Staying Safe at Work

A Curriculum for Teaching Workers with Intellectual and Developmental Disabilities about Health and Safety on the Job

LABOR OCCUPATIONAL HEALTH PROGRAM
University of California Berkeley

and

DEPARTMENT OF HEALTH AND HUMAN SERVICES
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Changes were made to the Disaster Blaster and Bingo games in the curriculum to increase understandability of issues related to emergency preparedness and labor laws.

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Introduction

Why Teach Workers with Intellectual and Developmental Disabilities about Health and Safety on the Job?

Despite successful efforts to reduce the rates of work-related injuries, illnesses, and fatalities among American workers since the passage of the 1970 Occupational Safety and Health Act, the numbers are still too high. In 2014, 4,821 workers were killed on the job and slightly more than 3.7 million workers suffered injuries and illnesses in public and private workplaces.[1,2] This is a rate of 3.4 workers injured or made sick on the job for every 100 full-time employees.[2] These statistics are believed to be under-reported by as much as 69%.[3]

The rate of workplace injury among employees in vocational rehabilitation programs is more than 60% higher than that of injured workers as a whole (out of every 100 workers in these settings, 5.5 workers get injured on the job—but out of every 100 workers in general, 3.2 get injured on the job).[4]

FOOTNOTES

1. TABLE A-1. Fatal occupational injuries by industry and event or exposure, all United States, 2014. Bureau of Labor Statistics, **http://www.bls.gov/iif/oshwc/cfoi/cftb0286.pdf.** Accessed July 28, 2016
2. TABLE Q1. Incidence rates of total recordable cases of nonfatal occupational injuries and illnesses, by quartile distribution and employment size, 2014, Bureau of Labor Statistics, **http://www.bls.gov/iif/oshwc/osh/os/ostb4359.** (See NAICS code 6243 for Vocational Rehabilitation Services). Accessed July 28, 2016.
3. J. Paul Leigh, James P. Marcin, and Ted R. Miller, An Estimate of the U.S. Government's Undercount of Nonfatal Occupational Injuries, 46 J. Occupational & Environmental Medicine. 10, (2004).
4. TABLE SNR05. Incidence rate1 and number of nonfatal occupational injuries by industry and ownership, 2014 **http://www.bls.gov/iif/oshwc/osh/os/ostb4351.pdf**. Accessed July 28, 2016.

Although many factors contribute to workplace injuries, illnesses, and fatalities, the primary reasons workers get injured on the job are health and safety hazards in their workplaces. Jobs performed in sheltered employment settings and by workers with intellectual and developmental disabilities (IDD) in general can be hazardous. This is true for most low-wage workers. Common work activities include light manufacturing, recycling, assembly, janitorial tasks, work in industrial laundries, landscaping services, and warehouse work. Almost all of these activities have higher than average rates of injury.

Occupational safety and health training is an essential part of an effective program to prevent workplace injury and illness. Employees need information about the hazards they work with and how to protect themselves. In general, most workers lack health and safety training, but workers with IDD often have even fewer options for this training. A needs assessment conducted in 2006 by the Labor Occupational Health Program at the University of California, Berkeley found almost no examples of comprehensive health and safety training being provided to these workers.[5] When training does take place, it is typically a supervisor or job coach instructing what to do or not do with regard to a particular activity. Although this kind of instruction is important, it does not teach workers the skills they need to assess new environments and to problem solve when the situation or task changes, or when something unexpected happens. Workers need to learn and practice these skills in a safe environment where the instructor can teach them, and then they can learn from one another.

One reason for the shortage of occupational health and safety training for workers with IDD has been the lack of curriculum for schools, support agencies, and employers. The *Staying Safe at Work* curriculum will help bridge this gap.

FOOTNOTES

5. Dewey, R, Promoting the Health and Safety of Individuals with Developmental Disabilities Employed in Mainstream Settings: Report and Recommendations to the National Institute for Occupational Safety and Health (NIOSH), U.S. Department of Health and Human Services, 2006.

About the Curriculum

Staying Safe at Work is a six-lesson training program designed to teach basic occupational safety and health knowledge and skills to young and older workers, and students with disabilities. The first version of the *Staying Safe at Work* curriculum was published by the Labor Occupational Health Program (LOHP) at the University of California, Berkeley with support from the National Institute for Occupational Safety and Health (NIOSH). LOHP, a community outreach program of U.C. Berkeley's School of Public Health, has developed and presented participatory training programs on various workplace health and safety issues for more than 40 years.

This updated version of the *Staying Safe at Work* curriculum was prepared by LOHP and NIOSH to align it with the core competencies taught in the NIOSH *Youth @ Work: Talking Safety* curriculum, a foundational curriculum in workplace safety and health **(www.cdc.gov/niosh/talkingsafety/)**. To this end, some of the activities included in the updated *Staying Safe at Work* curriculum were adapted from versions of activities included in the *Youth @ Work: Talking Safety* curriculum.

The curriculum is intended for supported employment agencies, community vocational rehabilitation programs, high-school transition programs, and other organizations and companies that place in jobs or hire workers with disabilities. The curriculum can help teach students or consumers/employees the foundational job safety and health skills that all workers need. The curriculum uses highly interactive and fun learning activities to teach the following skills, which are general, transferable, and can apply across all jobs and industries. These skills (core competencies) are the ability to:

1. Recognize that, while work has benefits, all workers can be injured, become sick, or even be killed on the job. Workers need to know how workplace risks can affect their lives and their families.
2. Recognize that work-related injuries and illnesses are predictable and can be prevented.
3. Identify hazards at work, evaluate risk, and predict how workers can be injured or made sick.

4. Recognize how to prevent injury and illness. Describe the best ways to address workplace hazards and apply these concepts to specific workplace problems.
5. Identify emergencies at work and decide on the best ways to address them.
6. Recognize employer and worker rights and responsibilities that play a role in safe and healthy work.
7. Find resources that help keep workers safe and healthy on the job.
8. Demonstrate how workers can communicate with others—including people in authority roles—to ask questions or report problems or concerns when they feel unsafe or threatened.

How the Curriculum Is Organized

The curriculum contains complete instructions and the materials necessary to teach the *Staying Safe at Work* course. The curriculum includes six lessons, which can be divided into short segments. Each lesson begins with the "Learning Objectives" for the lesson and a "Lesson at a Glance" chart. The chart has a brief summary of the various activities that make up the lesson, as well as the time and materials needed for each activity.

For each lesson, there is also a "Preparing to Teach" section, listing steps to take before teaching this part of the course. This includes all the equipment and materials to obtain, as well as photocopying that will be needed prior to class. A complete set of "Instructor's Notes" for each lesson follows, with specific instructions on how to lead each activity. Microsoft PowerPoint® slides, which accompany the curriculum, can be downloaded from **www.lohp.org/Staying_Safe_at_Work.ppt or (insert NIOSH URL here)**. The Instructor's Notes tell you when to show each slide and when to distribute each handout that you have photocopied.

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

Lesson One. **Introduction to Workplace Health and Safety**

Students are introduced to workplace health and safety, and they watch a short video about a worker who was injured on the job. The class discusses why the injury occurred and how a work-related injury can affect a worker's life. This lesson also introduces the idea that work-related injuries and illnesses are predictable and can be prevented.

Lesson Two. **Looking for Job Hazards**

The class discusses workplace health and safety hazards for the first time, and participants look at pictures of typical workplaces and practice identifying hazards. The class then learns more about several key health and safety issues, which include machinery, vehicles, electrical hazards, exposure to blood, noise, chemicals, stress, and ergonomic hazards. Common job tasks are demonstrated while the class looks for examples of ergonomic risk factors. As the instructor demonstrates a task, "ouch" dots or stickers are placed on the instructor's body where these risk factors may cause pain. Finally, class members participate in a "Hunting for Hazards" activity in their own school or facility.

Lesson Three. **Making the Job Safer**

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

Lesson Four. **Staying Safe in an Emergency at Work**

The class brainstorms examples of emergencies that could happen in the workplace. Then they play a board game in small groups where they learn what to do in various emergencies.

Lesson Five. **Your Rights and Responsibilities on the Job**

The class learns about their health and safety rights and responsibilities on the job, particularly those under the child labor laws. After an overview discussion, students play a Labor Law BINGO game.

Lesson Six. **Speaking Up When There Is a Problem**

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

For some of the lessons, optional extra activities are provided. Students receive a Certificate of Completion at the end of the course.

Teaching Approach and Methods

This curriculum is designed to teach important occupational safety and health skills to those who may have learning challenges, including difficulty reading and/or understanding abstract concepts. Consequently, the teaching activities (1) use pictures instead of words to trigger discussion; (2) break down concepts into small, concrete pieces that build on earlier material; and (3) allow students to learn and practice new skills through hands-on activities. The ability to read is not required for full participation in this class.

A variety of workplaces and different job hazards are presented so students can practice recognizing and solving potential problems. An essential goal of this course is that trainees be able to enter any workplace and have a basic understanding of how to identify what might harm them and how to protect themselves.

The teaching methods used throughout this curriculum are designed to maximize class participation. A variety of participatory learning

methods are used (described below). The goal of all these activities is to encourage students to participate in the class, as well as to learn and practice new skills.

Teaching methods are described in the sections that follow.

Class Discussion

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

Here are some tips for leading a successful discussion:

- The questions in this curriculum are suggestions. Reword a question if it is not clear, or if you get a poor response.
- Feel free to add your own questions to those given, or to use different questions in place of them. The more relevant you can make the topic, the more the class will learn.
- When someone in the class asks a question or makes a comment, first repeat it aloud to make sure everyone can hear it. Invite the other participants to join the discussion, reinforcing the idea that all in the group are learning from one another.
- Include everyone in the discussion. Address every question to the whole class. Give participants a chance to think and respond. Wait a short time for someone to answer. If no one answers, you might eventually want to call on someone in order to keep the discussion going. If only one or two students respond, actively invite others to share their ideas.
- Use a chalkboard or flipchart often—even when the manual doesn't specifically tell you to. Make lists. Draw pictures and diagrams. Use large print. Make sure you read aloud any text you write on the board or show on a PowerPoint® slide, to help those with limited literacy.

- Explain any special terms, jargon, or abbreviations that come up during the training.
- Don't read the answers from this manual word-for-word. Use the answers provided to fill in important points that may have been missed in the discussion.
- In explaining answers, add more information of your own if you want. Make the discussion relevant by drawing on examples from participants' own experience.

Brainstorming

Some lessons use a "brainstorming" technique. The class is asked to generate as many ideas as possible on a specific topic. The instructor records all the ideas on the board for everyone to see and discuss. No idea is "wrong" or "stupid." All ideas should be encouraged. If some of your students are nonverbal, consider adding response boards with possible answers listed that they can point to as a way to give these students a chance to participate.

Small Group Activities

You can ask students to work in pairs or small groups on a task, game, or other activity. For any kind of small-group exercise, follow the instructions given for the lesson you are presenting.

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

When the small groups meet, walk around and listen to make sure each group understands its assignment and stays on task. Give each group

a 2-minute warning as the time limit mentioned in the Instructor's Notes approaches.

Presentation by the Instructor

In some places, the curriculum presents material in a "mini lecture." Although the Instructor's Notes completely explain what to say, try to avoid simply reading the text to the class. Put the material in your own words, if possible. Don't try to cover too much at one time. Try to break up your presentation by asking questions and drawing on participants' experiences. Keep your language clear and don't use jargon or abbreviations. Material in this curriculum that is meant for students has been simplified to a basic reading level in order to make it easier for instructors to communicate complex concepts. Text meant for instructors uses a more advanced reading level.

Preparing to Teach

Before you present each lesson:

- Read the entire lesson in advance, including the "Learning Objectives," "Lesson at a Glance," "Preparing to Teach," and "Instructor's Notes" sections. Also review the PowerPoint® slides and any handouts.
- Obtain necessary equipment. Some lessons require special supplies and demonstration equipment, as indicated. You will always need a chalkboard or flipchart paper to write on, as well as chalk or markers. You will also need a computer and an LCD projector to show the PowerPoint® slides.
- Prepare any necessary teaching materials (photocopy the handouts, etc.). Make color copies of the handouts if possible. Each lesson lists the materials you will need.

Evaluating the Training

Evaluating the training is an important part of the process. It ensures that the training meets the needs of the students, and it allows the instructor to make appropriate adjustments.

The evaluation can answer these questions:

- How much change in students' knowledge, attitudes, or skills (as stated in the lesson's objectives) actually happened?
- How effective was each teaching method (such as group discussion, or small group activities), and how appropriate and relevant was the course content?
- Was the level of the training a good match for the class?
- Were the teaching aids (such as handouts or PowerPoints) useful?

Pre- and post-tests may be used or questions posed out loud to the class to assess whether the learning objectives were met. Because the course is participatory, it is also possible to determine whether students have learned the content and gained the skills by observing them during the class. For example, were students able to:

- Identify the hazards in the illustrations?
- Point out hazards during a walk-through inspection of their own workplace or school?

When possible, it is important to evaluate whether the students retain the knowledge and skills learned through the curriculum. Interviews, conducted 3-6 months after the class completion, may be used to assess whether students are still able to: (1) identify hazards; (2) understand that hazards can be addressed to keep workers safe; (3) know what to do in an emergency; (4) understand their rights under OSHA; and (4) speak up effectively when a problem arises.

LESSON ONE

Introduction to Workplace Health and Safety

Learning Objectives

By the end of this lesson, the class will be able to do these things:

1. Describe how workplace injuries can affect a person's life.
2. Explain that workplace injuries and fatalities do happen to workers and could happen to them.
3. Explain that work-related injuries and illnesses can be prevented.

LESSON ONE AT A GLANCE

ACTIVITY	TIME	RESOURCES
A. INTRODUCTION TO THE TRAINING PROGRAM		
The class members discuss jobs they have had and whether they have ever been injured at work.	10 minutes	» Flipchart paper, easel, and markers » PowerPoint Slide 1
B. THE IMPACT OF WORK INJURIES		
The class watches a short video and discusses it.	30 minutes	» PowerPoint Slide 2
C. SUM UP		
Instructor reviews key points from Lesson One.	5 minutes	» PowerPoint Slide 3

TOTAL TIME: 45 MINUTES

Core competencies/basic health and safety skills addressed through this lesson: #1, #2.

Preparing to Teach This Lesson

Before you present Lesson One:

1. Set up the computer, an LCD projector and screen, and PowerPoint slides 1–3.
2. Make sure you have flipchart paper, easel, and markers.
3. Watch the video before showing it in class. You will need Internet access to view or download the video prior to class. Find it here: **www.youtube.com/watch?v=jy9YDD1LTiI**

Detailed Instructor's Notes

A. INTRODUCTION TO THE TRAINING PROGRAM (10 MINUTES)

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

> "This class can help you stay safe at work. People who don't know how to stay safe can get hurt or sick when they work. This class will teach you how to stay safe. You will:
>
> - Learn what can hurt you or make you sick at work.
> - Learn how health and safety problems at work can be solved and what your employer can do to protect you.
> - Know what to do when an emergency happens.
> - Know some laws that protect workers on the job.
> - Learn which government agencies protect workers on the job.
>
> We use this class to make sure you know how to stay safe at work."

2. Unless everyone already knows each other, have the class introduce themselves.

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

Note: If you are teaching this course to middle-school students or those who've never worked before, you can change this question to ask about their parents' work.

> "How many of you are working or have had a job?" What kind of work have you done?
>
> Have you ever been hurt at work? Do you know someone who got hurt? What happened?"

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

4. Set ground rules. Explain:

> "We will do lots of activities to learn how to stay safe at work. It's good to set ground rules first. What rules do you think everyone should follow?"

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

> "I want a rule that no one has to read if they have trouble reading. We won't read much in this class, but we will read a little. If you need help reading, let me know and we will help you. What other rules would you want?"

B. THE IMPACT OF WORK INJURIES (30 MINUTES)

1. Show **PowerPoint Slide 2**. Tell your students they will now watch a 3½-minute video. The video introduces some of the topics that will be covered in this series of classes. It can be streamed from **www.youtube.com/watch?v=jy9YDD1LTiI**. Ask students to keep in mind these questions as they watch the video:

   - "What happened to Mallory?"
   - "Why do you think Mallory got hurt?"

2. Play the video. Have the class discuss the video when it's over.

3. Ask students to say what happened to Mallory. Ask why they think she put her hand in the machine.
   Let volunteers answer. Here are some possible responses:

   - *Mallory got hurt when her arm got pulled into the machine.*
   - *Mallory was trying to be helpful and may not have realized the machine could hurt her.*
   - *The machine did not have a guard on it to protect her from the blades.*
   - *Mallory worked fast. Maybe she didn't get enough training.*

4. Tell students that this class will help them know how to stay safe at work. They will learn about workplace health and safety, as well as workers' rights on the job.

5. Show **PowerPoint Slide 3**. Review the six points presented below. By the end of the course, the class will be able to do the following:

> You will:
> - Know what can hurt you or make you sick at work.
> - Know how health and safety problems at work can be solved and what your employer can do to protect you.
> - Learn how health and safety problems at work can be solved and what your employer can do to protect you.
> - Know what to do when an emergency happens.
> - Know some laws that protect workers on the job.
> - Know which government agencies protect workers on the job.

C. SUM UP (5 MINUTES)

1. Conclude Lesson One by reminding the class about these main points:

> - All people can be hurt on the job. All jobs have things that can hurt you.
> - New workers get killed or hurt more often than workers who know more about doing the job.
> - Getting hurt or sick on the job is not an accident. There are things your employer can do to protect you. It's important that you follow safety rules.
> - If you get hurt or sick on the job, your life might change forever! You need to learn what can hurt you or make you sick at work. You need to know what you can do to stay safe. You need to help others stay safe.

LESSON TWO

Looking for Job Hazards

Learning Objectives

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

1. Explain what a "hazard" is, and identify typical health and safety hazards—both obvious and hidden—in a variety of workplaces.
2. Identify the people at their workplace who they should tell when a workplace hazard is found (supervisor, job coach, other responsible person).
3. Describe the health effects typically caused by key workplace hazards, and acknowledge that it is important to tell a supervisor or job coach if they have symptoms.
4. Identify risk factors for ergonomic injuries.
5. Practice identifying hazards in their own workplace, school, or other facility.

LESSON TWO AT A GLANCE

ACTIVITY	TIME	RESOURCES
A. FIND THE HAZARDS IN THE PICTURES		
The class identifies hazards in the pictures of six workplaces. This activity may be done as a large group discussion using the PowerPoint slides, or in pairs with the handout. In addition, they learn more about certain specific hazards including machinery, vehicles, noise, chemicals, and stress.	35 minutes	» Handout A (if done as pairs activity) » Pens or markers » PowerPoint slides 4–14
B. ERGONOMICS—WHERE DOES IT HURT?		
Students identify risk factors for ergonomic injuries while a job coach/ co-instructor demonstrates two or three different job tasks.	25 minutes	» Dots or "Ouch" stickers » Setup for model jobs » PowerPoint Slide 15 » Co-instructor or job coach
C. HUNTING FOR HAZARDS		
The class works in pairs or small groups to walk around a workplace identifying hazards and what the hazard could do to them.	30 minutes	» Handout B
D. SUM UP		
Instructor reviews key points from Lesson Two.	5 minutes	

TOTAL TIME: ONE HOUR AND 45 MINUTES

Core competencies/basic health and safety skills addressed through this lesson: #2.

Preparing to Teach This Lesson

Before you present Lesson Two:

1. Make color copies of **Handout A, "Find the Hazards,"** one set for each student. Or you may do Activity B as a large group discussion and just show the PowerPoint slides.
2. Obtain color dots or create "Ouch" stickers for the Ergonomics activity. These may be sheets of adhesive dots, or a set of labels or Post-It notes that you have labeled "ouch." Make sure you have found a co-instructor or job coach to help you with this activity.
3. Make copies of **Handout B, "Hunting for Hazards,"** one set for each pair or small group.
4. Set up the computer, an LCD projector and screen, and PowerPoint slides 4–15
5. Make sure you have flipchart paper, easel, and markers.

A. FIND THE HAZARDS IN THE PICTURES (35 MINUTES)

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

> "This class tells you how to stay safe at work. Many people get hurt at work. That's why we want you to learn how to stay safe.
>
> People get hurt at work for many reasons. The biggest reason is that there are hazards at work."

Ask the class:

> "Who can tell me what a 'hazard' is?"

Wait for responses and then write the following definition on a flip-chart page:

> "A hazard is something that can hurt you, make you sick, or stress you out. All workplaces have hazards.
>
> Let's see how much you know about how to find health and safety hazards in places where people work."

2. Introduce the picture activity. Explain:

> "Let's look at pictures of six places where people work. Let's try to find job hazards. Remember, job hazards are things that can hurt you, make you sick, or make you feel stressed."

3. Show and discuss **PowerPoint slides 4–9,** one at a time. Alternatively, you can make color copies of **Handout A, "Find the Hazards,"** and have students work individually or in pairs to find the hazards in the illustrations. In this case, each student/pair should receive one set (all six pages) to work on as well as a pen, or color marker. Explain to the class:

> "I will show you six places where people work. Let's try to find as many hazards as we can. Some hazards are easy to find. Some hazards are harder to find. Call out or circle the hazards you see as we look at each picture."

Continued on next page….

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

FAST FOOD RESTAURANT (POWERPOINT SLIDE 4)

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

GROCERY STORE (POWERPOINT SLIDE 5)

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

JANITORIAL WORK (POWERPOINT SLIDE 6)

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

GROUNDS MAINTENANCE (POWERPOINT SLIDE 7)

- Sharp tools
- Vibration
- Hot sun, heat
- Animals
- Chemicals (pesticides)
- Poison ivy/oak
- Stooping, bending
- Heavy lifting
- Uneven ground
- Repeating movements
- Vehicles nearby
- Lawn mowers, weed trimmers

INDUSTRIAL LAUNDRY (POWERPOINT SLIDE 8)

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

WAREHOUSE (POWERPOINT SLIDE 9)

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

4. Summarize this activity. Explain to the class:

> "The first way to stay safe at work is to find things that can hurt you. Sharp things can cut you. Hot things can burn you. Things with moving parts can cut or pinch you. We also need to find hazards that are harder to see. People can be hurt if they move the same way, over and over. People can be hurt when they pick up heavy things or reach over their head. People can be hurt by too much noise or chemicals."

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

5. Continue to show **PowerPoint Slide 9** and lead the following discussion about several key hazards: machinery, electrical hazards, vehicles, tools, and contact with blood. If possible, point out examples of these hazards in your school or facility.

Machinery

Explain to the class:

> "In a warehouse, machines are one of the biggest hazards. You also find machines at other places where people work. Some machines use belts to move things. Some machines crush boxes. Some machines tie things up. Machines with parts that move can hurt you if you get too close to them."

Ask the class:

> "What are some machines you have seen before either at work or in your home or community?" (examples might include: sewing machine, trash compactor, etc.) "What can you do to protect yourself from machines with parts that move?"

Wait for responses and then make the following points:

> - "Machines should have guards to protect you. Keep your fingers and hands away from parts that could pinch you, crush a part of your body, or cut you. Make sure you don't have loose clothes, hair, or jewelry that could get caught in parts that move. If someone hasn't taught you how to use a machine, don't use it. Only people trained to use machines should be near them."
> - "Never clean a machine unless you know it is unplugged or locked out by a qualified person." Locking out a machine makes sure that it cannot be turned on again before the cleaning or maintenance is finished.
>
> *Continued on next page….*

- When a machine breaks, someone should turn it off and lock it. That way, no one can use it. A sign should be put up to tell 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 on it?"

Tell a supervisor.

Ask the class:

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

Stay away from it.

Electrical Hazards

Explain to the class:

"Many machines and tools use electricity to make them go. Electricity goes through wires."

Ask the class:

"What can happen if something goes wrong with the wires or parts of a machine that uses electricity?"

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 machines or tools that run on electricity?"
>
> *Look for damaged wiring, and look for wires near water or oil. If you get little shocks when you use equipment, something is wrong. Tell a supervisor right away.*

Vehicles

Explain to the class:

> "This picture shows forklifts. It also shows other machines with wheels that could run into you or drop things on you. Places where workers load and unload things can be crowded. You might be even more likely to get hurt there. Look around you for machines with wheels. Stay out of their way. Watch for machines that carry things. Stay far enough away so they can't drop anything on you."

Tools

Ask the class:

> "This picture shows someone using a box cutter. How could a box cutter hurt you?"
>
> *It could cut you.*

Ask the class:

> "How can you use a box cutter and not cut yourself?"
>
> *Wear a glove on your other hand. Never cut toward your hand or body.*

Contact with Blood

Ask the class:

> "If someone gets cut, their blood might get on you. This might make you sick. 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 the virus that causes AIDS.*

Ask the class:

> "What should you do if someone you work with gets cut?"
>
> *Call your supervisor right away to come help the injured person. Don't touch the blood.*

Ask the class:

> "What if you happen to touch someone's blood?"
>
> *Wash your skin well with soap and water. Tell your supervisor what happened. Ask a doctor whether you need to do anything else.*

6. Show **PowerPoint Slide 10** and briefly explain noise hazards. Tell the class:

> "Loud noise is a hazard. It can hurt you. If your workplace is full of loud noise that lasts a long time, it can hurt your hearing. You may lose some or all of your hearing. Noise can also stress you out. That makes it hard to work. Noise can also distract you so you don't watch what happens around you."

Ask the class:

> "Have any of you ever been in a really noisy place? Did the noise cause you problems?"
>
> *Let students respond.*

Ask the class:

> "Some places where people work are very noisy. What should the people you work for do to protect your hearing?"
>
> *If possible, your employer should first find ways to make machines quieter. Maybe machines could be soundproofed, or less noisy machines could be used. Your supervisor should not have workers stay in a noisy area all day. Maybe workers could switch jobs and work in other areas for part of their shift.*
>
> *Your employer should also give you safety gear, such as ear plugs or earmuffs that block noise. If you are asked to wear plugs or muffs, make sure you wear them. If they don't fit right or don't work well, ask your supervisor for something that works better.*

7. Briefly explain chemical hazards.

Ask the class:

> "We saw chemicals in all the pictures of different workplaces. What kinds of chemicals do people use at work?"
>
> *Let the class respond and then show* **PowerPoint Slide 11.**

Give the following examples of chemicals:

> "On some jobs you may find cleaning products that use chemicals. Some places may use bug sprays and poisons. Some places use paints or paint-thinners. Some use gasoline. Wood dust or powder from toner in copiers might be in some workplaces. You could be around chemicals like chlorine or detergent. Engines that run on gasoline make fumes that can harm you. Even if you don't use chemicals on your job, you might still work around them. Chemicals might be stored where you work. Or, other workers might use 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 12.**

Explain:

> "Some chemicals can poison you. They may harm your health. You could get dizzy or have a hard time breathing. Some chemicals can cause cancer or make you really sick in other ways.
>
> Sometimes chemicals make you sick right away. Sometimes you can get sick from them much later on. If you use some chemicals for a long time, you have more of a chance of getting sick later.
>
> Some chemicals can burn your skin or cause rashes. Some can catch fire or explode.
>
> Cleaning spray or bug spray have chemicals in them. When you use these products, you need to know how you might get sick. You need to know how to stay safe.
>
> You need to be really careful with chemicals if you have asthma or other trouble breathing. You need to be really careful if you are going to have a baby."

Ask the class:

> "How can you find out if a chemical product can harm you? Do you know how to stay safe around products with chemicals?"
>
> *Let the class respond and then show* **PowerPoint Slide 13.**

Explain:

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

- Check the label.
- Ask your boss.
- Get training about chemicals before you use them.
- Ask your boss to tell you what is on the Safety Data Sheet (SDS) for the product."

Explain what an SDS is:

"People who make chemical products also have to write up information sheets about them. These are called Safety Data Sheets, or SDSs. These sheets go to places that use the products. A Safety Data Sheet tells you what is in the product and how it can harm you. The sheet says how you can stay safe. It might tell you to wear gloves or other safety gear."

Tell the class:

"OSHA is part of the United States government. It protects workers by making sure employers follow health and safety laws in their workplaces.

OSHA says workers have a right to know about the chemicals they use at work. Your employer must give you a Safety Data Sheet if you ask for one. They have to train you how to use chemicals safely. You need to know what to do if chemicals get on you. You need to know what to do if someone spills a chemical, or if an emergency happens. You need to know if you should wear gloves or other safety gear."

8. Show **PowerPoint Slide 14** and introduce the idea of stress in the workplace. Lead the following discussion with the class.

   Ask the class:

   > "How do you think the woman in this picture feels? Why does she feel this way?"
   >
   > *She seems upset, perhaps because she has too much work to do.*

   Explain to the class:

   > "Some hazards are hard to find. It's harder to see things that happen at work that make you feel anxious, angry, worried, or upset. People call this stress."

   Ask the class:

   > "What does your body feel like when you have stress?"
   >
   > *Your heart beats fast, your hands feel sweaty, you may get headaches, your chest feels tight, or your stomach may be upset.*

   Explain to the class:

   > "A little bit of stress is usually not a problem. Too much stress can make you sick. These feelings can also make it harder for you to do your job.
   >
   > You can get stress if your boss makes you work too fast. Angry or mean customers can give you stress. People you work with can also add to your stress."

Ask the class:

> "Have any of you felt a lot of stress or been anxious before? What caused you this stress?"

Let students respond. Ask the class:

> "Can anyone think of things that might happen at work to cause you stress?"

Let students respond, and then tell the class:

> "If you feel stress, talk to your job coach, your boss, or someone you trust. Often things can be done to make it easier, so the stress isn't as bad.
>
> You need to know that you can't be punished for speaking up about health and safety problems at work. Stress is a big health and safety problem."

9. Summarize this activity. Explain to the class:

> "We have just finished looking at the hazards in places where people work. We hope you will be able to go into any place where you work and find what could hurt you, make you sick, or stress you out. Knowing about hazards is the first way you can be safer on the job.
>
> This part of the class explains what hazards are. Your employer should tell you more about the hazards where you work.*"

*Note: If you are the employer, be sure to include information about any specific hazards in your workplace not adequately covered in the above discussion, or in the next lesson, which focuses on ergonomics.

C. ERGONOMICS—WHERE DOES IT HURT? (25 MINUTES)

1. Show **PowerPoint Slide 15**. Introduce ergonomic hazards and symptoms of ergonomic injuries. Explain:

> "Let's talk about another hazard that's hard to find. As we saw this in all the pictures, sometimes the position your body is in when you work can be a hazard. The way you move while you work can also be a hazard. We saw people lift, reach, and bend. We saw people lean, stoop, and twist. We also saw people move the same way over and over.
>
> How you move can hurt your body. This can happen if you move one way over and over for a long time without a break to rest and stretch. This can cause pain, cramping, stiffness, numbness or tingling.
>
> Sometimes you don't feel pain right away. The pain may come later in the day, or even at night. People can get a pinched nerve in the wrist that can make their thumb and some fingers hurt. Sometimes this hurting wakes you up in the middle of the night.
>
> You might hurt a little, or you might hurt so much that you have trouble doing things at home and at work."

Ask the class:

> "Have any of you ever felt aches or pain after doing something over and over? What were you doing?"

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

> "If you start to feel any kind of pain in your body when you work, stop as soon as it's safe. Stretch if you can. Tell your boss or job coach if the pain doesn't stop. You may be doing the job the wrong way, and you could get hurt. Someone might be able to make a change so you put less stress on your body. There may be a better way to do the job so you don't strain yourself."

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

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

3. Explain the "Ouch" activity:

> "Let's watch someone do a job task. Watch how the teacher or job coach moves.
>
> Call out where on the body the person might feel pain if doing the job this way over and over. I will place an 'Ouch' sticker on that part of the body."

4. Have the co-instructor act out the tasks and continue to demonstrate each task until you finish placing stickers.

   Next, ask students to explain *why* they said these places on the body (where there are stickers) might feel pain—what movements or positions did they see that might cause pain?

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

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

5. Continue to show the flipchart list of ergonomic risk factors that you just made while also showing **PowerPoint Slide 15**. Explain to the class:

> "You now know ways that your body can be hurt by how you move when you work. You might hear someone say that these are "ergonomic risk factors." Just know that how you move and the position your body is in as you work can harm you. You might feel pain, either right away or after you work that way for a long time."
>
> *Continued on next page….*

"Now let's talk about how you can keep from getting hurt."

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

- **Bending or twisting your back or neck.** To protect yourself, ask your boss 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. Make sure they're not too high, not too low, and not out to the side.
- **Keeping 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 twist your body.
- **Reaching overhead.** To protect yourself, ask your boss if there are ways to move the things you are working with closer to you. Here's one way. You can ask for a platform to stand on so you are closer to things on high shelves.
- **Lifting something heavy.** To protect yourself, get help lifting things that are heavy. If you can, you can use tools or machines to help you lift. If you have to lift by yourself, do it in a safe way. We will show you how to lift safely in the next lesson.
- **Pulling or pushing.** To keep from getting hurt, it's often easier to push instead of pull. Try not to let the cart or bin get too heavy. Don't load it too full. Maybe your boss can give you smaller carts.

Continued on next page….

- **Moving your hands or fingers the same way over and over.** To keep from getting hurt, take short breaks often. Stretch your fingers, hands, and the rest of your body. If you start to hurt, talk to your boss about changing how you work. You might be able to keep from doing the same movement over and over.
- **Holding your body one way for too long.** It's hard on your body to stand or sit for too long. To keep from getting hurt, stretch often. Move around a bit to keep your body from getting too tired. If you have to stand on a hard floor for a long time, wear shoes that feel good, or ask for a special mat that is softer to stand on.

6. Summarize this activity. Tell the class:

"How you move and place your body can hurt you. The longer you work this way, the more you can be hurt. You really need to tell your supervisor if you feel any aches or pains. There may be things your supervisor can do to set up your job better. You don't have to get hurt this way when you work."

D. HUNTING FOR HAZARDS (30 MINUTES)

Note: Before beginning this activity, plan where you will take the class to walk through a workplace. This may mean your own workplace or school, or you may need to contact the appropriate staff at a local workplace to arrange to take the class for a walk-through inspection. If you are conducting this class in a school, consider taking students through the school office, cafeteria, maintenance department or vocational classroom.

1. Introduce the activity.

> "We are now going to practice finding hazards in a real workplace. You will work on a team."
>
> Your team will walk around the place and hunt for hazards. Remember, a hazard is something that can hurt you, make you sick or make you feel stress while working there.
>
> Teams will walk around with a job coach/teacher. They will write down all the hazards your team finds. When you find a hazard, say how it might hurt someone working there.
>
> You have 20 minutes to find all the hazards you can."

2. Divide the class into teams. Assign a job coach/teacher to each team. Ideally each team will have 3–5 students, but teams may be larger if you do not have enough co-instructors. Give a copy of **Handout B** to each instructor.

3. Allow about 20 minutes for teams to walk through the workplace, or sections of it. When they have finished, bring the class back together to report on the hazards they found and how these hazards might harm them. When teams report, they may ask their instructor to help them by reading his or her written notes.

E. SUM UP (5 MINUTES)

1. Tell the class that this is the end of Lesson Two. Review what the class has learned:

> "We looked at places to work and found things that might be hazards. All workplaces have job hazards. You need to find hazards so you'll know what can hurt you, make you sick, or stress you out. Then you can change the way you work or get help so you stay safe from the hazards.
>
> Some hazards are easy to see. You know they can hurt you. Some are safety hazards, like sharp or pointy things, or slippery floors.
>
> Other hazards are harder to see. They may hurt you or make you sick without you even knowing it. Here are a few examples of these hazards:
>
> - Some chemicals
> - Stress
> - How you lift things, place your body, or move
> - Working where it's really hot or really cold
> - Blood from someone else that gets on you
> - Noise
>
> Some hazards (like hot stoves) can hurt you right away. Other hazards (like noise) may take a long time to hurt you."

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

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

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

LESSON THREE

Making the Job Safer

Learning Objectives

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

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

LESSON THREE AT A GLANCE

ACTIVITY	TIME	RESOURCES
A. PROBLEM SOLVING TO MAKE JOBS SAFER		
The class looks at a series of illustrations and discusses ways to reduce or eliminate the hazards shown. Included is a discussion of safe-lifting techniques.	20 minutes	» Handout C » Flipchart paper, easel, and markers » PowerPoint slides 16–20
B. PPE GRAB BAG (OPTIONAL)		
Students take turns pulling out an item from a "grab bag" of personal protective equipment (PPE). Each person is asked to explain the purpose of his or her item.	20 minutes	» Different types of personal protective equipment, put into a large bag
C. SUM UP		
Instructor reviews key points from Lesson Three.	5 minutes	

TOTAL TIME: 45 MINUTES

Core competencies/basic health and safety skills addressed through this lesson: #3.

Preparing to Teach This Lesson

Before you present Lesson Three:

1. Decide whether you are going to show the illustrations on PowerPoint slides 16–20 or distribute copies of Handout C for class discussion.
2. Have several empty boxes available for the class to use to practice safe-lifting techniques.

3. If you choose to conduct the PPE Grab Bag activity, prepare a large bag full of personal protective equipment, such as a hard hat, different kinds of goggles, gloves, ear plugs, ear muffs, respirators, safety shoes, etc. Make sure you have at least as many items as you have students in the class. Feel free to tailor this activity if you are conducting this training for a specific kind of workplace or type of work.
4. Set up the computer, an LCD projector and screen, and PowerPoint slides 16–20.
5. Make sure you have flipchart paper, easel, and markers.

Detailed Instructor's Notes

A. PROBLEM SOLVING TO MAKE JOBS SAFER (20 MINUTES)

1. Introduce the topic for this lesson.

> "In this lesson we'll talk about how hazards can be fixed or made less likely to hurt you. This helps you and other workers stay safe on the job."

2. On a piece of flipchart paper, create a table with two columns. Head the left column "Hazard" and the right column "Ways to Fix It."
3. Show **PowerPoint Slide 16** or distribute **Handout C** and lead a class discussion while looking at each illustration.

   Ask the class:

> "This is John at work. What is going on this picture? What hazard do you see? Remember, a hazard is something that could hurt you, make you sick or make you stressed"

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:

> "How do you think we could make a slippery floor safer?"

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

HAZARD	POSSIBLE SOLUTIONS
Slippery floors	» Put out "Caution" signs and tell workers not to walk through the wet areas. » Clean up spills quickly. » Train workers what to do if they see a spill on the floor. » Install non-slip flooring. » Use floor mats. » Wear non-slip shoes. » Figure out what is causing the slippery floor and fix that problem. » Ask for help. Tell a boss.

Explain to the class:

> "You or your boss have many ways to get rid of hazards or make them less likely to hurt you. When you find a hazard, you or your boss can do something about it.
>
> Some ways of fixing a health and safety problem work better than others. We made a list of ways to solve the problem of people falling on slippery floors. Can you tell which solutions might work the best?"

Let the class respond and then summarize by saying:

> "The best way to help workers stay safe from hazards is to get rid of the hazards. Here's one way. We can find out what caused the slippery floor. We can keep the floor from getting slippery. We got rid of the hazard.
>
> Your workplace could put in a special kind of floor that's harder to slip on. Or we could get a special mat that is hard to slip on, even if you spill something on it. That can get rid of the hazard, too.
>
> There might be a hazard that is hard to get rid of. When that happens, your employer should make sure workers don't get near the hazard. Here's one way. Caution tape or cones could be put up to keep people away from a slippery floor. Workers need to be taught what to do when they see a hazard at work.
>
> *Continued on next page….*

Sometimes you need to wear special clothes or safety gear to keep a hazard from hurting you. You might hear someone call this "personal protective equipment." Or they might just call it "PPE." We'll just call it "safety gear."

Your supervisor might ask you to wear gloves, goggles, a mask, earplugs and/or special shoes. Which solution on our list for John's Story is safety gear? (Non-slip shoes.)

If your supervisor asks you to wear safety gear, you need to wear it. To stay safe, you need to wear safety gear for some work you do. You need to follow other safety rules, too.

Sometimes, you might get safety gear that doesn't fit right. If the safety gear doesn't feel right, tell your supervisor or job coach. Other sizes or kinds of safety gear might work better. We'll talk more about safety gear in a few minutes.

OSHA says your employer has to keep you safe on the job. They have to train you and give you the safety gear you need. You can help by telling your supervisor when you see a hazard. You can help if you have an idea about how to fix a problem."

4. Explain that the class will now try to come up with ways to make jobs as safe as possible. Tell the class:

"Your employer has to keep workers safe on the job. But you can have great ideas to make your workplace safer!"

As you show **PowerPoint slides 17–20,** help the class find solutions for the workplace hazards shown. Explain:

> "Now let's 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 safer."

Show **PowerPoint Slide 17** 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 big warehouse. He carries heavy boxes from trucks and puts 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 boxes that are lighter.*
> - *Use machines to help lift boxes.*
> - *Lift the right way. Know how to lift safely.*

Show **PowerPoint Slide 18** and discuss safe lifting techniques.

> "The best way to keep from hurting your back is to not lift too much weight. If you have to lift something heavy, make sure you do these things (demonstrate):
>
> - Stoop down to get hold of the thing you're lifting. Don't bend over.
> - Keep your back straight as you lift with your legs.
> - Keep it close to your body.
> - Move your feet so you don't twist your body when you move it from one place to another."

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

Next, show **PowerPoint Slide 19,** and lead a discussion reminding the class how to solve ergonomic problems (introduced in Lesson Two).

Ask the class:

> "This is Mary. Her job is to get things out of bins to fill orders. What hazards do you see in this picture?"
>
> *Mary twists, reaches, and repeats 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 boss about how to get the items she picks up closer to her. That way, she doesn't have to reach so far. Here's one way. She could ask for a platform to raise her up.*
> - *She should move her feet so she doesn't have to twist her body around.*
> - *She should take short rest breaks to stretch.*

Show **PowerPoint Slide 20,** 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 places where she works. What hazards do you see in Ann's job?"
>
> *She works with cleaning products that may have chemicals that could hurt her.*

Ask the class:

> "What might happen to Ann if she does this job and she isn't protected from the chemicals?"
>
> *She might start to have breathing problems or get a rash or some other health problem.*

Ask the class:

> "What ideas do you have so you can be safe when you work around chemicals?"
>
> *Possible ideas include:*
>
> - *Use safer chemicals to do the job.*
> - *Wear gloves, goggles, 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 boss.

Ask the class:

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

Rinse your eyes with water for at least 20 minutes as soon as you can. Rinse the place where chemicals got on you with water. Call for help to do this if necessary. Tell your boss.

Ask the class:

"If you accidentally breathe in chemicals at work, you might get an upset stomach, or your head might hurt. You might have trouble breathing, or get dizzy. 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. Someone should check the Safety Data Sheet for that product. Don't make yourself vomit unless the Safety Data Sheet says you should.

Summarize this section by telling the class:

> "We talked about ways to get rid of hazards or make them less likely to hurt you. If you find a hazard, tell your boss or job coach.
>
> You might get a chemical on you, breathe it, or swallow it. If this happens, always tell your boss right away. Get help right away from a doctor or nurse, if you need it."

B. PPE GRAB BAG (OPTIONAL ACTIVITY) (20 MINUTES)

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

> "Your boss may ask you to wear special clothes or safety gear to keep you safe from health and safety hazards at work."

Ask the class:

> "What are some examples of safety gear you may need to wear at work?"
>
> *Gloves, goggles, hard hat, respirator (mask), ear plugs or ear muffs, safety shoes.*

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

> "This bag is full of safety gear you might need to wear when you work. You are going to take a turn and pull out something. Tell the rest of the class what part of the body where you wear the safety gear. Tell us what hazards this item protects you from."

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

- **Hard hats** help protect workers' heads from being hit by objects or coming in contact with electricity. Different types of hard hats protect against different hazards.
- **Safety shoes** help protect workers' feet from falling objects, sharp objects, hot surfaces, and electrical hazards. They can help workers from slipping on wet or slippery floors.
- **Goggles, face shields, and safety glasses** help keep liquids, dusts, flying objects, and debris away from workers' eyes and faces.
- **Ear plugs and ear muffs** help prevent damage to workers' hearing. Exposure to high noise levels can cause permanent hearing loss as well as stress.
- **Gloves** help protect workers' hands from sharp objects, chemicals, heat and cold, blisters from gripping, and vibration. Gloves must fit properly and be the right kind for the job.
- **Respirators (masks)** help protect workers from breathing dusts, fumes, vapors, and liquid chemicals. Employers must first try to remove these breathing hazards altogether, but if they can't, workers may have to wear respirators. Respirators must be the right kind for the particular type of hazard and must fit correctly to work. All workers who have to wear a respirator must first get a medical evaluation and training.

3. Summarize this activity.

> "We learned it's always better to get rid of a hazard. Sometimes, though, you need to wear safety gear.
>
> Always wear safety gear if your boss asks you to. If the safety gear you get doesn't fit right, tell your boss. A different size or a different kind of safety gear may work better.
>
> Your employer has to keep workers safe on the job. You need to follow safety rules. Don't forget to tell someone if you see a problem at work."

C. SUM UP (5 MINUTES)

1. Tell the class that this is the end of Lesson Three. Summarize the knowledge and skills learned in this lesson:
   - We have many ways to solve health and safety problems at work.
   - It's best to get rid of a hazard, if we can.
   - Sometimes your boss can't get rid of the hazard. You can do other things to stay safe.
   - OSHA says that your employer must keep your workplace safe. They have to train you and give you the right equipment.
   - You can't be punished for speaking up about health and safety problems at work.
   - You need to follow safety rules.
2. Explain that, in the next lesson, we will learn what to do if an emergency happens at work.

LESSON FOUR

Staying Safe in an Emergency at Work

Learning Objectives

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

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

LESSON FOUR AT A GLANCE

ACTIVITY	TIME	RESOURCES
A. WHAT IS AN EMERGENCY?		
Students brainstorm examples of emergencies that could occur in a workplace.	10 minutes	» Flipchart paper, easel, and markers
B. "DISASTER BLASTER" GAME		
The class plays a board game in small groups to review what to do in various emergencies.	30 minutes	» Handout D » Dice » Game pieces » Handout E » Prizes » Co-instructors or job coaches
C. SUM UP		
Instructor reviews key points from Lesson Four.	5 minutes	» PowerPoint slides 21 and 22

TOTAL TIME: 45 MINUTES

(THERE IS ALSO A 30-MINUTE OPTIONAL EXTRA ACTIVITY. SEE PAGE 74.)

Core competencies/basic health and safety skills addressed through this lesson: #4.

Preparing to Teach This Lesson

Before you present Lesson Four:

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

2. Set up the computer, an LCD projector and screen, and PowerPoint slides 21–22.
3. Make sure you have flipchart paper, easel, and markers.
4. If you decide to conduct the **Optional Extra Activity**, make sure you arrange for access to a workplace.

Detailed Instructor's Notes

A. WHAT IS AN EMERGENCY? (10 MINUTES)

1. Introduce the topic of this lesson.

> "In this lesson, we'll 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 is when something unexpected happens that can hurt you. An emergency at work can be very bad, and it can hurt workers or other people. The emergency might also damage the building where you work.
>
> They can happen on any job, so you need to be ready."

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

> "What are some emergencies that can happen at work? "

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

EMERGENCIES

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

Tell the class:

> "Most people have a hard time thinking clearly in an emergency. That's why you need to practice what to do ahead of time. That way, you have time to think about what to do, and you can practice doing it.
>
> When you start a new job, your employer should tell you about emergencies at work. You need to know what to do to stay safe."

Ask the class:

> "What would you want to know if an emergency happened where you work?"

Possible answers might be:

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

Tell the class:

"OSHA recommends that all employers have a written Emergency Action Plan. It should include information on what steps are needed to protect workers with physical disabilities such as those who use wheel chairs, who are blind, or who need physical assistance for evacuation. The plan should contain information about:

- What to do in emergencies.
- Where people should meet, and where they can go to stay safe.
- How people can get out safely.
- Things people may need in an emergency.
- Alarms that let you know there's an emergency.
- What to do when someone gets hurt or gets sick.
- Who's in charge during emergencies.
- What you need to do during emergencies.
- Drills you need to do to help you prepare.

Everyone needs to practice what to do in an emergency. Your employer should have you practice what to do during different kinds of emergencies. Examples of practicing include fire or earthquake drills.

First, let's talk about words you may hear people say when they talk about emergencies."

Ask the class:

> "Who can tell me what the word '**evacuation**' means?"
>
> "*Evacuation" means getting out of a building during an emergency.*
>
> *An evacuation map tells you the places where you can get out, and which way to go to leave the building.*

Ask the class:

> "Who can tell me what an **evacuation route** is?"
>
> *It is the safe way to get out of a building.*

Ask the class:

> "What does an **exit sign** tell you?"
>
> *Where the door to the outside is.*

Ask the class:

> "What is a **shelter**?"
>
> *It is a safe place to stay in a building during some kinds of emergencies.*

Ask the class:

> "Sometimes you may need to go into a safe place in the building. What emergencies might happen to make you go to safe places?"
>
> *Bad storms, threat of violence, or chemical poisons in the air outside.*

Ask the class:

> "In some emergencies, people should get out of a building. What emergencies might make you leave the building?"
>
> *Fire, explosion, or losing electricity.*

B. "DISASTER BLASTER" GAME (30 MINUTES)

1. Introduce the game. Tell the class:

> "We will now play a board game called 'Disaster Blaster.' It will teach you what to do in 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 team up with someone else to play against another team of two people. You will have four people at your table. Each team will have a Game Board and supplies."

2. 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 24 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.

3. Explain the rules of the game:

> "This is a die (hold up a die). The teams take turns rolling the die and moving their game piece ahead the number of spots on the die.
>
> The spaces tell you what to do when you land on them.
>
> The arrows tell you which way to move.
>
> Sometimes a team's game piece will land on a Disaster Blaster square with a question mark (?). When this happens, the other team at the table picks a Game Card from the top of the deck. The team reads the question on the card to the other team. The other team tries to answer it. The answers are on the bottom of each card. Teams or the job coach should check the card answer to see if the answer they gave is close enough to be right.
>
> If the answer is close enough, the team rolls again. Each team's turn ends after two questions. The turn ends even if they answer the second question correctly. If the first team does not give the right answer, their turn is over. They stay on the square until their next turn.
>
> You may not always know the "right" answer to a Disaster Blaster question. All you have to do is give the answer you think is best. You will learn the right answers as you play the game.
>
> The team that reaches the finish (Home) first, wins the game. They get a prize."

4. 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 snacks or other prizes.

C. SUM UP (5 MINUTES)

1. Show **PowerPoint slides 21 and 22.** Summarize what workers should do in an emergency.

> "Know the way to get out of the building and where to meet outside. Your employer should go over this with you when you start your job.
>
> Know what the alarms sound like and what to do when you hear one."

Explain to the class:

> "If you have to leave the building, always go to the nearest exit. Then go to the place you need to meet so you can be counted. Help anyone who needs it. If your boss is not at the meeting place, find anyone else who is in charge. Make sure someone counts you and knows you are OK."

Ask the class:

> "What should you do if the emergency is bad weather, like a tornado or hurricane?"
>
> *If a bad weather emergency happens, go to the 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 cars, trucks, and workers.
> - Do what your boss says. Do what the person says who is in charge of the place where you meet. Follow instructions from emergency responders or police.
> - Don't go back in unless the people in charge tell you it's OK."

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

> "These are the important points you've learned:
> - OSHA says that every workplace should have an Emergency Action Plan.
> - The plan should include these things, and they should be taught to workers:
> - Who is in charge during an emergency?
> - Where are the places to go to be safe and the paths to follow to get out?
> - Where are the meeting places?
> - What to do when someone is injured?
> - Where are first aid kits?
> - Who has first aid training:?
> - How and when will practice drills be held?
> - You should have these questions answered when you start a job."

3. Explain that in the next lesson we will talk about your health and safety rights on the job and the laws that protect you.

Optional Extra Activity

A. FINDING OUR WAY IN AN EMERGENCY AT WORK (30 MINUTES)

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

1. Introduce the activity. Explain to the class:

> "We will visit a place where people work to find maps of how to get out. We'll look for paths to follow to get out, and we'll find the exit signs. We'll look for the meeting places and shelters."

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

LESSON FIVE

Know Your Rights and Responsibilities on the Job

Learning Objectives

By the end of this lesson, the class will know how to:

1. List and describe workers' legal rights and protections in the workplace.
2. Describe workers' responsibilities to follow safety rules and tell a supervisor when there's a problem.

NOTE: This lesson includes information on the child labor laws, which is most appropriate for students who are under 18 years old. If you are teaching this course to teens, you will download the "Are You a Working Teen?" fact sheet and the Labor Law BINGO game from NIOSH's *Youth @ Work: Talking Safety* curriculum. Instructions are on page 77 inside. If you are teaching adults, you will use Handout F, "Your Health and Safety Rights on the Job" and the Labor Law BINGO game that is contained in this lesson.

LESSON FIVE AT A GLANCE

ACTIVITY	TIME	RESOURCES
A. INTRODUCTION TO YOUR RIGHTS AND RESPONSIBILITIES ON THE JOB		
Instructor provides an overview of employee health and safety rights and responsibilities on the job.	15 minutes	» Flipchart paper, easel, and markers » Handout F, "Your Health and Safety Rights on the Job" » PowerPoint slides 23 and 24
B. LABOR LAW BINGO GAME		
The class plays a BINGO game in pairs to review laws that protect workers.	25 minutes	» Handout G, "BINGO board" » Mini Post-It notes, pennies, or other items that can be used to cover small spaces on the BINGO boards.
C. SUM UP		
Instructor reviews key points from Lesson Five.	5 minutes	» Prizes (such as candy) for the BINGO game.

TOTAL TIME: 45 MINUTES

Core competencies/basic health and safety skills addressed through this lesson: #5.

Preparing to Teach This Lesson

Before you present Lesson Five:

1. Set up a **PowerPoint presentation for slides 23 and 24** on a computer (with a projector).

2. Preview **PowerPoint slides 23 and 24** and the **Handout F, "Your Health and Safety Rights on the Job"** fact sheet. If you are teaching teens, download the **"Are You a Working Teen?"** fact sheet from **www.cdc.gov/niosh/talkingsafety.** Click on your state's version of the materials.

   Note: The information in Handout F reflects federal labor laws. Your state's labor laws may be more protective.

3. Obtain a flipchart and markers, or use a whiteboard and markers. Also acquire prizes (such as candy) for the **"Know Your Rights"** to Labor Law BINGO game.

4. If you are teaching adults, photocopy the **Labor Law BINGO** game boards (Handout G), one board for every two students.

5. If you are teaching teens, download the Labor Law BINGO game boards from the *Youth @ Work: Talking Safety* curriculum for your state. Go to **www.cdc.gov/niosh/talkingsafety** and click on your state's version of the materials. The BINGO game boards are **Student Handout #15**, starting on page 277. Photocopy the Labor Law BINGO game boards, one for every two students.

   You will also need a copy of the Labor Law BINGO questions. The instructions and questions can be found on pages 182–185 of your state's version of the curriculum.

Detailed Instructor's Notes

A. INTRODUCTION TO YOUR RIGHTS AND RESPONSIBILITIES ON THE JOB (5 MINUTES)

1. Show **PowerPoint Slide 23**.
2. Tell the class about laws that apply to them:

"OSHA is part of the United States government. It makes rules to keep workers and workplaces safe.

- You should have a safe and healthy place to work.
- Your employer should teach you how to how to handle chemicals and deal with other health and safety hazards on the job (in most cases).
- You should be given safety gear if it is needed to do the job safely.

By law, employers can't fire or punish you for telling anyone about a safety problem.

NOTE: If your state has its own OSHA program, it may set limits that are stronger than federal rules.

The U.S. government has laws to keep workers safe, and so do the states. Laws also keep teens from working too long, too late, or too early. They say how old you must be to do jobs where you might get hurt. We call these labor laws, and they go beyond safety. Some laws set rules about how much you should be paid per hour."

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

> "The laws say your employer has to teach you about the hazards on your job and how to stay safe. A supervisor should make sure you know what to do and have everything you need to work safely.
>
> Your employer must follow all the U.S. laws and all the state laws and rules that keep workers safe. Your supervisors should make sure workers follow safety rules."

Here are some things workers need to do:

- Know and follow all safety and health rules.
- Follow safe work practices, as directed by the employer or boss.
- Report all injuries. Get first aid right away.
- Use gear and equipment that protect you. For example, wear ear plugs 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 in what you know is right when you work. Never do something that doesn't feel safe or comfortable. Check with a boss, someone you work with, or a safety officer before doing something that is new to you.
>
> *Continued on next page….*

Get your questions answered if you are confused or don't know how to work safely. Ask questions like these:

- How will I learn to do this job safely? Who will train me?
- What hazards could this job have?
- What should I do if an emergency happens?
- Will I need to wear safety gear? How do I use it?
- Who can I talk to about my health and safety?
- What should I do if I'm hurt on the job?

Talk to your boss if you see threats, people being mean to others, or hazards at work.

- If your employer doesn't fix safety problems, you should get help. Handout F has numbers you can call at OSHA if you see safety problems. Call the Wage and Hour Division if you know of someone too young to do work that can hurt them, but they have to do this work anyway.
- The people you work for can't treat you worse because of the color of your skin or how you worship. They can't treat you worse because you are a man or woman. They can't treat you worse because of where you were born. They can't treat you worse because you have trouble learning, or walking, or if you have another kind of disability. If you're treated worse for these reasons you should get help. Call or get help contacting a part of the U.S. government called the EEOC, or a state group that handles these problems. You can find out who to call at **go.usa.gov/jU9e**.

Continued on next page….

- You need to know that the law says your bosses can't punish you if you get help and report a problem with safety. They can't punish you if you tell the government about people being treated worse because of the reasons we just told you about. This is called 'discrimination.' When you speak up, you help make your workplace safer for you and everyone else."

B. LABOR LAW BINGO GAME (25 MINUTES)

1. Show **PowerPoint Slide 24**. Tell the class they will now play a special kind of BINGO game. Explain:

> "We are now going to play a BINGO game. You will play the game on a team with someone else."

2. Divide the class into teams of two. Give each pair one **BINGO board** from **Handout G** and a set of game pieces (for example, a pad of mini Post-It notes.) Remember, if you are teaching teens, you should use the state-specific version of *Youth @ Work: Talking Safety* for the BINGO boards and the questions because they include information about the child labor laws for your state. Go to **www.cdc.gov/niosh/talkingsafety**.

3. Explain:

> "You will use the game pieces to cover the squares on your board. We'll call out correct answers, and you cover the square that matches."

NOTE: Boards 2, 3, 4, and 5 will produce winners by the end of the game.

Explain the game:

> "All the questions are about laws and rules that make workers safer. After each question, you should call out answers. I will give the right answer if the class doesn't get it.
>
> If your team has a right answer on your board, you should cover it with one of your game pieces. Some questions have more than one right answer. You will only have one of these right answers on your board.
>
> The first team to have a whole row of correct answers wins. The row may go from left to right, up to down, or at an angle. Everyone can cover the center square on your board. It's a 'free space.'"

Labor Law BINGO Questions and Answers

Begin the first round. Read the BINGO questions below.

1. **States tell the employer that they must pay you a certain amount per hour. This is called a "minimum wage." What is the minimum wage in our state?**
   Answer: Our state's minimum wage is $_____ per hour (have students fill in BINGO boards with the minimum wage information for your state.

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: Machine guard.

3. **What is the name of the information sheet that tells how a chemical product might harm you?**
   Answer: SDS (Safety Data Sheet)

4. **What does the word "hazard" mean?**
   Answer: Something that can hurt you or make you sick.

5. **What should your employer give you before you start a new job with them?**
   Answer: Safety training.

6. **What is the name of the U.S. government agency that handles complaints about workplace safety?**
   Answer: OSHA (the Occupational Safety and Health Administration).

7. **What is one of the rights that employees with disabilities have on the job?**
   Answer: Not to be discriminated against or treated badly because of their disability.

8. **By law, your employer can't punish you for doing what?**
   Answer: Reporting a hazard or a safety concern.

9. **Name some types of safety gear that can protect you from getting hurt or sick on the job?**
   Answers: (found on the boards) include gloves, ear plugs, safety glasses, and special clothing.

10. **What does Workers' Compensation pay for when you get hurt or sick at work?**
    Answer: Medical treatment and lost wages.

11. **By law, who must give workers a safe and healthy workplace?**
    Answer: The employer.

12. **Name one hazard that often happens when you work outdoors in the summer.**
    Answer: Heat.

13. **True or false, the law says your employer must give you the required PPE?**
    Answer: True.

C. SUM UP (5 MINUTES)

1. Remind the class that workers have rights and protections on the job.
2. Remind everyone that they, too, have important responsibilities at work that will help keep them and their co-workers safe and healthy.
3. Conclude Lesson Five by telling the class:

> "The governments in our country and our states make laws and rules to keep us safe when we work. Laws say your employer has to keep you and other workers safe. Everyone who works needs to do all they can to stay healthy and safe.
>
> Workers can be more safe if they know their rights and what they need to do to stay safe!
>
> In the next lesson, we will talk about what to do if you have a problem at work. We will practice what to say if a problem comes up."

LESSON SIX

Speaking Up When There Is a Problem

Learning Objectives

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

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

LESSON SIX AT A GLANCE

ACTIVITY	TIME	RESOURCES
A. SAFETY RIGHTS AND RESPONSIBILITIES		
The instructor reads aloud the captions in an illustrated story about a problem at work. Then the class discusses the health and safety rights and responsibilities that employees have on the job.	15 minutes	» PowerPoint Slide 25 » Co-instructors or job coaches » Handout H
B. SPEAKING UP ABOUT WORKPLACE PROBLEMS		
The class discusses possible workplace health and safety problems and learns steps to take to solve them. Students take turns acting out their responses to a series of problems presented by the instructor.	25 minutes	» Flipchart paper, easel, and markers » Handout I
C. SUM UP		
Instructor reviews key points from Lesson Six.	5 minutes	» Certificate of Completion

TOTAL TIME: 45 MINUTES

Core competencies/basic health and safety skills addressed through this lesson: #6, #7, #8.

Preparing to Teach This Lesson

Before you present Lesson Six:

1. Make copies of **Handout H, "Jill's Difficult Day at Work,"** if you decide to conduct Activity A as a small group activity.
2. Make one copy of **Handout I, "Workplace Health and Safety Stories—What Would You Do?"** and cut apart the stories so each story is on one strip of paper. Fold up each story and put the stories in a bag. Students will pull a story out of the bag during Activity B.

You may also create your own stories that address issues faced by your students, employees or clients. Type or handwrite these new stories onto a sheet of paper for use in **Activity B**. Try to have at least the same number of stories as you have students so that each one gets a chance to act out a role play.

3. Make copies of the "Certificate of Completion," one for each student who completes the class. Fill in the name of the student on the line provided. Sign and date the certificates.
4. Set up the computer, an LCD projector and screen, and PowerPoint Slide 25.
5. Make sure you have flipchart paper, easel, and markers.

Detailed Instructor's Notes

A. SAFETY RIGHTS AND RESPONSIBILITIES (30 MINUTES)

1. Introduce the next lesson and activity.

> "During this lesson we'll talk again about your safety rights and responsibilities on the job. You will also practice how to speak up and be heard when a problem comes up at work.
>
> We'll start by reading 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."

2. Either conduct this activity as a small group activity (and pass out **Handout H** to each student) or show **PowerPoint Slide 25** 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 boss made threats.*

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 hurt her. She needed 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 our state that help workers stay safe on the job. OSHA is part of the U.S. government that makes sure employers follow these laws."

Ask:

"Laws help keep workers healthy and safe. Jill's employer broke laws. Can you tell me what laws he broke?"

Let the class respond and then provide the following information:

> "OSHA says your employer has to keep you safe when you work:
>
> - They have to give you a safe place to work.
> - They have to teach you about some hazards, like chemicals, when the laws say so.
> - They have to give you safety gear, when the laws say so."

Ask the class:

> "What do you think Jill should do next?"
>
> - *She should talk about the problem to her job coach or someone she works with who has been there longer.*
> - *She should tell her boss that she can't do this work without gloves and having someone teach her how to do it.*
> - *She could offer to do something else that she knows how to do. Another worker, who knows how, can clean up the spill.*

3. Summarize this activity by giving the following information:

   - Laws in our country and state protect employees at work.
   - OSHA makes sure everyone follows health and safety laws.
   - OSHA rules say your bosses need to teach you before you use chemicals. They have to give you safety gear to protect yourself.
   - Your employer has to give you a safe place to work.
   - Your bosses can't punish or threaten you if you speak up about safety problems at work.

- After you are trained about safety rules at work, you must follow these rules. If you have questions about them, speak up, and ask questions.

B. SPEAKING UP ABOUT WORKPLACE PROBLEMS (25 MINUTES)

1. Introduce the topic.

> "You need to speak up and talk to someone when a problem comes up at work. We will practice speaking up."

Ask the class:

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

If no one responds, help generate discussion by asking:

> "What are some problems at work that might be hard to deal with?"
>
> *These are some problems you might have:*
>
> - *Your boss isn't patient.*
> - *The people you work with are mean or act like bullies.*
> - *You find a safety hazard and don't know what to do.*
> - *Your boss tells you to do something you aren't sure how to do.*
> - *You feel pain in your back, neck, shoulders, arms, or another part of your body. You're afraid to tell your boss because you think you might lose your job.*

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

   Then, go over some ways to solve a problem:

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

   Ask the class:

   > "Who are some of the people in your life that you could get advice from?"
   >
   > *Your job coach, your parent, your teacher, your support person, someone you work with who you trust, a boss you trust, or anyone else you trust.*

   Then tell the class:

   > "As you decide what to do about the problem, think about what you want to happen to solve it. You may want to write down your answers.
   >
   > If you are having a problem, it can help to talk to a parent, a support person, or someone else you trust to figure out what to say. Then practice saying it first."

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

   Explain:

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

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

   The stories and possible responses follow on pages 93–101.

STORY #1:

You work in an office. Your boss tells you to copy several items, then run an errand, and then gather a bunch of supplies. She talks quickly and you don't understand what she wants.

Ask the volunteer:

> "What is the problem here? What should you do?"
>
> *The boss is talking too fast and the instructions aren't clear. I shouldn't try to do the work without asking her to slow down and repeat what she wants me to do. I should ask for help."*

Ask the volunteer:

> "Who could help with this problem? Pretend I am that person. What would you say to me?"
>
> *The volunteer may decide to speak to the boss. In this case, he or she might say:*
>
> > **"I'm sorry, I didn't understand what you were asking. Can you please tell me again, slowly? Can you please give me one thing at a time to do? Can we write a list, so I know what comes next?"**
>
> *This worker might decide to get help from someone else, such as the job coach. They can talk about what to say to the boss. In this case, the volunteer should practice telling the job coach about the problem. They can come up with solutions.*

STORY #2:

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

Ask the volunteer:

> "What is the problem here? What should you do?"
>
> *The clerk is being mean and unhelpful. It is making me feel stressed out. I should talk to someone to get help with this problem.*

Ask the volunteer:

> "Who can help with this problem? Pretend I am that person. What would you say to me?"
>
> *The volunteer may decide to speak to the clerk. In this case, he or she might say:*
>
> > **"It makes me feel bad when you seem frustrated with me. I'm working as fast as I can. Maybe there is a way to change the job so I can keep up better."**
>
> *This worker might decide to get help from someone else, such as the job coach. They can talk about what to say to the clerk. In this case, the volunteer should practice telling the job coach about the problem. They can come up with solutions.*

STORY #3:

You work in a factory that is very noisy. It is so loud you can't hear people talking right next to you. You have been given ear plugs to wear, but they don't fit right and they hurt when you wear them. You want to have special ear muffs that fit over your ears instead.

Ask the volunteer:

> "What is the problem here? What should you do?"
>
> *I work in a noisy area, and I don't know what I need to protect my hearing. I should ask for help.*

Ask the volunteer:

> "Who can help with this problem? Pretend I am that person. What would you say to me?"
>
> *The volunteer may decide to speak to the boss. In this case, he or she might say:*
>
> > **"The ear plugs I am supposed to wear aren't working. Can I get ear muffs instead? I want to protect my hearing."**
>
> *This worker might decide to get help from someone else, such as the job coach. They can talk about what to say to the boss. In this case, the volunteer should practice telling the job coach about the problem. They can come up with solutions.*

STORY #4:

You work in a large warehouse. You notice your coworker, Jack, has cut his hand with the box cutter and is bleeding.

Ask the volunteer:

> "What is the problem here? What should you do?"
>
> *Someone I work with has cut himself and is bleeding. I should call out for help right away. I can help him by handing him a towel or bandage. I shouldn't touch his blood. If I have to leave the area to get help, I should safely turn off the tools or machines.*

Ask the volunteer:

> "Who can help with this problem? Pretend I am that person. What would you say to me?"
>
> *The volunteer may decide to speak to the boss. In this case, he or she might say:*
>
> **"Jack cut himself with the box cutter, and he's still there where he works."**

STORY #5:

Your job is to separate cans and bottles at a place that recycles them. When you started this job, your boss gave you some fact sheets on safety to read. But you are not a good reader. You still have no idea what safety rules you are supposed to follow. Now your boss wants you to sign a paper saying they taught you about safety.

Ask the volunteer:

> "What is the problem here? What should you do?"
>
> *No one taught me so I can understand. I do not know the rules I am supposed to follow, so I could get hurt. I should ask for help with this problem.*

Ask the volunteer:

> "Who can help with this problem? Pretend I am that person. What would you say to me?"
>
> *The volunteer may decide to speak to the boss. In this case, he or she might say:*
>
> > **"I did not understand the fact sheet you gave me on safety. I don't want to sign the paper. Can you just tell me how I can be safe, and what rules I should follow?"**
>
> *This worker might decide to get help from someone else, such as the job coach. They can talk about what to say to the boss. In this case, the volunteer should practice telling the job coach about the problem. They can come up with solutions.*

STORY #6:

Your job is to put parts together in a factory. You have to work fast, and you are good at your job. Lately, your arms, neck, and hands hurt a lot. The pain wakes you up at night.

Ask the volunteer:

> "What is the problem here? What should you do?"
>
> *I'm starting to hurt in my arms, neck and hands after work. My body may be getting hurt from the fast work. If it keeps happening, I might not be able to do my job or other things I like. I should speak up and tell someone right away.*

Ask the volunteer:

> "Who can help with this problem? Pretend I am that person. What would you say to me?"
>
> *The volunteer may decide to speak to the boss. In this case, he or she might say:*
>
> > **"I feel pain in my arms, neck, and hands a lot lately. It isn't going away. The pain even wakes me up at night. I need help to figure out what to do about it, because I don't want it to get worse. I think it may have something to do with my job."**
>
> *This worker might decide to get help from someone else, such as the job coach. They can talk about what to say to the boss. In this case, the volunteer should practice telling the job coach about the problem. They can come up with solutions.*

STORY #7:

You are a new employee at a grocery store where you bag groceries. Your boss asks you to help in the deli. He tells you to clean the meat slicing machine. You've never done this job before. You don't know what to do.

Ask the volunteer:

> "What is the problem here? What should you do?"
>
> *I am being asked to do a job that might hurt me. I have not been trained to do it. I should not do this job without training.*

Ask the volunteer:

> "Who can help with this problem? Pretend that I am that person. What would you say to me?"
>
> *The volunteer may decide to speak to the boss. In this case, he or she may say:*
>
> > **"I don't know how to do this job. No one taught me how to do it safely. I would like to do something else that I do know how to do. Someone who has been taught how to do it should clean the meat slicer."**
>
> *This worker might decide to get help from someone else, such as the job coach. They can talk about what to say to the boss. In this case, the volunteer should practice telling the job coach about the problem. They can come up with solutions.*
>
> *Remind students that if they are under 18 years old, child labor laws say they can't use a meat slicer.*

STORY #8:

You work for a big laundry company. One day, your boss tells you to clean out the large washing machines. You have to climb inside to wipe them out. You worry the machine might start up while you are in it. You know the machine should be unplugged first.

Ask the volunteer:

> "What is the problem here? What should you do?"
>
> **"I should make sure the machine is unplugged. I don't want it turned on when I am inside."**

Ask the volunteer:

> "Who can help with this problem? Pretend I am that person. What would you say to me?"
>
> *The volunteer may decide to speak to the boss. In this case, he or she may say:*
>
> **"I want to make sure the machine is unplugged. I don't want it turned on when I am inside."**
>
> *This worker might decide to get help from someone else, such as the job coach. They can talk about what to say to the boss. In this case, the volunteer should practice telling the job coach about the problem. They can come up with solutions.*

STORY #9:

You are part of a crew that takes care of the grounds outside of a building. One day it is very hot outside, and you have been working very hard. You start to feel dizzy, and you think you might faint from the heat.

Ask the volunteer:

> "What is the problem here? What should you do?"
>
> **"I should tell someone that the heat is making me sick. I should take a break and get into the shade."**

Ask the volunteer:

> "Who can help with this problem? Pretend I am that person. What would you say to me?"
>
> *The volunteer may decide to speak to the boss about the problem and might say:*
>
> **"I feel dizzy, and I think I might faint. I need to get out of the sun for a while. I need to drink water and rest."**
>
> *This worker might decide to get help from someone else, such as the job coach. They can talk about what to say to the boss. In this case, the volunteer should practice telling the job coach about the problem. They can come up with solutions.*

C. SUM UP (5 MINUTES)

1. Tell the class that this is the end of Lesson Six, the last lesson of the class. Summarize what they have learned:

> "For this lesson, we talked about how to speak up at work so you can fix a problem. You need to know your rights. You also need to think how you can talk to your boss or anyone else about the problem. It often helps to talk it over first with your job coach, parents, or teacher. You can also talk to people you work with and trust, or someone else you trust. Ask questions if things aren't clear. If you need help, there are government agencies you can call. OSHA is one of those places.
>
> This is the end of the *Staying Safe at Work* class. This was the last lesson. Your employer should also teach you about safety at your workplace."

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

3. Award a **Certificate of Completion** to each student (see end of Handouts section).

Handouts

HANDOUT A: FIND THE HAZARDS—RESTAURANT

HANDOUT A: FIND THE HAZARDS—GROCERY STORE

HANDOUT A: FIND THE HAZARDS—WORK AS A JANITOR

HANDOUT A: FIND THE HAZARDS—OUTDOOR WORK

HANDOUT A: FIND THE HAZARDS—A BIG LAUNDRY COMPANY

HANDOUT A: FIND THE HAZARDS—WAREHOUSE

HANDOUT B: HUNTING FOR HAZARDS—WORKSHEET

Directions: Find as many hazards as you can. For each hazard you find, tell how it could hurt you.

HAZARD	HOW IT COULD HURT YOU

HANDOUT C: MAKING THE JOB SAFER—JOHN

HANDOUT C: MAKING THE JOB SAFER—BILL

HANDOUT C: MAKING THE JOB SAFER—MARY

HANDOUT C: MAKING THE JOB SAFER—ANN

HANDOUT D: DISASTER BLASTER GAMEBOARD

HANDOUT E: DISASTER BLASTER GAME CARDS 1–12

Q. True or False?
If you are caught in a fire, you should stay close to the ground.

A. True

Q. Why is it important to have practice drills, like fire drills?

A. So you can practice what to do in different kinds of emergencies.

Q. You smell smoke and think something is on fire in the building. What should you do?

A. Shut the door, get out of the building, and call for help (911).

Q. Someone comes into your workplace with a gun. What should you do?

A. Run away and hide if you can. If you have to, fight back.

Q. How many exit routes must your workplace have?

A. Enough to allow for everyone to get out safely. But at least two.

Q. What two common household cleaning products should you never mix?

A. Ammonia and bleach. They make chlorine gas, which can hurt you.

Q. You hear a fire alarm. What should you do?

A. Leave the building and go to the meeting place your supervisor has told you to go.

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

A. 911

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

A. Put pressure on the cut. Don't let the people you work with touch your blood. Tell your boss and get help if you need it from a doctor or nurse.

Q. You think you smell gas in the building. What should you do?

A. Get out as fast as you can. Tell your boss.

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

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

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

A. Stay calm. Stay where you are until someone tells you what to do.

HANDOUT E: DISASTER BLASTER GAME CARDS 13–24

Q. How do you keep from spreading the cold or flu?

A. Cover your nose and mouth with a tissue when you cough or sneeze. Wash your hands. Don't touch your eyes, nose, or mouth. Stay home when you are sick.

Q. You are told to leave the building because of an emergency. When should you return?

A. When your boss or someone in charge tells you to.

Q. Someone falls off a ladder and injures his back. What should you do?

A. Do not move him yourself (this might hurt him more). Tell your boss or call 911 for help.

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

A. Stop, drop, and roll. Smother the flames with a blanket. Never run.

Q. You are outside in lightning and can't get to shelter. What should you do?

A. Stay low to the ground, keep away from trees and metal things.

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

A. Tell your supervisor.

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

A. Safety Data Sheets —SDS.

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

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

Q. What does the skull and crossbones symbol mean?

A. Poison.

Q. A chemical gets into your eye. What should you do?

A. Rinse your eye with water for at least 15 minutes. Tell your boss.

Q. Who are some of the professionals who can help in an emergency?

A. Fire fighters, police, paramedics.

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

A. Stay away and tell your boss.

HANDOUT E: DISASTER BLASTER GAME CARDS 25–33

Q. How should you try and act in an emergency?

A. Calm.

Q. What do exit signs tell you?

A. Where to go to get out of the building.

Q. What is an "evacuation route"?

A. The way you should go to get out of a building in an emergency.

Q. What should you do if you see someone having a seizure?

A. Stay calm. Ask for help. Protect the person from getting hurt by guiding them gently to the ground so they don't fall and are laying on their side.

Q. What should you do for a very serious burn?

A. Call 911. Don't remove clothing stuck to the burned area.

Q. Someone you work with slips on a wet floor, hits his head, and passes out. What do you do?

A. Don't move him. Call 911. Check his breathing and heartbeat. Cover him, and keep him warm.

Q. Why should you be very careful around machinery? What makes it dangerous?

A. It usually has moving parts which can cut you, pinch you, or crush you. It also usually uses electricity which can shock you.

Q. The heat is making you sick. What should you do?

A. Get out of the sun. Drink cool water. Lie down and raise your feet. Call 911.

Q. You are inside a building and begin to feel the shaking of an earthquake. What should you do?

A. Get under something heavy or sturdy like a desk or door frame.

HANDOUT F: YOUR HEALTH AND SAFETY RIGHTS ON THE JOB

WHAT ARE MY RIGHTS ON THE JOB?

A "right" is something the law says you can do or have.

- **You have a right** to a safe and healthy place to work. OSHA protects this right. OSHA is a part of the U.S. government. Your state may also have a state OSHA office. To find out, go to: **https://www.osha.gov/dcsp/osp/states.html**.

- **You have a right** to tell the government about safety problems where you work. You can call OSHA or your state OSHA office. You don't have to give your name. First, try to get help from the people you work for. If that doesn't work, then you can call OSHA.

- **You have a right** to be taught about the hazards in your workplace and how to protect yourself. You should be taught in words you can understand. Your boss may also have to teach you how to handle emergencies. You should learn about how to stay safe when you use chemicals. OSHA, or your state OSHA office, protects this right.

- **You have a right** to free safety gear to protect yourself from hazards, if you need it. This safety gear might be things like ear plugs, gloves, safety glasses, and special clothes. OSHA, or your state OSHA office, protect this right.

- **You have a right** to be paid no less than what your state law says, or what the U.S. government says. This is called a "minimum wage." The U.S. minimum wage is $7.25 an hour. In your state, it might be more. To find your state's minimum wage, go to **http://www.dol.gov/whd/minwage/america.htm**.

- **You have a right** not to be forced to do some types of dangerous jobs, if you are under 18 years old. To learn more about your state's child labor laws, go to **http://www.youthrules.gov/** or **http://www.dol.gov/whd/contacts/state_of.htm**.

- **You have a right** to "workers' compensation" if you get hurt on the job. Workers' compensation is a special type of insurance paid for by your employer that gives you a right to:

  Get care from doctors and nurses if you get hurt on your job. You don't have to miss time from work to get this care. Your state laws give you this right.

  Be paid for work you miss if you get hurt on the job. Each state has its own rules for this. Look for the part of your state government that handles "workers' compensation."

  To find more about to "workers' compensation" in your state, go to **http://www.statelocalgov.net/50states-workers-compensation.cfm**.

HANDOUT F CONTINUED: YOUR HEALTH AND SAFETY RIGHTS ON THE JOB

WHAT ARE MY RIGHTS ON THE JOB?

A "right" is something the law says you can do or have.

- **You have a right** to work where people don't treat you worse because of the color of your skin, because you are a man or woman, or because you are disabled. You also shouldn't be treated worse because of your age, how you worship, or if you are going to have a baby. You shouldn't be treated worse because of where you were born, or because of what your bosses know about your genes. You shouldn't have to put up with jokes or pictures that offend you. People shouldn't insult you because of your race. No one should put pressure on you for sex. No one should make comments about how you worship that make you feel bad. No one should write bad things about you on walls or other places. To learn more, go to **http://www.eeoc.gov/employees/charge.cfm**
- **You have a right** to ask for changes to your workplace because of your health problem or to allow you to worship as you wish.
- **You have a right** to talk with other workers about how much you earn and the conditions where you work.
- **You have a right** to help someone who is looking at your workplace to see if any laws are being broken. These might include laws that protect safety, children who work, or apply to how much you get paid. Laws may also protect you from being treated worse for who you are, being bullied, or treated poorly. Your bosses can't treat workers worse or fire them because they answer questions from someone who inspects your workplace.
- **You have a right** to join or start a union. A union is where workers join with one another so they can change the place they work. You can also work to make your workplace better, and you can work for better pay and benefits.
- **You have a right** to learn about people who have gotten hurt or sick where you work.
- **You have a right** get copies of the tests or studies that may have been done to find safety and health problems where you work.
- **You have a right** to get copies of papers your bosses keep that tell about your health.
- **You have a right** to tell OSHA if your workplace punishes you because you asked the government to come and find problems where you work. You can't be punished because you take advantage of other rights the law gives to workers.

HANDOUT G: LABOR LAW BINGO GAMEBOARD #1

B I N G O

OSHA	7:00 pm	yard work	machine guard	not to be discriminated against or treated badly because of their disability
the employer	stress	5 hours	compactor	poor computer workstations
young workers	$ _____ PER HOUR	free space	ear plugs	SAFETY TRAINING
safety data sheet	elevated water slides	something that can hurt you or make you sick	9:00 pm	medical treatment and lost wages
forklift	reporting a hazard or safety concern	TRUE	heat	babysitting

HANDOUT G: LABOR LAW BINGO GAMEBOARD #2

B I N G O

medical treatment and lost wages	reporting a hazard or safety concern	5:00 am	$_____ PER HOUR	gloves
OSHA	the employer	not to be discriminated against or treated badly because of their disability	5 hours	forklift
7:00 pm	something that can hurt you or make you sick	free space	machine guard	roofing
12:30 pm	TRUE	yard work	9:00 pm	stress
discarded needles	safety data sheet	SAFETY TRAINING	lakes and rivers	heat

HANDOUT G: LABOR LAW BINGO GAMEBOARD #3

B I N G O

medical treatment and lost wages	reporting a hazard or safety concern	12:30 pm	machine guard	not to be discriminated against or treated badly because of their disability
logging and sawmilling	SAFETY TRAINING	special clothing	TRUE	ocean beaches
stress	young workers	free space	18 hours	something that can hurt you or make you sick
$ _____ PER HOUR	SDS safety data sheet	compactor	babysitting	7:00 pm
the employer	5 hours	heat	OSHA	discarded needles

HANDOUT G: LABOR LAW BINGO GAMEBOARD #4

B I N G O

OSHA	SDS safety data sheet	the employer	quarries and piers	roofing
not to be discriminated against or treated badly because of their disability	$ _____ PER HOUR	TRUE	medical treatment and lost wages	machine guard
heat	SAFETY TRAINING	free space	9:00 pm	mining
something that can hurt you or make you sick	5 hours	young workers	5:00 am	reporting a hazard or safety concern
7:00 pm	special clothing	discarded needles	elevated water slides	stress

HANDOUT G: LABOR LAW BINGO GAMEBOARD #5

B I N G O

lakes and rivers	something that can hurt you or make you sick	not to be discriminated against or treated badly because of their disability	7:00 pm	the employer
babysitting	SDS safety data sheet	yard work	heat	$ _____ PER HOUR
machine guard	medical treatment and lost wages	free space	TRUE	reporting a hazard or safety concern
OSHA	mining	elevated water slides	safety glasses	SAFETY TRAINING
meat slicer	stress	quarries and piers	discarded needles	18 hours

HANDOUT G: LABOR LAW BINGO GAMEBOARD #6

B I N G O

stress	poor computer workstations	TRUE	meat slicer	not to be discriminated against or treated badly because of their disability
yard work	special clothing	discarded needles	$ _____ PER HOUR	SDS safety data sheet
something that can hurt you or make you sick	heat	free space	OSHA	elevated water slides
SAFETY TRAINING	5 hours	7:00 pm	quarries and piers	medical treatment and lost wages
babysitting	machine guard	young workers	the employer	reporting a hazard or safety concern

HANDOUT G: LABOR LAW BINGO GAMEBOARD #7

B I N G O

medical treatment and lost wages	something that can hurt you or make you sick	5 hours	SAFETY TRAINING	not to be discriminated against or treated badly because of their disability
reporting a hazard or safety concern	TRUE	gloves	machine guard	SDS safety data sheet
lakes and rivers	roofing	free space	yard work	OSHA
$ _____ PER HOUR	meat slicer	the employer	logging and sawmilling	elevated water slides
roofing	heat	poor computer workstations	10:00 pm	forklift

HANDOUT G: LABOR LAW BINGO GAMEBOARD #8

B I N G O

medical treatment and lost wages	logging and sawmilling	elevated water slides	SAFETY TRAINING	poor computer workstations
yard work	something that can hurt you or make you sick	babysitting	cleaning products	SDS safety data sheet
roofing	heat	free space	quarries and piers	reporting a hazard or safety concern
$ _____ PER HOUR	machine guard	OSHA	9:00 pm	TRUE
not to be discriminated against or treated badly because of their disability	safety glasses	ocean beaches	the employer	meat slicer

HANDOUT G: LABOR LAW BINGO GAMEBOARD #9

B I N G O

forklift	heat	cleaning products	machine guard	not to be discriminated against or treated badly because of their disability
safety data sheet	something that can hurt you or make you sick	poor computer workstations	12:30 pm	logging and sawmilling
yard work	quarries and piers	free space	special clothing	young workers
5 hours	reporting a hazard or safety concern	TRUE	OSHA	$ _____ PER HOUR
SAFETY TRAINING	elevated water slides	medical treatment and lost wages	the employer	mining

HANDOUT G: LABOR LAW BINGO GAMEBOARD #10

B I N G O

the employer	SAFETY TRAINING	elevated water slides	meat slicer	not to be discriminated against or treated badly because of their disability
compactor	TRUE	babysitting	logging and sawmilling	something that can hurt you or make you sick
stress	machine guard	free space	quarries and piers	discarded needles
$ _____ PER HOUR	young workers	safety data sheet	reporting a hazard or safety concern	7:00 pm
OSHA	medical treatment and lost wages	heat	ear plugs	yard work

HANDOUT G: LABOR LAW BINGO GAMEBOARD #11

B I N G O

yard work	not to be discriminated against or treated badly because of their disability	quarries and piers	TRUE	$ _____ PER HOUR
safety data sheet	gloves	meat slicer	stress	poor computer workstations
reporting a hazard or safety concern	something that can hurt you or make you sick	free space	5:00 am	heat
medical treatment and lost wages	elevated water slides	SAFETY TRAINING	roofing	the employer
young workers	yard work	machine guard	OSHA	5 hours

HANDOUT G: LABOR LAW BINGO GAMEBOARD #12

B I N G O

mining	discarded needles	elevated water slides	9:00 pm	not to be discriminated against or treated badly because of their disability
the employer	ocean beaches	meat slicer	$ _____ PER HOUR	SDS safety data sheet
something that can hurt you or make you sick	heat	free space	young workers	safety glasses
OSHA	roofing	forklift	machine guard	poor computer workstations
yard work	medical treatment and lost wages	TRUE	SAFETY TRAINING	reporting a hazard or safety concern

HANDOUT G: LABOR LAW BINGO GAMEBOARD #13

B I N G O

poor computer workstations	8 hours	elevated water slides	SAFETY TRAINING	logging and sawmilling
the employer	not to be discriminated against or treated badly because of their disability	yard work	TRUE	SDS safety data sheet
ocean beaches	heat	free space	mining	machine guard
$ _____ PER HOUR	cleaning products	7:00 pm	OSHA	medical treatment and lost wages
safety glasses	roofing	something that can hurt you or make you sick	babysitting	young workers

HANDOUT H: JILL'S HARD DAY AT WORK

THE SCENE: Jill came to work at a warehouse, stocking shelves. On her third day at work, she dropped a box with bottles of chemicals in it. The chemicals spilled all over the floor. Jim is her boss. Let's listen to what they say.

QUESTIONS:

1. What did Jill do right?

2. What should Jill do next?

HANDOUT I: HEALTH AND SAFETY STORIES—WHAT WOULD YOU DO?

STORY #1: You work in an office. Your boss tells you to copy several items, then run an errand, and then gather a bunch of supplies. She talks quickly and you don't understand what she wants.

What is the problem here? What should you do?

Whom should you talk to? What would you say?

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

What is the problem here? What should you do?

Whom should you talk to? What would you say?

STORY #3: You work in a factory that is very noisy. It is so loud you can't hear people talking right next to you. You have been given ear plugs to wear, but they don't fit right. They hurt when you wear them. You want to have special ear muffs that fit over your ears instead.

What is the problem here? What should you do?

Whom should you talk to? What would you say?

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

What is the problem here? What should you do?

Whom should you talk to? What would you say?

STORY #5: Your job is to separate cans and bottles at a place that recycles them. When you started this job, your boss gave you some fact sheets on safety to read. But you are not a good reader. You still have no idea what safety rules you are supposed to follow. Now your boss wants you to sign a paper saying they taught you about safety.

What is the problem here? What should you do?

Whom should you talk to? What would you say?

HANDOUT I: HEALTH AND SAFETY STORIES—WHAT WOULD YOU DO?

STORY #6: Your job is to put parts together in a factory. You have to work fast, and you are good at your job. Lately, your arms, neck, and hands hurt a lot. The pain wakes you up at night.

What is the problem here? What should you do?

Whom should you talk to? What would you say?

STORY #7: You are a new employee at a grocery store, where you bag groceries. Your supervisor asks you to help in the deli. He tells you to clean the meat slicing machine. You've never done this job before. You don't know what to do.

What is the problem here? What should you do?

Whom should you talk to? What would you say?

STORY #8: You work for a big laundry company. One day, your boss tells you to clean out the large washing machines. You have to climb inside to wipe them out. You worry the machine might start up while you are in it. You know the machine should be unplugged first.

What is the problem here? What should you do?

Whom should you talk to? What would you say?

STORY #9: You are part of a crew that takes care of the grounds outside of a building. One day it is very hot outside, and you have been working very hard. You start to feel dizzy, and you think you might faint from the heat.

What is the problem here? What should you do?

Whom should you talk to? What would you say?

POWERPOINT® SLIDES 1–6

Staying Safe at Work

Teaching Workers with Intellectual and Developmental Disabilities
About Health & Safety on the Job

LOHP
LABOR OCCUPATIONAL HEALTH PROGRAM
University of California Berkeley
and
CDC NIOSH
DEPARTMENT OF HEALTH AND HUMAN SERVICES
Centers for Disease Control and Prevention
National Institute for Occupational Safety and Health

The Impact of Work Injuries and Illnesses

2

Key Points of this Class

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 some of the agencies that enforce health and safety laws.

3

Find the Hazards — Restaurant

4

Find the Hazards — Grocery Store

5

Find the Hazards — Janitorial

6

POWERPOINT® SLIDES 7–12

Find the Hazards — Grounds

7

Find the Hazards — Laundry

8

Find the Hazards — Warehouse

9

Noise Hazards

10

Chemical Hazards

11

What Can Chemicals Do?

Poison

Corrosive

Explosive

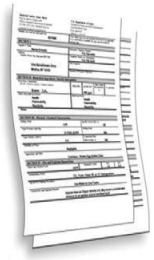
Flammable

12

POWERPOINT® SLIDES 13–18

Ways to Find Out About Chemicals at Work

Ask Your Manager



Safety Data Sheets (SDS)

13

Hazards that Cause Stress

14

Ergonomic Hazards

15

Making the Job Safer — John

16

Making the Job Safer — Bill

17

Safe Lifting Techniques

18

POWERPOINT® SLIDES 19–24

Making the Job Safer — Mary

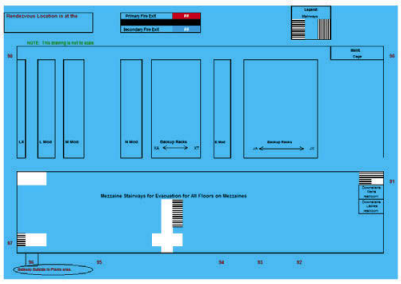
19

Making the Job Safer — Ann

20

Preparing for an Emergency

Look for Evacuation Maps, Routes and Exit Signs



21

Preparing for an Emergency

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

22

Know Your Rights: Key Points

Federal and state labor laws protect workers from:

- Hazardous jobs.
- Working too long, too late, or too early (for workers under 18 years old).

OSHA says every employer must give workers:

- A safe workplace.
- Safety training on certain hazards (when required).
- Safety equipment (when required).

By law, your employer is not allowed to punish or fire you for reporting a safety problem at work!

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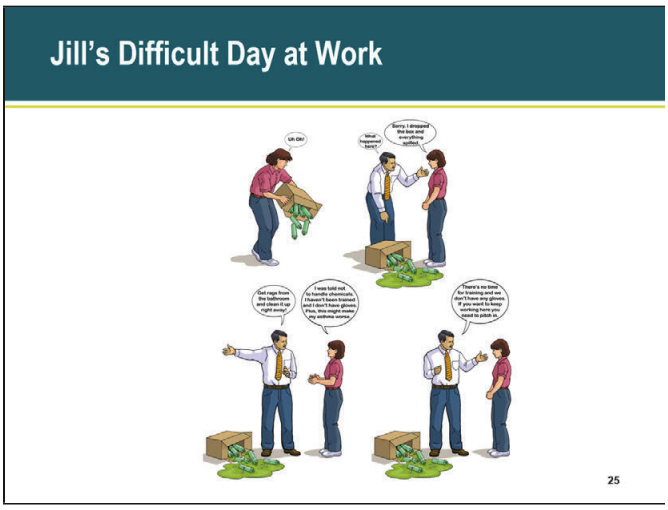
Know Your Rights

State *Labor Law Bingo* Game

24

POWERPOINT® SLIDES 25



CERTIFICATE of COMPLETION

National Institute for Occupational Safety and Health

Centers for Disease Control and Prevention

recognizes

_____

for successfully completing the Basic Skills Training Course in Occupational Safety

Staying Safe at Work

_____

INSTRUCTOR

_____

DATE

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LABOR OCCUPATIONAL HEALTH PROGRAM
Center for Occupational and Environmental Health
School of Public Health
University of California, Berkeley

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LOHP
(510) 642-2477
lohp.org/workers-with-disabilities/

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Safety and health at work for all people through research and prevention

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E-mail: cdcinfo@cdc.gov

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