



Staying Safe at Work 3rd Edition

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

3rd Edition Developers
Institute on Disability
 University of New Hampshire

Institute on Disability



University of
New Hampshire

1st and 2nd Edition Developers
Labor Occupational Health Program
 University of California Berkeley
**Department of Health and Human
 Services**

Centers for Disease Control and
 Prevention

National Institute for Occupational
 Safety and Health



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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.

As of this writing, the most recent worker-related injuries, illnesses, and fatalities data available is from 2020, which marked the start of the COVID-19 pandemic shutdowns. These shutdowns significantly impacted the number of hours worked across the globe (International Labour Organization, 2020), and fewer work-related injuries (U.S. Bureau of Labor Statistics, 2021a) and fatalities (U.S. Bureau of Labor Statistics, 2021b) were reported in the United States in 2020 in comparison to the year before. By contrast, specifically respiratory illness cases reported by employers increased by 4,000 percent in 2020 to 428,700, up from the 10,800 reported in 2019, with nursing assistants accounting for the highest numbers of days away from work due to an illness, with those cases increasing 249.7% (U.S. Bureau of Labor Statistics, 2021a). In 2019, prior to the start of the pandemic, 5,333 workers were killed on the job (U.S. Bureau of Labor Statistics, 2020) and almost 3.5 million suffered work-related injuries and illnesses (U.S. Bureau of Labor Statistics, 2019b) in both the public and private sectors. This represents a rate of 3.0 workers injured or made sick on the job for every 100 full-time employees (U.S. Bureau of Labor Statistics, 2019a). However, these statistics are believed to be under-reported by as much as 69% (Leigh et al., 2004).

In 2019, the rate of workplace injury among employees in vocational rehabilitation programs was more than 60% higher than that of injured workers as a whole (out of every 100 workers in these settings, 4.8 workers get injured on the job—but out of every 100 workers in general, 3.0 get injured on the job) (U.S. Bureau of Labor Statistics, 2019a).

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 (OSH) 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 and limited English proficiency 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 (Dewey, 2006). 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 and those of limited English proficiency has been the lack of curriculum for schools, support agencies, and employers. The *Staying Safe at Work* curriculum has been helping to bridge this gap since it was first published in 2016.

About the Curriculum

This current version of the *Staying Safe at Work* curriculum was updated in 2022 by the Raising Awareness to Increase Safety in Employment (RAISE) team at the University of New Hampshire's Institute on Disability. Updates include more current statistics, information around personal protective equipment (PPE), updated examples that are more relevant to the audience, options for virtual instruction in light of the COVID-19 pandemic, and an overhaul of Lesson Six to allow for the creation of more focused supplemental trainings. An accompanying e-booklet, titled *A Guide for Staying Safe at Work (SSAW Guide)*, has been created to reinforce the concepts taught in each lesson and includes activities previously part of the curriculum proper. This *SSAW Guide* is a PDF for the worker to have ready access to on a computer or can be printed and filled in by hand.

Staying Safe at Work, 3rd Edition is a six-lesson training program designed to teach basic occupational safety and health knowledge and skills to younger workers with disabilities, workers with IDD, and those with limited English proficiency. The first and second versions of the *Staying Safe at Work* curriculum were 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.

The second version of the *Staying Safe at Work* curriculum was prepared by LOHP and NIOSH in 2016 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 various versions of the *Staying Safe at Work* curriculum were adapted from versions of activities included in the *Youth @ Work: Talking Safety* curriculum.

This curriculum is intended for young workers, workers with disabilities, and/or workers with limited English proficiency. It can help teach participants 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 a safe and healthy work environment.

7. 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.
8. Explain a disability in the context of employment.
9. Recognize that laws exist that protect disabled people in the workplace.
10. Identify if, when, how, and from whom to request reasonable accommodations.
11. Identify types of problems that may occur at work and ways to solve them.
12. Recognize the importance of speaking up when there is a problem at work to advocate for one's safety.

How the Curriculum Is Organized

The curriculum contains complete instructions and the materials necessary to teach the *Staying Safe at Work* course and supplemental courses. Each lesson begins with the “Learning Objectives” that make up the lesson and a “Lesson at a Glance” chart. The chart has a brief summary of the various activities for both virtual and in-person training formats, 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 the training. A complete set of “Detailed Instructor’s Notes” for each lesson follows, with specific instructions on how to lead each activity. These activities are marked as either “In-Person” or “Virtual” as necessary.

Microsoft PowerPoint® slides, which accompany the curriculum, can be downloaded from iod.unh.edu/RAISE. The Detailed Instructor’s Notes tell you when to show each slide and when to distribute each handout that you have photocopied if presenting in person.

It is recommended for each course that lessons be presented in the order they appear, because each lesson builds on material covered in previous lessons. Each course can be presented in one day, or over several days. Students will receive a Certificate of Completion at the end of each of course. The lessons cover the following topics:

STAYING SAFE AT WORK COURSE

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 students discuss 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

Students discuss workplace health and safety hazards, and look at pictures of typical workplaces and practice identifying hazards. The students then learn 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 students look for examples of ergonomic risk factors. Videos are shown that portray ergonomics in the workplace, and, if the instruction is in person, the instructor demonstrates a task and "ouch" dots or stickers are placed on the instructor's body where ergonomic risk factors may cause pain.

Lesson Three: Making the Job Safer

Students look at a series of illustrations and discuss how to reduce or eliminate the hazards shown. The lesson also features a "PPE Grab Bag" activity. In the in-person version, students take turns pulling various types of personal protective equipment (PPE) out of a bag, such as gloves, goggles, and hard hats, and they discuss how these items protect workers. In the virtual version, pictures of PPE are shown and discussed, as are videos portraying the proper way to put on and take off PPE.

Lesson Four: Staying Safe in an Emergency at Work

The students brainstorm 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

Students learn about their health and safety rights and responsibilities on the job. After an overview discussion, trainees play a "Labor Law BINGO game".

Lesson Six: Speaking Up for Health and Safety Rights

Students discuss possible workplace problems and learn 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.

A GUIDE FOR STAYING SAFE AT WORK COURSE

Lesson One: Introduction to the Guide

Students learn how the Guide can be used at work. They will use an example story to see how the Guide can be used as a documentation tool, conversation starter and a safety planner.

Lesson Two: Using the Guide to Stay Safe at Work

Students use the Guide as a documentation tool, conversation starter and a safety planner.

ADVOCATING FOR YOUR SAFETY AT WORK COURSE

Lesson One: Introduction to Advocating for Your Safety at Work

Students are introduced to speaking up as a person with a disability. They watch a video about young adults speaking up when there is a problem at work. The students discuss why it is important to be able to speak up when there is a problem at work.

Lesson Two: Explaining a Disability at Work

Students learn about ADA protections, reasonable accommodations, and the idea of disclosing a disability at work. They watch three short videos and discuss the importance of knowing one's rights.

Lesson Three: Facing Different Types of Workplace Problems

Students identify and discuss problems that may occur at work. They then play a matching game with various workplace scenarios.

Lesson Four: Advocating for Your Safety

Students practice advocating for themselves by acting out various skits and responses.

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 training 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 participation. A variety of participatory learning methods are used. 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 discussions based on questions and answers. The instructor asks a question, and the students participate 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.

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 students will learn.
- When a student asks a question or makes a comment, first repeat it aloud to make sure everyone can hear it. Invite the other students to join the discussion, reinforcing the idea that everyone in the group is learning from one another.

- Include everyone in the discussion. Address every question to all students. Give students a chance to think and respond. Wait a short time for someone to answer; ten seconds is a good wait time. 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.
- When in person, 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. When virtual, make use of the blank slides in the PowerPoint® or online whiteboards to catch ideas that students share. 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 the students' own experience.

Brainstorming

Some lessons use a “brainstorming” technique. Students are asked to generate as many ideas as possible on a specific topic. The instructor records all the ideas on the board or on the appropriate blank PowerPoint® slide for everyone to see and discuss. No idea is “wrong” or “silly.” All ideas should be encouraged. If some 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. When presenting virtually, be sure to monitor the virtual training platform's chat function to be certain you're capturing all ideas.

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 students into small groups, do so in fun and creative ways. For example, if in person, pass out several different kinds of candy at random and have students join a “candy group” depending on the kind they have been given. You can also use playing cards, birthday months, etc. If virtual, you can assign students

randomly to the virtual training platform's version of breakout rooms. In most cases, small groups should have no more than five students.

Depending on the group, possibly assign someone to help the group with any reading and writing, and/or to facilitate the small group discussion.

While in person, when the small groups meet, walk around and listen to make sure each group understands its assignment and stays on task. Virtually, you may pop into each breakout room to check in on the groups, or rely on a someone within the breakout room to monitor the group's activity. 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 students. 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 students' 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 videos and handouts.
- When presenting in person, obtain the 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.
- When presenting virtually, be prepared to share your computer screen. Familiarize yourself with the accessibility features of the platform that you are using. Enable closed captioning and transcript functions as soon as students begin to enter the virtual classroom.

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) has 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 students?
- Were the teaching aids (such as handouts or PowerPoints® presentations) useful?

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

- Identify the hazards in the illustrations?
- Identify various PPE, where they go on the body, and what hazard(s) they protect workers from?

When possible, it is important to evaluate whether the students retain the knowledge and skills learned through the curriculum. Interviews or surveys, conducted 3-6 months after the training's 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 (5) speak up effectively when a problem arises. Additionally, the *SSAW Guide* can be utilized to reinforce the knowledge and skills the students learned in the training.

Staying Safe at Work Course

LESSON ONE

Introduction to Workplace Health and Safety



Learning Objectives

By the end of this lesson, students 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	IN-PERSON RESOURCES	VIRTUAL RESOURCES
A. INTRODUCTION TO THE TRAINING PROGRAM			
Students discuss jobs they have had and whether they have ever been injured at work.	10 min	<ul style="list-style-type: none"> • Flipchart paper, easel, and markers • PowerPoint® Slides 1-4 	<ul style="list-style-type: none"> • PowerPoint® Slides 1-4
B. THE IMPACT OF WORK INJURIES			
Students watch a short video and discuss it.	30 min	<ul style="list-style-type: none"> • PowerPoint® Slides 5-7 • Flipchart paper, easel, and markers • Mallory Video 	<ul style="list-style-type: none"> • PowerPoint® Slides 5-7 • Mallory Video
C. SUMMARY			
Instructor reviews key points from Lesson One.	5 min	<ul style="list-style-type: none"> • PowerPoint® Slide 8 	<ul style="list-style-type: none"> • PowerPoint® Slide 8

TOTAL TIME: 45 MINUTES

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

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.

Preparing to Teach This Lesson

Before you present **Lesson One (In-Person)**:

1. Watch the video, [Teen Workers: Real Jobs, Real Risks \(Mallory's Story\)](https://youtu.be/jy9YDD1LTil) before showing it in class. You will need Internet access to view or download the video prior to the training. It can also be found here: <https://youtu.be/jy9YDD1LTil>.
2. Set up the computer, an LCD projector and screen, and **PowerPoint® Slides 1–8**.
3. Make sure you have flipchart paper, easel, and markers.

Before you present **Lesson One (Virtually)**:

1. Watch the video, [Teen Workers: Real Jobs, Real Risks \(Mallory's Story\)](https://youtu.be/jy9YDD1LTil) before showing it in class. Make sure to share sound and that the sound is optimized for video so students can hear the video. It can also be found here: <https://youtu.be/jy9YDD1LTil>.
2. Be prepared to share your computer screen. Familiarize yourself with the accessibility features of the platform that you are using. Enable closed captioning and transcript functions as soon as students begin to enter the virtual classroom. You will need to have **PowerPoint® Slides 1–8**.
3. Be prepared to type students' ideas onto the indicated PowerPoint® Slides.

Detailed Instructor's Notes

A. INTRODUCTION (10 MINUTES)

1. Welcome students to the *Staying Safe at Work* course and describe the training, showing **PowerPoint® Slide 1** (title slide).
2. Unless everyone already knows each other, have students introduce themselves.
3. Show **PowerPoint® Slide 2** and explain:

"This training 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 training 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 training to make sure you know how to stay safe at work.”

4. As a warm-up discussion, ask students the following questions, showing **PowerPoint® Slide 4:**

Note: If this training includes people who’ve never worked before, you can change these questions 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 has gotten hurt at work? What happened?”

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

5. 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 students thinking about appropriate ground rules, start with a rule of your own:

“I want a rule that no one has to read. We won’t read much in this class, but we will read a little. If you would like help reading, let me know and we will help you.

There will also be a rule that people will have plenty of time to answer questions that are asked. No one will be rushed when they are working to give an answer to a question.

People use different ways to communicate. There is a rule that people may participate with the use of their voice, through writing or pictures, gestures, or other ways of communicating.

What other rules do you want?"

B. THE IMPACT OF WORK INJURIES (30 MINUTES)

1. Show **PowerPoint® Slide 5**. Tell your students they will now watch a 3½-minute video called, [Teen Workers: Real Jobs, Real Risks \(Mallory's Story\)](https://youtu.be/jy9YDD1LTil). The video introduces some of the topics that will be covered in this series of trainings. It can be streamed from <https://youtu.be/jy9YDD1LTil>. 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, found on **PowerPoint® Slide 6**. Have students 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 students volunteer answers. Write the answers students give onto the flipchart paper or **PowerPoint® Slide 7**. 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 training 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 8**. Review the five points presented below.

By the end of the training, students 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.
- 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. SUMMARY (5 MINUTES)

1. Conclude **Lesson One** by reminding students 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, students 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 whom they should tell when a workplace hazard is found (such as a supervisor, job coach, or 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.

Lesson Two at a Glance

ACTIVITY	TIME	IN-PERSON RESOURCES	VIRTUAL RESOURCES
A. FIND THE HAZARDS IN THE PICTURES			
Students identify hazards in the pictures of six workplaces, with three additional workplaces to choose from as needed. This activity may be done as a large group discussion using the PowerPoint® Slides, or in pairs with the handout. In addition, students learn more about certain specific hazards including machinery, vehicles, noise, chemicals, and stress.	35 min	<ul style="list-style-type: none"> • Handout A (if done in pairs) • Pens or markers • PowerPoint® Slides 9-37 	<ul style="list-style-type: none"> • PowerPoint® Slides 9-37 • Link to Handout A on RAISE Training Materials page
B. ERGONOMICS—WHERE DOES IT HURT?			
Students identify risk factors for ergonomic injuries while a job coach/co-instructor or video demonstrates two or three different job tasks.	35 min	<ul style="list-style-type: none"> • Handout B • Dots or “Ouch” stickers • Setup for model job, including props as necessary (boxes, chairs, tools, etc.) • Co-instructor or job coach • PowerPoint® Slides 38-45 	<ul style="list-style-type: none"> • Online video: Workplace Safety for Custodians • PowerPoint® Slides 38-45 • Link to Handout B on RAISE Training Materials page
C. SUMMARY			
Instructor reviews key points from Lesson Two.	5 min		

TOTAL TIME: ONE HOUR AND 15 MINUTES

Core competencies/basic health and safety skills addressed through this lesson: #2 & #3.

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.

Preparing to Teach This Lesson

Before you present **Lesson Two** (In-Person):

1. Decide which workplaces from Activity A you wish to share with the students and hide the ones that are not chosen in the PowerPoint®. Be sure to keep the warehouse, **PowerPoint® Slides 29-30**, last in the series, however.
2. Make color copies of **Handout A, “Find the Hazards,”** one set for each student. Or you may do Activity A as a large group discussion and show **PowerPoint® Slides 13-30**.
3. Provide students with **Handout B, “Ergonomics Word Bank”** containing content word banks prior to the training for pre-learning and communication purposes.
4. 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.
5. Set up the computer, an LCD projector and screen, and **PowerPoint® Slides 9-45**.
6. Make sure you have flipchart paper, easel, and markers.

Before you present **Lesson Two** (Virtually):

1. Watch the video, [Workplace Safety for Custodians](https://youtu.be/GawKChZNjtQ), before showing it to students. Make sure to the share sound and that the sound is optimized for video so students can hear the video. Find the video here: <https://youtu.be/GawKChZNjtQ>.
2. Decide which workplaces from Activity A you wish to share with the students and hide the ones that are not chosen in the PowerPoint®. Be sure to keep the warehouse, **PowerPoint® Slides 29-30**, last in the series, however.

3. Remember to put the links to the **Handout A, “Find the Hazards”** pictures and **Handout B, “Ergonomics Word Bank”** into the chat function of the virtual meeting platform being used for the training, found on the RAISE Training Materials page: <https://iod.unh.edu/RAISE/raise-training-materials>.
4. Be prepared to share your computer screen. Familiarize yourself with the accessibility features of the platform that you are using. Enable closed captioning and transcript functions as soon as students begin to enter the virtual classroom. You will need to have **PowerPoint® Slides 9-45**.
5. Be prepared to type students’ ideas onto the indicated PowerPoint® Slides.

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

1. Show **PowerPoint® Slide 10** and 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 students:

“Who can tell me what a ‘hazard’ is?”

Wait for responses and then write the following definition on a flipchart page or show **PowerPoint® Slide 11-12**:

“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. If presenting in-person, show and discuss **PowerPoint® Slides 13-30**, 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, with the option of three more) to work on as well as a pen or color marker. Explain to students:

"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."

If presenting Virtually, have **PowerPoint® Slides 13-30** ready to discuss. If available, you may have students utilize the "Annotate" feature of the virtual meeting platform being used for the training to circle the hazards that they see on each slide. You may also choose to utilize the virtual meeting platform's version of Breakout Rooms to enable smaller groups of students to share screens and work together to find the hazards.

Below is a list of possible hazards in the workplace shown. If students miss any hazards, point them out.

FAST FOOD RESTAURANT (POWERPOINT® SLIDE 13-14)

- Hot Grill
- Fire
- Cooking grease
- Cleaning Chemicals
- Steam
- Hot oven
- Knives
- Slippery floor
- Cold refrigerator / freezer
- Confined space
- Allergens
- Heavy lifting
- Pressure to work fast
- Stress
- Violence
- Food-borne illnesses and bacteria

GROCERY STORE (POWERPOINT® SLIDE 15-16)

- Heavy lifting
- Stooping
- Temperature
- Meat slicer
- Bending
- Freezers
- Cleaning chemicals
- Reaching
- Stress
- Standing a lot
- Repeating movements
- Violence
- Box cutter
- People and vehicles

FARM/ANIMAL SHELTER (POWERPOINT® SLIDE 17-18)

- Biological hazards
- Bending
- Confined spaces (grain bins, wells, animal pens)
- Bites – blood
- Stooping
- Heat
- Chemicals/pesticides
- Heavy machinery
- Stress
- Dust
- Livestock
- Noise
- Heavy lifting
- Electricity

HOSPITAL/NURSING HOME LAUNDRY (POWERPOINT® SLIDE 19-20)

- Heavy lifting
- Repeating movements
- Bending
- Machines
- Confined spaces
- Stooping
- Hot environment
- Hot pressing machines
- Reaching
- Chemicals

WORK AS JANITOR (POWERPOINT® SLIDE 21-22)

- Chemicals
- Bending
- Machinery/vibration
- Unlabeled containers
- Stooping
- Unsafe ladder
- Repeating movement
- Slippery floors
- Pressure to work fast
- Biological hazards
- Electrical hazards
- Working at night
- Confined space
- Violence

WAREHOUSE (POWERPOINT® SLIDE 29-30)

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

OPTIONAL

GROUPS MAINTENANCE/ OUTDOOR WORK (POWERPOINT® SLIDE 23-24)

- Sharp tools
- Stooing
- Vehicles nearby
- Leaf blowers
- Temperature extremes (winter/ summer)
- Bending
- Lawn mower (ride-on/push)
- Vibration
- Chemicals (pesticides)
- Heavy lifting
- Confined space (toolshed)
- Weed trimmers
- Allergens/poison oak/poison ivy
- Repeating movements
- Snow blowers
- Uneven ground (ice/gravel/dirt/ pavement)

HOSPITAL/NURSING HOME (POWERPOINT® SLIDE 25-26)

- Biological hazards
- Stooing
- No bedrails
- Chemical hazards
- Repetitive motion
- Needles
- Bending
- Slippery floors
- Stress
- Lifting
- Improper footwear
- Violence

OFFICE/MAILROOM/SHREDDING (POWERPOINT® SLIDE 27-28)

- Eyestrain
- Stooing
- Hot liquid (coffee)
- Tripping
- Lifting
- Pressure to work fast
- Sharp edges
- Bending
- Confined space (supply closet)

4. Summarize this activity. Explain to the students:

“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. If you are working with animals, there is a risk that you could get bitten or scratched. 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.

Continue to show **PowerPoint® Slide 30** 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 students:

“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 students:

“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.
- 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 students:

"What should you do if you see a broken machine that doesn't have a lock and sign on it?"

Tell a supervisor.

Ask students:

"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 students:

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

Ask students:

"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 students:

"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 students:

"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 students:

"This picture shows someone using a box cutter. How could a box cutter hurt you?"

It could cut you.

Ask students:

"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 students:

"If someone gets cut, their blood might get on you. This might make you sick. Why?"

The injured person might have a virus in their blood. If you touch someone's blood and you have a cut or open sore, then the virus may get into your body. Some of the viruses that can be in blood are hepatitis and the virus that causes AIDS.

Ask students:

"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 students:

"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.

Ask students:

"We've been looking at a warehouse. At what other workplaces could you get cut?"

Possible answers: Farm/animal shelter, hospital, grounds, etc.

Ask students:

"If you're working with animals, there is a risk that you could get bitten or scratched. This could make you sick. Why?"

Exposure to bacteria, dirt, manure, germs in the animal's food and bedding.

Ask students:

"What should you do if you get bitten or scratched at work?"

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

Ask students:

"If you're working in a hospital or other healthcare facility, you may be working around needles. For example, someone may accidentally leave an uncapped needle in some bedsheets or the garbage. What would you do if you were stuck with a used needle?"

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

Noise Hazards

5. Show **PowerPoint® Slide 31** and briefly explain noise hazards.

Tell students:

"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 students:

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

Let students respond.

Ask students:

“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.

Chemical Hazards

6. Briefly explain chemical hazards.

Ask students:

“We saw chemicals in all the pictures of different workplaces. What kinds of chemicals do people use at work?”

Let students respond and then show **PowerPoint® Slide 32**.

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 students:

“How do chemicals get inside your body?”

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

Ask students:

“How can chemicals hurt you?”

Let students respond and then show **PowerPoint® Slide 33.**

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 students:

“How can you find out if a chemical product can harm you? Do you know how to stay safe around products with chemicals?”

Let students respond and then show **PowerPoint® Slides 34-35.**

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 students:

"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."

Hazards That Cause Stress

7. Show **PowerPoint® Slide 37** and introduce the idea of stress in the workplace. Lead the following discussion with students.

Ask students:

"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 students:

"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 students:

"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 students:

"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 students:

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

Let students respond. Ask students:

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

Let students respond, and then tell students:

"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 telling someone about health and safety problems at work. Stress is a big health and safety problem.

Discrimination is when someone treats you poorly because of who you are. Harassment is when somebody bothers you on purpose and repeatedly in a way that makes you uncomfortable. If you feel that you are

being harassed or discriminated against at work, talk to your job coach, your boss, or someone you trust. There are laws that protect workers against being harassed or discriminated against at work.

8. Summarize this activity. Explain to students:

"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 training 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.

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

1. Show **PowerPoint® Slide 38**. Introduce ergonomic hazards and symptoms of ergonomic injuries. Explain:

"Let's talk about another hazard that's hard to find. As we saw in 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 pain 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 students:

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

Let students 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 students:

“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.”

IN-PERSON ACTIVITY B:

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. To not risk injury, use props such as empty boxes, etc., to demonstrate lifting unsafely, bending over, reaching, twisting your body instead of moving your feet, etc. The purpose is to make it clear what unsafe positions and movements look like. Provide props as necessary (boxes, chairs, tools, etc.). Tell the co-instructor not to say where they might feel pain.

3. Explain the “Ouch” activity:

“Let’s watch someone do a job task. Watch how the instructor 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 39**. Pass out **Handout B, "Ergonomics Word Bank"** if you haven't already done so and explain to students:

"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."

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

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

How you can keep from getting hurt:

- **Not bending or twisting your back or neck.**
 - » Reduce bending or twisting.
 - » Work with things right in front of you.
 - » Keep things not too high, not too low, and not out to the side
- **Keeping your back and neck straight when you work.**
 - » Take steps with your feet rather than twisting your body when moving things from one place to another.

- **Reaching overhead.**
 - » Ask your boss to move things closer to you.
 - » Ask for a platform to stand on so things are closer to you.
- **Lifting something heavy.**
 - » Get help lifting things that are heavy.
 - » Use tools or machines to help you lift.
- **Pulling or pushing.**
 - » Push instead of pull when possible.
 - » Don't let the cart or bin you're using get too heavy or too full.
 - » Ask your boss if you can use smaller carts.
- **Moving your hands or fingers the same way over and over.**
 - » Take short breaks often.
 - » Stretch your fingers, hands, and the rest of your body.
 - » Stretch often.
 - » Try to avoid doing the same task over and over.
- **Staying in one place or holding your body in one position for a long time.**
 - » Move around to keep your body from getting too tired.
 - » If you need to stand on a hard floor for a long time, wear shoes that feel good or ask for a special mat.
- **Ask your boss to help change how your workstation is set up.**
- **If you start to hurt, talk to your boss about changing how you work.**

6. Summarize this activity. Tell students:

"How you move and place your body can hurt you. The longer you work this way, the more you can be hurt. You 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."

VIRTUAL ACTIVITY B:

During the following activity, students will view video clips of workers completing job tasks. They will be asked questions about proper ergonomics and ergonomic risk factors. Students will be provided with a link to **Handout B, “Ergonomics Word Bank,”** a word bank of ergonomic risk factors and ways to prevent getting hurt at work. When providing responses to questions, they may select from the word bank provided or generate additional ideas.

The virtual activity is paired with the video, [Workplace Safety for Custodians](https://youtu.be/GawKChZNjtQ). Find the video here: <https://youtu.be/GawKChZNjtQ>.

2. Continue showing **PowerPoint® Slide 38** and ask students:

“What are some ways that your body can be hurt by how you move when you work?”

3. Put the link to **Handout B, “Ergonomics Word Bank”** into the chat function of the virtual meeting platform being used for the training, found on the RAISE Training Materials website: <https://iod.unh.edu/RAISE/raise-training-materials>. Let students answer verbally or utilizing the chat function before moving to **PowerPoint® Slide 39**, showing some potential ergonomic risk factors:

- 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.

“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.”

“Now let’s talk about how you can keep from getting hurt:”

- **Not bending or twisting your back or neck.**
 - » Reduce bending or twisting.
 - » Work with things right in front of you.
 - » Keep things not too high, not too low, and not out to the side
- **Keeping your back and neck straight when you work.**
 - » Take steps with your feet rather than twisting your body when moving things from one place to another.
- **Reaching overhead.**
 - » Ask your boss to move things closer to you.
 - » Ask for a platform to stand on so things are closer to you.
- **Lifting something heavy.**
 - » Get help lifting things that are heavy.
 - » Use tools or machines to help you lift.
- **Pulling or pushing.**
 - » Push instead of pull when possible.
 - » Don’t let the cart or bin you’re using get too heavy or too full.
 - » Ask your boss if you can use smaller carts.
- **Moving your hands or fingers the same way over and over.**
 - » Take short breaks often.
 - » Stretch your fingers, hands, and the rest of your body.
 - » Stretch often.
 - » Try to avoid doing the same task over and over.
- **Staying in one place or holding your body in one position for a long time.**
 - » Move around to keep your body from getting too tired.

» If you need to stand on a hard floor for a long time, wear shoes that feel good or ask for a special mat.

- Ask your boss to help change how your workstation is set up.
- If you start to hurt, talk to your boss about changing how you work.

4. Tell students:

"We're going to watch some videos of people doing different jobs. After we watch the videos, I'm going to ask you some questions about the way that they move and things that they do to prevent getting hurt at work."

5. Show **PowerPoint® Slide 40**. Introduce the video, [Workplace Safety for Custodians](https://youtu.be/GawKChZNjtQ) (timestamp 0-1:11). Find the video here: <https://youtu.be/GawKChZNjtQ>.

"The first part of this video clip shows a person dusting some ceiling lights. Watch how they complete the task and think about the movements that might cause them pain or put them at risk for an injury at work. I also want you to think about what they do to protect themselves from injury while they work."

6. Show **PowerPoint® Slide 41** and prompt the students to respond by asking these questions:

"Now that you've watched the video, what are the movements that might cause a person pain or put them at risk for an injury?"

Bending or twisting your neck or back. Reaching overhead

"What things does this worker do to protect themselves from injury while dusting the lights?"

Don't need to bend or twist as much. Work with things right in front of you. Keep back and neck straight. Take steps with your feet rather than twist your body. Wear goggles. Use tools to help you.

7. Introduce the wet mopping section of the same [Workplace Safety for Custodians](https://youtu.be/GawKChZNjtQ) video (time stamp 1:12-2:27). Show **PowerPoint® Slide 42**.

"Now we'll watch a video of someone mopping a floor. Watch how they complete the task and think about the movements that might cause them

pain or put them at risk for an injury. Think about what they do to protect themselves from injury while they work.”

8. Show **PowerPoint® Slide 43** and prompt the students by asking these questions:

“Now that you’ve watched the video, what are the movements that might cause them pain or put them at risk for an injury?”

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

“What things does this worker do to protect themselves from injury while mopping the floor?”

Don’t need to bend or twist as much. Work with things right in front of you. Keep back and neck straight. Take steps with your feet rather than twist your body.

9. Introduce the garbage handling section of the same [Workplace Safety for Custodians](#) video (timestamp 5:01-6:42). Show **PowerPoint® Slide 44**.

“Now we’ll watch a video of someone collecting and handling garbage. Watch how they complete the task and think about the movements that might cause them pain or put them at risk for an injury. Think about what they do to protect themselves from injury while they work.”

Show **PowerPoint® Slide 45** and prompt the students to respond by asking these questions:

“Now that you’ve watched the video, what are the movements that might cause the worker pain or put them at risk for an injury?”

Bending or twisting your back. Reaching overhead. Lifting something heavy in an unsafe way. Pulling or pushing. Repeating movements over and over.

“What things does this worker do to protect themselves from injury while collecting and handling garbage?”

Don’t bend or twist. Work with things right in front of you, such as not too high, not too low, and not out to the side. Keep back and neck straight. Take steps with your feet rather than twist your body. It is easier to push instead of

pull. Don't let the cart or bin get too heavy. Don't load it too full. Maybe your boss can give you smaller carts.

10. Review **Handout B, "Ergonomics Word Bank"** again and explain to students:

"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 that 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."

11. Summarize this activity. Tell students:

"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 hurt this way when you work."

D. SUMMARY (5 MINUTES)

1. Tell students that this is the end of **Lesson Two**. Review what students have 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 students 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, students 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, limit exposure to contagious illnesses, and describe which hazards each type of PPE protects against.

Lesson Three at a Glance

ACTIVITY	TIME	IN-PERSON RESOURCES	VIRTUAL RESOURCES
A. PROBLEM SOLVING TO MAKE JOBS SAFER			
Students look at a series of illustrations and discuss ways to reduce or eliminate the hazards shown. Included is a discussion of safe-lifting techniques.	20 min	<ul style="list-style-type: none"> • Handout C • Flipchart paper, easel, and markers • PowerPoint® Slides 46-63 • Cardboard boxes of various sizes to demonstrate safe-lifting techniques 	<ul style="list-style-type: none"> • PowerPoint® Slides 46-63, including slides to write down discussion points
B. PPE GRAB BAG			
Students take turns pulling an item from a “grab bag” of personal protective equipment (PPE) (In-Person) or selects a PPE item’s picture from the PowerPoint® slides (if grab bag items aren’t available). Each person is asked to explain the purpose of his or her item.	20 min	<ul style="list-style-type: none"> • Different types of personal protective equipment, put into a large bag • PowerPoint® Slides 72-73 	<ul style="list-style-type: none"> • PowerPoint® Slides 64-73
C. SUMMARY			
Instructor reviews key points from Lesson Three.	5 min		

TOTAL TIME: 45 MINUTES

Core competencies/basic health and safety skills addressed through this lesson: #3 & #4.

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.

Preparing to Teach This Lesson

Before you present **Lesson Three (In-Person)**:

1. Decide whether you are going to show the illustrations on **PowerPoint® Slides 49-60** or distribute copies of **Handout C** for students to discuss.
2. Watch the following videos before showing them to the students. Find each of the videos below:
 - [Proper Lifting Techniques](https://youtu.be/tgwjc54G3bA), found at <https://youtu.be/tgwjc54G3bA>
 - Optional Video: [Proper Lifting](https://youtu.be/Gkf4-Y0KZhk), found at <https://youtu.be/Gkf4-Y0KZhk>
 - [Workplace Ergonomics](https://youtu.be/1sb548iiuPY), found at <https://youtu.be/1sb548iiuPY>
 - [Reviews how to use an eyewash station properly \(closed captioned\)](https://youtu.be/ASP63lw6sNg), found at <https://youtu.be/ASP63lw6sNg>
 - [Demonstration of Doffing \(Taking Off\) Personal Protective Equipment \(PPE\)](https://youtu.be/z9X-fBQud4s), found at <https://youtu.be/z9X-fBQud4s>
 - [Demonstration of Donning \(Putting On\) Personal Protective Equipment \(PPE\)](https://youtu.be/YAr31WmHbVU), found at <https://youtu.be/YAr31WmHbVU>
3. Have several empty boxes available for students to use to practice safe-lifting techniques.
4. Prepare a large bag full of personal protective equipment, such as a hard hat, different kinds of goggles, gloves, ear plugs, earmuffs, respirators, safety shoes, etc., for the PPE Grab Bag activity. Make sure you have at least as many items as you have students. Feel free to tailor this activity if you are conducting this training for a specific kind of workplace or type of work.

5. Set up the computer, an LCD projector and screen, and **PowerPoint® Slides 46–73**.
6. Make sure you have flipchart paper, easel, and markers.

Before you present **Lesson Three (Virtually)**:

1. Be prepared to share your computer screen. Familiarize yourself with the accessibility features of the platform that you are using. Enable closed captioning and transcript functions as soon as students begin to enter the virtual classroom. You will need to have **PowerPoint® Slides 46-73**.
2. Be prepared to type students' ideas onto the indicated PowerPoint® Slides.
3. Watch the following videos before showing them to the students. Find each of the videos below:
 - [Proper Lifting Techniques](https://youtu.be/tgwjc54G3bA), found at <https://youtu.be/tgwjc54G3bA>
 - OPTIONAL VIDEO: [Proper Lifting](https://youtu.be/Gkf4-Y0KZhk), found at <https://youtu.be/Gkf4-Y0KZhk>
 - [Workplace Ergonomics](https://youtu.be/1sb548iiuPY), found at <https://youtu.be/1sb548iiuPY>
 - [Reviews how to use an eyewash station properly \(closed captioned\)](https://youtu.be/ASP63lw6sNg), found at <https://youtu.be/ASP63lw6sNg>
 - [Demonstration of Doffing \(Taking Off\) Personal Protective Equipment \(PPE\)](https://youtu.be/z9X-fBQud4s), found at <https://youtu.be/z9X-fBQud4s>
 - [Demonstration of Donning \(Putting On\) Personal Protective Equipment \(PPE\)](https://youtu.be/YAr31WmHbVU), found at <https://youtu.be/YAr31WmHbVU>

Detailed Instructor's Notes

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

1. Introduce the topic for this lesson, showing **PowerPoint® Slide 47**.

"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. Show **PowerPoint® Slide 49** or distribute **Handout C** and lead a discussion while looking at each illustration.

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." Alternatively, you can use **PowerPoint® Slide 50** to type students' answers.

Ask the students:

"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 students:

"John is slipping on a slippery floor and falling. The slippery floor is the hazard."

Write or type "slippery floors" in the Hazard column.

Ask the students:

"What might happen to John?"

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

Ask the students:

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

As the students call out suggestions, write or type them in the Possible Solutions column. Your flipchart page or PowerPoint® Slide may look like this:

HAZARD	POSSIBLE SOLUTIONS
Slippery floors	<ul style="list-style-type: none">• 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 students:

"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 students respond and then summarize, showing **PowerPoint® Slide 51** and 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.

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." It can also be called "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."

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

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

As you show **PowerPoint® Slides 52-60**, help the students 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."

Safe Lifting

Show **PowerPoint® Slide 52** and lead a discussion on what to do about the hazard of lifting heavy boxes.

Say to the students:

"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 students:

"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 students:

“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 54** 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 if able):

- 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.”

“Let’s watch a video to review ways to prevent injuries when lifting objects.”

Proceed to show the video clip titled [Proper Lifting Techniques](https://youtu.be/tgwjc54G3bA), found at <https://youtu.be/tgwjc54G3bA>. It is also on **PowerPoint® Slide 55**. If presenting virtually, make sure to share the sound and that the sound is optimized for video so students can hear the video.

Optional: There is another, slightly more detailed video titled [Proper Lifting](https://youtu.be/Gkf4-Y0KZhk), found at <https://youtu.be/Gkf4-Y0KZhk>. If presenting virtually, make sure to share the sound and that the sound is optimized for video so students can hear the video.

In-Person Only: 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.

Ergonomic Best Practices

Both In-Person and Virtual: Next, show the videoclip reviewing ergonomic principles entitled [Workplace Ergonomics](https://youtu.be/1sb548iiuPY), found at <https://youtu.be/1sb548iiuPY>. It is also on **PowerPoint® Slide 56**. If presenting virtually, make sure to share the sound and that the sound is optimized for video so students can hear the video.

Lead a discussion reminding the students how to solve ergonomic problems (introduced in **Lesson Two**).

Show **PowerPoint® Slide 57**, and ask the students:

“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 students:

“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 students:

“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.*

Chemical Safety

Show **PowerPoint® Slide 59**, and lead a discussion on what to do about chemical hazards.

Ask the students:

"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 students:

"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 students:

"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 students:

"If you are working and see a chemical spilled, what should you do?"

Tell your boss.

Ask the students:

"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.

After students respond, ask them if they have ever seen or used an eyewash station. Then show the videoclip [Reviews how to use an eyewash station properly \(Closed Captioned\)](https://youtu.be/ASP63lw6sNg), found at <https://youtu.be/ASP63lw6sNg>. It is also on

PowerPoint® Slide 61. If presenting virtually, make sure to share the sound and that the sound is optimized for video so students can hear the video.

Ask the students:

"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 students:

"If you accidentally swallow chemicals or get some in your mouth, what should you do?"

Tell your supervisor. They 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 students:

"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."

COVID-19 Safety

Introduce to students how to best protect themselves and others from COVID-19 (Centers for Disease Control and Prevention, 2021a, 2021b). Show **PowerPoint® Slides 62-63.**

"It's important to protect yourself and others from COVID-19 while you are at work. Here are some important things to know:

- Some people with COVID-19 feel fine.
- Some people with COVID-19 feel bad.
- Some people with COVID-19 get very sick.
- People with COVID-19 get sick in different ways.

- People with other health problems may get very sick.

There are some things that you can do to help to keep yourself and others safer while at work:

- Stay at least 6 feet away from people while you work.
- Stay away from people who are sick.
- Wear a mask to protect everyone.
- Wash your hands often.
- Wash your hands with soap and water.
- Wash your hands for 20 seconds – OR – sing the “Happy Birthday” song twice while washing your hands.
- Use hand sanitizer if that’s all that you have.
- Rub the hand sanitizer all over your hands.
- Rub your hands until they feel dry.
- Washing your hands with soap and water is best.”

B. PPE GRAB BAG (20 MINUTES)

PPE GRAB BAG IN-PERSON ACTIVITY:

1. Show **PowerPoint® Slide 64** and remind students about using personal protective equipment (PPE) as another way to protect workers (U.S. Department of Labor Occupational Safety and Health Administration, n.d.-b). Tell students:

“Remember, your boss may ask you to wear special clothes or safety gear to keep you safe from health and safety hazards at work. These items are called “personal protective equipment” or PPE.

Your boss must teach you:

- What type of PPE is needed for your job
- When to wear the PPE
- How to put the PPE on and take it off
- How the PPE will and won’t protect you from the workplace hazards
- How to take care of your PPE.”

2. Ask the students:

“What are some examples of safety gear you may need to wear at work?”

Gloves, goggles, hard hat, respirator(mask), face shield, earplugs or earmuffs, safety shoes, coveralls, apron, lab coat.

3. 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 students where the safety gear goes on your body. 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 prevent workers from slipping on wet or slippery floors.
- **Goggles, face shields, and safety glasses** help keep liquids, chemicals, dusts, flying objects, biological hazards, and debris away from workers’ eyes and faces.
- **Ear plugs and earmuffs** help prevent damage to workers’ hearing. Exposure to high noise levels can cause permanent hearing loss as well as stress.
- **Gloves** help protect workers’ hands from sharp objects, biological hazards, chemicals, heat and cold, blisters from gripping, and vibration. Gloves must fit properly and be the right kind for the job.
- **Respirators (masks including surgical masks and N95 masks)** help protect workers from getting sick from other workers, breathing dusts, fumes, vapors, biological hazards, 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. There are some jobs that require the

worker to wear a respirator that must be specially fit to them. Those workers must first get a medical evaluation and training.

- **Body protection** helps protect workers in particularly hazardous conditions by covering some or all of their body. Body protection includes jackets, aprons, lab coats, overalls, scrubs, and full bodysuits. They can be made from a range of materials and must be properly fit to each worker.
- **Proximity sensors** help workers know if they have gotten too close to equipment or to another worker. They can be pinned to a uniform, or part of a watch or necklace. If a worker is too close to a dangerous machine, a large moving vehicle, or another worker who might be sick, the sensor will make a sound to tell them to stop and to move away from the danger (National Safety Council, 2022; Turney, 2021).

VIRTUAL PPE ACTIVITY:

1. Show **PowerPoint® Slide 64** and remind students about using personal protective equipment (PPE) as another way to protect workers. Tell students:

“Remember, your boss may ask you to wear special clothes or safety gear to keep you safe from health and safety hazards at work. These items are called “personal protective equipment” or PPE.

Your boss must teach you:

- What type of PPE is needed for your job
- When to wear the PPE
- How to put the PPE on and take it off
- How the PPE will and won’t protect you from the workplace hazards
- How to take care of your PPE.”

2. Ask the students:

“What are some examples of safety gear you may need to wear at work?”

Gloves, goggles, hard hat, respirator(mask), face shield, earplugs or earmuffs, safety shoes, coveralls, apron, lab coat.

3. Show **PowerPoint® Slides 65-71** and introduce the virtual **PPE Grab Bag activity**.

“These next few slides show various safety gear you might need to wear when you work. You are going to take turns and tell the rest of the students where the safety gear goes on your body. Tell us what hazards this item protects you from.”

Provide any information below that is not mentioned by the students:

- **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 prevent workers from slipping on wet or slippery floors.
- **Goggles, face shields, and safety glasses** help keep liquids, chemicals, dusts, flying objects, biological hazards, and debris away from workers' eyes and faces.
- **Ear plugs and earmuffs** help prevent damage to workers' hearing. Exposure to high noise levels can cause permanent hearing loss as well as stress.
- **Gloves** help protect workers' hands from sharp objects, biological hazards, chemicals, heat and cold, blisters from gripping, and vibration. Gloves must fit properly and be the right kind for the job.
- **Respirators (masks including surgical masks and N95 masks)** help protect workers from getting sick from other workers, breathing dusts, fumes, vapors, biological hazards, 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. There are some jobs that require the worker to wear a respirator that must be specially fit to them. Those workers must first get a medical evaluation and training.
- **Body protection** helps protect workers in particularly hazardous conditions by covering some or all of their body. Body protection includes jackets, aprons, lab coats, overalls, scrubs, and full bodysuits. They can be made from a range of materials and must be properly fit to each worker.
- **Proximity sensors** help workers know if they have gotten too close to equipment or to another worker. They can be pinned to a uniform, or part of

a watch or necklace. If a worker is too close to a dangerous machine, a large moving vehicle, or another worker who might be sick, the sensor will make a sound to tell them to stop and to move away from the danger.

Both Virtual and In-Person:

4. Show **PowerPoint® Slides 72-73** and introduce the following videos on donning and doffing PPE:

“We’re going to watch two videos. In the first video a worker demonstrates the proper way to put on PPE. During the second video, the worker demonstrates the proper way to take off the PPE.”

Show the following videos. If presenting virtually, make sure to share the sound and that the sound is optimized for video so students can hear the video.

- [Demonstration of Donning \(Putting On\) Personal Protective Equipment \(PPE\)](https://youtu.be/YAr31WmHbVU), found at <https://youtu.be/YAr31WmHbVU> or on **PowerPoint® Slide 72**.
- [Demonstration of Doffing \(Taking Off\) Personal Protective Equipment \(PPE\)](https://youtu.be/z9X-fBQud4s), found at <https://youtu.be/z9X-fBQud4s> or on **PowerPoint® Slide 73**.

“If you are required to wear PPE for your job, it is the responsibility of your employer to teach you how to properly put on and take off your PPE.”

5. 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. SUMMARY (5 MINUTES)

1. Tell the students 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 students 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.
3. List at least three components of an emergency action plan and how that information could be used in the future to develop an individualized plan at their place of employment.

Lesson Four at a Glance

ACTIVITY	TIME	IN-PERSON RESOURCES	VIRTUAL RESOURCES
A. WHAT IS AN EMERGENCY?			
Students brainstorm examples of emergencies that could occur in a workplace.	20 min	<ul style="list-style-type: none"> • Flipchart paper, easel, and markers • PowerPoint® Slides 74-85 	<ul style="list-style-type: none"> • PowerPoint® Slides 74-85, including slides to write down discussion points
B. “DISASTER BLASTER” GAME			
The students play a board game in small groups to review what to do in various emergencies.	30 min	<ul style="list-style-type: none"> • Handout D • Dice • Game pieces (coins or other small objects) • Handout E - Print Version • Prizes (optional) • Co-instructors or job coaches 	<ul style="list-style-type: none"> • PowerPoint® Slides 86-88 • Link to Handout E - Digital Version on RAISE Training Materials page • Co-instructors or job coaches
C. SUMMARY			
Instructor reviews key points from Lesson Four.	5 min		

TOTAL TIME: 55 MINUTES

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

5. Identify emergencies at work and decide on the best ways to address them.

Preparing to Teach This Lesson

Before you present **Lesson Four In-Person**

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 - Print Version,”** and cut out the cards so that each table has one deck of 33 cards.

Obtain two game pieces, a die, and prizes (optional) 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.

“Note: for additional versions of Handout E, including Game Cards with icons for visual learners and Game Cards more conducive to online play, please visit the RAISE Training Materials webpage: <https://iod.unh.edu/RAISE/raise-training-materials>.”

2. Set up the computer, an LCD projector and screen, and **PowerPoint® Slides 74-88**.
3. Make sure you have flipchart paper, an easel, and markers.

Before you present **Lesson Four Virtual**

1. Be prepared to share your computer screen. Familiarize yourself with the accessibility features of the platform that you are using. Enable closed captioning and transcript functions as soon as students begin to enter the virtual classroom.
2. You will need to have **PowerPoint® Slides 74-88**.
3. Be prepared to type students’ ideas onto the indicated PowerPoint® Slides.
4. Remember to put the link to **Handout E, “Disaster Blaster Game Cards - Digital Version,”** into the chat function of the virtual meeting platform being used for the training, found on the RAISE Training Materials website: <https://iod.unh.edu/RAISE/raise-training-materials>.
5. Google **“Random Number Generator”** to be sure you know how it works.

Detailed Instructor’s Notes

A. WHAT IS AN EMERGENCY? (20 MINUTES)

1. Show **PowerPoint® Slide 75** and introduce the topic of this lesson.

“In this lesson, we’ll talk about emergency plans and preparing for emergencies at work.”

Ask the students:

“What does the word ‘emergency’ mean?”

Let the students respond. Show **PowerPoint® Slide 76** 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. An emergency can happen on any job, so you need to be ready. It's important to use skills and strategies to stay calm in an emergency. This will help you and other people to be safe until the emergency is over."

2. Brainstorm a list of possible workplace emergencies.

Ask the students:

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

Have students call out examples of emergency events while you write them on the flipchart or use **PowerPoint® Slide 77** to type students' answers. Your list may include the following (examples shown on **PowerPoint® Slides 78-80**):

Emergencies

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

Show **PowerPoint® Slides 81-82** and tell the students:

"Most people have a hard time thinking clearly in an emergency. It's important to make a plan so that you know what to do if there is an emergency. Practice each step of the plan before a real emergency happens. An example of this type of practice is a fire drill. You may have participated in a fire drill at school or at work.

Everyone needs to know what to do to stay safe."

Ask the students:

“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 students:

“OSHA recommends that all employers have a written **Emergency Action Plan** to prepare for emergencies or natural disasters. Emergency action plans should answer the following questions:

- Who is in charge during an emergency?
- Where are the exits and evacuation routes? Where are the places to go to be safe and the paths to follow to get out?
- What do you do when someone is injured?
- Where are first aid kits?
- Who has first aid training?
- How and when will practice drills be held?

Emergency action plans are designed to keep all people safe. They must include accommodations for people with disabilities. Disabilities can affect people’s ability to walk, see, hear, communicate, and think.

During an evacuation, there are four important things that everyone needs to know (National Fire Protection Association, 2016, p. 9):

1. What is the emergency?
2. Where is the way out?
3. Can I get myself out of the building (or away from the danger) or do I need help?
4. What kind of help do I need?

Show **PowerPoint® Slide 83**, and explain to students:

1. **What is the emergency?**

Your workplace may use a loudspeaker or an alarm system to notify you of an emergency. Flashing lights may also be used. The alarm will let you know what type of emergency is happening. You may also get an email or text messages about the emergency sent to you.

2. **Where is the way out?**

Exits and directional signs should be clearly marked with pictures, words, and braille. Easy-to-read and -understand floor plans and maps should be available in a language that you understand.

3. **Can I get myself out of the building or do I need help?**

Elevators usually cannot be used when there is an emergency. As part of the emergency action plan, each employee must know how they will safely exit a dangerous area, even if they cannot use the elevator. You or one of your coworkers might use a wheelchair, cane, or other device that helps a person move from place to place. This person may need the help of one or more people to evacuate a building.

4. **What kind of help do I need?**

Employees and employers must choose specific people who will provide help during emergencies. These people can be co-workers, supervisors, or emergency workers. You need to be able to identify the type of help you might need in an emergency. Answer these questions:

- Do I need physical assistance with using the stairs?

- Do I need help with staying calm and following directions to exit the building?
- When will I get help?
- Where will I get help?
- Will the person that is helping me come to find me or will I meet them at a certain place?

"Everyone needs to practice what to do in an emergency. Your employer should have you practice what to do during different kinds of emergencies.

Let's talk about some words that people use when they talk about emergencies"

Show **PowerPoint® Slide 84** and ask the students:

"Who can tell me what the word '**evacuation**' means?"

"Evacuation" means getting out of a building during an emergency."

Ask the students:

"Has anyone heard the term '**evacuation map**'? What do you think it means?"

An evacuation map tells you the places where you can get out, and which way to go to leave the building.

Ask the students:

"Who can tell me what an **evacuation route** is?"

It is the safest way to get out of a building during an emergency.

Ask the students:

"What does an **exit sign** tell you?"

Where the door to the outside is located.

Ask the students:

"What does **shelter in place** mean?"

It means to go to an assigned safe place in a building during an emergency and to stay there until you are told by a supervisor or emergency worker (like a firefighter) that it is safe to leave that area (OSHA, n.d.-a).

Ask the students:

"What types of emergencies could cause you to shelter in place?"

Bad storms, threat of violence, or chemicals in the air outside.

Show **PowerPoint® Slide 85** and explain to students:

"If there is a tornado or a hurricane, you should:

- Go to the lowest floor possible
- Stay away from doors, windows, and outside walls
- Stay in the center of the room and avoid corners

If an earthquake happens and you are inside, protect yourself right away. Do not run outside. Stay away from doorways. Remember to drop, cover, and hold on.

- Drop down to your hands and knees and hold on to something sturdy. If you're using a wheelchair or walker with a seat, make sure your wheels are locked and remain seated until the shaking stops.
- Cover your head and neck with your arms. Crawl underneath something sturdy for shelter (like a desk). If seated and unable to drop to the floor, bend forward, cover your head with your arms and hold on to your neck with both hands.
- Hold on to the sturdy object or furniture (Ready.gov, 2021)."

Ask the students

"In some emergencies, people should get out of a building. What emergencies might make you leave the building?"

Fire, explosion, or losing electricity.

Tell the students:

"If you are told to evacuate the building where you work, do not go back into the building until your supervisor tells you that it is okay to do so."

B. “DISASTER BLASTER” GAME (30 MINUTES)

DISASTER BLASTER GAMEPLAY IN-PERSON

1. Show **PowerPoint® Slide 86** and introduce the game. Tell the students:

“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 students 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 - Print Version**, cut into 33 cards) to each table. Have the tables turn their deck of cards over so the words can’t be read. If necessary, assign a co-instructor or job coach to each table to help read the cards and follow the game rules.
3. Explain the rules of the game:

“This is a die (*hold up a die*). Each team will 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.”

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

DISASTER BLASTER GAMEPLAY VIRTUAL

1. Show **PowerPoint® Slides 86-88** and introduce the game. Tell the students:

“We will now play a 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, we are going to break up into equal groups of no more than four or five people. You’re going to be put into a breakout room to play this game. I will assign you to a group. For the game, one person in your group will read the questions on the virtual Disaster Blaster Game Cards (also called **Handout E - Digital Version**).

One team member will google “Random Number Generator” and set the *Max* to 33. They will tell the group which question to answer. Everyone will play the game.

Once you get into your breakout room, the number generator person will generate a number and the reader will read the matching question to the group. Everyone will try to answer the question. If no one knows the correct answer, the reader will tell everyone the answer.

(Instructor could assign each job before sending students into breakout rooms)

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.

I am putting the link in the chat to the website that has the Game Cards.
Please click on the link before you go into your breakout room."

2. Divide the students into groups of no more than four or five and assign each group to the virtual training platform's version of a breakout room. Remember to put the link to the **Handout E: Disaster Blaster Game Cards - Digital Version**, found on the RAISE Trainings Materials webpage: <https://iod.unh.edu/RAISE/raise-training-materials>, into the chat function of the virtual training platform prior to sending the students into their breakout rooms.

If necessary, assign a co-instructor or job coach to each breakout room to help read the cards and follow the game rules.

C. SUMMARY (5 MINUTES)

1. 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 students:

"If you have to leave the building, always go to the nearest exit. Then go to the place that you have been told to meet everyone else. Check in with your supervisor so that people know that you have gotten out of the building safely. Help anyone who needs it. If your supervisor is not at the meeting place, be sure to tell another supervisor that you have gotten out of the building safely."

Ask the students:

"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.

Ask the students:

"What should you do if there is an earthquake?"

If there is an earthquake, drop, cover, and hold on.

Explain to the students:

"During an emergency, you should:

- Keep out of the way of emergency cars, trucks, and workers.
- Follow instructions from your boss or other supervisors, emergency responders, or police.
- If you have to evacuate, don't go back in unless the people in charge tell you it's OK."

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

"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 exits and evacuation routes? Where are the places to go to be safe and the paths to follow to get out?
 - » What do you do when someone is injured?
 - » Where are first aid kits?
 - » Who has first aid training?
 - » How and when will practice drills be held?
- Your individualized Emergency Action Plan should also answer the following questions:
 - » What is the emergency?
 - » Where is the way out?
 - » Can I get myself out of the building (or away from the danger) or do I need help?
 - » What kind of help do I need?

- Work with your job coach or supervisor to answer all of these questions. You should have all of 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.

LESSON FIVE

Know Your Rights and Responsibilities on the Job



Learning Objectives

By the end of this lesson, students 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.

Lesson Five at a Glance

ACTIVITY	TIME	IN-PERSON RESOURCES	VIRTUAL 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 min	<ul style="list-style-type: none"> • Flipchart paper, easel, and markers • Handout F, “Plain Language” and Handout F, “Easy to Read” • PowerPoint® Slides 89-93 	<ul style="list-style-type: none"> • PowerPoint® Slides 89-93, including slides to write down discussion points • Link to Handout F, “Plain Language” and Handout F, “Easy to Read” on RAISE Training Materials webpage
B. LABOR LAW BINGO GAME			
The students play a BINGO game to review laws that protect workers.	25 min	<ul style="list-style-type: none"> • Handout G (one board per student) • Mini Post-It notes, pennies, or other items that can be used to cover small spaces on the BINGO boards. 	<ul style="list-style-type: none"> • Link to Handout G (assign one board to each student) on RAISE Training Materials webpage
C. SUMMARY			
Instructor reviews key points from Lesson Five.	5 min		

TOTAL TIME: 45 MINUTES

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

6. Recognize employer and worker rights and responsibilities that play a role in safe and healthy work.

Preparing to Teach This Lesson

Before you present **Lesson Five In-Person:**

1. Preview **PowerPoint® Slides 89-93** and **Handout F, “Your Health and Safety Rights on the Job - Plain Language”** and **“Your Health and Safety Rights on the Job - Easy to Read”** fact sheets. “Select which version of Handout F you feel would be appropriate for the training you are leading and make photocopies to share with students.”

Note: The information in **Handout F “Your Health and Safety Rights on the Job - Plain Language”** and **“Your Health and Safety Rights on the Job - Easy to Read”** fact sheets reflects federal labor laws. Your state’s labor laws may be more protective.

2. Set up the computer, an LCD projector and screen, and **PowerPoint® Slides 89-93**.
3. Make sure you have a flipchart, easel, and markers or use a whiteboard and markers. You may also acquire prizes (such as candy or swag) for the **“Know Your Rights” Labor Law BINGO game**.
4. Photocopy the **Labor Law BINGO** game boards (**Handout G**), one board per student.

Before you present **Lesson Five Virtual:**

1. Be prepared to share your computer screen. Familiarize yourself with the accessibility features of the platform that you are using. Enable closed captioning and transcript functions as soon as students begin to enter the virtual classroom.
2. Have **PowerPoint® Slides 89-93** and the **Handout F, “Your Health and Safety Rights on the Job - Plain Language”** and **“Your Health and Safety Rights on the Job - Easy to Read”** fact sheets ready to share with students. The handouts can be found on the RAISE Training Materials webpage: <https://iod.unh.edu/RAISE/raise-training-materials>.

Note: The information in **Handout F “Your Health and Safety Rights on the Job - Plain Language”** and **“Your Health and Safety Rights on the Job - Easy to Read”** fact sheets reflects federal labor laws. Your state’s labor laws may be more protective.

3. You will be linking to the **Labor Law BINGO** game boards (**Handout G**), one board per student, found on the RAISE Training Materials webpage: <https://iod.unh.edu/RAISE/raise-training-materials>.

Detailed Instructor's Notes

A. INTRODUCTION TO YOUR RIGHTS AND RESPONSIBILITIES ON THE JOB (15 MINUTES)

1. Show **PowerPoint® Slides 90-91** and hand out or share the link to **Handout F, “Your Health and Safety Rights on the Job - Plain Language”** and **“Your Health and Safety Rights on the Job - Easy to Read”** fact sheets with students.
2. Tell the students 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 handle chemicals and deal with other health and safety hazards on the job.
- 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.
- 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 students that everyone should work together to stop workplace injuries.

“The laws say your employer must 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 safety gear and PPE that protects you. For example, you need to 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 students:

“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. A “safety officer” is a person at your work who is in charge of making sure safety rules are being followed.

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? Where is it located?
- 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, job coach, or mentor if you hear or 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 ways to contact OSHA if you see safety problems. Contact 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.

Let's take a closer look at **Handout F, "Your Health and Safety Rights on the Job"**, to make sure you know your rights."

Show **PowerPoint® Slide 92** while going over **Handout F** with the students. Make sure to emphasize the following:

- 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 of your age, or whether you have trouble learning, walking, or if you have another kind of disability. This is called **discrimination**.
- Your coworkers and bosses cannot harass you. **Harassment** is when somebody bothers you on purpose and repeatedly in a way that makes you uncomfortable. Sexual harassment at work includes sexual jokes, photos, or touching, requests for sexual favors, comments that men or women don't belong in certain jobs or have certain abilities. Harassment can also be based on sexual orientation, gender identity, or pregnancy. Experiencing sexual harassment is very stressful (U.S. Equal Employment Opportunity Commission, n.d; Kilbourne, 2012).
- The Equal Employment Opportunity Commission (EEOC) is a part of the government that enforces laws against job discrimination and harassment. If you are harassed or discriminated against you should get help. You can talk to your supervisor or trusted coworker. You can report these problems to the EEOC or a state group that handles these problems on their website.

- 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. When you speak up, you help make your workplace safer for you and everyone else."

B. LABOR LAW BINGO GAME (25 MINUTES)

LABOR LAW BINGO GAME IN-PERSON ACTIVITY:

1. Tell the students that they will now play a BINGO game. Explain:

"We are now going to talk about Labor Laws in the form of a BINGO game."

Give each student one BINGO board from **Handout G** and a set of game pieces (for example, a pad of mini Post-It notes.)

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 no one gets it.

If you have 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 person 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.'"

(Find the **Labor Law BINGO Questions and Answers** on pages 88-89).

LABOR LAW BINGO GAME VIRTUAL ACTIVITY:

1. Show **PowerPoint® Slide 93**. Tell the students they will now play a BINGO game. Explain:

"We are now going to play a BINGO game.

To play this game, we will talk about Labor Laws in the form of a BINGO game.

You can print your BINGO cards off before the training to play or you can open up one of the BINGO handouts, found on the RAISE Training Materials webpage: <https://iod.unh.edu/RAISE/raise-training-materials>.

If you choose to keep your BINGO card on your computer, you can mark off your spots by using the highlighter function of your PDF reader software.

Pick a BINGO card.

Here are the rules:

- 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 no one gets it.
- If you have the right answer on your board you should color it in with your highlighting tool. Some questions have more than one right answer. You will only have one of these right answers on your board.
- The first person to have a whole row of correct answers wins. The row may go from left to right, up and down, or at an angle. Everyone can cover the center square on your board. It's a free space.

Let's get started.

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

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 “\$_____ PER HOUR” square on their BINGO boards with the minimum wage information for your state). **Lesson 5**

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. **Lesson 2**

3. **What is the name of the information sheet that tells how a chemical product might harm you?**

Answer: SDS (Safety Data Sheet) **Lesson 2**

4. **What does the word “hazard” mean?**

Answer: Something that can hurt you or make you sick. **Lesson 2**

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

Answer: Safety training. **Lesson 1**

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). **Lesson 2 and Lesson 5**

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. **Lesson 5**

8. **By law, your employer can’t punish you for doing what?**

Answer: Reporting a hazard or a safety concern. **Lesson 5**

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. **Lesson 3**

10. What does Workers' Compensation pay for when you get hurt or sick at work?

Answer: Medical treatment and lost wages. **Lesson 5**

11. By law, who must give workers a safe and healthy workplace?

Answer: The employer. **Lesson 3**

12. Name one hazard that often happens when you work outdoors in the summer.

Answer: Heat. **Lesson 2**

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

Answer: True. **Lesson 3**

C. SUMMARY (5 MINUTES)

1. Tell the students that this is the end of **Lesson Five**.
2. Remind students that workers have rights and protections on the job.
3. Remind students that they, too, have important responsibilities at work that will help keep them and their co-workers safe and healthy.
4. Tell the students:

" Our federal and state governments have made 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 safer 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 for Health and Safety Rights



Learning Objectives

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

1. Discuss workplace health and safety problems.
2. Identify a variety of people to talk to when a problem arises.
3. Demonstrate a willingness to speak up when there is a health or safety problem at work.

Lesson Six at a Glance

ACTIVITY	TIME	IN-PERSON RESOURCES	VIRTUAL RESOURCES
A. SAFETY RIGHTS AND RESPONSIBILITIES			
The instructor reads aloud the captions in an illustrated story about a problem at work. Then the students discuss the health and safety rights and responsibilities that employees have on the job.	10 min	<ul style="list-style-type: none"> • Flipchart paper, easel, and markers • PowerPoint® Slides 94-101 • Handout H 	<ul style="list-style-type: none"> • Link to Handout H on RAISE Training Materials page • PowerPoint® Slides 94-103 including slides to write down discussion points
B. SPEAKING UP ABOUT WORKPLACE PROBLEMS			
The students discuss possible workplace health and safety problems and learn the steps taken to solve them. Students take turns acting out their responses to a series of problems within groups.	15 min	<ul style="list-style-type: none"> • Flipchart paper, easel, and markers • Co-instructors or job coaches • Handout I • PowerPoint® Slides 104-109 	<ul style="list-style-type: none"> • Link to Handout I on RAISE Training Materials page • PowerPoint® Slides 104-109 • Co-instructors or job coaches
C. SUM UP			
Instructor reviews key points from Lesson Six.	5 min	<ul style="list-style-type: none"> • Staying Safe at Work Certificate of Completion 	

TOTAL TIME: 30 MINUTES

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

6. Recognize employer and worker rights and responsibilities that play a role in safe and healthy work.
7. 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.

Preparing to Teach This Lesson

Before you present **Lesson Six In-Person:**

1. Make copies of **Handout H, “Jill’s Difficult Day at Work,”** to share with students.
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**.

Note: You may also create your own stories that address health and safety 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 each student on the line provided. Sign and date the certificates.
4. Set up the computer, an LCD projector and screen, and **PowerPoint® Slides 94-109**.
5. Make sure you have flipchart paper, easel, and markers.

Before you present **Lesson Six Virtual:**

1. Be prepared to share your computer screen. Familiarize yourself with the accessibility features of the platform that you are using. Enable closed captioning and transcript functions as soon as students begin to enter the virtual classroom.
2. Have **PowerPoint® Slides 94-109** and **Handout H “Jill’s Hard Day at Work”** and **Handout I “Health and Safety Stories - What Would You Do?”** sheets ready to share with students. The handouts can be found on the RAISE Training Materials webpage: <https://iod.unh.edu/RAISE/raise-training-materials>.

Detailed Instructor's Notes

A. SAFETY RIGHTS AND RESPONSIBILITIES (10 MINUTES)

1. Show **PowerPoint® Slide 95** and introduce the lesson by saying:

"During this lesson, we will talk again about your safety rights and responsibilities on the job. You will also practice how to speak up and be heard when a health or safety problem comes up at work."

Introduce the activity by showing **PowerPoint® Slide 96** and say:

"We will start by reading a story about a worker who was asked to do something she wasn't trained to do. As you listen to the story, think about what the problems are in the story. Then we will talk about the story and decide what the worker should do."

2. Show **PowerPoint Slides® 97-101** and read aloud the captions in the story. If in person, you may pass out **Handout H** to each student for them to follow along. Then ask the following questions, writing students' answers on the flipchart or typing them on **PowerPoint® Slides 102-103**:

"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 students:

"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 students 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.
- They have to give you the required safety gear you need to do your job safely."

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 or without 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.
- The rules from OSHA 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 (15 MINUTES)

1. Show **PowerPoint® Slide 104** and tell students:.

"You need to speak up and talk to someone when a problem comes up at work. In this activity we will practice speaking up."

Show **PowerPoint® Slide 105** and ask the students:

"Have any of you, or someone you know, ever had any kind of problem at work that you want to share? 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 health and safety problems at work that might be hard to deal with?"

- *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. Show **PowerPoint® Slide 106** and introduce the idea of problem solving. Ask the students who shared a problem if they were able to solve the problem and how. If no one talked about a particular problem, ask the students what they think someone with a problem at work could do to solve the problem. Let the students brainstorm for a few moments.

Then, go over some ways to solve a problem:

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

Ask the students:

“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 students:

“As you decide what to do about the problem, think about what you want to happen to solve it. You can write down your answers, if that is helpful to you.

If you are having a problem that involves talking to somebody at work, it can help to talk to a parent, a support person, or someone else you trust to figure out what to say. Then you can practice saying what you want to say with the person you trust before you go talk about the problem with the person at work.”

3. Introduce the role play activity. If presenting in person, have the bag ready with the six stories from **Handout I** (plus any additional stories you have created) cut out and folded up. If presenting virtually, have the link to the RAISE Training Materials webpage, <https://iod.unh.edu/RAISE/raise-training-materials>, ready to share with students in the chat function of the virtual meeting platform. Try to have as many stories as you have groups in the class.

Show **PowerPoint Slides® 107-109** and 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 a health or safety problem happens at work.”

4. If presenting **In-Person**, split the students into small groups. Have one student from each group take a story out of the bag. The groups will take turns reading their story and discuss the questions shown. If necessary, assign a co-instructor or job coach to each group to help students read and discuss the given scenario.

One student will act as the person who needs to talk about a problem and another student will act as the individual they are discussing the problem with. Have the students practice what they would say, and then have them switch roles. Provide the students with around 10 minutes to complete this activity within their small groups.

If presenting **Virtually**, split the students into small groups, assign each group a story number, and place each group in separate breakout rooms to complete this activity. The groups will take turns reading their story and discuss the questions shown. If necessary, assign a co-instructor or job coach to each breakout room to help students read and discuss the given scenario.

One student will act as the person who needs to talk about a problem and another student will act as the individual they are discussing the problem with. Have the students practice what they would say, and then have them switch roles. Provide the students with around 10 minutes to complete this activity within their breakout rooms.

The stories and possible responses follow on **pages 94 -98**.

Story #1:

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

One of the students (or a job coach or co-instructor) in the small group should ask another group member:

"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.

The students should continue the conversation, by being prompted to ask:

"Who can help with this problem? Pretend I am that person. What would you say to me?"

The student may decide to speak to the boss about the problem and might say:

"Jack cut himself with the box cutter, and he's still there where he works."

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 together.

STORY #2:

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.

One of the students (or a job coach or co-instructor) in the small group should ask another group member:

"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.

The students should continue the conversation, by being prompted to ask:

"Who can help with this problem? Pretend I am that person. What would you say to me?"

The student may decide to speak to the boss about the problem and 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 together.

STORY #3:

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.

One of the students (or a job coach or co-instructor) in the small group should ask another group member:

"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.

The students should continue the conversation, by being prompted to ask:

"Who can help with this problem? Pretend I am that person. What would you say to me?"

The student may decide to speak to the boss about the problem and 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 student should practice telling the job coach about the problem. They can come up with solutions together.

STORY #4:

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.

One of the students (or a job coach or co-instructor) in the small group should ask another group member:

"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.

The students should continue the conversation, by being prompted to ask:

"Who can help with this problem? Pretend that I am that person. What would you say to me?"

The student may decide to speak to the boss about the problem and might 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 student should practice telling the job coach about the problem. They can come up with solutions together.

Remind students that if they are under 18 years old, child labor laws say they can't use a meat slicer.

STORY #5:

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.

One of the students (or a job coach or co-instructor) in the small group should ask another group member:

"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."

The students should continue the conversation, by being prompted to ask:

"Who can help with this problem? Pretend I am that person. What would you say to me?"

The student may decide to speak to the boss about the problem and might 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 student should practice telling the job coach about the problem. They can come up with solutions together.

STORY #6:

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.

One of the students (or a job coach or co-instructor) in the small group should ask another group member:

"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."

The students should continue the conversation, by being prompted to ask:

"Who can help with this problem? Pretend I am that person. What would you say to me?"

The student 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 student should practice telling the job coach about the problem. They can come up with solutions together.

Ask the students:

"Who did you choose to talk about your problem with?"

Students may have chosen to get help from their boss, job coach, or a supervisor.

Ask the students:

“What did the person you were talking to say to you when you shared the problem?”

Let students respond.

Tell the students:

“It is good to practice what to say ahead of time when you need to talk about health and safety problems at work. Practicing with someone you trust, like a job coach or other worker, helps you feel more prepared and can help you plan exactly what you want to say when you do talk to your boss.”

C. SUMMARY (5 MINUTES)

1. Tell the students 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 health and safety 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 agencies.

This is the end of the **Staying Safe at Work training**. This was the last lesson. Your employer should also teach you about safety at your workplace. You can use the **Staying Safe at Work Guide** to learn about safety at your workplace.”

2. Ask the students 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).

A Guide for Staying Safe at Work Course

A Note to the Instructor

A Guide for Staying Safe at Work Course has been arranged for your convenience.

Pages 105-136 The Guide

Pages 137-152 The Training

A Guide for Staying Safe at Work



University of New Hampshire
Institute on Disability

How to Use A Guide for Staying Safe at Work

A Guide for Staying Safe at Work can be printed or used digitally on a computer.

If you print the guide, fill it in with a pen or pencil. If you use it on a computer, click on the text box and type in your answer or click the buttons to answer yes or no.

This version of A Guide for Staying Safe at Work was not designed to be used on a smartphone.

A Guide for Staying Safe at Work was designed to be used in three ways:

1. Documentation Tool

Use this guide to help you learn how to apply what you learned during the Staying Safe at Work training. A Guide for Staying Safe at Work is not meant to take the place of your training.

2. Conversation Starter

Use this guide to start conversations with your support team. If there are questions that don't apply to your workplace, then you can skip them. If this guide sparks more conversation and questions than asked here, then the guide is working!

3. Safety Planner

Use the guide to plan for ways to make your job safer. Revisit your answers with your support team to keep track of your goals. Or reprint this guide in the future to make sure you know how to best be safe at work.



Information About Your Job

What is your name?

Your name.

Where do you work?

Name of your job, workplace, or company.

Your job's address.



Part of being safe at work is having the right people surround you to be successful.

Who helps you be successful at work?

Having a good relationship with your boss is important.

Who is your boss at your job?

How often do you talk with your boss?

It is important to know what your role is at your job.

What is your job title?

What do you do for work at your job?

You should be paid at least minimum wage and a similar amount as your co-workers who are doing the same job.

How much do you get paid to work at your job?

When do you get paid for your work?

It is healthy to have a good work schedule.

What is your weekly schedule?

What is your monthly schedule?

Who is the person in charge at your job during an emergency?

Name

Phone Number

Email



Who is your emergency contact?

Name

Phone Number

Email

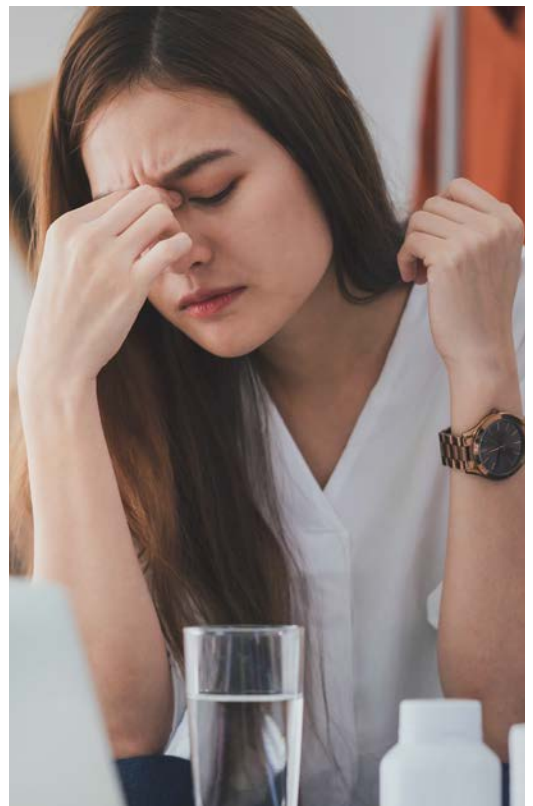
Looking for Hazards at Your Job

Before you go to your job to look for hazards, think about what could hurt you, make you sick, or stress you out.

What could hurt you at your job?



What could make you sick at your job?



What could stress you out at your job?

EVERY JOB HAS HAZARDS. FIND THE HAZARDS AT YOUR JOB.

Chemical Hazards



Are there chemicals at your job?

Yes

No

What chemicals do you work with?

How might these chemicals harm you?

Where are chemicals kept at your job?

Temperature Hazards



Could you get too cold at your job?

Yes

No

Could you get too hot at your job?

Yes

No

Tool Hazards



Do you use any tools at your job that could hurt you?

Yes

No

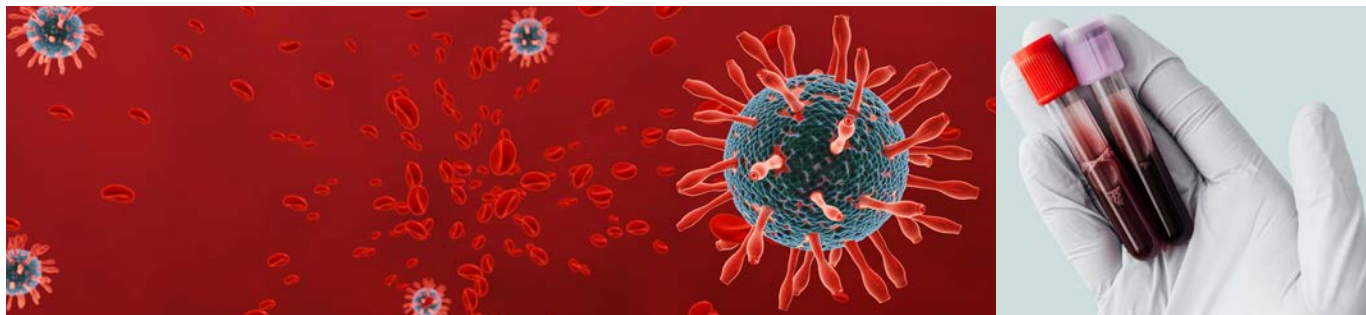
Does someone at your job use tools that could hurt you?

Yes

No

How could you get hurt by tools at your job?

Biological Hazards



Could you get sick from germs at your job?

Yes

No

Could you come in contact with blood at your job?

Yes

No

Machine Hazards



Do you work with machines at your job?

Yes

No

Does someone at your job use a machine near you?

Yes

No

How could you get hurt by machines at your job?

Ergonomic Hazards



When you do your job, do you move your body in the same way over and over?

Yes

No

Do your hands or fingers move in the same way over and over?

Yes

No

When you do your job, do you bend or twist your body?

Yes

No

Do you lift heavy things or put heavy things down at your job?

Yes

No

Do you push or pull things at your job?

Yes

No

When you do your job, does your body stay in the same spot for a long time?

Yes

No

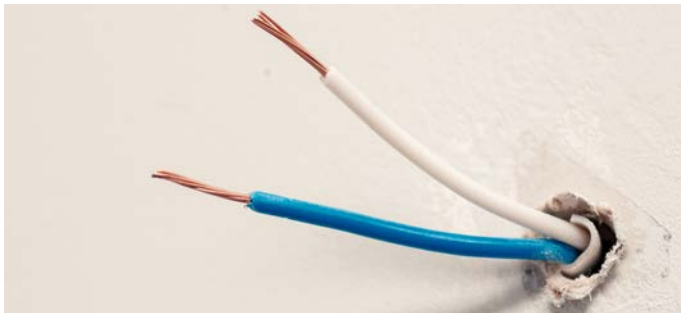
Is your body ever in an awkward position at your job?

Yes

No

Sometimes people do not feel pain until after work. Could this happen to you?

Electrical Hazards



Could you get shocked by electricity at your job?

Yes

No

What could shock you at your job?

Fall Hazards



Could you fall from somewhere high at your job?

Yes

No

Is there something you could trip over at your job?

Yes

No

Can you slip on something at your job?

Yes

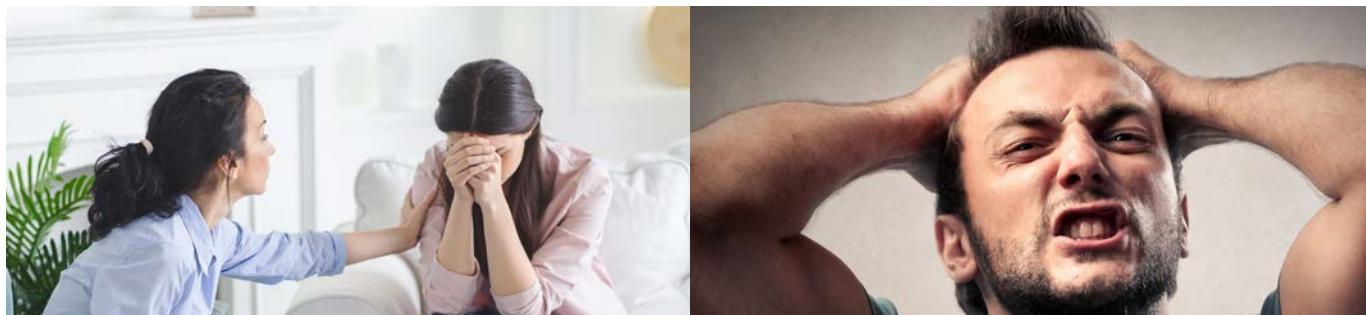
No

Are there uneven surfaces at your job?

Yes

No

Stress Hazards



Do you work with other people or work by yourself?

Work with other people

Work by myself

Do you **want** to work with other people or work by yourself?

Work with other people

Work by myself

Are people mean to you at your job?

Yes

No

If you said “yes”, how have people been mean to you at your job?

Are you ever bored at your job?

Yes

No

Do you feel like you are doing too much work at your job?

Yes

No

Do you like how many hours you are working?

Yes

No

Do you know how to do your job well?

Yes

No

Is there something else you want to do at your job?

Yes

No

Vehicle Hazards



Do you use any vehicles at your job?

Yes

No

Does someone at your job use a vehicle?

Yes

No

How could you get hurt by vehicles at your job?

Noise Hazards



Does your job get too loud?

Yes

No

Do you work with something that could hurt your hearing?

Yes

No

Making Your Job Safer

Always be trained to do your job safely.

Do you think you have been trained to do your job safely?

Yes

No

How have you been trained to do your job safely?

Get rid of hazards at your job.

Do you think you could get rid of all the hazards at your job?

Yes

No

Why did you answer this way?

Protect yourself with the right PPE or safety gear for your job.

Do you think you use the right PPE or safety gear for your job?

Yes

No

What PPE or safety gear do you use at your job?

ANSWER THE FOLLOWING SECTIONS AS IT RELATES TO YOUR JOB.

Chemical Safety



Are there chemical hazards at your job?

Yes

No

What training have you had to be safe around chemicals?

Do you need more training to work with chemicals at your job?

Yes

No

Do you know where the safety data sheets (SDSs) are for the chemicals at your job?

Yes

No

What chemical hazards can you get rid of at your job?

What PPE will you use to keep safe when using chemicals?

Do you know where the eye wash station is at your job?

Yes

No

Temperature Safety



Are there temperature hazards at your job?

Yes

No

What training have you had to be safe when it is too hot or too cold at your job?

Do you need more training to be safe when it is too hot or too cold?

Yes

No

What can you wear to keep safe when it is too hot or too cold?

How much water will you drink when it is too hot or too cold?

How many breaks will you take when it is too hot or too cold?

How will you know when your job is too hot or too cold?

Tool Safety



Are there tool hazards at your job?

Yes

No

What training have you had for tool safety at your job?

Do you need more training for tool safety at your job?

Yes

No

What tool hazards can you get rid of?

Do you need to wear closed-toe shoes at your job?

Yes

No

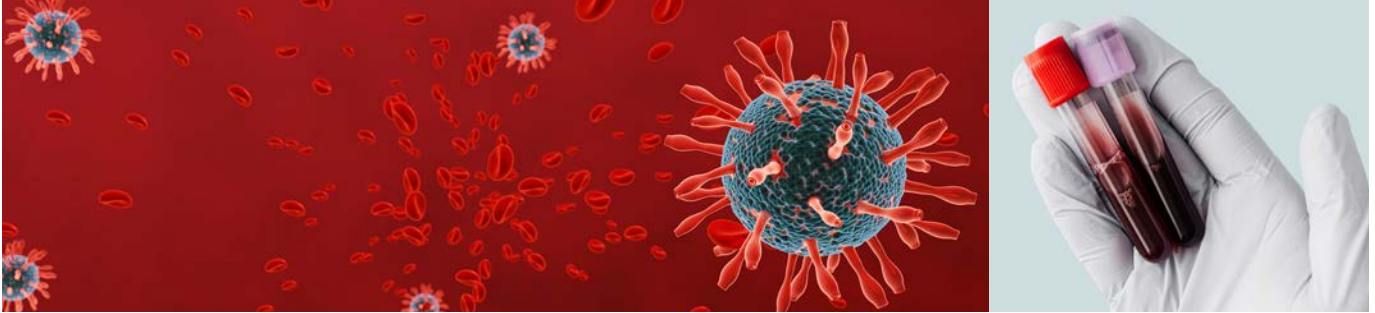
Do you need to use PPE or safety gear for the tools at your job?

Yes

No

What PPE or safety gear will you use to keep safe when using tools?

Biological Safety



Are there biological hazards at your job?

Yes

No

What training have you had to be safe around germs or blood?

Do you need more training to be safe around germs or blood?

Yes

No

When should you wash your hands at your job?

What are things that you should not share at your job?

What PPE will you use to keep safe when near germs or blood?

Machine Safety



Are there machine hazards at your job?

Yes

No

What training have you had in machine safety?

Do you need more training in machine safety?

Yes

No

What machine hazards can you get rid of?

What PPE will you use to keep safe when using machines?

Being distracted when using machines can cause injury. How will you stay on task when using machines?

Ergonomic Safety



Are there ergonomic hazards at your job?

Yes

No

What training have you had in ergonomic safety?

Do you need more training in ergonomic safety?

Yes

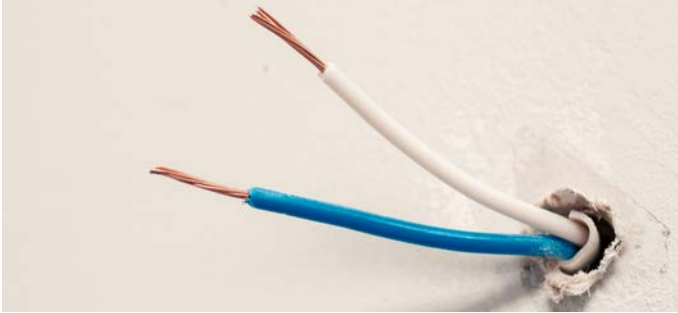
No

What ergonomic hazards can you get rid of?

What safety gear could you use to deal with pain at your job?

What goals do you have to improve your body's position when you are at your job?

Electrical Safety



Are there electrical hazards at your job?

Yes

No

What training have you had in electrical safety?

Do you need more training in electrical safety?

Yes

No

Is there ever water near you when you are working with electricity?

Yes

No

Do you ever work under or near power lines?

Yes

No

What electrical hazards can you get rid of?

What PPE will you use to keep safe around electricity?

Fall Safety



Are there fall hazards at your job?

Yes

No

What training have you had in fall safety?

Do you need more training in fall safety?

Yes

No

What fall hazards can you get rid of?

Do you have the right shoes for your job?

Yes

No

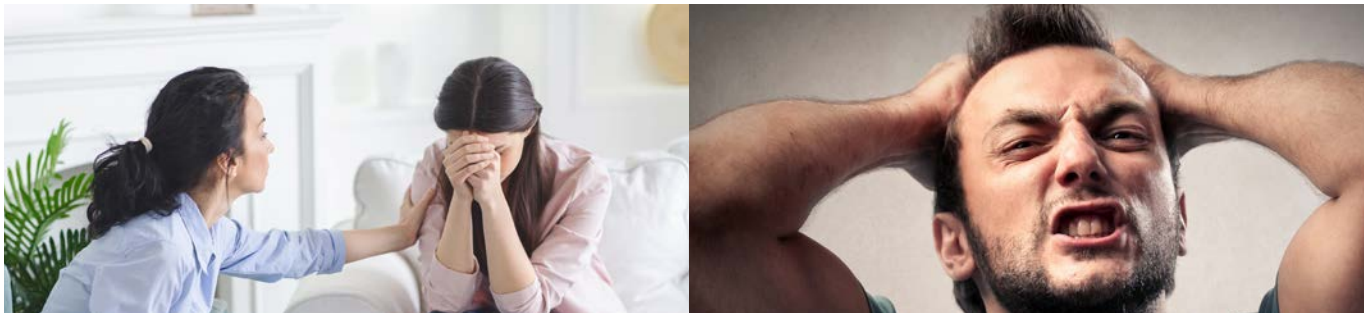
Do you feel safe to move about at your job?

Yes

No

How do you know when somewhere is not safe to move about at your job?

Stress Safety



Are there stress hazards at your job?

Yes

No

What training have you had about stress safety?

Do you need more training in stress safety?

Yes

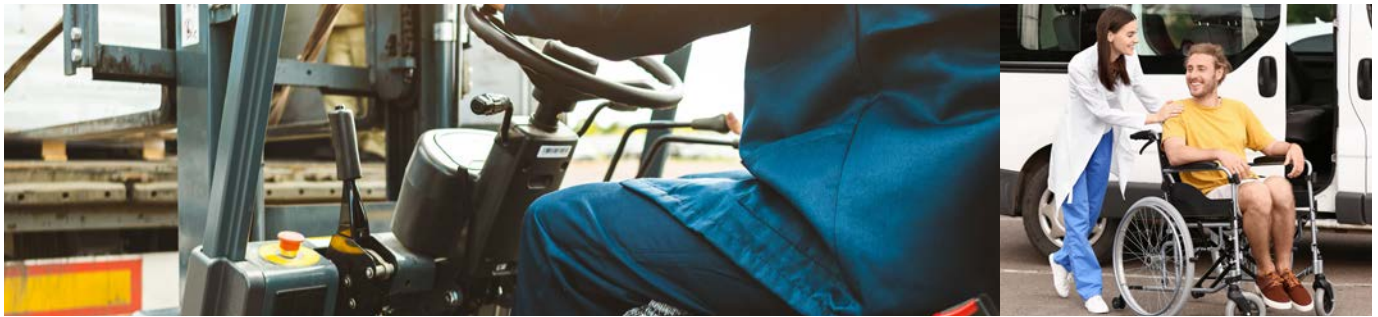
No

What stresses can you get rid of at your job?

How do you know if you are stressed or angry at your job?

What will you do if you get stressed or angry at your job?

Vehicle Safety



Are there vehicle hazards at your job?

Yes

No

What training have you had in vehicle safety?

Do you need more training in vehicle safety?

Yes

No

What vehicle hazards can you get rid of?

What safety gear will you use to keep safe from vehicle hazards?

Being sleepy causes many vehicle injuries. What can you do to be safe when you are sleepy?

Noise Safety



Are there noise hazards at your job?

Yes

No

What training have you had in noise safety?

Do you need more training in noise safety?

Yes

No

What noise hazards can you get rid of?

What PPE will you use to keep safe around noise?

How long should you work if the noise at your job is too loud?

Finding Your Way in an Emergency at Work

Emergencies are unexpected events that could hurt you or others.

What unexpected events could hurt you or others at your job?

Action is needed to keep people safe in emergencies.

What do you think you need to do if there is an emergency at your job?

Plan for how you will need help during an emergency.

Everyone needs help during an emergency. How will you need help?

LEARN THE EMERGENCY ACTION PLANS AT YOUR JOB.

Power Outages

What should you do if the power goes out at your job?

Do you know where a flashlight is at your job?

Yes

No

Where should you go, or stay, if the power goes out at your job?

What help will you need if the power goes out at your job?

Sometimes the power can be out for days or longer. How will you know when it is safe to return to your job?

Fire Emergencies

What should you do if there is a fire at your job?

What path should you take to get out of your workplace during a fire?

Where should you go, or stay, if there is a fire at your job?

What help will you need during a fire?

How will you know when the fire emergency is over?

Medical Emergencies

These are a few examples of medical emergencies that could happen at your job.

Heart Attack	Chest Pain	Vomiting Blood	Fainting
Heavy Bleeding	Sudden Confusion	Swallowing Poison	Choking
Dizziness	Head Injury	Large Wounds	Bad Pain
Breathing Problems	Spine Injury	Bad Stomach Pain	Burns

What medical emergencies could happen at your job?

What should you do if there are medical emergencies at your job?

Where should you go, or stay, if there is a medical emergency at your job?

What help will you need if there is a medical emergency at your job?

Workplace Violence

These are a few examples of workplace violence that can happen at your job, or somewhere else with your co-workers or on social media with your co-workers.

Shaking fists	Kicking	Having a Weapon	Bullying
Throwing Objects	Breaking Things	Using a Weapon	Yelling
Pushing	Insults	Mean Words	Stalking
Hitting	Swearing	Stealing	Touching

How can workplace violence happen at your job?

What should you do if there is workplace violence at your job?

Where should you go, or stay, if there is workplace violence at your job?

What help will you need if there is workplace violence at your job?

Natural Disasters

These are a few examples of natural disasters that could happen anywhere in the world.

Thunderstorm	Hail Storm	Heavy Rain	Flood
Hurricane	High Wind	Blizzard	Extreme Heat
Tornado	Dust Storm	Ice Storm	Wild Fire
Earthquake	Landslide	Volcano	Tsunami

Which natural disasters could happen at your job?

What should you do if there is a natural disaster at your job?

Where should you go, or stay, if there is a natural disaster at your job?

What help will you need if there is a natural disaster at your job?

Spills

These are a few examples of spills that could happen at any job.

Gasoline	Unknown Liquid	Sanitizers	Blood
Oil	Unknown Gas	Machine Fluids	Poison
Grease	Unknown Powder	Chemicals	Vehicle Fluids
Cleaning Products	Soap	Water Leaks	Hot Fluids

What spills could happen at your job?

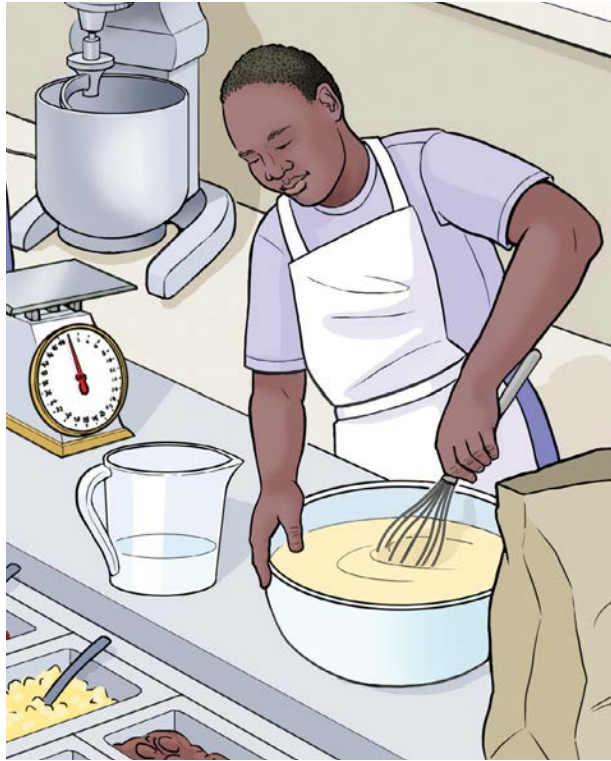
What should you do if there is a spill at your job?

Where should you go, or stay, if there is a spill at your job?

What help will you need if there is a spill at your job?

LESSON ONE

Introduction to the Guide



Learning Objectives

By the end of this lesson students will be able to:

1. Know how to use the Guide as a documentation tool
2. Understand how to use the Guide as a conversation starter
3. Use the Guide as a safety planner

Lesson One at a Glance

ACTIVITY	TIME	IN-PERSON RESOURCES	VIRTUAL RESOURCES
A. INTRODUCTION TO THE TRAINING			
Students will learn that the Guide can be a documentation tool, a conversation starter, and a safety planner .	10 min	<ul style="list-style-type: none"> • A Guide for Staying Safe at Work • Flipchart paper, easel, and markers. • Power Point® Slides 1-16 • Handout J • Handout K 	<ul style="list-style-type: none"> • A Guide for Staying Safe at Work • Power Point® Slides 1-16 • Link to Handout J, on RAISE Training Materials page • Link to Handout K, on RAISE Training Materials page
B. INTRODUCTION TO THE GUIDE			
Students will learn how to fill in the introduction of the Guide and how to use the Guide in the workplace.	15 min	<ul style="list-style-type: none"> • Power Point® Slides 17-19 • Flipchart paper, easel, and markers 	<ul style="list-style-type: none"> • Power Point® Slides 17-19
C. SUMMARY			
Instructor reviews key points from Lesson One.	5 min		

TOTAL TIME: 30 MINUTES

Core competencies/basic health and safety skills addressed through this lesson: #3, #4, and #5

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.

Preparing to Teach This Lesson

Before you present **Lesson One (In-Person)**:

1. Make sure each student has **A Guide for Staying Safe at Work** printed out.
2. Set up the computer, an LCD projector and screen, and **Power Point® Slides 1-19**.
3. Make sure you have flipchart paper, easel, and markers.
4. Make copies of **Handout J, “Wendy’s Story,”** one for each student.
5. Know the minimum wage for the students who are taking the training.

Before you present **Lesson One (Virtually)**:

1. Make sure each student has **A Guide for Staying Safe at Work** printed out or downloaded onto their computer.
2. Be prepared to share your computer screen. Enable closed captioning and transcript functions as soon as students begin to enter the virtual classroom. You will need to have **Power Point® Slides 1-19**.
3. Remember to put the links to the **Handout J, “Wendy’s Story”** and **Handout K, “Jet’s Pizza”** into the chat function of the virtual meeting platform being used for the training, found on the RAISE Training Materials page: <https://iod.unh.edu/RAISE/raise-training-materials>.
4. Be prepared to type students’ ideas onto the indicated **Power Point® Slides**.
5. Know the minimum wage for the students who are taking the training.

Detailed Instructor’s Notes

A. INTRODUCTION TO THE TRAINING (10 MINUTES)

1. Welcome students to *A Guide for Staying Safe at Work* course and describe the training, showing **PowerPoint® Slide 1** (title slide).
2. Unless everyone already knows each other, have students introduce themselves.
3. Show **PowerPoint® Slide 2** and explain:

"Before we begin, you should all have **A Guide for Staying Safe at Work**. We will be filling in the Guide throughout the training so it is important for each of you to have your own Guide. The front of the Guide looks like what is on the screen.

The Guide can be printed off, or, it can be used digitally on a computer. This Guide does not need to be filled in one page after the other. You can use whatever page helps you at the time."

4. Show **Power Point® Slide 3** and ask:

"Why do people work?"

Let students briefly discuss their answers. Write the answers students give onto the flipchart paper or **PowerPoint® Slide 3**.

Then read **PowerPoint® Slide 4** and explain to students:

"Being safe at work is important so that we can continue to work and thrive in our communities. The Guide will help you answer questions about your workplaces so that you can be safe and successful at your job."

5. Show **Power Point® Slide 6** and explain:

"By the end of this lesson you will know how the Guide can be used as a:

1. **Documentation Tool.** Use this Guide to help document what you have learned or use this Guide to help write down and apply what you learned during the *Staying Safe at Work* training to your workplace.
2. **Conversation Starter.** Use this Guide to start discussions at your workplace about health and safety issues and possible solutions. If there are questions that don't apply to your workplace, then you can skip them. If this Guide sparks more conversation and questions than asked here, then the Guide is working!
3. **Safety Planner.** Use the Guide to identify ways to make your job safer. Revisit your answers to keep track of your goals.

6. Show **Power Point® Slide 7** and explain:

"We are now going to listen to an example story of Wendy to help you learn how to use this Guide in your workplace."

Read Wendy's Story off of **Power Point® Slides 8-15**.

After you have read Wendy's Story, handout or share the link to **Handout J, "Wendy's Story"**. Show **Handout K, "Jet's Pizza"** on **Power Point® Slide 16** and say:

"These two handouts are helpful so that you can remember Wendy's story. We will continue to return to Wendy's story for the rest of the training."

B. INTRODUCTION TO THE GUIDE (15 MINUTES)

1. Show **Power Point® Slide 17**. Then say

"We are going to now look at how Wendy filled in the first page of her guide.

Wendy filled in her name to make sure people knew this was her Guide. Include your name in your Guide so that you or other people know it is yours.

It is important to know the address of your workplace. For Wendy, this section is important because Jet's Pizza is a chain restaurant and there are three different Jet's Pizza addresses in her town. Knowing the address of where you work is important in case there is an emergency at your workplace. This is especially important if you work at a job where there are different addresses.

A friend, co-worker or family member can be essential to your success at work. For Wendy, Tommy has been her best friend at work and he is a big reason Wendy is successful at her job. Tommy makes work enjoyable for Wendy and he is always there when she needs someone. Wendy also included her job coach, Tanner, as someone who helps her be successful at work. Tanner has taught Wendy how to be a successful pizza chef while doing her job safely. Wendy also included her Aunt Francis, who always listens to the good and bad parts of her day at work.

Who are some people who help you be successful at work?"

Let students answer.

2. Show **Power Point® Slide 18** and say:

"Sarah is Wendy's boss. There are other people who are in charge at Jet's Pizza but Wendy's supervisor is Sarah. It is important to know who your boss is. This is especially important for some jobs that have many people in charge.

It is important to have a good relationship with your supervisor. Aunt Francis has been helping Wendy learn how to build a better relationship with her boss, Sarah.

Wendy's role as a worker at Jet's Pizza is a pizza chef. What do you think Wendy has to do to be a successful pizza chef?"

Let students explain their answers.

Some possible answers are:

- *Wendy puts the sauce and toppings on the pizzas.*
- *She has to read the order correctly.*
- *The counter must be clean before and after working.*
- *Wendy has to get the toppings from the refrigerator when they are low at her work station.*

"Part of being safe at work is knowing what your role is at your job. It is important for you to know what you are doing in your role at your job, whether you are new or have been at your job for a while.

Everyone deserves to be paid a fair amount for their work. Do you know what your minimum wage is?"

Let students answer. Make sure you are prepared to share the student's minimum wage based on where they live. Then say:

"The minimum wage in Wendy's town is \$7.25. When Sarah became Wendy's boss she raised Wendy's wage from \$7.25 per hour to \$8.25 per hour, since the other pizza chefs were making \$8.25 per hour. You should be getting paid a fair amount compared to both state standards and to other employee standards at the job site. It is also important that everyone be paid often and know when they are going to be paid. Wendy knows she will be paid at the end of every month.

3. Show **Power Point® Slide 19**. Then say:

“Wendy works the same days every week. A healthy work schedule is an important part of staying safe at work. You should not be working too much or not working enough. Having time off is an important part of staying safe at work. Making sure there is time off every week and throughout the year is important.

Wendy enjoys traveling with her Aunt Francis. Doing things we enjoy is a big part of life and sticking to a healthy schedule keeps us safe at work by avoiding burnout. Burnout is when you are exhausted by too much stress at work.

Emergencies can be overwhelming. Your boss, or someone else, may be in charge during an emergency. Make sure you know who will give you instructions to keep you and everyone safe in an emergency. Wendy does not know who is in charge during an emergency, however, she is going to ask Sarah to make sure she knows who to follow directions from. If you do not know who is in charge during an emergency it is important to ask your boss so you know who to listen to.

Aunt Francis is Wendy’s emergency contact at Jet’s Pizza. An emergency contact is an important part of staying safe at work during an emergency.”

C. SUMMARY (5 MINUTES)

1. Conclude the lesson by reminding students about these main points:

As you are using this Guide, remember that you can be creative with how you use it as a:

1. **Documentation Tool.** Use this Guide to help write down and apply what you learned during the *Staying Safe at Work* training to your workplace.
2. **Conversation Starter.** Use this Guide to start discussions at your workplace about health and safety issues and possible solutions. If there are questions that don’t apply to your workplace, then you can skip them.
3. **Safety Planner.** Use the Guide to identify ways to make your job safer. Revisit your answers to keep track of your goals.

LESSON TWO

Using the Guide to Stay Safe at Work



Learning Objectives

By the end of this lesson students will be able to use the Guide:

1. As a documentation tool
2. As a conversation starter
3. As a safety planner

Lesson Two at a Glance

ACTIVITY	TIME	IN-PERSON RESOURCES	VIRTUAL RESOURCES
A. KEEPING WENDY SAFE AT HER JOB			
Students brainstorm in small groups to fill in the Guide using the information from a sample story and accompanying illustration.	30 min	<ul style="list-style-type: none"> • A Guide for Staying Safe at Work • Flipchart paper, easel, and markers • Writing utensils, one per student or small group • Power Point® Slides 20-23 • Handout J • Handout K • Handout L 	<ul style="list-style-type: none"> • Power Point® Slides 20-23 • Link to Handout J, on RAISE Training Materials page • Link to Handout K, on RAISE Training Materials page • Link to Handout L, on RAISE Training Materials page
B. REVIEWING STUDENT'S ANSWERS			
Students review their answers from their small groups and have a conversation about how to keep Wendy safe at her job.	20 min	<ul style="list-style-type: none"> • Power Point® Slide 24 • Flipchart paper, easel, and markers 	<ul style="list-style-type: none"> • Power Point® Slide 24
C. HELPING WENDY			
Students will come up with three things to help Wendy to be more safe at work.	5 min	<ul style="list-style-type: none"> • Power Point® Slide 25 	<ul style="list-style-type: none"> • Power Point® Slide 25
D. SUMMARY			
Instructor reviews key points from Lesson Two.	5 min	<ul style="list-style-type: none"> • Power Point® Slide 26 	<ul style="list-style-type: none"> • Power Point® Slide 26

TOTAL TIME: 1 HOUR

Core competencies/basic health and safety skills addressed through this lesson: #3, #4, and #5

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.

Preparing to Teach This Lesson

Before you present **Lesson Two (In-Person)**:

1. Make sure each student has **A Guide for Staying Safe at Work** printed out.
2. Set up the computer, an LCD projector and screen, and **Power Point® Slides 20-26**.
3. Make sure you have flipchart paper, easel, and markers.
4. Make copies of **Handout J, “Wendy’s Story,”** one for each student.
5. Have **Handout L, “Wendy’s Filled in Guide”** ready if supplemental material is needed.

Before you present **Lesson One (Virtually)**:

1. Make sure each student has **A Guide for Staying Safe at Work** printed out or downloaded onto their computer.
2. Be prepared to share your computer screen. Enable closed captioning and transcript functions as soon as students begin to enter the virtual classroom. You will need to have **Power Point® Slides 20-26**.
3. Remember to put the links to the **Handout J, “Wendy’s Story”** and **Handout K, “Jet’s Pizza”** into the chat function of the virtual meeting platform being used for the training, found on the RAISE Training Materials page: <https://iod.unh.edu/RAISE/raise-training-materials>.

4. Be prepared to type students' ideas onto the indicated **Power Point® Slides**.
5. Have **Handout L, "Wendy's Filled in Guide"** ready as supplemental material.

Detailed Instructors Notes

A. USING THE GUIDE TO KEEP WENDY SAFE AT HER JOB (30 MINUTES)

1. Show **Power Point® Slide 21** and say:

"By the end of this lesson you will use the Guide as a:

- Documentation Tool
- Conversation Starter
- Safety Planner

2. Show **Power Point® Slide 22** and say:

"The best way to learn how to use this Guide is for you to use it. When filling in the Guide for Wendy, be creative and try your best to answer for Wendy or someone helping her at work. If you don't know an answer, write down some questions you could ask Wendy about her job."

KEEPING WENDY SAFE AT HER JOB IN-PERSON ACTIVITY

3. Pass out **Handout J**, and show **Power Point® Slide 23** and say:

"This is the kitchen Wendy works in at Jet's Pizza. When you are filling in the Guide, you can use this picture up on the screen to learn more about Wendy's work.

You can also use **Handout J, "Wendy's Story"** to help you remember Wendy's Story.

To do this activity, you will be split into small groups so that you can work with each other and fill in this Guide as if you were helping Wendy fill in her Guide. We'll come back together in 30 minutes to talk about your answers.

4. Allow for the students to brainstorm and creatively work together to fill in the Guide. Have one student from each group be the scribe, or let each student fill out their own Guide. If necessary, assign a co-instructor or a job coach to each

group to help students read and discuss the questions in the Guide. Make sure to walk around the room and help students come up with creative answers by listening and asking thought-provoking questions (see pages 147-148).

KEEPING WENDY SAFE AT HER JOB VIRTUAL ACTIVITY

3. Show **Power Point® Slide 23** and say

"This is the kitchen Wendy works in at Jet's Pizza. When you are filling in the Guide, you can use picture **Handout K, "Jet's Pizza"**, to learn more about Wendy's work.

You can also use **Handout J, "Wendy's Story"** to help you remember Wendy's Story.

To fill in the Guide for Wendy, you will be split into small groups. I will assign you to a breakout room to do this activity. Once you are in your breakout room, one person in your group will screen share **Handout K, "Jet's Pizza"**, so that everyone can use the picture to learn more about Wendy's work.

We'll come back together in 30 minutes to talk about your answers."

(Instructor could assign each job before sending students into breakout rooms)

Both **Handout J, "Wendy's Story"** and **Handout K, "Jet's Pizza"** can be found on the RAISE Training Materials page: <https://iod.unh.edu/RAISE/raise-training-materials>.

4. Allow for the students to brainstorm and creatively work together to fill in the Guide. If necessary, assign a co-instructor or a job coach to each breakout room to help students read and discuss the questions in the Guide. Make sure to go to each breakout room and help students come up with creative answers by listening and asking thought-provoking questions.

BOTH IN PERSON AND VIRTUAL

5. Some thought-provoking questions you could ask are:
 - What do you see in the picture of Jet's Pizza that could be a hazard?
 - Can you circle or point to the hazards in this picture?

- Do any of the hazards at Wendy's job remind you of hazards at your job?
 - What hazards could you get rid of in the picture of Jet's Pizza?
 - Is there anything that does not make you feel safe about working at Jet's Pizza?
 - Is Wendy's Boss mean to her?
 - Are there things at Jet's Pizza that you cannot make safe?
 - What emergencies could happen at Jet's Pizza?
 - If you are Wendy, where would you go during different emergencies?
 - What questions would you ask Wendy's boss, Sarah, to help you feel more safe during an emergency?
6. If students are having difficulty in filling in Wendy's Guide, you can use **Handout L, "Wendy's Filled in Guide"** to help lead discussion and prompt further ideas.

B. REVIEWING STUDENTS ANSWERS (20 MINUTES)

1. After the students have spent 30 minutes filling in their Guides, show **Power Point® Slide 24** and ask them:

"How did you fill in the Guide for Wendy?"

Allow for the students to share their thoughts of how they used the Guide. Write the answers students give onto the flipchart paper or on **PowerPoint® Slide 24**.

If students need further prompting, you can use **Handout L, "Wendy's Filled in Guide"**. This resource will give students some sample answers to show how Wendy filled in the Guide.

C. HELPING WENDY (5 MINUTES)

1. Show **Power Point® Slide 25** and say:

"Now that we know Wendy's story and have helped her fill in the Guide we are going to help Wendy answer some questions that are important for her to be more successful at her job. The questions we need to help Wendy answer are:

1. How will Wendy be successful at her job when Tommy moves?

2. How can Wendy improve her relationship with her boss, Sarah?
3. Is Wendy ready to make the pizza dough for Jets, or does she need more training?"

Let students answer and then say:

"The answers to these questions will:

- Help Wendy continue to be successful at her job after Tommy leaves Jet's
- Help Wendy learn how to talk with her boss
- Could help Wendy prepare to take a new role at her job.

Wendy's job will continue to change and so she could use the Guide to prepare for change.

The Guide can help you prepare for changes at your job. The Guide is a helpful tool if you get a new boss, change jobs, begin a new role at your job, or learn a new task at your job."

D. SUMMARY (5 MINUTES)

Show **Power Point® Slide 26** and say:

"We looked at Jet's Pizza and found things that might be hazards for Wendy. 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. You can use the Guide as a documentation tool to find hazards at your job. Then you can change the way you work or get help so you stay safe from the hazards.

Part of being safe at work is knowing who to go to when you identify a hazard. Workplace safety includes being trained to do your job well, getting rid of hazards at your job when you can, and protecting yourself with the right PPE and safety gear. You can use the Guide as a conversation starter and work with your supervisor or co-workers to look at your job to make sure you know how to do these things to stay safe at work.

Emergencies at work can be some of the most dangerous and stressful parts of a job. Having a good plan before an emergency happens is an

excellent way to stay safe at work. Knowing what unexpected events could hurt you, what you need to do, and what help you will need during an emergency are important things to think about before an emergency happens at work. You can use the Guide as a safety planner to find your way in an emergency.

This is the end of **A Guide for Staying Safe at Work training**. You can use the **Staying Safe at Work Guide** at your job to make sure you know how to stay safe at your work.”

4. Ask the students 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.
5. Award a **A Guide for Staying Safe at Work Certificate of Completion for The Guide Training** to each student (see Certificate of Completion section).

Advocating for Your Safety at Work Course

LESSON ONE

Introduction to Advocating for Your Safety at Work



Learning Objectives

By the end of this training, students will be able to:

1. Explain why it is important to identify common problems faced in the workplace and strategies to address them.
2. Explain that there are laws that protect workers in the workplace.
3. Discuss the importance of speaking up for oneself when there's a problem at work.

Lesson One at a Glance

ACTIVITY	TIME	IN-PERSON RESOURCES	VIRTUAL RESOURCES
A. INTRODUCTION TO THE TRAINING			
Students discuss their experiences in the Staying Safe at Work training.	5 min	<ul style="list-style-type: none"> • Flipchart paper, easel, and markers • PowerPoint® Slides 1-3 	<ul style="list-style-type: none"> • PowerPoint® Slides 1-3
B. THE IMPORTANCE OF SPEAKING UP			
Students watch a short video and discuss it.	15 min	<ul style="list-style-type: none"> • Flipchart paper, easel, and markers • PowerPoint® Slides 4-6 • Advice for Speaking Up as a Young Disabled Person video 	<ul style="list-style-type: none"> • PowerPoint® Slides 4-6 • Advice for Speaking Up as a Young Disabled Person video
C. SUMMARY			
Instructor reviews key points from Lesson One.	5 min	<ul style="list-style-type: none"> • PowerPoint® Slide 7 	<ul style="list-style-type: none"> • PowerPoint® Slide 7

TOTAL TIME: 25 MINUTES

Core competencies/basic health and safety skills addressed through this lesson: #8

8. Explain one's disability in the context of employment.

Preparing to Teach This Lesson

Before you present **Lesson One (In-Person)**:

1. Watch the video, [Advice for Speaking Up as a Young Disabled Person](https://youtu.be/o3r3gGcbqmE) before showing it in class. You will need Internet access to view or download the video prior to the training. It can also be found here: <https://youtu.be/o3r3gGcbqmE>.

Note: This video features sign language that is not American Sign Language.

2. Set up the computer, an LCD projector and screen, and **PowerPoint® Slides 1-7**.
3. Make sure you have flipchart paper, easel, and markers.

Before you present **Lesson One (Virtually)**:

1. Watch the video, [Advice for Speaking Up as a Young Disabled Person](https://youtu.be/o3r3gGcbqmE) before showing it in class. Make sure to share sound and that the sound is optimized for video so students can hear the video. It can also be found here: <https://youtu.be/o3r3gGcbqmE>.

Note: This video features sign language that is not American Sign Language.

2. Be prepared to share your computer screen. Familiarize yourself with the accessibility features of the platform that you are using. Enable closed captioning and transcript functions as soon as students begin to enter the virtual classroom. You will need to have **PowerPoint® Slides 1-7**.
3. Be prepared to type students' ideas onto the **PowerPoint® Slides** as indicated.

Detailed Instructors Notes

A. INTRODUCTION (5 MINUTES)

1. Welcome the students to the *Staying Safe at Work: Advocating for Your Safety at Work* supplemental training, showing **PowerPoint® Slide 1 (title slide)**.
2. Have the students introduce themselves, unless everyone already knows each other.
3. Show **PowerPoint® Slide 3** and explain:

"This training can help you learn how to speak up for yourself at work. This training will help you learn about your rights in employment so you can

know how to make sure you are treated fairly and feel safe at your job. You will:

- Learn about the laws that protect people at work.
- Learn about the problems you may face at work that could make you feel unsafe.
- Learn how to discuss problems you may face and how to solve them.
- Learn how to speak up for yourself at your job so you can get what you need.

We use this training to make sure you know how to advocate, or speak up, for your safety at work.”

4. As a warm-up discussion, ask the students:

“How many of you remember the *Staying Safe at Work* training?”

Let the students answer by raising their hands or, if virtual, using some of the features of the virtual training platform. You may decide to lead a brief recap of that training, if desired.

Tell the students:

“This training is another way to help you learn more about how to handle safety problems you may see in the workplace. We will talk about some of the things you learned in the *Staying Safe at Work* training and learn more about the specific rights that workers with disabilities have in the workplace.”

B. THE IMPORTANCE OF SPEAKING UP (15 MINUTES)

1. Show **PowerPoint® Slide 4** and tell students they will now watch a 4-minute video called, [Advice for Speaking Up as a Young Disabled Person](#). It can also be streamed from <https://youtu.be/o3r3gGcbqmE>. Ask students to keep in mind these questions as they watch the video:

- “Why do the people in the video think it is important for them to speak up for themselves?”
- Who do they go to when they want to talk about something that’s making them uncomfortable?”

2. Play the video, found on **PowerPoint® Slide 5**. If presenting virtually, make sure to share the sound and that the sound is optimized for video so students can hear the video.
3. Have students discuss the video when it's over, making sure to write students' answers to the questions given onto the flipchart paper or **PowerPoint® Slide 6**. Here are some possible answers:

- *The young adults in the video say that young disabled people should speak up because people with disabilities have the same rights and privileges as everyone else.*
- *Sometimes bad things happen that you need to talk to someone about to make sure they don't happen again.*
- *The young adults in the video say they go to their parents, friends, teachers, siblings, principal, etc., when something is wrong.*

4. Ask students:

"Do you speak up when you are feeling uncomfortable?"

Let students respond, then reiterate to students the importance of speaking up when there's a problem at work. Say to the students:

"Like Amy said in the video, sometimes advocating might feel like a hard thing to do but it is important, and you deserve to be heard."

C. SUMMARY (5 MINUTES)

1. Conclude Lesson One by showing **PowerPoint® Slide 7** and reminding students about these main points:

- There are laws that protect workers with disabilities in the workplace.
- Knowing the type of problem you're facing can help you figure out what to do about it.
- Speaking up for yourself helps keep you and others safe at work.

LESSON TWO

Explaining a Disability at Work



Learning Objectives

By the end of this training, students will be able to:

1. Describe rights and responsibilities within the workplace under the Americans with Disabilities Act (ADA).
2. Discuss reasonable accommodations that can be requested to help complete job tasks.
3. Decide if you want to talk about your disability at work, who you want to talk to about it, and when and how that happens.

Lesson Two at a Glance

ACTIVITY	TIME	IN-PERSON RESOURCES	VIRTUAL RESOURCES
A. INTRODUCTION TO RIGHTS AS A DISABLED WORKER			
Students learn about the protections disabled workers have under the ADA and watch a short video	10 min	<ul style="list-style-type: none"> • Flipchart paper, easel, and markers • PowerPoint® Slides 8-12 • Title I of the ADA Explained - Employment (with captions) video 	<ul style="list-style-type: none"> • PowerPoint® Slides 8-12 • Title I of the ADA Explained - Employment (with captions) video
B. REASONABLE ACCOMMODATIONS			
Students discuss reasonable accommodations and how to access them. Students also watch a short video.	15 min	<ul style="list-style-type: none"> • Flipchart paper, easel, and markers • PowerPoint® Slides 13-16 • Requesting an Accommodation Under the ADA - a Small Part of Title I of the ADA Explained video 	<ul style="list-style-type: none"> • PowerPoint® Slides 13-16 • Requesting an Accommodation Under the ADA - a Small Part of Title I of the ADA Explained video
C. DISCLOSING A DISABILITY			
Students are introduced to the idea of disclosing a disability at work, and different ways to do so. Students also watch a short video.	15 min	<ul style="list-style-type: none"> • PowerPoint® Slide 17-22 • How & When to Disclose My Disability Under the ADA video 	<ul style="list-style-type: none"> • PowerPoint® Slide 17-22 • How & When to Disclose My Disability Under the ADA video

TOTAL TIME: 40 MINUTES

Core competencies/basic health and safety skills addressed through this lesson: #8, #9, #10.

8. Explain a disability in the context of employment.
9. Recognize that laws exist that protect disabled people in the workplace.
10. Identify if, when, how, and from whom to request reasonable accommodations.

Preparing to Teach This Lesson

Before you present **Lesson Two (In-Person)**:

1. Watch the following videos before showing them to students. You will need Internet access to view or download the videos prior to the training. Find each of the videos below:
 - a. [Title I of the ADA Explained - Employment \(with captions\)](https://youtu.be/gbUj0kWrYc), found at: <https://youtu.be/gbUj0kWrYc>.
 - b. [Requesting an Accommodation Under the ADA - a Small Part of Title I of the ADA Explained.](https://youtu.be/E0rBk0nbTaw), found at: <https://youtu.be/E0rBk0nbTaw>.
 - c. [How & When to Disclose My Disability Under the ADA](https://youtu.be/vO0fv4sasmM), found at: <https://youtu.be/vO0fv4sasmM>.
2. Set up the computer, an LCD projector and screen, and **PowerPoint® Slides 8-22**.
3. Make sure you have flipchart paper, easel, and markers.

Before you present **Lesson Two (Virtually)**:

1. Watch the following videos before showing them to students. Find each of the videos below:
 - a. [Title I of the ADA Explained - Employment \(with captions\)](https://youtu.be/gbUj0kWrYc), found at: <https://youtu.be/gbUj0kWrYc>.
 - b. [Requesting an Accommodation Under the ADA - a Small Part of Title I of the ADA Explained.](https://youtu.be/E0rBk0nbTaw), found at: <https://youtu.be/E0rBk0nbTaw>.
 - c. [How & When to Disclose My Disability Under the ADA](https://youtu.be/vO0fv4sasmM.2), found at: <https://youtu.be/vO0fv4sasmM.2>.

2. Be prepared to share your computer screen. Familiarize yourself with the accessibility features of the platform that you are using. Enable closed captioning and transcript functions as soon as students begin to enter the virtual classroom. You will need to have **PowerPoint® Slides 8-22**.
3. Be prepared to type students' ideas onto the indicated **PowerPoint® Slide**.

Detailed Instructor's Notes

A. INTRODUCTION TO RIGHTS AS A DISABLED WORKER (10 MINUTES)

1. Show **PowerPoint® Slide 9** and introduce the lesson, saying:

"During this lesson we will talk about your rights within the workplace and how to talk with your employer to make sure you have what you need to do your job."

Ask students:

"The U.S. government has laws to protect people with disabilities. How many of you have heard of the Americans with Disabilities Act?"

Let the students answer by raising their hands or, if virtual, using some of the features of the virtual training platform.

2. Show **PowerPoint® Slides 10-11** and explain:

"We learned in the Staying Safe at Work training that discrimination is when someone treats you poorly because of who you are. That includes being treated badly because you are disabled. The Americans with Disabilities Act, or ADA, is a law that protects people with disabilities from discrimination when they are out in the community and at their jobs, no matter where they are in the US.

The Equal Employment Opportunity Commission, or EEOC, is a part of the federal government that enforces the ADA's protection against job discrimination.

As we learned in the *Staying Safe at Work* training, you cannot be punished for asking the government to come and find problems where you work. That includes asking the EEOC to investigate if you have been discriminated against as a person with a disability under the ADA.”

3. Say to students:

“We will now watch a video that talks about the ADA and how it protects people with disabilities at work.”

Show the video clip, [Title I of the ADA Explained - Employment \(with captions\)](https://youtu.be/gbUrj0kWrYc) (timestamp 0-1:20), found at <https://youtu.be/gbUrj0kWrYc>. It is also on **PowerPoint® Slide 12**. If presenting virtually, make sure to share the sound and that the sound is optimized for video so students can hear the video.

4. After the video, ask students:

“In the video, Scout the Service Dog mentions that the ADA makes sure that **qualified** individuals with disabilities cannot be discriminated against in their job. What does it mean to be a qualified individual for a job?”

Let students answer, then say:

“To be a qualified individual in employment means that:

- You have the skills you need for the job.
- You have the experience you need for the job.
- You have the education you need for the job.
- You have all the other requirements for the job.
- You must perform the essential job tasks with or without reasonable accommodations.” (ADA National Network, n.d.).

B. REASONABLE ACCOMMODATIONS (15 MINUTES)

1. Ask the students:

“Has anyone heard the term “**reasonable accommodation**”? What do you think it means?”

Let students answer, then show **PowerPoint® Slide 13** and say:

“Reasonable accommodations are changes made to the work environment or to the way a job task is done to make it accessible. Reasonable accommodations allow people with disabilities to have an equal opportunity to apply for and do their jobs in the same way that people without disabilities can.”

2. Tell the students:

“Because of the ADA, employers are required to provide reasonable accommodations for qualified workers. We will now watch a video to learn about how to request reasonable accommodations at work.”

Show the video clip, [Requesting an Accommodation Under the ADA - a Small Part of Title I of the ADA Explained](https://youtu.be/EOrBk0nbTaw). (timestamp 0:00-1:48), found at: <https://youtu.be/EOrBk0nbTaw>. It is also on **PowerPoint® Slide 14**. If presenting virtually, make sure to share the sound and that the sound is optimized for video so students can hear the video.

After the video ends, show **PowerPoint® Slide 15** and explain to the students:

“Reasonable accommodations can include any or all of these changes to:

- The job application process
- The work environment
- The way the job is typically done

These changes make it so people with disabilities have the same opportunities to succeed at work as people without disabilities.”

Tell the students:

“In the video, Daniel’s boss agreed to let Daniel come into work late because of medical appointments. Daniel requested the reasonable accommodation to change his hours. Because of the ADA, his boss worked with him to change his schedule. We will now work together to brainstorm what other reasonable accommodations workers may need.”

3. Ask the students:

“What are other reasonable accommodations that an employee may need to ask for at work?”

Let students volunteer answers. Write the answers students give onto the flipchart paper or **PowerPoint® Slide 16**. To give the students a better idea of what can be considered a reasonable accommodation, you may provide some example responses, such as these:

- *An interpreter during the interview process*
- *Changing the job training materials to include more pictures*
- *A reserved parking space close to the entrance door*
- *A reach extender to collect things from high shelves*
- *Providing adaptive workplace equipment*
- *Modifying job duties*

C. DISCLOSING DISABILITY (15 MINUTES)

1. Show **PowerPoint® Slide 17** and say to the students:

“If a worker with a disability needs an accommodation at work, they are responsible for asking their employer. They can choose to do so with or without disclosing, or sharing, their disability, but employers are not required to provide accommodations if they don’t know a person needs them – which is why a worker may decide to tell their employer about their disability.” (U.S. Department of Labor Office of Disability Employment Policy [ODEP], n.d.)

Tell the students:

“Disclosing a disability, or “self-identifying” means that someone is choosing to share with their employer that they have a disability. Legally, a worker with a disability does NOT have to disclose their disability to their employer. (Job Accommodation Network [JAN], n.d.-a)

Also, people cannot disclose for others, meaning if a person knows their friend at work has a disability, that person cannot share their friend’s disability to their boss even if they’re trying to help.”

Explain to the students:

“When asking for an accommodation, an employer may require documentation, or proof, if a worker has a ‘hidden’ disability. The employer

should not ask for documentation if:

- The disability and need for reasonable accommodation are obvious
- Information about the disability has already been provided.” (JAN, n.d.-a)

2. Tell the students:

“We will now watch a video that talks about if, when, how, and to whom to disclose a disability at work.”

Show the video clip, [How & When to Disclose My Disability Under the ADA](https://youtu.be/vO0fv4sasmM), found at: <https://youtu.be/vO0fv4sasmM>. It is also on **PowerPoint® Slide 18**. If presenting virtually, make sure to share the sound and that the sound is optimized for video so students can hear the video.

3. **Show PowerPoint® Slide 19** and tell the students:

“Like Scout the Service Dog says, a person can disclose their disability to their employer at any point during the job process. This includes:

- In the application letter
- Before an interview
- During an interview
- After they have received the job offer
- At any time while employed
- Never

It is important for every disabled worker to think about when the right time is for them to disclose their disability.” (ODEP, n.d.)

Optional: Lead students in a discussion on whether or not it makes sense to disclose a disability prior to getting a job, such as during the interview process. Be sure to allow plenty of time for each student to weigh in on the topic.

4. **Show PowerPoint® Slide 20** and tell the students:

“If a worker does decide to disclose their disability to their employer, it is important to prepare. The worker will need to explain their disability and to tell their employer what reasonable accommodations they might

need to help them do their job. Some things a disabled worker looking to disclose should tell their employer include:

- General information about their disability, if they choose to share
- How their disability may affect how they do their job
- Types of accommodations that have helped in the past, if any
- Accommodations that might be needed for this job
- How these accommodations will help the worker do this job.” (ODEP, n.d.)

Tell the students:

“It may be helpful for a worker with a disability to practice disclosing their disability and requesting reasonable accommodations with someone they know and trust. They could also write an accommodation request letter with a trusted person to share with their employer.”

5. Show **PowerPoint® Slide 21** and tell the students:

“When writing an accommodation request letter, it is important to explain to an employer why the person with a disability is sharing this information with them. In an accommodation request letter, workers should do the following:

- Identify themselves as a person with a disability
- State that they are requesting accommodations under the ADA
- Identify the specific job tasks that they are having a hard time doing
- Identify their accommodation ideas
- Request that their employer shares their accommodation ideas too
- Attach medical documentation if requested
- Ask their employer to respond to the accommodation request in a reasonable amount of time.” (JAN, n.d.-b)

6. Show **PowerPoint® Slide 22** and explain to the students:

“If a person chooses to disclose their disability when asking for an accommodation, it is important for them to tell the person at their

job who can help with the accommodation request. This could be a supervisor, a manager, the Human Resources department, and/or the ADA compliance office. (JAN, n.d.-a; ODEP, n.d.)

Employers are required by the ADA to keep all information about an employee's disability confidential. That means they cannot share it with the person's coworkers or other people at work who do not need to know about it." (JAN, n.d.-a)

7. Remind the students:

"It is important to understand the laws that protect you at work and what to do to access your rights on the job. Knowing their rights under the ADA can help a worker with a disability decide whether or not they want to disclose their disability to their employer or ask for reasonable accommodations."

Tell the students:

"In the next lesson, we will talk about problems that you might face at work that could make you feel unsafe."

LESSON THREE

Facing Different Types of Workplace Problems



Learning Objectives

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

1. Discuss workplace problems they have faced or can imagine facing that could impact their safety on the job.
2. Identify at least six types of common problems that can happen in workplaces.
3. Describe next steps to take when encountering different types of problems at work.

Lesson Three at a Glance

ACTIVITY	TIME	IN-PERSON RESOURCES	VIRTUAL RESOURCES
A. IDENTIFYING TYPES OF WORKPLACE PROBLEMS			
Students discuss different problems they have seen at work and play a matching game to practice identifying the types of problems they might face on the job.	20 min	<ul style="list-style-type: none"> • Flipchart paper, easel, and markers • Writing utensils, one per student or small group • PowerPoint® Slides 23-26 • Handout M • Co-instructors or job coaches 	<ul style="list-style-type: none"> • PowerPoint® Slides 23-26 • Link to Handout M on RAISE Training Materials page • Co-instructors or job coaches
B. PROBLEM-SOLVING IN THE WORKPLACE			
The instructor reads aloud an illustrated story about a problem at work. Students identify the problems the worker in the story is facing and discuss in small groups what she can do next.	20 min	<ul style="list-style-type: none"> • Flipchart paper, easel, and markers • PowerPoint® Slides 27-28 • Handout N • Handout O • Co-instructors or job coaches 	<ul style="list-style-type: none"> • PowerPoint® Slides 27-28 • Link to Handout N & Handout O on RAISE Training Materials page • Co-instructors or job coaches

TOTAL TIME: 40 MINUTES

Core competencies/basic health and safety skills addressed through this lesson: #11 & #12.

11. Identify types of problems that may occur at work and ways to solve them.
12. Recognize the importance of speaking up when there is a problem at work to advocate for one's safety.

Preparing to Teach This Lesson

Before you present **Lesson Three (In-Person)**:

1. Make copies of **Handout M, “Workplace Problems”**, one per student or group if doing as a small group activity. There should be three scenarios on each of the two pages of the handout. Be sure to have a writing utensil or other tool for each student to allow them to connect the scenarios with the matching problem type.
2. Make copies of **Handout N, “Amy’s Dilemma”**, one per student, and **Handout O, “Medical Supply Storage Room”**, one per small group.
3. Set up the computer, an LCD projector and screen, and **PowerPoint® Slides 23-28**.
4. Make sure you have flipchart paper, easel, and markers.

Before you present **Lesson Three (Virtually)**:

1. Be prepared to share your computer screen. Familiarize yourself with the accessibility features of the platform that you are using. Enable closed captioning and transcript functions as soon as students begin to enter the virtual classroom. You will need to have **PowerPoint® Slides 23-28**.
2. Remember to put the links to **Handout M, “Workplace Problems”**, **Handout N, “Amy’s Dilemma”** and **Handout O, “Medical Supply Storage Room”** into the chat function of the virtual meeting platform being used for the training. The handouts can be found on the RAISE Training Materials web page: <https://iod.unh.edu/RAISE/raise-training-materials>.
3. Be prepared to type students’ ideas onto the indicated **PowerPoint® Slide**.

Detailed Instructor’s Notes

A. IDENTIFYING TYPES OF WORKPLACE PROBLEMS (20 MINUTES)

1. Show **PowerPoint® Slide 24** and introduce the lesson.

“During this lesson, we will talk about different problems that may occur at work. Sometimes, problems occur at work that might make you feel unsafe. These problems can be physical, emotional, mental, spiritual, or social.”

Ask students:

“What are some examples of problems that have happened to you or someone you know at work?”

Let students respond. Write their answers on a flipchart page or **PowerPoint® Slide 25**. You may generate discussion by offering anecdotes from your own experience.

Show **PowerPoint® Slide 26** and say:

“Problems at work usually fall into one of these categories:

- **Lack of training:** you are told to do something you have not been trained to do.
- **Interpersonal conflict:** you are not getting along with your coworkers or supervisors, and it’s affecting your ability to do your job.
- **Communication problems:** you are having a hard time talking with or understanding the people you work with.
- **Gossip:** someone at your work is talking about another coworker behind their back, and it’s making you feel bad.
- **Bullying:** someone is being mean to you at work.
- **Harassment:** someone is bothering you repeatedly about your appearance, or saying or asking you to do things that make you uncomfortable.
- **Discrimination:** someone is treating you poorly because of who you are or how you identify.
- **Safety:** there is a hazard at work that is not being addressed so you’re having a hard time doing your job.
- **Performance issues:** you are late to work or are avoiding doing your job because you don’t feel like it or other reasons that don’t fall into these categories and it’s affecting your job performance.”

2. Introduce the matching activity:

"We are now going to match six workers to the type of problem they are facing. Each worker has a problem at their job.

- You will look at three workers and their problems and match the worker to the kind of problem they're having.
- Then you will look at another three workers and their problems.
- We are going to start with an example.

I will read you a story, and I want you to tell me what type of problem the worker is having."

Read the following scenario to the students, continuing to show **PowerPoint® Slide 26**:

"You work in the laundry room at a nursing home. You practice a spiritual ritual every day during your lunch break. Your boss saw you and complained that he does not agree with you, and that you are not allowed to perform spiritual practices during your break.

What type of problem from the list is the worker having?"

Discrimination

IN-PERSON ACTIVITY A

1. Divide the students into groups of no more than three or four. Hand out copies of **Handout M, "Workplace Problems"** and a writing utensil or other method of matching to each small group. If necessary, assign a co-instructor or job coach to each small group to help read the scenarios and complete the activity. Keep **PowerPoint® Slide 26** up on the screen and explain to students:

"You are now going to match each of the stories in this handout with its type of problem. There are six stories and six types of problems, three on each page. Your group will decide together which story matches which type of problem, and one person in your group will be the scribe. They will draw a line connecting each story to the type of problem it is."

(Find the **Workplace Problems** activity answers on pages 173-174)

VIRTUAL ACTIVITY A

1. Divide the students into groups of no more than four or five and assign each group to the virtual training platform's version of a breakout room. Remember to put the link to **Handout M, "Workplace Problems"** found on the RAISE Trainings Materials web page: <https://iod.unh.edu/RAISE/raise-training-materials>, into the chat function of the virtual training platform prior to sending the students into the breakout rooms. If necessary, assign a co-instructor or job coach to each breakout room to help read the scenarios and complete the activity.

Keep **PowerPoint® Slide 26** up on the screen and explain to students:

"You are now going to be put into breakout rooms. One of you in your group will share your screen to the others in the breakout room, and all of you will use the annotate function to match each of the stories in this handout with its type of problem. There are six stories and six types of problems. Take turns and draw a line connecting each story to the type of problem it is.

I am now sending you into breakout rooms. Click on the link in the chat before you go into the breakout room."

Workplace Problems activity answers

Harassment:	You work at a restaurant washing dishes in the back kitchen. The chef often asks you why you are working in the back, and states that you would help the restaurant get great tips as a waiter based on your looks. He makes comments about your appearance every day, and you sometimes see him wink at you from across the kitchen.
Bullying:	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. He says that you should not work there if you are going to be so slow.

Gossip:	You work at a hardware store with many coworkers of different ages. One of your coworkers who is older than you likes to talk about another coworker behind her back. You are not comfortable talking about people behind their back because you think it is mean.
Communication Problems:	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.
Lack of Training:	You work in ground maintenance. You use a rotary spreader to roll lawn fertilizer along the grass after it is mowed. Your partner often asks you to finish mowing the lawn while he starts to prepare the weedwhacker. You do not know what all the buttons on the lawnmower do, but you do not want to tell him no so you do it anyway.
Safety:	You work in a factory that is very noisy. It is so loud you can't hear people talking right next to you, making it hard to know what you need to do. 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 earmuffs that fit over your ears instead.

BOTH IN-PERSON AND VIRTUAL

2. Once the students are back in the large group, discuss the activity. Ask the students:

“Why do you think is it important to know what type of problem you’re facing at work?”

It can help you decide what to do next.

It can help you know how and who to ask for help.

B. PROBLEM-SOLVING IN THE WORKPLACE (20 MINUTES)

1. **Show PowerPoint® Slide 27** and introduce the activity.

“Now I will read aloud a story about a worker who was asked to do something that she was not trained to do. As you listen to the story, think about what the problems are in the story. Then we will talk about the story and decide what the worker should do.

2. Continue showing **PowerPoint Slide® 27** and read aloud the story, found on **Handout N, “Amy’s Dilemma”**. If presenting **In Person**, you may pass out **Handout N, “Amy’s Dilemma”** and **Handout O, “Medical Supply Storage Room”** to each student for them to follow along.

If presenting **Virtually**, put the links to **Handout N, “Amy’s Dilemma”** and **Handout O, Medical Supply Storage Room ”** found on the RAISE Trainings Materials web page: <https://iod.unh.edu/RAISE/raise-training-materials>, into the chat function of the virtual training platform.

Then ask the following questions, writing students’ answers on the flipchart or typing them on **PowerPoint® Slide 28**.

“What happened in the story? What problem did Amy have?”

The main problems were:

- *A different piece of equipment was put in the supply closet.*
- *Amy has never seen this equipment before.*
- *The new equipment could be hazardous.*
- *The gas tank does not belong in the supply closet.*

- *Amy does not have training to move the gas tank.*
- *Amy could not find her boss.*
- *The nurse told Amy to carry the gas tank anyway.*

3. Split the students into small groups and say:

“You are now going to go into small groups to discuss what you think Amy should do next. You will have five minutes to brainstorm, then we’ll come back as a big group and discuss.”

If presenting **In Person**, divide students into groups of three or four. Return to **PowerPoint® Slide 27** and leave it up. Make sure each student or group has access to copies of **Handouts N** and **O** for reference. If necessary, assign a co-instructor or job coach to each group to help facilitate students’ discussions.

If presenting **Virtually**, split the students into small groups and place each group in separate breakout rooms to complete this activity. Share the link to **Handout N, “Amy’s Dilemma”** and **Handout O, Medical Supply Storage Room ”** on the RAISE Training Materials web page, <https://iod.unh.edu/RAISE/raise-training-materials>, in the chat function of the virtual meeting platform, and remind students to click on the link before entering their breakout rooms. If necessary, assign a co-instructor or job coach to each breakout room to help facilitate students’ discussions.

Give the groups five minutes to discuss what Amy should do next, then bring the students back together.

4. Once everyone is back in the large group, ask the students:

“What could Amy do next? What did you decide in your groups?”

Amy could:

- *Tell the nurse that she is not comfortable moving the tank without training.*
- *Ask someone where her boss or supervisor is.*
- *She could talk to someone she trusts about her concerns.*

Make sure each group gets a chance to share. You may add their answers to the brainstorm on **PowerPoint® Slide 28** or flipchart paper.

5. Conclude Lesson Three by reminding students:

“Sometimes problems happen at work that might make you to feel unsafe. These problems can be physical, emotional, mental, spiritual, or social. They might involve:

- Lack of training
- Interpersonal conflict
- Communication problems
- Gossip
- Bullying
- Harassment
- Discrimination
- Safety
- Performance issues

If you can name what type of problem you’re having at work, it makes it easier to decide what to do next to address the problem.

In the next lesson, we will talk about how to advocate, or speak up, for yourself when there’s a problem at work.”

LESSON FOUR

Advocating for Your Safety



Learning Objectives

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

1. Recognize the importance of self-advocacy.
2. Demonstrate a willingness to speak up when there is a problem at work.
3. Identify and apply problem-solving techniques to various types of problems at work.

Lesson Four at a Glance

ACTIVITY	TIME	IN-PERSON RESOURCES	VIRTUAL RESOURCES
A. INTRODUCTION TO ADVOCACY			
Students discuss what advocacy is and the importance of speaking up when there is a problem at work.	10 min	<ul style="list-style-type: none"> • Flipchart paper, easel, and markers • PowerPoint® Slides 29-34 	<ul style="list-style-type: none"> • PowerPoint® Slides 29-34
B. PROBLEM-SOLVING AT WORK			
The instructor reads aloud a story about a worker who is having issues at his job. Students identify the problems the worker in the story is facing and discuss together what he can do next.	15 min	<ul style="list-style-type: none"> • Flipchart paper, easel, and markers • PowerPoint® Slides 35-38 • Handout P • Handout Q 	<ul style="list-style-type: none"> • PowerPoint® Slides 35-38 • Link to Handout P & Handout Q on RAISE Training Materials page
C. SPEAKING UP ABOUT WORKPLACE PROBLEMS			
Students discuss possible workplace health and safety problems and learn the steps taken to solve them. Students take turns acting out their responses to a series of problems within groups.	15 min	<ul style="list-style-type: none"> • Flipchart paper, easel, and markers • PowerPoint® Slide 39 • Handout R • Co-instructors or job coaches 	<ul style="list-style-type: none"> • PowerPoint® Slide 39 • Link to Handout R on RAISE Training Materials page • Co-instructors or job coaches

ACTIVITY	TIME	IN-PERSON RESOURCES	VIRTUAL RESOURCES
D. SUMMARY			
Instructor reviews key points from Lesson Four .	5 min	<ul style="list-style-type: none"> • Advocating for Your Safety at Work Training Certificate of completion 	<ul style="list-style-type: none"> • Advocating for Your Safety at Work Training Certificate of completion

TOTAL TIME: 45 MINUTES

Core competencies/basic health and safety skills addressed through this lesson: #12.

12. Recognize the importance of speaking up when there is a problem at work to advocate for one's safety.

Preparing to Teach This Lesson

Before you present **Lesson Four (In-Person)**:

1. Make copies of **Handout P, "Jay's Problems at Work"** and **Handout Q, "Office Mail Room"**, to share with students.
2. Make one copy of **Handout R, "More 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 C**.

Note: 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 C. Try to have at least the same number of stories as you have students so that each student gets a chance to act out a role play.

3. Set up the computer, an LCD projector and screen, and **PowerPoint® Slides 29-39**.
4. Make sure you have flipchart paper, easel, and markers.

Before you present **Lesson Four (Virtually)**:

1. Be prepared to share your computer screen. Familiarize yourself with the accessibility features of the platform that you are using. Enable closed captioning and transcript functions as soon as students begin to enter the virtual classroom. You will need to have **PowerPoint® Slides 29-39**.

2. Remember to put the links to **Handout P, “Jay’s Problems at Work,” Handout Q, “Office Mail Room,”** and **Handout R, “More Workplace Health and Safety Stories—What Would You Do?”** into the chat function of the virtual meeting platform being used for the training. The handouts can be found on the RAISE Training Materials web page: <https://iod.unh.edu/RAISE/raise-training-materials>.
3. Be prepared to type students’ ideas onto the indicated **PowerPoint® Slides**.

Detailed Instructor’s Notes

A. INTRODUCTION TO ADVOCACY (10 MINUTES)

1. Show **PowerPoint® Slide 30** and introduce the lesson.

“During this lesson, we will talk about how to advocate for yourself at work.

Can someone tell me what the word ‘**advocacy**’ means?”

Let students respond, then show **PowerPoint® Slide 31** and give a definition of advocacy:

“Advocacy means to speak up about something that needs to be changed.”

2. Ask the students:

“What does it mean to advocate for yourself at work?”

Let students respond, then show **PowerPoint® Slide 32**.

“Advocating for yourself at work means speaking up about the problems you are facing at your job. It means communicating with your boss what you need in order to do your best at work. Advocating for yourself at work may include requesting reasonable accommodations in order to improve your work performance, comfort, or safety on the job.

Does anyone remember what ‘reasonable accommodations’ means? What are some of the examples of reasonable accommodations that we talked about earlier?”

Let students respond, writing their ideas on flipchart paper or **PowerPoint® Slide 33**.

Then say:

“Reasonable accommodations are changes made to the work environment or to the way a job task is done to make it accessible.”

Some reasonable accommodations could be:

- *An interpreter during the interview process*
- *Changing the job training materials to include more pictures*
- *A reserved parking space close to the entrance door*
- *A reach extender to collect things from high shelves*
- *Providing adaptive workplace equipment*
- *Modifying job duties*

3. Remind students about what they learned about problem solving at work in **Lesson 6** of the *Staying Safe at Work* training.

“In the *Staying Safe at Work* training that you took before this training, we role-played different problems people can have at work. We talked about how, if you have a problem at work, you need to decide what to do about it, including talking to another person for advice or practicing what to say.”

Show **PowerPoint® Slide 34** and discuss the following steps to self-advocacy:

“These are steps you can take to help you speak up for yourself (ADA Australia, 2020):

Step 1. Ask yourself, what is the problem?

Make a list of the problems you may be facing at work. Being clear about the issues may help you better understand your problems.

Step 2. Ask yourself, what would I like to happen about the problem?

Work out what is most important to you and what you need to solve the issues you noticed in Step 1.

Step 3. Know your rights.

Find out what rights the law (OSHA and/or the ADA) says you have as a worker, with or without a disability. Find out what you will need to do to

make sure you get what you need to solve the problems you're facing at work.

Step 4. Talk to someone.

Talk to someone who can work with you to fix the problem you're facing at your job. It is important that you speak professionally when looking for help from your boss or another person at your job.

Step 5. Keep checking in.

Follow up with your supervisor about any accommodation requests.

Remember to focus on the most important thing – getting the help you need to be able to do your job.”

B. PROBLEM-SOLVING AT WORK (15 MINUTES)

1. Show **PowerPoint Slide® 35** and introduce the activity.

“Now I will read aloud a story about a worker who is having problems doing his best at his job. As you listen, think about what problems the worker in the story has and what he can do to help himself.”

2. Continue showing **PowerPoint Slide® 35** and read aloud the story, found on **Handout P, “Jay’s Problems at Work”**. If presenting **In Person**, you may pass out **Handout P, “Jay’s Problems at Work”** and **Handout Q, “Office Mail Room”** to each student for them to follow along. If presenting **Virtually**, put the links to **Handout P, “Jay’s Problems at Work”** and **Handout Q, “Office Mail Room”** found on the RAISE Trainings Materials web page: <https://iod.unh.edu/RAISE/raise-training-materials>, into the chat function of the virtual training platform. Then ask the following questions, writing students’ answers on the flipchart or typing them on **PowerPoint® Slides 36-38**.

“What problem or problems is Jay having at work?”

Possible answers:

- *He is having trouble concentrating because it is too noisy.*
- *The mail room is too crowded and he could fall.*

Who can help Jay with the problems he's having at work?

- *His boss, job coach, coworkers, etc.*

How could Jay work with his boss to help with the problems he is having at work?

- *He could ask for a reasonable accommodation.*

Does Jay need to disclose his disability to his boss?

- *No.*

If Jay decides to disclose, what information could be important for him to share about his disability?

Possible answers:

- *Jay should come up with some ideas about what might help him stay better focused and feel more comfortable in the mail room. Jay will need to work with his boss to determine what are reasonable accommodations. He can talk about it with his job coach or trusted coworker first if that is helpful.*
- *Jay might need an official note from his doctor to give to his employer that says how his disability might affect his ability to do his job.*

C. SPEAKING UP ABOUT WORKPLACE PROBLEMS (15 MINUTES)

1. Show **PowerPoint® Slide 39** and remind students:

"In the Staying Safe at Work training, we talked about how to problem-solve when there's an issue that comes up at work. Remember, you need to decide what to do to solve a problem you're having at work. What do you want to happen to fix the problem?"

Sometimes, it can be helpful to write down the ideas you have about solving the problem. Sometimes, it can help to talk to a parent, a support person, or someone else you trust to figure out what to do or say to fix the problem."

Ask students:

“What are some problems at work that might be hard to deal with that we didn’t talk about in the *Staying Safe at Work* training?”

- *Your boss isn’t patient.*
- *The people you work with are mean or act like bullies.*
- *Your boss tells you to do something you aren’t sure how to do.*
- *A coworker is trying to talk to you about something that you do not want to talk about or do not think is okay to talk about at work.*

2. Introduce the role play activity. If presenting **In Person**, have the bag ready with the four stories from **Handout R, “More Workplace Health and Safety Stories—What Would You Do?”** (plus any additional stories you have created) cut out and folded up. If presenting **Virtually**, have the link to **Handout R, “More Workplace Health and Safety Stories—What Would You Do?”** on the RAISE Training Materials web page, <https://iod.unh.edu/RAISE/raise-training-materials>, ready to share with students in the chat function of the virtual meeting platform.

3. Continue showing **PowerPoint Slide® 39** and explain:

“Next, we will practice speaking up to solve problems that may come up at work. You may remember that we did a similar activity in the *Staying Safe at Work* training. Now, I want you to try to use everything you’ve learned from both trainings to talk about what you would do and say when a problem happens at work.”

If presenting **In Person**, split the students into small groups. Have one student from each group take a story out of the bag. The groups will take turns reading their story and discuss the questions shown. If necessary, assign a co-instructor or job coach to each group to help students read and discuss the given scenario.

One student will act as the person who needs to talk about a problem and another student will act as the individual they are discussing the problem with. Have the students practice what they would say, and then have them switch roles. Provide the students with around 10 minutes to complete this activity within their small groups.

If presenting **Virtually**, split the students into small groups, assign each group a story number, and place each group in separate breakout rooms to complete this activity. The groups will take turns reading their story and discuss the questions

shown. If necessary, assign a co-instructor or job coach to each breakout room to help students read and discuss the given scenario.

One student will act as the person who needs to talk about a problem and another student will act as the individual they are discussing the problem with. Have the students practice what they would say, and then have them switch roles. Provide the students with around 10 minutes to complete this activity within their breakout rooms.

The stories and possible responses follow on pages 185-188.

STORY #1:

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 earmuffs that fit over your ears instead.

One of the students (or a job coach or co-instructor) in the small group should ask another group member:

"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.

The students should continue the conversation, by being prompted to ask:

"Who can help with this problem? Pretend I am that person. What would you say to me?"

The student may decide to speak to the boss and might say:

"The ear plugs I am supposed to wear aren't working. Can I get earmuffs 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 student should practice telling the job coach about the problem. They can come up with solutions together.

STORY #2:

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.

One of the students (or a job coach or co-instructor) in the small group should ask another group member:

"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.

The students should continue the conversation, by being prompted to ask:

"Who could help with this problem? Pretend I am that person. What would you say to me?"

The student may decide to speak to the boss and 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 student should practice telling the job coach about the problem. They can come up with solutions together.

STORY #3:

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.

One of the students (or a job coach or co-instructor) in the small group should ask another group member:

"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.

The students should continue the conversation, by being prompted to ask:

"Who can help with this problem? Pretend I am that person. What would you say to me?"

The student may decide to speak to the clerk and 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 student should practice telling the job coach about the problem. They can come up with solutions together.

STORY #4:

You work at a hardware store with many coworkers of different ages. One of your coworkers who is older than you likes to gossip about another coworker behind her back. You are not comfortable talking about people behind their back because you think it is mean.

One of the students (or a job coach or co-instructor) in the small group should ask another group member:

"What is the problem here? What should you do?"

One of my coworkers is talking about another worker behind her back, and I don't like it because it's mean. I should ask that coworker to stop talking about the other coworker behind her back.

The students should continue the conversation, by being prompted to ask:

"Who can help with this problem? Pretend I am that person. What would you say to me?"

The student may decide to speak to the gossiping coworker directly and might say:

"I do not like it when you talk about our coworker behind her back. Could you please stop talking about her to me?"

If the coworker continues to gossip, the worker might decide to get help from someone else, such as the job coach or boss. They can talk about what to say to the coworker. In this case, the student should practice telling the job coach or boss about the problem. They can come up with solutions together.

4. Once everyone is back in the large group, lead a discussion on the activity. Ask students:

"What problem(s) did you talk about in your group? What did you decide to do about the problem(s)?"

Let students respond. Make sure each group gets a chance to share.

D. SUMMARY (5 MINUTES)

1. Tell the students that this is the end of **Lesson Four**, the last lesson of the *Advocating for Your Safety at Work* training. Remind students:

*"In this lesson, we went over the importance of advocating for yourself at work. This was the last lesson of the *Advocating for Your Safety at Work* training.*

In this training, we talked about how to speak up so you can fix a problem you're having at work. Remember:

- *You need to be able to talk about the issues you are facing at work and what might be causing them.*
- *You need to know your rights. These include rights you have as a worker under OSHA and rights you might have as a disabled worker under the ADA.*
- *You need to think how you can talk to your boss or anyone else about the problem. It might help to talk it over first with a 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 agencies. The EEOC also helps if a worker feels they are being discriminated against because of a disability or other identity."*

2. Ask the students 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.

Award an **Advocating for Your Safety at Work Training Certificate of Completion** to each student.

Handouts

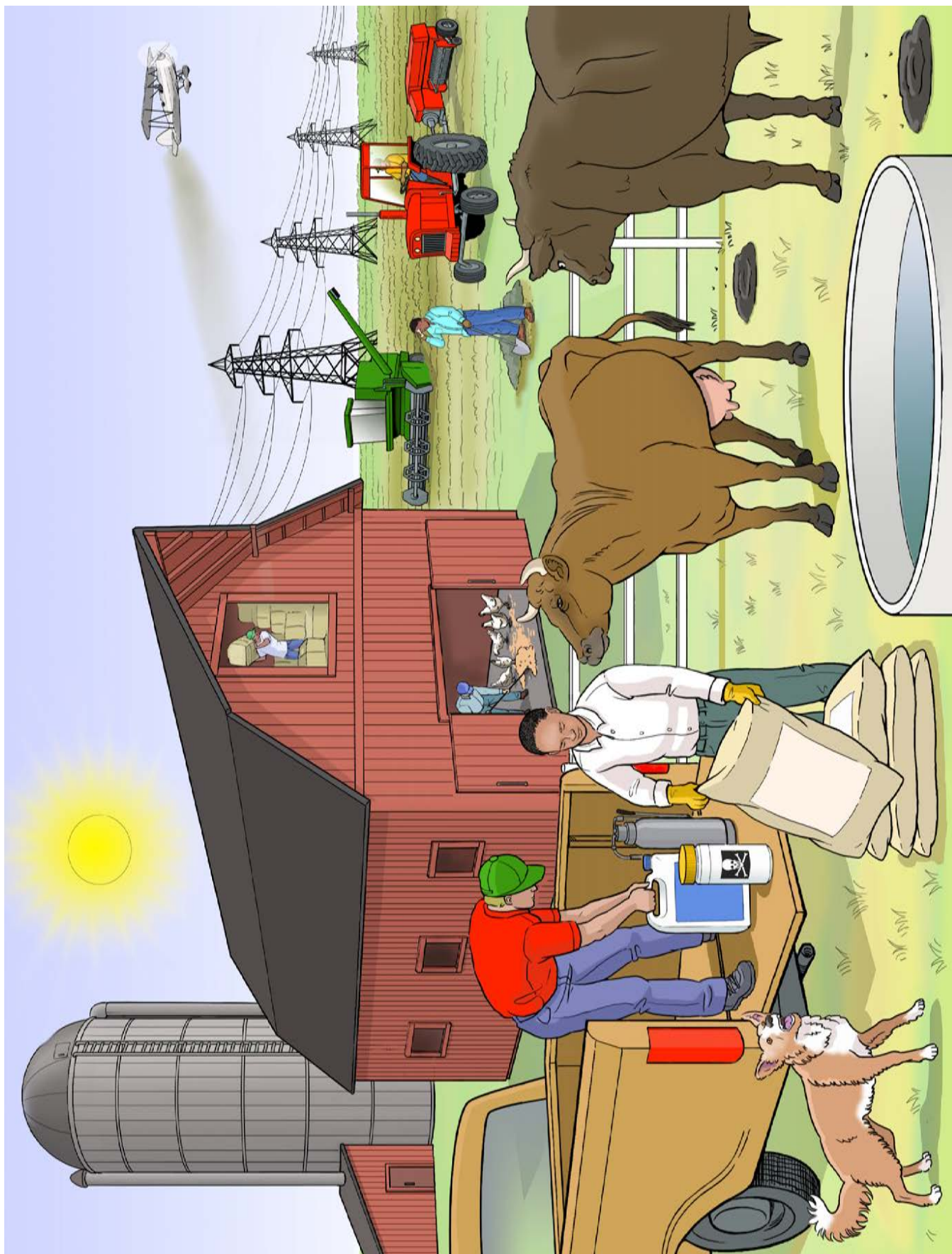
HANDOUT A: FIND THE HAZARDS—RESTAURANT



HANDOUT A: FIND THE HAZARDS—GROCERY STORE



HANDOUT A: FIND THE HAZARDS—FARM ANIMAL SHELTER



HANDOUT A: FIND THE HAZARDS—HOSPITAL/NURSING HOME LAUNDRY



HANDOUT A: FIND THE HAZARDS—WORK AS JANITOR



HANDOUT A: FIND THE HAZARDS—WAREHOUSE



HANDOUT A: FIND THE HAZARDS—GROUNDS MAINTENANCE (OPTIONAL)



[illegible]

HANDOUT A: FIND THE HAZARDS—MAILROOM SHREDDING (OPTIONAL)



HANDOUT B: ERGONOMICS WORD BANK

ERGONOMIC RISK FACTORS

- Bending or twisting your neck or back
- 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
- Holding your body one way for too long.

HOW YOU CAN KEEP FROM GETTING HURT

Not bending or twisting your back or neck.

- Reduce bending or twisting.
- Work with things right in front of you.
- Keep things not too high, not too low, and not out to the side

Keeping your back and neck straight when you work.

- Take steps with your feet rather than twisting your body when moving things from one place to another.

Reaching overhead.

- Ask your boss to move things closer to you.
- Ask for a platform to stand on so things are closer to you.

Lifting something heavy.

- Get help lifting things that are heavy.
- Use tools or machines to help you lift.

Pulling or pushing.

- Push instead of pull when possible.
- Don't let the cart or bin you're using get too heavy or too full.
- Ask your boss if you can use smaller carts.

Moving your hands or fingers the same way over and over.

- Take short breaks often.
- Stretch your fingers, hands, and the rest of your body.
- Stretch often.
- Try to avoid doing the same task over and over.

Staying in one place or holding your body in one position for a long time.

- Move around to keep your body from getting too tired.
- If you need to stand on a hard floor for a long time, wear shoes that feel good or ask for a special mat.

Ask your boss to help change how your workstation is set up.**If you start to hurt, talk to your boss about changing how you work.**

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 (PRINT VERSION)



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 (PRINT VERSION)

 <p>Q. How do you keep from spreading the cold or flu?</p> <p>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.</p>	<p>Q. You are told to leave the building because of an emergency. When should you return?</p> <p>A. When your boss or someone in charge tells you to.</p>	<p>Q. Someone falls off a ladder and injures his back. What should you do?</p> <p>A. Do not move him yourself (this might hurt him more). Tell your boss or call 911 for help.</p>
 <p>Q. If your clothes catch on fire, what should you do?</p> <p>A. Stop, drop, and roll. Smother the flames with a blanket. Never run.</p>	<p>Q. You are outside in lightning and can't get to shelter. What should you do?</p> <p>A. Stay low to the ground, keep away from trees and metal things.</p>	<p>Q. What should you do if you notice a fire sprinkler head is broken?</p> <p>A. Tell your supervisor.</p>
 <p>Q. What are the information sheets called that tell about chemical products?</p> <p>A. Safety Data Sheets —SDS.</p>	<p>Q. What is at least one thing that should be in an emergency kit?</p> <p>A. Water, flashlight and batteries, first aid supplies.</p>	<p>Q. What does the skull and crossbones symbol mean?</p> <p>A. Poison.</p>
 <p>Q. A chemical gets into your eye. What should you do?</p> <p>A. Rinse your eye with water for at least 15 minutes. Tell your boss.</p>	<p>Q. Who are some of the professionals who can help in an emergency?</p> <p>A. Fire fighters, police, paramedics.</p>	<p>Q. If you find a chemical spill, what should you do?</p> <p>A. Stay away and tell your boss.</p>
		

HANDOUT E: DISASTER BLASTER GAME CARDS 25–33 (PRINT VERSION)



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 E: DISASTER BLASTER GAME CARDS 1–12 QUESTIONS (DIGITAL VERSION)

<p>Q1. True or False? If you are caught in a fire, you should stay close to the ground.</p>	<p>Q2. Why is it important to have practice drills, like fire drills?</p> 	<p>Q3. You smell smoke and think something is on fire in the building. What should you do?</p>
<p>Q4. Someone comes into your workplace with a gun. What should you do?</p>	<p>Q5. How many exit routes must your workplace have?</p>	<p>Q6. What two common household cleaning products should you never mix?</p>
<p>Q7. You hear a fire alarm. What should you do?</p>	<p>Q8. What phone number should you call to report an emergency?</p>	<p>Q9. What should you do if you get a bad cut?</p>
<p>Q10. You think you smell gas in the building. What should you do?</p>	<p>Q11. What should be used to put out a grease fire on a stove?</p>	<p>Q12. What should you do if you are in a building and the power goes out?</p>

HANDOUT E: DISASTER BLASTER GAME CARDS 1–12 ANSWERS (DIGITAL VERSION)

A1. True	A2. So you can practice what to do in different kinds of emergencies.	A3. Shut the door, get out of the building, and call for help (911).
A4. Run away and hide if you can. If you have to, fight back.	A5. Enough to allow for everyone to get out safely. But at least two.	A6. Ammonia and bleach. They make chlorine gas, which can hurt you.
A7. Leave the building and go to the meeting place your supervisor has told you to go.	A8. 911	A9. 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.
A10. Get out as fast as you can. Tell your boss.	A11. A pan lid, baking soda, or a fire extinguisher. Never water or flour.	A12. Stay calm. Stay where you are until someone tells you what to do.

HANDOUT E: DISASTER BLASTER GAME CARDS 13–24 QUESTIONS (DIGITAL VERSION)

Q13. How do you keep from spreading the cold or flu?

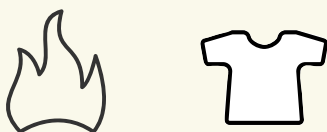


Q14. You are told to leave the building because of an emergency. When should you return?

Q15. Someone falls off a ladder and injures his back. What should you do?



Q16. If your clothes catch on fire, what should you do?



Q17. You are outside in lightning and can't get to shelter. What should you do?



Q18. What should you do if you notice a fire sprinkler head is broken?



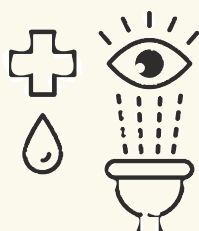
Q19. What are the information sheets called that tell about chemical products?



Q20. What is at least one thing that should be in an emergency kit?

Q21. What does the skull and crossbones symbol mean?

Q22. A chemical gets into your eye. What should you do?



Q23. Who are some of the professionals who can help in an emergency?



Q24. If you find a chemical spill, what should you do?



HANDOUT E: DISASTER BLASTER GAME CARDS 13–24 ANSWERS (DIGITAL VERSION)

A13. 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.

A14. When your boss or someone in charge tells you to.

A15. Do not move him yourself (this might hurt him more). Tell your boss or call 911 for help.

A16. Stop, drop, and roll. Smother the flames with a blanket. Never run.

A17. Stay low to the ground, keep away from trees and metal things.

A18. Tell your supervisor.

A19. Safety Data Sheets —SDS.

A20. Water, flashlight and batteries, first aid supplies.

A21. Poison.



A22. Rinse your eye with water for at least 15 minutes. Tell your boss.

A23. Fire fighters, police, paramedics.

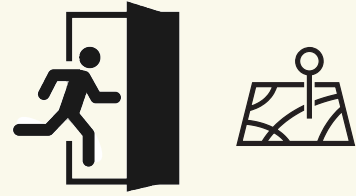
A24. Stay away and tell your boss.

HANDOUT E: DISASTER BLASTER GAME CARDS 25–33 QUESTIONS (DIGITAL VERSION)

Q25. How should you try and act in an emergency?

Q26. What do exit signs tell you?

Q27. What is an “evacuation route”?



Q28. What should you do if you see someone having a seizure?



Q29. What should you do for a very serious burn?

Q30. Someone you work with slips on a wet floor, hits his head, and passes out. What do you do?



Q31. Why should you be very careful around machinery? What makes it dangerous?



Q32. The heat is making you sick. What should you do?



Q33. You are inside a building and begin to feel the shaking of an earthquake. What should you do?



HANDOUT E: DISASTER BLASTER GAME CARDS 25–33 ANSWERS (DIGITAL VERSION)

A25. Calm.

A26. Where to go to get out of the building.

A27. The way you should go to get out of a building in an emergency.

A28. 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.

A29. Call 911. Don't remove clothing stuck to the burned area.

A30. Don't move him. Call 911. Check his breathing and heartbeat. Cover him, and keep him warm.

A31. It usually has moving parts which can cut you, pinch you, or crush you. It also usually uses electricity which can shock you.

A32. Get out of the sun. Drink cool water. Lie down and raise your feet. Call 911.

A33. Get under something heavy or sturdy like a desk or door frame.

HANDOUT F: YOUR HEALTH AND SAFETY RIGHTS ON THE JOB (PLAIN LANGUAGE)

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. You can find your local office on the [OSHA website](https://bit.ly/OSHAOffices). Click on your state and it will show up in a new window. You can access it here: <https://bit.ly/OSHAOffices>.

You have a right to tell the government about safety problems where you work. You can call OSHA or your state OSHA office if the people you work for don’t listen to your concerns. You don’t have to give your name. You can **file a complaint** with OSHA at <https://bit.ly/OSHAComplaint>.

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 also must 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 <https://bit.ly/MinWagebyState>.

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 the [YouthRules! website](https://bit.ly/YouthRules) for more information on **child labor laws**. You can access it here: <https://bit.ly/YouthRules>.

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.
- Go to the “State Workers’ Compensation Officials” website and click on your state on the map to find the contact information for your state’s Workers’ Compensation office. You can access it here: <https://bit.ly/WorkersCompOffices>.

You have a right to work where people don'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 of your age, or whether you have trouble learning, walking, or if you have another kind of disability. This is called discrimination.

You have a right to be free from harassment at work. Harassment is when somebody bothers you on purpose and repeatedly in a way that makes you uncomfortable. Sexual harassment at work includes sexual jokes, photos, or touching, requests for sexual favors, comments that men or women don't belong in certain jobs or have certain abilities. Harassment can also be based on sexual orientation, gender identity, or pregnancy. Experiencing sexual harassment is very stressful.

The Equal Employment Opportunity Commission (EEOC) is a part of the government that enforces laws against job discrimination and harassment. If you are harassed or discriminated against you should get help. You can talk to your supervisor or trusted coworker. You can [report these problems to the EEOC](https://bit.ly/EEOCDiscrimination) or a state group that handles these problems on this website: <https://bit.ly/EEOCDiscrimination>.

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 talk 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 F: YOUR HEALTH AND SAFETY RIGHTS ON THE JOB (EASY TO READ)

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. You can find your local office on the OSHA website. Click on your state and your local office’s contact information will show up in a new window. You can access it here: <https://bit.ly/OSHAOffices>.

You have a right to tell the government about safety problems where you work if the people you work for don’t listen to your concerns.

You can file a complaint with OSHA at <https://bit.ly/OSHAComplaint>.

You don’t have to give your name.

OSHA says that you have a right to be taught about the hazards in your workplace and how to protect yourself.

Your boss must teach you about hazards using words that you can understand.

Your boss must teach you what to do in emergencies.

Your boss must teach you how to stay safe when you use chemicals.

OSHA says that you have a right to free safety gear to protect yourself from hazards if you need it.

This safety gear, or PPE, might be things like ear plugs, gloves, safety glasses, and special clothes.

You have a right to be paid at least “minimum wage”. Minimum wage is the amount that your state law or the federal law says a person can be paid per hour.

The U.S. minimum wage is currently \$7.25 an hour. In your state, it might be more.

Visit the U.S. Department of Labor’s State Minimum Wage Laws website to find your state’s minimum wage. You can access it here: <https://bit.ly/MinWagebyState>.

You have a right to be safe while doing your job. Some jobs are dangerous and should be done by people who are 18 years old or older.

Visit the U.S. Department of Labor’s YouthRules! website for more information on child labor laws. You can access it here: <https://bit.ly/YouthRules>.

Your state laws say that 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. You have 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.
- Be paid for work you miss if you get hurt on the job. Each state has its own rules for this.

Visit the U.S. Department of Labor’s “State Workers’ Compensation Officials” website and click on your state on the map to find the contact information for your state’s Workers’ Compensation office. You can access it here: <https://bit.ly/WorkersCompOffices>.

You have a right to work where people don’t discriminate against you, or treat you poorly because of:

- The color of your skin
- Whether you are a man or woman
- Whether or not you are disabled
- Your age
- Your religion or spiritual beliefs
- Whether you are going to have a baby
- Where you were born
- Whether a disease runs in your family.

You have a right not to be exposed to jokes or pictures that offend you or make you uncomfortable.

You have a right to be free from sexual harassment. No one should put pressure on you for sex.

You have a right to not see hurtful things written about you on walls or other places at work.

If you feel these rights have been ignored, or if you would like to know more, visit the U.S. Equal Employment Opportunity Commission’s “Filing A Charge of Discrimination” website. You can access it here: <https://bit.ly/EEOCDisrimination>.

You have a right to ask for changes to your workplace (called “reasonable accommodations”) because of a disability or health problem or to allow you to practice your religion as you wish.

You have a right to talk with other workers about how much money you make.

You have a right to talk with other workers about your job site and workplace safety and job hazards.

You have a right to help someone who is inspecting your workplace, which means looking at your workplace to see if any laws are being broken. These laws might be ones that protect:

- Your and others’ safety
- Children who work
- How much you get paid
- You from discrimination or harassment. Discrimination is when someone treats you poorly because of who you are. Harassment is when somebody bothers you on purpose and repeatedly in a way that makes you uncomfortable.

You have a right to be free from retaliation—this means that you cannot be punished for speaking with inspectors at your worksite. Your boss 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 work together to make your workplace better, and 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 talk about your health. This includes your evaluations and any health information. The information must be given to you in a way you are able to understand.

You have a right to tell OSHA if your workplace punishes you because you asked the government for a safety inspection. You shouldn’t be punished because you take advantage of the 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

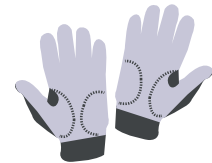


reporting a hazard
or safety concern



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

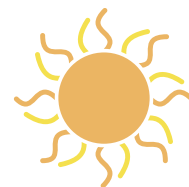


safety data sheet

**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	 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	 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	 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	 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	 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



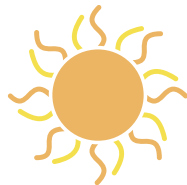
cleaning
products



safety data sheet



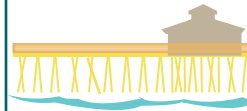
roofing



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	 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

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

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.



HANDOUT H: JILL'S HARD DAY AT WORK

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 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 #2: 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?



Story #3: 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 #4: 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 #5: 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 #6: 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?



HANDOUT J: WENDY'S STORY

Wendy is a 27-year-old woman who experiences an intellectual and developmental disability. Wendy has been working at Jet's Pizza in her town for 10 years. Jet's Pizza is on a boardwalk of a small coastal city in South Carolina. Many concerts and fireworks are held during Wendy's shift at Jet's Pizza.

Wendy works as a pizza chef. She works with other pizza chefs on a team. One of the chefs on her team makes the pizza crust from their famous dough recipe. Wendy's job is to put the sauces and toppings on the pizzas. Another chef on her team cooks the pizzas until they are perfect.

Wendy's friend, Tommy, has been making the crust for years but Tommy is moving out of town soon. Wendy wants to do Tommy's job when he moves. Wendy would like to begin to make the crust for the pizzas but does not know how to talk to her boss, Sarah. She is scared to make the crust because Jet's is known for their crust, and she does not want to mess up the pizzas.

Wendy asked Tommy what he thought of working at Jet's Pizza. Tommy said he loves working at Jet's Pizza. The only thing he wished he knew before he took the job was that his hands got tired working the dough. Wendy is also not sure how she would do Tommy's job as he is a much taller person than she is, and the dough is stored up on the top shelf of a refrigerator.

Jet's Pizza has an old small kitchen. The kitchen has a large floor mixer for the dough and sauce. The pizza station where Tommy and Wendy work has many buckets that store all the ingredients for the pizzas.

HANDOUT K: JET'S PIZZA



HANDOUT L: WENDY'S FILLED IN GUIDE

A Guide for Staying Safe at Work



Information About Your Job

What is your name?

Your name.

Wendy Storystudy

Where do you work?

Name of your job, workplace, or company.

Jet's Pizza

Your job's address.

1234 Pizza Way
Pizza City, South Carolina 12345



Part of being safe at work is having the right people surround you to be successful.

Who helps you be successful at work?

Tommy Filmore - co-worker

Tanner Glenmore - Job Coach

Francis Lester - Wendy's Aunt

Having a good relationship with your boss is important.

Who is your boss at your job?

Sarah Supervisor

How often do you talk with your boss?

I don't talk with Sarah. Sarah never talks with me when she sees me at work. The only time I have talked with Sarah was when she started being my new boss. That was a couple of years ago.

It is important to know what your role is at your job.

What is your job title?

Pizza Chef

What do you do for work at your job?

I work next to my friend Tommy who makes the pizza dough. When he is done making the dough I put the sauce on the pizzas and then I put the toppings on the pizza. I have to read the order to make sure I put the right toppings on the pizzas.

Before I work I have to clean my counter. When I leave I have to clean the counter.

When the sauce and the toppings are low at my counter I have to get them from the walk-in refrigerator. Sometimes on busy days I have to go get a lot of toppings.

You should be paid at least minimum wage and a similar amount as your co-workers who are doing the same job.

How much do you get paid to work at your job?

\$8.25 per hour

When do you get paid for your work?

I get paid at the end of the month.

It is healthy to have a good work schedule.

What is your weekly schedule?

Sunday 12:00pm - 3:00pm
Monday 3:00pm - 10:00pm
Tuesday 3:00pm - 10:00pm
Wednesday 3:00pm - 10:00pm

What is your monthly schedule?

I work every month but I always take off a few weeks in the winter to travel with my Aunt Francis to see a new cool part of the world. I also like taking time off during the holidays to make sure I can see my friends.

Who is the person in charge at your job during an emergency?

Name I'm not sure. My support team and I will find out from my boss.

Phone Number I don't know.

Email I don't know.



Who is your emergency contact?

Name Aunt Francis

Phone Number Aunt Francis

Email aunt.francis@fakeemail.com

Looking for Hazards at Your Job

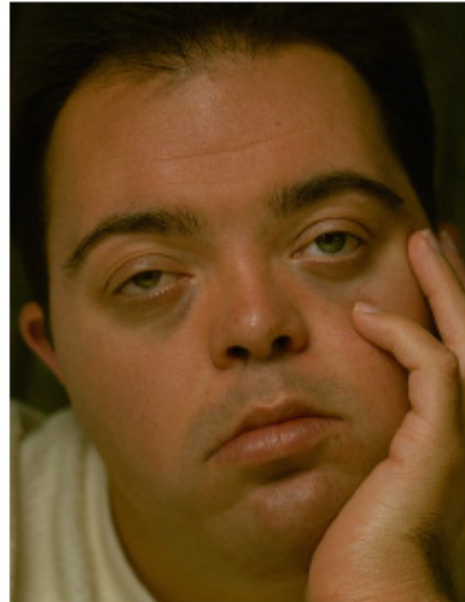
Before you go to your job to look for hazards, think about what could hurt you, make you sick, or stress you out.

What could hurt you at your job?

Sometimes I have to work with knives but the food is usually cut up for me the night before by another worker at Jet's.

There is a big mixer in the kitchen that I have tripped on.

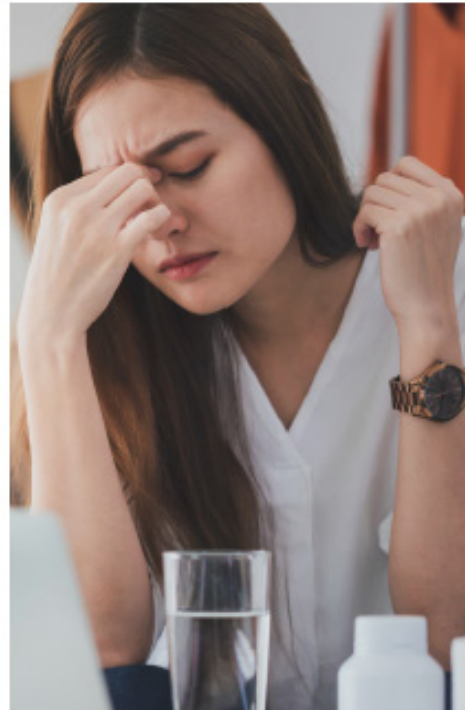
I have slipped on food that is on the ground in the kitchen before.



What could make you sick at your job?

Sometimes high school workers come in with colds and I always get mad because then I get sick later that week.

I always feel gross when its too hot at work because the kitchen is so hot. My head hurts when its too hot.



What could stress you out at your job?

Sometimes on busy days we have to make a lot of pizzas. I get nervous that I will hold up the pizza making line.

I don't like when they shoot off fireworks near Jet's.

EVERY JOB HAS HAZARDS. FIND THE HAZARDS AT YOUR JOB.

Chemical Hazards



Are there chemicals at your job?



Yes



No

What chemicals do you work with?

There is cleaner that I have to use to wash the counters before I work and after I work. When I finish using a topping I have to go to the sink and clean out the containers with soap and water and put it on the drying rack.

In the winter sometimes my boss will have us put some salt on the loading dock when a truck delivering arrives at the store.

How might these chemicals harm you?

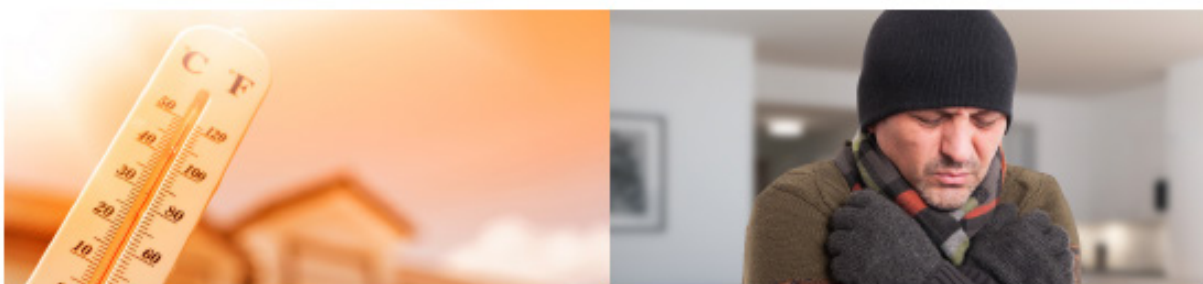
I could breath them in or get the chemicals in my eye. Once I got some of the chemical cleaner in my eyes and it really hurt.

Where are chemicals kept at your job?

All the chemicals for the counters are kept in the cleaning closet. The soap for the sink is under the sink in the cabinet. The salt is on the loading dock outside.

There are other chemicals that are in the cleaning closet that I don't use but I know where they are.

Temperature Hazards



Could you get too cold at your job?

☒ Yes ☐ No

Could you get too hot at your job?

☒ Yes ☐ No

Tool Hazards



Do you use any tools at your job that could hurt you?

☒ Yes ☐ No

Does someone at your job use tools that could hurt you?

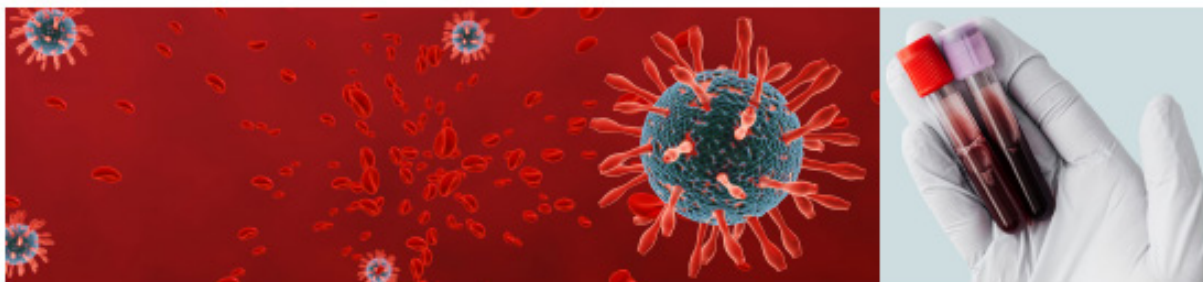
☒ Yes ☐ No

How could you get hurt by tools at your job?

Sometimes when we do not have enough toppings I have to cut some so we don't run out. I have to cut onions and peppers and sometimes olives.

There are few people who work in the afternoons that cut up toppings.

Biological Hazards



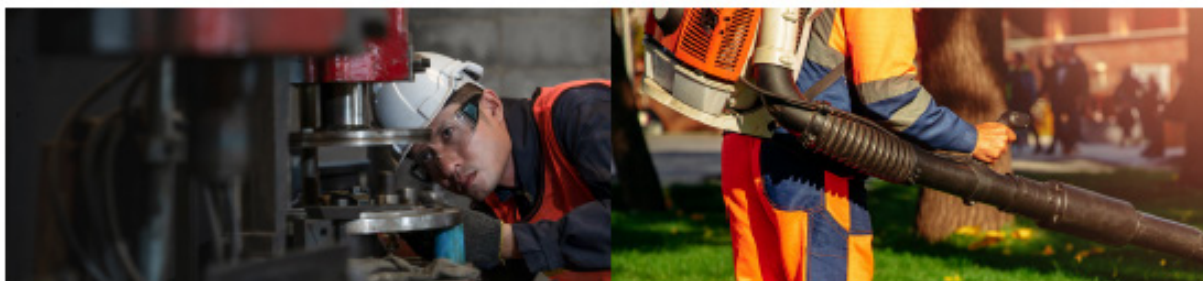
Could you get sick from germs at your job?

☒ Yes ☐ No

Could you come in contact with blood at your job?

☒ Yes ☐ No

Machine Hazards



Do you work with machines at your job?

☐ Yes ☐ No

Does someone at your job use a machine near you?

☒ Yes ☐ No

How could you get hurt by machines at your job?

There is someone who uses the mixer to make the dough.

There is a pizza chef who cooks the pizzas in the oven.

We have a box dolly that we move the boxes in the backroom storage area.

Ergonomic Hazards



When you do your job, do you move your body in the same way over and over?

☒ Yes ☐ No

Do your hands or fingers move in the same way over and over?

☒ Yes ☐ No

When you do your job, do you bend or twist your body?

☒ Yes ☐ No

Do you lift heavy things or put heavy things down at your job?

☐ Yes ☒ No

Do you push or pull things at your job?

☐ Yes ☒ No

When you do your job, does your body stay in the same spot for a long time?

☒ Yes ☐ No

Is your body ever in an awkward position at your job?

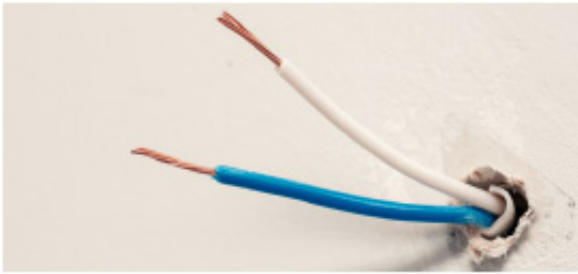
☐ Yes ☒ No

Sometimes people do not feel pain until after work. Could this happen to you?

Yes. My legs and feet hurt sometimes when I have to do longer shifts.

When I have to unload the delivery truck my back hurts when I get home that night.

Electrical Hazards



Could you get shocked by electricity at your job?

☐

Yes

☒

No

What could shock you at your job?

I never use electricity at my job.

Fall Hazards



Could you fall from somewhere high at your job?

☒

Yes

☐

No

Is there something you could trip over at your job?

☒

Yes

☐

No

Can you slip on something at your job?

☒

Yes

☐

No

Are there uneven surfaces at your job?

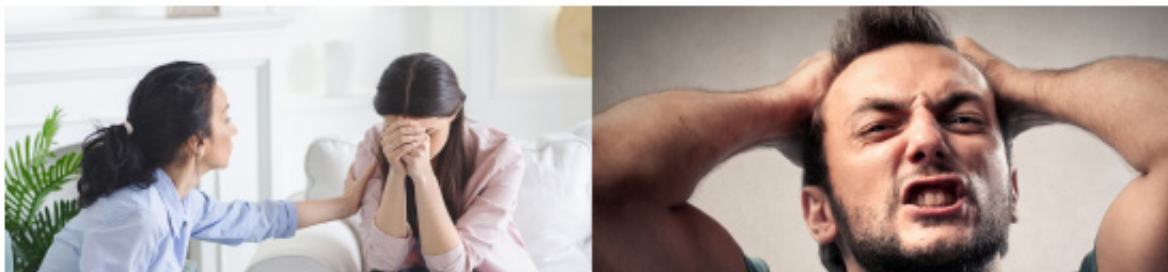
☒

Yes

☐

No

Stress Hazards



Do you work with other people or work by yourself?

☒

Work with other people

☐

Work by myself

Do you **want** to work with other people or work by yourself?

☒

Work with other people

☐

Work by myself

Are people mean to you at your job?

☒

Yes

☐

No

If you said "yes", how have people been mean to you at your job?

My boss sometimes is mean when she looks at me. I don't know why Sarah likes the other workers more than me.

There is a delivery man who tells me I move too slow when I unpack the truck. This makes me angry when he says that.

Are you ever bored at your job?

☐

Yes

☒

No

Do you feel like you are doing too much work at your job?

☐

Yes

☒

No

Do you like how many hours you are working?

☒

Yes

☐

No

Do you know how to do your job well?

☒

Yes

☐

No

Is there something else you want to do at your job?

☐

Yes

☐

No

Vehicle Hazards



Do you use any vehicles at your job?

☐

Yes

☒

No

Does someone at your job use a vehicle?

☒

Yes

☐

No

How could you get hurt by vehicles at your job?

There are many cars in our parking lot. A few cars are the deliver worker's cars.

On the order day there is a truck driver who comes to the back dock and unloads the ingredients.

Noise Hazards



Does your job get too loud?

☒

Yes

☐

No

Do you work with something that could hurt your hearing?

☐

Yes

☒

No

Making Your Job Safer

Always be trained to do your job safely.

Do you think you have been trained to do your job safely?



Yes



No

How have you been trained to do your job safely?

My first boss, Suzy, taught me how to do my job really well. She also showed me how to be safe while doing my job.

Get rid of hazards at your job.

Do you think you could get rid of all the hazards at your job?



Yes



No

Why did you answer this way?

Sometimes it snows or rains at work when I have to move boxes in and it gets slippery.

When there is a concert or fireworks it's too loud.

There are wires on the ground to the mixer that we have to be careful of.

Protect yourself with the right PPE or safety gear for your job.

Do you think you use the right PPE or safety gear for your job?



Yes



No

What PPE or safety gear do you use at your job?

I wear an apron to keep myself safe from spills. I wear gloves when I put salt down on the loading dock

ANSWER THE FOLLOWING SECTIONS AS IT RELATES TO YOUR JOB.

Chemical Safety



Are there chemical hazards at your job?

- ☒ Yes ☐ No

What training have you had to be safe around chemicals?

I was told that there can be no food on the counter when I clean. I was shown how to clean the containers with warm water and soap. We were told to wear gloves when we put the salt on the loading dock when it snows.

Do you need more training to work with chemicals at your job?

- ☐ Yes ☒ No

Do you know where the safety data sheets (SDSs) are for the chemicals at your job?

- ☐ Yes ☒ No

What chemical hazards can you get rid of at your job?

I don't think I can get rid of any hazards at my job.

What PPE will you use to keep safe when using chemicals?

I should wear gloves when we are using snow salt.

Do you know where the eye wash station is at your job?

- ☐ Yes ☒ No

Temperature Safety



Are there temperature hazards at your job?



Yes



No

What training have you had to be safe when it is too hot or too cold at your job?

I have never been trained how to be safe when it is too hot or too cold.

Do you need more training to be safe when it is too hot or too cold?



Yes



No

What can you wear to keep safe when it is too hot or too cold?

I wear a coat in the walk in refrigerator when I need to be in there for a long time.

How much water will you drink when it is too hot or too cold?

The kitchen gets really hot, especially in the summer. My Aunt Francis told me I need to drink more water when it's too hot.

How many breaks will you take when it is too hot or too cold?

I don't take more breaks when it is too hot or too cold.

How will you know when your job is too hot or too cold?

Sometimes its hard to know when I'm getting too hot. My friend Tommy helps me when he sees my face is red. He always tells me to drink more water

Tool Safety



Are there tool hazards at your job?

☒ Yes ☐ No

What training have you had for tool safety at your job?

I was told to keep my fingers away from the knife and cut away from my body.

Do you need more training for tool safety at your job?

☐ Yes ☒ No

What tool hazards can you get rid of?

I don't think we can get rid of any tool hazards

Do you need to wear closed-toe shoes at your job?

☐ Yes ☒ No

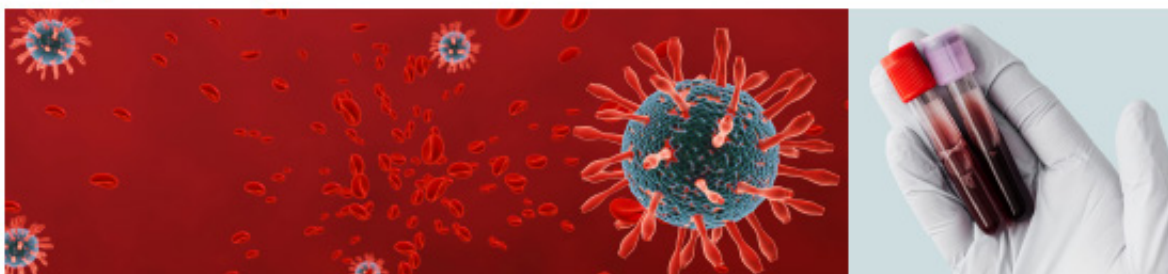
Do you need to use PPE or safety gear for the tools at your job?

☐ Yes ☒ No

What PPE or safety gear will you use to keep safe when using tools?

I didn't think there was any PPE or safety gear that could keep me safe when I use a knife but Tanner, my job coach, told me about wearing cut resistant gloves that could help keep me safe when I use knives. I want to get some of those gloves soon.

Biological Safety



Are there biological hazards at your job?



Yes



No

What training have you had to be safe around germs or blood?

I was told to always clean my work stations because of germs. I was told when that if I cut my hand I should clean it at the sink in the bathroom and not at the kitchen sink. I was told I need to put an band-aid on the cut and put a plastic glove over the band-aid if its on my hand.

Do you need more training to be safe around germs or blood?



Yes



No

When should you wash your hands at your job?

Any time I use cleaner, or use the restroom or when I put salt on the loading dock.

What are things that you should not share at your job?

I was told to stop sharing my soda by my Aunt Francis because I can spread germs that way.

What PPE will you use to keep safe when near germs or blood?

I should wear gloves and band-aids when I get cut.

Machine Safety



Are there machine hazards at your job?



Yes



No

What training have you had in machine safety?

I have never been trained to use machines.

Do you need more training in machine safety?



Yes



No

What machine hazards can you get rid of?

I don't think any machines can go away. Someone needs to use the mixer to make the dough.

What PPE will you use to keep safe when using machines?

I don't use any machines at my job so I don't need PPE.

Being distracted when using machines can cause injury. How will you stay on task when using machines?

I have to watch where I am going at work because the mixer is in the middle of the kitchen. I've bumped into the mixer when I am carry a lot of things in my arms.

Ergonomic Safety



Are there ergonomic hazards at your job?



Yes



No

What training have you had in ergonomic safety?

I have always been told to lift with legs not my back.

Do you need more training in ergonomic safety?



Yes



No

What ergonomic hazards can you get rid of?

Maybe Jet's can get those squishy mats to stand on. My feet get tired. I wish there was a way to get the food off the top shelf in the walk in refrigerator. Maybe we could get a step stool?

What safety gear could you use to deal with pain at your job?

I would like something to help keep my back safer. I use a dolly until I have to pick a box up and then I ask someone else for help but sometimes there is no one around to help me.

What goals do you have to improve your body's position when you are at your job?

I want to stretch more before and after I work.

I want to sit more during my breaks since I'm standing the whole day.

Electrical Safety



Are there electrical hazards at your job?

☐

Yes

☒

No

What training have you had in electrical safety?

I have never had training in electrical safety

Do you need more training in electrical safety?

☐

Yes

☒

No

Is there ever water near you when you are working with electricity?

☐

Yes

☒

No

Do you ever work under or near power lines?

☐

Yes

☒

No

What electrical hazards can you get rid of?

I don't think we can get rid of any.

What PPE will you use to keep safe around electricity?

I don't work with electricity.

Fall Safety



Are there fall hazards at your job?



Yes



No

What training have you had in fall safety?

I have been told to not be on the loading dock when the delivery man is out there since its a small area and someone could fall.

Do you need more training in fall safety?



Yes



No

What fall hazards can you get rid of?

There is an electrical cord in the kitchen. We have a rubber cover over the cord but sometimes I trip on the rubber cover.

Do you have the right shoes for your job?



Yes



No

Do you feel safe to move about at your job?



Yes

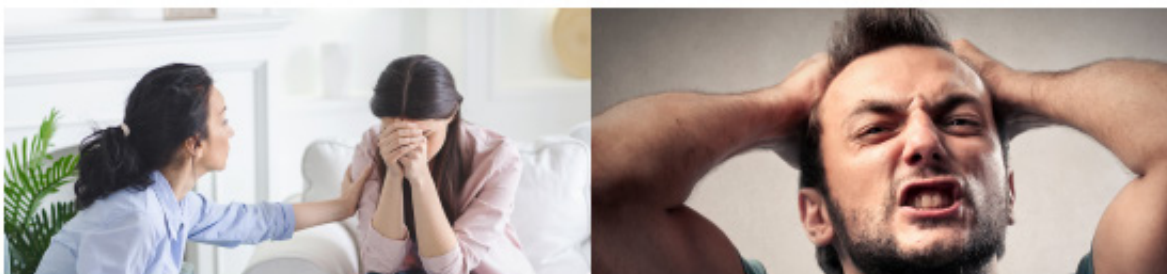


No

How do you know when somewhere is not safe to move about at your job?

I look on the ground when I walk around Jet's. There is food that falls on the floor, or flour. There are a lot boxes in the kitchen. Looking where I need to go is an important part of my job.

Stress Safety



Are there stress hazards at your job?



Yes



No

What training have you had about stress safety?

Tanner, my job coach, has taught me to talk to someone like my Aunt Francis or my friend Tommy when I am stressed.

Do you need more training in stress safety?



Yes



No

What stresses can you get rid of at your job?

I would like to not work on concert or firework nights.

How do you know if you are stressed or angry at your job?

When I'm stressed at my job my body gets so hot.

My heart races when there are loud noises I'm not expecting.

What will you do if you get stressed or angry at your job?

I always talk with Tommy when I get stressed or angry.

Vehicle Safety



Are there vehicle hazards at your job?



Yes



No

What training have you had in vehicle safety?

We are told to park in the back of the building so we don't have to be near all the cars in the parking lot. My Aunt Francis drops me off at work.

Do you need more training in vehicle safety?



Yes



No

What vehicle hazards can you get rid of?

I don't think we can get rid of any vehicle hazards

What safety gear will you use to keep safe from vehicle hazards?

We could put safety cones outside of Jet's. There are a lot of cars in the parking lot.

Being sleepy causes many vehicle injuries. What can you do to be safe when you are sleepy?

Sometimes I'm really tired at the end of my shift. That is when the delivery man usually comes. When I am really sleep I try to tell someone else to unload the boxes. But sometimes I have to do. I have to focus more when I'm on the dock and when I'm tired.

Noise Safety



Are there noise hazards at your job?



Yes



No

What training have you had in noise safety?

I have never been trained in noise hazard safety.

Do you need more training in noise safety?



Yes



No

What noise hazards can you get rid of?

I don't think we can get rid of noise hazards

What PPE will you use to keep safe around noise?

I could use ear protection during the concert and firework nights.

How long should you work if the noise at your job is too loud?

I don't want to work on the nights of a concert or firework show.

Finding Your Way in an Emergency at Work

Emergencies are unexpected events that could hurt you or others.

What unexpected events could hurt you or others at your job?

If there was a fire at work it would be really bad.

I am scared of the ocean flooding Jet's

Action is needed to keep people safe in emergencies.

What do you think you need to do if there is an emergency at your job?

I need to get out of the building and go across the street to the park.

I need to call my Aunt Francis

Plan for how you will need help during an emergency.

Everyone needs help during an emergency. How will you need help?

I walk slow so I would need help if I need to get out quickly.

I hate loud noises and I panic if I hear noises.

LEARN THE EMERGENCY ACTION PLANS AT YOUR JOB.

Power Outages

What should you do if the power goes out at your job?

If the power goes out we need to call Sarah. I don't know how to use the generator.

If the power goes out and the generator does not kick on we need to do two things:

1. If there is food cooking we need to throw away the food.

2. We need to make sure the walk-in refrigerator is lower than 45 degrees.

Do you know where a flashlight is at your job?



Yes



No

Where should you go, or stay, if the power goes out at your job?

We can stay in the building or go outside. There is a park across the street that we can go to.

What help will you need if the power goes out at your job?

I don't like loud noises so Tommy and I like to go across the street when an alarm goes off.

Sometimes the power can be out for days or longer. How will you know when it is safe to return to your job?

Sarah will call me to let me know when we can go back. One time there was a hurricane and we did not go back to work for a week. Sarah called me to let me know Jet's was open again.

Fire Emergencies

What should you do if there is a fire at your job?

I should get out of Jet's. I should not grab anything I left in Jet's. If I forgot anything in Jet's I should not go back in.

What path should you take to get out of your workplace during a fire?

If I'm in the kitchen I should go out the back and down the stairs off the loading dock.

If I'm in the restaurant I should go out the front door.

Where should you go, or stay, if there is a fire at your job?

If there is a fire we should all meet at the park across the street.

What help will you need during a fire?

I do not walk very fast and I hate loud noises. My head really hurts and I get scared when I hear loud noises. Tommy always helps me out when I need to leave Jet's when there is an alarm. When I leave the back of Jet's I need help going down the stairs. I fell one time trying to get out too quick.

How will you know when the fire emergency is over?

Tanner, my job coach, always reminds me to wait for the firemen to tell me its okay to go back inside. I always forget that part.

Medical Emergencies

These are a few examples of medical emergencies that could happen at your job.

Heart Attack

Chest Pain

Vomiting Blood

Fainting

Heavy Bleeding

Sudden Confusion

Swallowing Poison

Choking

Dizziness

Head Injury

Large Wounds

Bad Pain

Breathing Problems

Spine Injury

Bad Stomach Pain

Burns

What medical emergencies could happen at your job?

I think all of these injuries could happen at Jet's

Here are some that I have seen. I have seen a few chefs burn themselves really bad. I have also seen a high school worker cut himself with a knife once. I was really dizzy one day when it was too hot at work. One time a girl fainted in the restaurant.

What should you do if there are medical emergencies at your job?

I get really nervous during an emergency so I do my best to stay calm. Tommy always helps me.

Where should you go, or stay, if there is a medical emergency at your job?

I was told to get out of the way when there is an emergency. If there are emergency workers that need to come to Jet's I always go across the street to the park.

What help will you need if there is a medical emergency at your job?

I need help staying calm. I don't like cuts and blood and sick people make feel really nervous. One time I got really nervous and dizzy after a worker cut their hand. I struggled to get down the stair off the loading dock so my friend Tommy helped me.

Workplace Violence

These are a few examples of workplace violence that can happen at your job, or somewhere else with your co-workers or on social media with your co-workers.

Shaking fists

Kicking

Having a Weapon

Bullying

Throwing Objects

Breaking Things

Using a Weapon

Yelling

Pushing

Insults

Mean Words

Stalking

Hitting

Swearing

Stealing

Touching

How can workplace violence happen at your job?

I saw a customer get really angry at Sarah one time because they didn't like their pizza. She was really red in the face and was yelling and saying means words to Sarah.

Sometimes the high school workers break things on purpose.

What should you do if there is workplace violence at your job?

When the high school workers threw all that food I told Tommy and we both told Sarah. Sarah was not happy and those kids got fired.

Where should you go, or stay, if there is workplace violence at your job?

I don't like being around angry customers so I just go back to the kitchen.

That one time with the high school kids throwing stuff I went and told Tommy and we went to Sarah's office.

What help will you need if there is workplace violence at your job?

I don't want to rat people out. I get scared someone will be angry with me if I tell on them. I like going to my boss with someone else if I see something bad happening.

Natural Disasters

These are a few examples of natural disasters that could happen anywhere in the world.

Thunderstorm

Hail Storm

Heavy Rain

Flood

Hurricane

High Wind

Blizzard

Extreme Heat

Tornado

Dust Storm

Ice Storm

Wild Fire

Earthquake

Landslide

Volcano

Tsunami

Which natural disasters could happen at your job?

We highlighted the natural disasters that could happen at Jet's

Hurricanes are really bad.

What should you do if there is a natural disaster at your job?

We need to get out of Jet's. I always call my Aunt Francis who comes and picks me up.

Where should you go, or stay, if there is a natural disaster at your job?

When I am waiting to go home I always go to the loading dock and wait for my Aunt Francis. There is a roof so I stay safe there.

What help will you need if there is a natural disaster at your job?

I need help walking down the stair but my Aunt Francis always helps me when she gets there to help me.

Spills

These are a few examples of spills that could happen at any job.

Gasoline	Unknown Liquid	Sanitizers	Blood
Oil	Unknown Gas	Machine Fluids	Poison
Grease	Unknown Powder	Chemicals	Vehicle Fluids
Cleaning Products	Soap	Water Leaks	Hot Fluids

What spills could happen at your job?

One time a worker spilled a whole thing of cooking oil on the ground.

The bathroom is always slippery. I think there is soap on the ground.

What should you do if there is a spill at your job?

There are mops in the cleaning closet. I will clean up the dock if it becomes too slippery.

When the cooking oil spilled I didn't know what to do so I told Tommy and he told Sarah. Someone cleaned it up but it took a long time.

Where should you go, or stay, if there is a spill at your job?

I always try to clean up the spill if I can. I go to the cleaning closet.

If I can't clean it up I go tell Tommy and we can tell Sarah.

What help will you need if there is a spill at your job?

If I can't walk around the spill I will need help because I am a slow walker and I don't want to fall in the spill.

HANDOUT M: WORKPLACE PROBLEMS

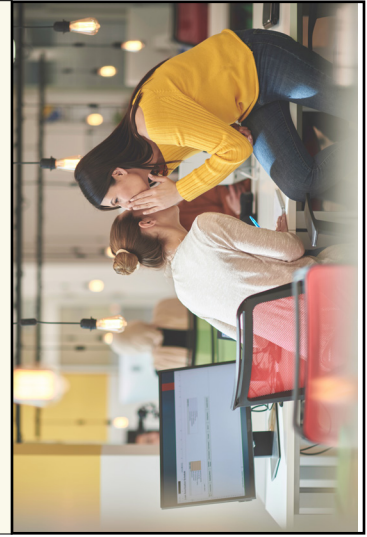
Gossip:

You work at a restaurant washing dishes in the back kitchen. The chef often asks you why you are working in the back, and states that you would help the restaurant get great tips as a waiter based on your looks. He makes comments about your appearance every day, and you sometimes see him wink at you from across the kitchen.



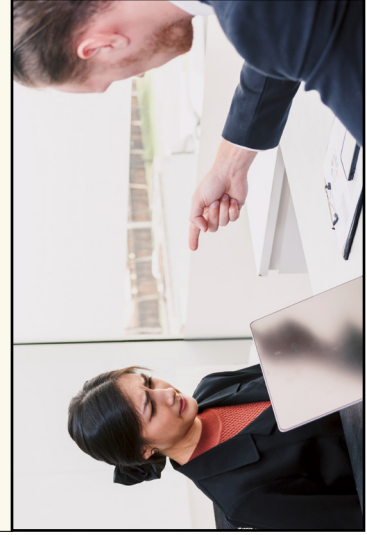
Bullying:

You work at a hardware store with many coworkers of different ages. One of your coworkers who is older than you likes to talk about another coworker behind her back. You are not comfortable talking about people behind their back because you think it is mean.



Harassment

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. He says that you should not work there if you are going to be so slow.



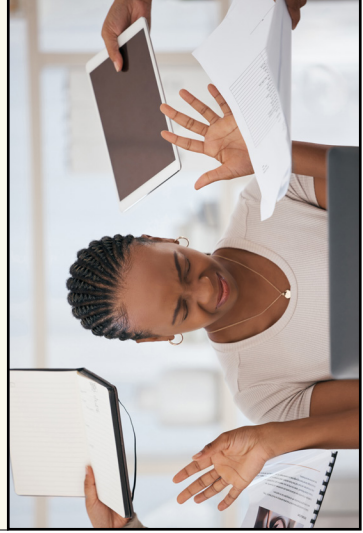
Safety

You work in ground maintenance. You use a rotary spreader to roll lawn fertilizer along the grass after it is mowed. Your partner often asks you to finish mowing the lawn while he starts to prepare the weedwhacker. You do not know what all the buttons on the lawnmower do, but you do not want to tell him no so you do it anyway.



Lack of Training:

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..



Communication Problems:

You work in a factory that is very noisy. It is so loud you can't hear people talking right next to you, making it hard to know what you need to do. 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 earmuffs that fit over your ears instead.



HANDOUT N: AMY'S DILEMMA

Amy works as a runner in a hospital. She takes masks, cleaning supplies, and other medical materials from a small supply room and brings them to different parts of the hospital. Amy has worked in this job for 7 months, so she knows her job tasks. When she started her job, she learned about the equipment in the supply room. She also received safety hazard training.

Yesterday, Amy noticed that a different piece of equipment was put in the supply room. Amy had never seen the piece of equipment before. It looked like a tank of gas. Amy has seen her coworkers moving gas tanks using a dolly, but she has not been trained on how to move gas tanks because it is not one of her job tasks. Amy knows that gas tanks do not belong in the supply room. She remembers from her training that gas can be a chemical hazard. Amy is not comfortable moving something that she has not been trained on. Amy went to go find her boss to ask what she should do.

Amy could not find her boss. She asked a nurse who was in the supply room how to move the gas tank. The nurse said that the tank was not heavy, and that Amy could just carry it up to the gas storage room.

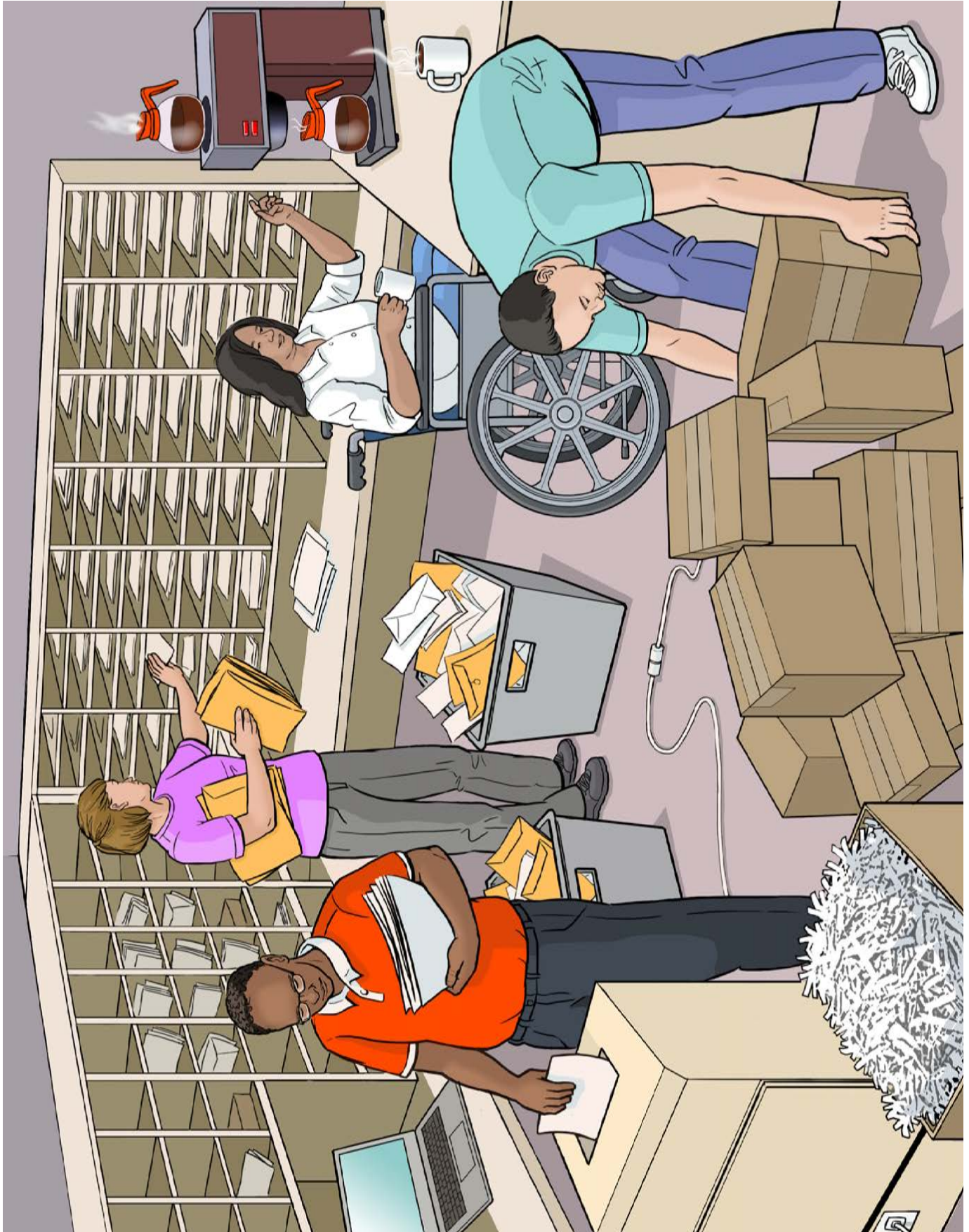
HANDOUT 0: MEDICAL SUPPLY STORAGE ROOM



HANDOUT P: JAY'S PROBLEMS AT WORK

Jay works in the mailroom in a big building. His job is to sort all the mail for each office and to shred the old mail. He works in a small room with 3 other workers who come in and out of the mailroom all day. The room is loud, crowded, and messy. Jay has trouble focusing on his job tasks and gets distracted by the other workers. It takes him a long time to sort through all the mail because he is distracted by the noise in the room. He also does not feel safe walking around the room because he could fall.

HANDOUT Q: OFFICE MAIL ROOM



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



Story #1: 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 earmuffs that fit over your ears instead.

What is the problem here? What should you do?



Story #2: 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?



Story #3: 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?



Story #4: You work at a hardware store with many coworkers of different ages. One of your coworkers who is older than you likes to gossip about another coworker behind her back. You are not comfortable talking about people behind their back because you think it is mean.

What is the problem here? What should you do?



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