

IMMIGRANT WORKERS' HEALTH & SAFETY FOCUS FOUR TRAINING ■ INTRODUCTION

TRAINER TIPS & PREPARATION

Before you hold the training, think through the following in preparation:

✓ *Work Space*

Know the space in which you will hold the training. It is best to have the group sit in a circle for large group activities. For small group work, make sure there is sufficient space for people to spread out.

✓ *Managing Questions:*

Post a large sheet of butcher paper at the start of the day, labeled “**Questions**” or “**Preguntas**” (in Spanish). Encourage participants to ask questions as you proceed. If a question is not related to the immediate topic, or if you do not know the answer yourself, have them write the question up on the sheet (or write it for them, if they do not feel comfortable writing). At the end of the training, run through the list and see how many questions are not yet answered. Prepare to return with an answer yourself, or assign research to participants.

✓ *Group Dynamic*

Establish a practice to encourage “Step Up/Step Back.” Participants who speak often should be encouraged to “step back” so others may contribute. Participants who are shy about offering ideas should be encouraged to “step up.” In group discussions, wait to call on someone a second time until all others have had a chance to speak. Also consider gender balance – ensure that all participate equally in group discussions.

✓ *Ground Rules*

Have the group establish ground rules that you write up at the front of the room. Good rules include shutting off cell phones, respect for everyone's ideas, “one voice” (only one person speaks at a time), and maintaining the confidentiality of what is shared in the group.

✓ *Visuals*

It is very useful to post visuals and information around the meeting space. You can post “teasers” – such single-word signs including “OSHA,” “HAZARD,” and “SAFE,” as well as signs with statistics you will review (injury rates, etc.).

AGENDA & PLAN FOR TRAINING

GOAL: This training is designed for a 5-hour session with immigrant workers from a variety of industries and from multiple employers. It is a component piece of the overall Immigrant Worker Health & Safety Training curriculum developed by Make the Road New York. At the end of the training, workers should (1) identify common focus 4 hazards in construction (2) describe types of focus 4 hazards; (3) protect themselves from focus 4 hazards; and (3) know of their basic rights to a safe workplace, regardless of immigration status.

I. Introduction [5 minutes]

Introduce ourselves and the topics of the day that we will be talking about: worker health and safety / seguridad y salud laboral. Review the goals of the day: *Make the Road New York builds the power of Latino and working class communities to achieve dignity and justice through organizing, policy innovation, transformative education, and survival services. With over 10,000 members at our four community-based centers, we organize around workers' rights issues – including helping workers fight to for workplaces that are safe and healthy.*

Ask: Why is worker health and safety important? Por qué es importante la seguridad y salud de los trabajadores?

II. Ice Breaker: Stand up Activity [5 minutes]

Ask participants to stand up if they agree with the following statements. (If the group is small enough, you can ask people to form a circle, and then those that agree with a statement step to the middle.)

- 1) He tenido que hacer trabajos que considere peligrosos
 - 2) He visto a otros en el trabajo hacer trabajos que yo considere peligrosos
 - 3) Me he lesionado en el trabajo
 - 4) He visto a otra persona lastimarse en el trabajo
 - 5) Me he lesionado en el trabajo tan gravemente que tuve que ir al doctor
 - 6) Yo conozco alguien que se lastimó tan gravemente en el trabajo que tuvo que ir al doctor
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- 1) I have had to do jobs I consider dangerous
 - 2) I have seen others in my job do work that I consider dangerous
 - 3) I have hurt myself on the job
 - 4) I have seen someone else hurt him or herself on the job
 - 5) I have hurt myself seriously enough on the job that I had to go to the doctor
 - 6) I know someone who has hurt themselves seriously enough on the job that they had to go to the doctor.

III. Focus four Hazard Identification - Group Activity [20 minutes]

GOAL: for participants to start identifying the focus 4 Hazards at workplaces and to have participants properly identify relevant information regarding health and safety hazards activities with the aid of pictures. The activities will require group discussions

The trainer will show a mix of pictures and open the floor up for discussions. At the end of the open discussions the class will be able to recognize the main 4 risks (falls, caught in between, electrical risks, struck by objects)

Discussion: Ask for volunteers to share their experience with the main focus 4 risks. See if people recognize the hazards presented in their own worksite.

IV. Fall Hazard Identification - 1 hour

GOAL: for participants to recognize Fall Hazards at workplaces and to have participants properly identify PPE for fall protection and learn safety procedures to prevent fall accidents.

The trainer will be using a projector and following the Fall Hazard Powerpoint presentation. The presentation uses a combination of summarized information and visual aids. The trainer should constantly highlight the fall hazards in each picture (highlight key terms such as the proper name of PPE and protective equipment or procedures). The vocabulary will be reviewed with handouts and testing material. Participants will be provided with the following OSHA materials/posters - Falls from Roofs Can Be Prevented!; Falls from Ladders Can Be Prevented!; and Falls from Scaffolds Can Be Prevented!

Next provide participants with **CASE STUDY 1 - FALL PROTECTION**, it will be a realistic accident report; The trainer should open up the floor for discussion and record the answers that participants provide regarding safety procedures and precautions that the employer should have taken to prevent the accident.

V. Struck By Hazard Identification – 1 Hour

GOAL: for participants to recognize Struck By Hazards at workplaces and to have participants properly identify PPE for projectile or falling objects and learn safety procedures to prevent accidents.

The trainer will be using a projector and following the Struck By Hazard Powerpoint presentation. The presentation uses a combination of summarized information and visual aids. The trainer should constantly highlight the Struck By Hazards in each picture (highlight key terms such as the proper name of PPE and protective equipment or procedures). The vocabulary will be reviewed with handouts and testing material.

Next provide participants with **CASE STUDY 2 - STRUCK BY PROTECTION**, it will be a realistic

accident report; The trainer should open up the floor for discussion and encourage participants to identify the hazards and propose safety procedures. The trainer should record on the board or flip chart the answers that participants provide regarding safety procedures and precautions that the employer should have taken to prevent the accident.

Provide a 15 minute BREAK

VI. Caught in Between Hazard Identification – 1 Hour

GOAL: For participants to recognize Caught in Between Hazards at workplaces and to have participants properly identify PPE and learn safety procedures to prevent Caught in Between accidents.

The trainer will be using a projector and following the Caught in Between Hazard Powerpoint presentation. The presentation uses a combination of summarized information and visual aids. The trainer should constantly highlight the Caught in Between Hazards in each picture (highlight key terms such as the proper name of PPE and protective equipment or procedures). The vocabulary will be reviewed with handouts and testing material.

Next provide participants with CASE STUDY 3 - CAUGHT IN BETWEEN, it will be a realistic accident report; The trainer should open up the floor for discussion and encourage participants to identify the hazards and propose safety procedures. The trainer should record on the board or flip chart the answers that participants provide regarding safety procedures and precautions that the employer should have taken to prevent the accident.

VII. Electrical Hazard Identification – 1 hour

GOAL: For participants to recognize Electrical Hazards at workplaces and to have participants properly identify PPE and learn safety procedures to prevent electrical accidents at their worksites.

The trainer will be using a projector and following the Electrical Hazards Powerpoint presentation. The presentation uses a combination of summarized information and visual aids. The trainer should constantly highlight the Electrical Hazards in each picture (highlight key terms such as the proper name of PPE and protective equipment or procedures). The vocabulary will be reviewed with handouts and testing material.

Next provide participants with CASE STUDY 4 - ELECTRICAL HAZARD, it will be a realistic accident report; The trainer should open up the floor for discussion and encourage participants to identify the hazards and propose safety procedures. The trainer should record on the board or flip chart

the answers that participants provide regarding safety procedures and precautions that the employer should have taken to prevent the accident.

VIII. Legal Rights and OSHA [20 minutes]

Ask for a volunteer to name the law or governmental agency that protects workers' health and safety on the job. Write up on the board "OSHA," and ask participants what year they think OSHA was created. [Answer: 1970.]

Review workers' basic rights:

OSHA:

- Ø Applies to basically all workers
- Ø Protects worker regardless of their immigration status
- Ø Requires employers to provide a workplace free of known hazards. This might mean there are specific rules (e.g., about handling asbestos) or just a general right to have a safe workplace.
- Ø Protects workers' rights to complain to OSHA if there are unsafe conditions.
- Ø Requires employers to provide workers training on how to do their job safely, and to provide workers with protective equipment for hazards on the job.
- Ø Protects workers against retaliation if they report an unsafe condition.

Emphasize that workers facing unsafe conditions should meet with a member of the Make the Road New York legal team for specific advice and help filing an OSHA complaint. Explain Powerpoint Slide Handouts at the end of the Electrical hazards presentation on Filing a complaint with OSHA, what actions OSHA can take and important whistleblower protections.

IX. Focus four Hazard Identification - Review Activity [20 minutes]

GOAL: for participants to review the information learned during the day and identify the focus 4 Hazards at workplaces and to have participants properly identify relevant information regarding health and safety hazards and PPE.

Handout the final activities for identifying the main four hazards in construction, identifying PPE for those hazards, and the word search puzzle. The activities will require small group discussions.

Discussion: After the groups are finished, ask for volunteers to share their answers.

X. Evaluation and Post-Test [10 minutes]

Distribute evaluation sheets for participants to complete. Collect sheets. If future trainings are scheduled, announce dates and times to group.