all materials for the 2 hour workshop (see 2 hour workshop Detailed Instructor’s Notes)&lt;br&gt; - Copies of “Problems, Questions, Suggestions” (one for each participant)</td>
</tr>
<tr>
<td>LOHP trainers model the 2 hour workshop that TOT participants will be teaching.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Lunch</strong></td>
<td>1 hrs</td>
<td></td>
</tr>
<tr>
<td><strong>D. Debrief model workshop</strong></td>
<td>30 min</td>
<td>- Chart paper and markers&lt;br&gt; - Copies of lesson plan for 2 hour workshop (one for each participant)</td>
</tr>
</tbody>
</table>

*This training is supported under grant number #SH-2764SH5 from the Occupational Safety and Health Administration, U.S. Department of Labor. It does not necessarily reflect the views or policies of the U.S. Department of Labor, nor does mention of trade names, commercial products, or organizations imply endorsement by the U.S. Government.*
<table>
<thead>
<tr>
<th>Activity</th>
<th>Time</th>
<th>Materials &amp; Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>E. Review of health and safety rights</td>
<td>30</td>
<td>▪ Pencils or pens (one for each participant)</td>
</tr>
<tr>
<td></td>
<td>minutes</td>
<td>▪ Copies of “Bingo Questions and Answers for Trainer” (one for each participant)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>▪ Participants review what they know about health and safety rights and what questions they have.</td>
</tr>
<tr>
<td>F. How to support workers’ action plans</td>
<td>40</td>
<td>▪ Copies of “My Action Plan” (one for each participant)</td>
</tr>
<tr>
<td></td>
<td>minutes</td>
<td>▪ Chart paper</td>
</tr>
<tr>
<td></td>
<td></td>
<td>▪ Markers</td>
</tr>
<tr>
<td></td>
<td></td>
<td>▪ Pencils or pens (one for each participant)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>▪ Participants plan how their organization can support workers’ action plans.</td>
</tr>
<tr>
<td>G. Practice teaching</td>
<td>1</td>
<td>▪ Copies of the lesson plan for the two hour workshop (one for each participant)</td>
</tr>
<tr>
<td></td>
<td>hour</td>
<td>▪ Copies of “Problems, Questions, Suggestions” (one for each participant)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>▪ Participants have a chance to prepare and practice teaching one of the activities in the 2 hour workshop.</td>
</tr>
<tr>
<td>Break</td>
<td>10</td>
<td>▪ ▪ ▪</td>
</tr>
<tr>
<td>H. Debrief practice teaching</td>
<td>40</td>
<td>▪ Flip chart</td>
</tr>
<tr>
<td></td>
<td>min</td>
<td>▪ Markers</td>
</tr>
<tr>
<td>I. Next steps and training logistics</td>
<td>60</td>
<td>▪ Flip chart</td>
</tr>
<tr>
<td></td>
<td>min</td>
<td>▪ Markers</td>
</tr>
</tbody>
</table>
Total time: 8 hours

Detailed Instructor’s Notes

A. Introductions, agenda, and objectives
   (20 min)

Say: Thank you for coming. We are really excited to work with you on this project. My name is _______ and I work at LOHP (provide quick description of our organization).

Pass out the handout Agenda and Objectives.

Say: Let’s review the agenda and objectives for today. Does anyone want to add something to this? (Write down responses on flip chart).

Say: Let’s start with introductions. Please say your name, organization, what you do there, and what you think is the biggest issue facing the workers you are working with.

Write responses on a flip chart.

B. Why should we care about health and safety?
   (30 min)

Say: Let’s start with why we should care about health and safety. We all deal with workplaces in which there are many pressing problems. You may have a background in a different area of labor rights. Why focus on health and safety?

Say: To get the conversation started, we are going to do an activity called “Pass it on.” You are going to get a piece of paper with a question written on it. You will have one minute to write down as many answers as you can think of. When I say “pass it on,” everyone will pass their paper to the next person in a clockwise direction. You will then read what is already on the page, and write one or two new answers to the question on the sheet in front of you. We will repeat this until everyone has had a chance to answer all the questions.

Pass out the 5 sheets called “Pass it On,” each with the following questions:

1) Why is health and safety important to workers?
2) Why is health and safety important to employers?
3) Why is health and safety important to communities?
4) Why is health and safety important for organizing?

5) What health and safety laws do you know about?

Time people in one minute intervals until the activity is finished. Remind them that their challenge is to come up with new answers that are not already on the page.

Ask the last person who got each sheet to read out the responses. Discuss and supplement answers as necessary for each question.

1) **Why is health and safety important to workers?**

Injuries and illnesses can:

--cause pain, suffering, lost work time, financial hardship

--affect their ability to work in the future, affect their ability to do other things that are important to them

--lead to permanent health consequences

2) **Why is health and safety important to employers?**

Injuries and illnesses can:

--Result in lost work time, low morale, and high turnover

--Drive up workers' compensation premiums

--Damage a business' reputation and customer base

--Decrease work quality/output

3) **Why is health and safety important to communities?**

--Active communities require healthy members

--The community may absorb the cost of workers who are injured/ill

--Taxpayers cover many of the costs of injuries and illnesses at work

4) **Why is health and safety important for organizing?**

--Workers care about their health and their co-workers' health and are motivated to protect it

--Some health and safety issues are very immediate/serious

--A health and safety victory can be very meaningful and concrete

This training is supported under grant number #SH-2764SH5 from the Occupational Safety and Health Administration, U.S. Department of Labor. It does not necessarily reflect the views or policies of the U.S. Department of Labor, nor does mention of trade names, commercial products, or organizations imply endorsement by the U.S. Government.
Workers don’t necessarily have to be experts in the field to be leaders on these issues.

5) What health and safety rights/laws do you know about?

- Right to know (hazard communication, SDS, training in the right language, Log 300, exposure records)
- Right to be protected (IIPP; freedom from retaliation)
- Right to refuse (right to refuse hazardous jobs)
- Cal/OSHA function, structure, and process

Say: The last sheet that you filled out is about health and safety rights. One of the activities we are doing this afternoon covers the basic health and safety rights. When we go over that activity, we’ll have a chance to go into more detail about these basic health and safety rights.

Ask: What questions do you have about Cal/OSHA or health and safety rights?

Write down the questions on a flip chart to refer to later.

Break
(10 min)

C. Model 2 hour workshop
(2 hours)

Trainers model the 2 hour workshop. Participants pretend to be workers and do the exercises.

As participants anticipate problems that might come up when they do this workshop with workers, or if they have questions/suggestions, they write these down on the worksheet "Problems, Questions, Suggestions" to discuss after the model workshop.

Lunch
(1 hr)

This training is supported under grant number #SH-2764SH5 from the Occupational Safety and Health Administration, U.S. Department of Labor. It does not necessarily reflect the views or policies of the U.S. Department of Labor, nor does mention of trade names, commercial products, or organizations imply endorsement by the U.S. Government.
D. Debrief model workshop
(30 min)

Say: Please think about the 2 hour workshop we modelled and refer to the sheet you filled out (Problems, Questions, Suggestions). Let’s start with problems

Ask: What are some problems that you anticipate when you do this workshop with your workers?

Write each anticipated problem on a different flip chart sheet so that there is room to write solutions for each problem later.

Ask: What are some ways we could address these problems?

Write proposed solutions on the flip chart listing each problem.

Ask: What are some questions you have for when you do this workshop with your workers?

Write each question on a different flip chart sheet so that there is room to answers later.

Say: Let’s try to answer some of these questions.

Write answers on the flip chart listing each question. Those that can’t be answered on the spot should be flagged to get back to later or after the training.

Ask: What are some suggestions for when you do this workshop with your workers?
One specific question we have is how effective you found the health and safety bull’s eye diagram. It’s something new we are trying out and we would like to hear your feedback. Was it clear? Do you think it will be clear for workers? If not, how could we change it?

Write suggestions on a flip chart to incorporate into lesson plan if needed.

E. Review of health and safety rights
(30 min)

Say: The goal of the Bingo game is to review workers’ basic health and safety rights. When you do the Bingo game with workers, you will have a version of the Bingo questions that includes more detailed information on basic health and safety rights. Let’s review it so that you are prepared to explain it and answer workers’ questions.
Say: I will ask each person to take a turn reading one of the Bingo questions and the detailed answer. After you read it, please tell us anything else you know about this or any questions you have. Then the rest of the participants will add what they know and any questions they have.

F. How to support workers’ action plans
   (40 min)

Say: The goal of the Action Plan activity is for workers to think about what they can do to actively protect themselves and their co-workers on the job. When participants do their Action Plans, it is important for them to know how your organization can support them in taking that step. Please get into a group with others from your organization and think about how you can support workers in these steps. Think about how you can integrate this work with the work you are already doing.

Say: Take 15 minutes to write down what you will do on chart paper. Later, you will share this plan with the rest of the participants.

Give each group chart paper and markers as well as a copy of My Action Plan. Support them as needed and remind them of how much time they have left.

Say: Now let’s hear each group’s plan. Others can feel free to ask questions or offer suggestions.

Facilitate as each group presents and others ask questions or offer suggestions.

G. Practice teaching
   (1 hour)

Participants prepare to each an activity (20 min)

Say: Now you are going to have a chance to practice teaching two of the activities in the workshop. You will work in two small groups to teach two of the activities - the one on identifying hazards and on prioritizing solutions. This is a chance for you to try it out, get feedback, and think about whether there are changes you may want to make.

Say: Each group will have 20 minutes to prepare to do one of the activities. A trainer will be with your group to support you as needed. Then you will have 20 minutes to do your activity while the rest of the participants pretend to be workers.
Divide participants into 2 groups by organization. Assign Activity 1 to Group 1 and Activity 2 to Group 2.

Group 1 (2-3 participants) prepares to do the activity on identifying hazards. One of the trainers supports them. The trainer explains the goals of this activity, materials to prepare ahead of time, ways of eliciting participation, and tips on logistics. The trainer helps participants identify what role they will play and what they will do.

Group 2 (2-3 people) prepares to do the activity on prioritizing solutions. One of the trainers supports them. The trainer explains the goals of this activity, materials to prepare ahead of time, ways of eliciting participation, and tips on logistics. The trainer helps participants identify what role they will play and what they will do.

Practice doing activity 1 (20 min)

Say: Now Group 1 is going to practice teaching Activity 1. The rest of us will pretend to be workers. As they are teaching, if you see any problems come up or have questions or suggestions for the group, note them down on your sheet (Problems, Questions, Suggestions).

Group 1 does their activity while the others pretend to be workers.

Practice doing activity 2 (20 min)

Say: Now Group 2 is going to practice teaching Activity 2. The rest of us will pretend to be workers. As they are teaching, if you see any problems come up or have questions or suggestions for the group, note them down on your sheet (Problems, Questions, Suggestions).

Group 2 does their activity while the others pretend to be workers.

Break

(10 min)

H. Debrief practice teaching

(40 min)

What worked well, what to change (20 min)
Say: Please think back to the practice activities we did and refer to your sheet (Problems, Questions, Suggestions). We are going to discuss how it went. Both the group that taught the activity and the participants that pretended to be workers should share what they think.

Ask: What worked well?
Write answers on a chart paper.

Ask: Did you see any problems?
Write answers on a chart paper.

Ask: Do you have any questions?
Write answers on a chart paper.

Ask: Do you have any suggestions?
Write answers on a chart paper.

Facilitate a discussion on how to address problems, answer questions, and review suggestions.

Overcoming difficulties in training (20 min)

Ask: Now that you have had a chance to try teaching two of the activities, what obstacles do you anticipate when you do this training? Think about the logistics of the training space, the time, the characteristics of the workers such as literacy, language, knowledge base, experience, and confidence.

Facilitate a discussion about difficulties they may face in conducting the training and how to overcome them.
Write down ideas on a flip chart.

I. Next steps and training logistics (60 min)

Grant requirements (20 min)

Say: Lastly, we are going to review some of the requirements of this grant so that you know how conducting this 2 hour workshop fits in with the workplan.

Review:

This training is supported under grant number #SH-2764SH5 from the Occupational Safety and Health Administration, U.S. Department of Labor. It does not necessarily reflect the views or policies of the U.S. Department of Labor, nor does mention of trade names, commercial products, or organizations imply endorsement by the U.S. Government.

LOHP. OSHA grant #SH-2764SH5
• Pilot test of the lesson plan for the 2 hour workshop for workers
• Number of workers to be reached
• The role of sign- in sheets
• The role of pre-tests and post-tests
• The role of the evaluation form
• Additional evaluation that will be conducted after the workshops
• Timeline for Year 1 of the grant
• Roles and responsibilities of each organization

Training logistics (20 min)

Say: Now we have the opportunity to review logistics for our upcoming workshops.

Discuss the following:

• Define role of LOHP in pilot testing 2 hour workshop and set dates and locations
• Define the role of LOHP co-training in the 2 hour workshops and set dates and locations
• Define the role of LOHP in co-training for the 6 hour worker leader workshop and set dates and locations

TOT Evaluation (15 min)

Ask participants to fill out a TOT course evaluation.

Conclusion and certificates (5 min)

Thank participants for coming and give them certificates.
Health & Safety Train the Trainer
Labor Occupational Health Program,
University of California, Berkeley
In partnership with Working Partnerships, USA/Teamsters

Agenda

9:00 - 9:20am  Introductions and Overview
  • Introductions
  • Course overview
  • Pre-test

9:20 - 9:50  Why should we care about health and safety?

9:50 - 10:00  Break

10:00 - 12:00  Model health and safety workshop

12:00 - 1:00  Lunch

1:00 - 1:30  Debrief model workshop

1:30 – 2:00  Review of health and safety rights

2:00 – 2:40  How to support workers’ action plans

2:40 – 3:40  Practice teaching

3:40 - 3:50  Break

3:50 – 4:30  Debrief practice teaching

4:30 - 3:30  Next steps and training logistics

3:30 - 4:30  Next steps and training logistics
  • Paperwork to be returned to LOHP
  • Next steps
  • TOT evaluation
  • Course certificates
Objectives

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

1. Describe the importance of health and safety for workers, employers, communities, and organizing.
2. Describe basic health and safety rights.
4. Teach the 2 hour health and safety workshop to their workers.
5. Work with LOHP to meet the deliverables of the OSHA Harwood grant.
Name ________________________________

<table>
<thead>
<tr>
<th>Problems</th>
<th>Questions</th>
<th>Suggestions</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

This training is supported under grant number #SH-2764SH5 from the Occupational Safety and Health Administration, U.S. Department of Labor. It does not necessarily reflect the views or policies of the U.S. Department of Labor, nor does mention of trade names, commercial products, or organizations imply endorsement by the U.S. Government.
Sign-in Sheet, TOT

Date __________________ Location ________________________________

Trainers (name and organization) __________________________________

<table>
<thead>
<tr>
<th>Name</th>
<th>Organization</th>
<th>Job title</th>
<th>Phone/Email</th>
<th>Interested in future trainings?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

This training is supported under grant number #SH-2764SH5 from the Occupational Safety and Health Administration, U.S. Department of Labor. It does not necessarily reflect the views or policies of the U.S. Department of Labor, nor does mention of trade names, commercial products, or organizations imply endorsement by the U.S. Government.

LOHP, OSHA grant #SH-2764SH5
Train the Trainer Evaluation
Labor Occupational Health Program,
University of California, Berkeley
In partnership with
Working Partnerships USA/Teamsters

Please evaluate each training topic below. Circle the best answer.

<table>
<thead>
<tr>
<th>Subject</th>
<th>Not Useful</th>
<th>Useful</th>
<th>Very Useful</th>
</tr>
</thead>
<tbody>
<tr>
<td>Why should we care about health and safety?</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Model workshop</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Debrief of model workshop</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Review of basic health and safety rights</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Supporting workers’ action plans</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Practice teaching</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Debrief practice teaching</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
</tbody>
</table>

1. How confident are you teaching the 2 hour health and safety workshop?

___ Not confident   ___ Somewhat confident   ___ Confident

Comments

This training is supported under grant number #SH-2764SH5 from the Occupational Safety and Health Administration, U.S. Department of Labor. It does not necessarily reflect the views or policies of the U.S. Department of Labor, nor does mention of trade names, commercial products, or organizations imply endorsement by the U.S. Government.
2. What did you like most about the training?

____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________

3. How could the training be improved?

____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________

4. What additional training would you like on health and safety?

____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________
This training is supported under grant number #SH-2764SH5 from the Occupational Safety and Health Administration, U.S. Department of Labor. It does not necessarily reflect the views or policies of the U.S. Department of Labor, nor does mention of trade names, commercial products, or organizations imply endorsement by the U.S. Government.