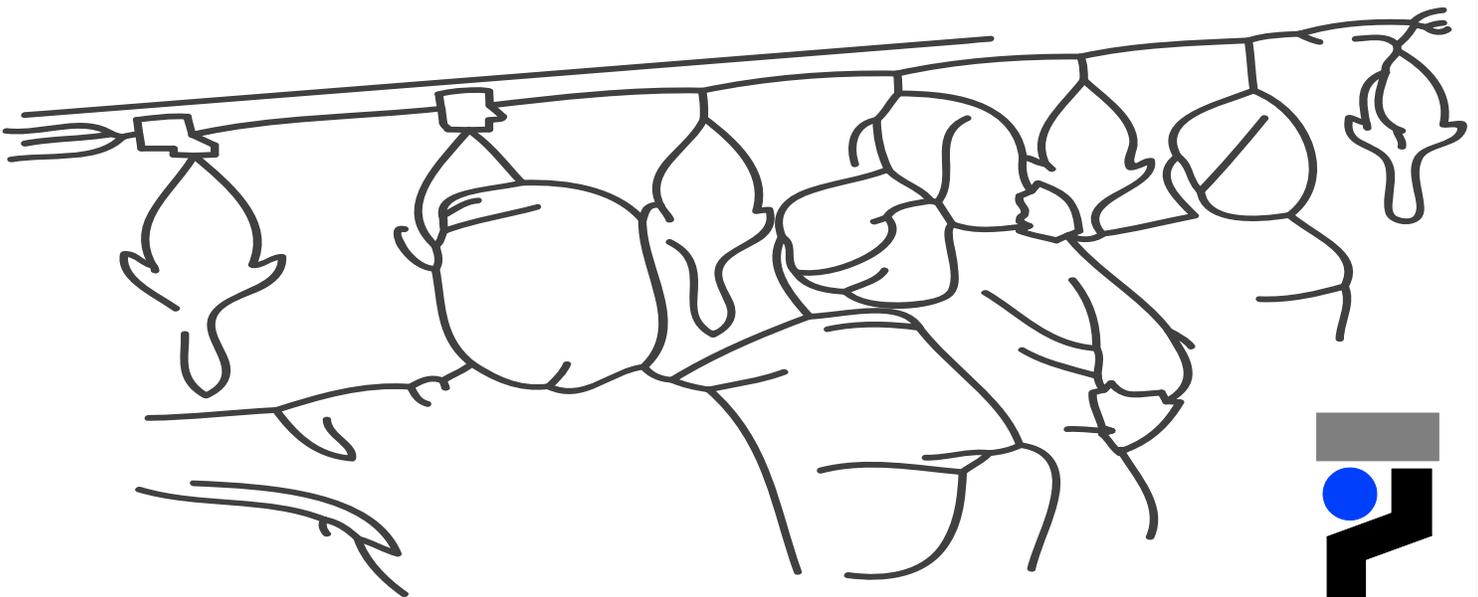


TRAINERS GUIDE

Safe and Secure Safety Training Series

TRAINING MODULES:

- *1 – Creating a Place Where Safety Happens*
- *2 – Identifying Job Hazards*
- *3 – Avoiding Injuries Using Ergonomics*
- *4 – Preventing Slips, Trips and Falls*



TRAINERS GUIDE

Table of Contents

	Page
1. Overview – Safe and Secure Safety Training Series	3
2. Training Aids and Strategies	5
3. Class Planning Check List, Class Schedule and Documentation Check List	7
4. Module 1 – <i>Creating a Place Where Safety Happens</i>	11
5. Module 2 – <i>Identifying Job Hazards</i>	29
6. Module 3 – <i>Avoiding Injuries Using Ergonomics</i>	44
7. Module 4 – <i>Preventing Slips, Trips and Falls</i>	58
8. <i>Material Resources for The Safe and Secure Training Series</i>	76
9. <i>Disclaimer</i>	77
10. <i>Susan Harwood Safety Training Grant Program</i> <i>Advisory Team and Contributors</i>	78

1. Overview - Safe and Secure Safety Training Series

The Telamon Corporation is pleased to be the recipient of a Susan Harwood grant from OSHA. Through this grant, Telamon is able to develop and present the Safe and Secure Safety Training Series.

New demands from changing lifestyles and dietary choices have prompted expansion in the poultry industry on Delmarva. The workforce has grown and become very diverse and poultry processing methods have changed. There has been heightened attention to additional and different hazards that confront employees in the poultry industry. The Safe and Secure Safety Training Series developed has been developed for the Poultry Processing Industry to address that need by focusing on particular industry hazards and preventive measures.

The **Safe and Secure Safety Training Series** is about providing safety and security not only for one's self, but for their family and their community. It is about creating a 24/7 safety awareness model that reaches beyond the workplace into the community and home. Employers and employees have a mutual responsibility to see safety happen. Workers in the poultry industry have one of the most difficult and physically demanding jobs in food processing, therefore, the likelihood of injuries increases.

For this reason, it is critical that everyone give his or her time and attention to ensuring health and safety at all times. SAFE and SECURE is about shared ownership of responsibility. Everybody knows that reduction in injuries; accidents and occupational illnesses lead to increased productivity, reduction in costs and an increase in profits. It not only benefits the employer and industry, but the employee and community. Because poultry companies are committed to creating a culture of safety, all safety training will become part of a larger plan for behavioral transformation. This will help lead to organizational success, both for the employer and employee.

1. Overview - Safe and Secure Safety Training Series - continued

The Safe and Secure Safety Training Series consists of the following modules:

- **Module 1 – *Creating a Place Where Safety Happens***
- **Module 2 – *Identifying Job Hazards***
- **Module 3 – *Avoiding Injuries Using Ergonomics***
- **Module 4 – *Preventing Slips, Trips and Falls***

2. Training Aids and Strategies

Goal Setting – Goal setting is one of the proven mechanisms for facilitating optimal learning. Goal setting directs attention. Begin each session by reminding participants of the overarching goal of creating a culture of safety by promoting an injury-free workplace. Then review the goals and learning objectives of each session.

Training Aids

Training Aids used may include:

- PowerPoint presentations, overheads, case studies and other visual aids
- Videos, tape recordings or other electronic media
- Worksheets and other handouts

Worked Examples – Worked Examples minimize unproductive mental work. A worked example is a step-by-step demonstration of how to solve a problem or complete a task.

Problem-Based Learning – Problem-based Learning is type of collaborative learning in which a group of learners begin their learning with a problem discussion.

Elaboration – Elaboration on a problem is an effective means for facilitating the understanding of problem-relevant information and involves giving examples and making application. Elaborating on the topic by giving examples and discussing applications can help the learner retain the information and sustain learning, both of which will have an impact on a safe environment.

2. Training Aids and Strategies - continued

Individual and Group Active Learning Activities – Individual and Group active learning activities may be utilized and incorporated into the training modules. These activities encourage participant involvement and enhance the learning experience by allowing participants to actively engage in the learning process, providing opportunities to apply information, ask questions and for the trainer to check and confirm participant's understanding of the material and learning objectives. The benefits of using Active Learning Activities include increased retention and transfer of new information and increased motivation.

Active Learning Activities will consist of Individual and Group Activities and may include:

Role play: participants practice new behavior by assuming a character or role, personality or attitude other than their own.

Group discussions: participants discuss issues together and present ideas and opinions to others.

Case studies: participants work individually or in groups to analyze and discuss a real or fictional situation with critical decision points.

Interactive storytelling: participants listen to a story and make appropriate decisions about what should happen at decision points.

Task groups: participants work together to complete a task.

Brainstorming: participants quickly contribute ideas for solving a problem, discuss the ideas together, and eventually revisit the list to refine it by selecting the strongest ideas for continued focus of discussion.

Skills practice: participants work in small groups to practice new skills.

3. Class Planning Check List, Class Schedule and Documentation

Check List

1. Class Planning Check List – page 8
2. Class Schedule – page 9
3. Class Documentation Schedule – page 10

TELAMON CORPORATION
Susan Harwood Safety Training

TRAINING CLASS PLANNING CHECK LIST

Training Topic: _____ Date: _____
 Language: English ___ Spanish ___ Creole ___ Other ___
 Location of Training: _____ Trainer: _____

	Item	Check Complete
1	Directions to Location of Training	
2	Lap Top Computer, Cables	
3	Power Point Clicker - check battery	
4	Extension cord, power supply	
5	Projector and Cables	
6	Projector Screen - if applicable	
7	Power Point Presentation - loaded on Laptop, flash drive and hard copy for back-up	
8	Class Sign in Roster – copies	
9	Smile Survey – copies	
10	Learning Survey - Pre /Post - copies	
11	Class Handouts,etc. - copies	
12	Easel, Flip Chart, Markers and Tape	
13	Pens / Pencils	
14	Clip Boards	
15	Incentives, Door Prizes, etc.	
16	Water, Sodas	
17	Snacks	
18	Lunch Plan	
19	Paper Plates, Napkins	
20	Certificates	
21		
22		
23		
24		
25		
26		
27		

TELAMON CORPORATION
Susan Harwood Safety Training

TRAINING CLASS SCHEDULE

Training Topic: _____ Date: _____
 Location of Training: _____ Trainer: _____

	Task	Minutes - Plan	Minutes - Actual
1	Set Up Room Prior To Class	30	
2	Welcome / Ice Breaker	3	
3	Ground Rules	3	
4	Safety Training Purpose	5	
5	Sign-In Sheet	5	
6	Pre-Class Test	8	
7	Learning Objectives	5	
8	Training Presentation – Part 1	40	
9	Quick Break	10	
10	Training Presentation – Part 2	40	
11	Review Learning Objectives	5	
12	Post-Class Test	6	
13	Smile Survey	5	
14	Needs Assessment (if applicable)	10	
15	Door Prizes, Certificates	15	
	Total Minutes	160	
16	Break Down Room After Class	30	
	<u>Or, If A Second Class</u>		
17	Sign-In Sheet	5	
18	Pre-Class Test	8	
19	Learning Objectives	5	
20	Training Presentation – Part 1	40	
21	Quick Break	10	
22	Training Presentation – Part 2	40	
23	Review Learning Objectives	5	
24	Post-Class Test	6	
25	Smile Survey	5	
26	Door Prizes, Certificates	15	
	Total Minutes	139	
27	Break Down Room After Class	30	

TELAMON CORPORATION
Susan Harwood Safety Training

TRAINING CLASS DOCUMENTATION CHECK LIST

Training Topic: _____ Date: _____
 Language: English ___ Spanish ___ Creole ___ Other ___
 Location of Training: _____ Trainer: _____

	Employees	Potential Employees	Leaders	Total
Number of Participants				

	Documents Required	Completed (check off)	Quantity Received
1	Class Sign-In Sheet		
2	Sign-In Sheet – Signed and Dated by Trainer		
3	Needs Assessment (if applicable)		
4	Pre-Class and Post-Class Test		
5	Pre-Class and Post-Class Tests graded and scored by Trainer		
6	Smile Surveys		
7	Trainer Self Evaluation		

Comments:

4. Module 1 – *Creating a Place Where Safety Happens*

Module 1 - *Creating a Place Where Safety Happens*, consists of three sessions:

- **Session 1: SMART Conversations**
- **Session 2: Characteristics of SMART Conversations**
- **Session 3: Strategies for Creating SMART Conversations**

These sessions are for anyone in a place of leadership in the poultry industry. If you have anyone under your sphere of influence, you are a leader. This cornerstone module will create the framework for future training and help ensure effectiveness.

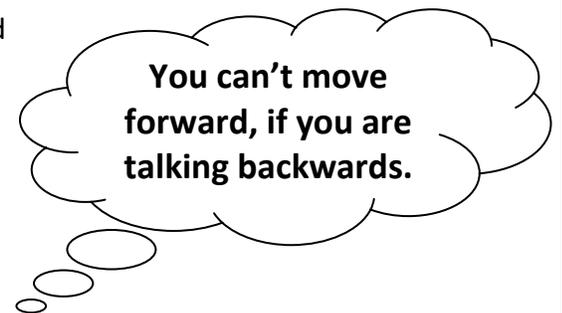
LEARNING OBJECTIVES: Module 1 - *Creating a Place Where Safety Happens*

By learning to engage in SMART conversations, participants will learn to:

- **Empower relationships and environments where both employer and employee can work together** to help improve conditions in their workplace.
- **Decrease fear and anxiety on the job**, and their confidence in their ability to do the job will increase resulting in reduced injuries and incidents.

Module 1 – Creating a Place Where Safety Happens - Session 1: SMART Conversations

What is safety culture? Safety culture is the environment where the attitudes, behaviors and perceptions of all workers are reflected in the health and safety of the workplace. One way to measure or gauge those attitudes, behaviors and perceptions is by listening to the conversations that take place around you. Though certain behaviors, such as posting required safety information is definitely a part of safety culture, by itself, it does not indicate a high level of safety culture. The types of conversations that occur in a workplace where safety culture exists are SMART conversations. We hear a lot about SMART goals – ones that are specific, measurable, achievable, realistic and time-bound. SMART conversations are similar. Similarly, how you might ask? They are specific in that they focus on the desired outcome or safety goal. They are measurable because they are quantifiable. Participants of SMART conversations leave the conversation feeling like the task is achievable. *“I can do this!”*



Closely related to achievable is realistic. Is the request being made within the realm of possibility? Leaders have to be careful not to put demands on workers where the variables or processes that lead to a successful outcome are outside of their control. When asking workers to partner in safety and health goals, it should always be accompanied by a reasonable timeframe. In summary, SMART conversations are defined as goal-oriented dialogue that motivates and guides the participants of that dialogue into a place of health and safety.

Module 1 - Creating a Place Where Safety Happens - Session 1: SMART Conversations

The key to creating SMART conversations lies in a leader's ability to develop the skill set of asking the right questions, depositing the right feedback, as well as listening and looking for the right cues. As skills are developed, SMART conversations begin to take place and powerful things happen. Soon, it becomes part of the culture. Powerful questions open up an employee's ability to think. When communications are declarative and one-way it has the ability to shut down thinking. When a person's thinking is not being activated and stimulated it limits or prohibits their ability to attend to the task at hand. A lack of attentiveness results in increased incidents and loss of profit.



Module 1 - Creating a Place Where Safety Happens - Session 1: SMART Conversations

QUESTIONS - Check for Understanding

1. Which of the following is not an indicator of safety culture in the workplace?
 - a. Attitude
 - b. OSHA Posters - ANSWER**
 - c. Behaviors
 - d. Perceptions

2. What is a skill that is most important to have when measuring the effectiveness of the safety culture in your workplace?

ANSWER: Listening

3. SMART conversations that move employers and employees alike in a forward direction toward health and safety have what type of orientation?

ANSWER: Goal

4. Can you think of a situation where a worker was not motivated and misunderstood direction based on your conversation or dialogue? How could you change it to be more goal-oriented? Discussion.

PAIRED ACTIVITY

Divide participants into pairs and have them discuss question 4. above for 10 minutes. Bring the group back together and ask for volunteers to share. If there seems to be a hesitation, the facilitator may need to get the discussion started by sharing a personal experience.

Module 1 - Creating a Place Where Safety Happens - Session 1: SMART Conversations

You may be asking yourself does it really matter or is this just a bunch of hype. Wagner and Harter in *12: The Elements of Great Managing* wanted to answer that question for you, so they conducted a Gallup poll of over ten million employees and managers about employee engagement to find out.

The answer: Employees and workers need to know they are valued.

HANDOUT (give participants the handout “12 Elements for Employee Engagement”)

The results of their survey produced “12 Elements for Employee Engagement”.

1. I know what is expected of me at work.
2. I have the materials and equipment I need to do my work right.
3. At work, I have the opportunity to do what I do best every day.
4. In the last 7 days, I have received recognition or praise for doing good work.
5. My supervisor or someone at work seems to care about me as a person.
6. There is someone at work that encourages my development.
7. At work, my opinion seems to count.
8. The mission or purpose of my company makes me feel my job is important.
9. My associates or fellow employees are committed to doing quality work.
10. I have a best friend at work.
11. In the last 6 months, someone at work has talked to me about my progress.
12. This last year, I have had opportunities at work to learn and grow.

Module 1 - Creating a Place Where Safety Happens - Session 1: SMART Conversations

ACTIVITY to Check for Understanding

A Likert scale is a tool used to survey a group's level of agreement or disagreement. Using the Likert scale in Figure 1, rank your level of agreement with how well you engage in or model the findings in the Gallup Poll study. For example: 1- *Chicken is dead* would equate to STRONGLY DISAGREE, 2- DISAGREE, 3- NEUTRAL, 4- AGREE and finally 5- STRONGLY AGREE. Create some group discussion by reviewing each element and having participants rank themselves on a scale from 1 to 5. Refer to the Handout "**12 Elements for Employee Engagement**".

LIKERT SCALE

- 1- Chicken is dead.
- 2- Chicken is running around with his head cut off.
- 3- Chicken could be doing better.
- 4- Chicken is doing well.
- 5- Chicken is showing off in the marketplace.

Element	Rating	Element	Rating
1		7	
2		8	
3		9	
4		10	
5		11	
6		12	

Module 1 - Creating a Place Where Safety Happens - Session 1: SMART Conversations

Do you need more evidence? In a recent integrative review of safety research, safety culture was found to be an indicator of reduced injuries and illnesses in the workplace. It's clear. The human factors field dominates research on occupational safety. To help organizations identify job applicants who are likely to engage in safe and productive behaviors, Hogan Assessment System developed personality-based scales to predict safety-related behaviors. After many years working with companies, Hogan discovered a correlation between an employee's personality traits and their propensity to safety.

They found that conscientiousness and safety-related job outcomes indicated that individuals who are inattentive to detail, unreliable and have difficulty following rules are – as you would suspect - more likely to have accidents or injuries.

You may not be able to change another person's personality, but if you can identify traits that influence safety and work toward developing the SMART conversations and strategies that help to encourage and foster those traits, it serves to reason that it would have an impact. In their research, Hogan found that employees who possess a compliant and teachable spirit, exhibit confidence and stability and are aware of their surroundings are the same employees who exhibit safer behaviors.

Module 1 - Creating a Place Where Safety Happens - Session 1: SMART Conversations

Let's take a closer look at some of the traits.

Encouraging Compliance

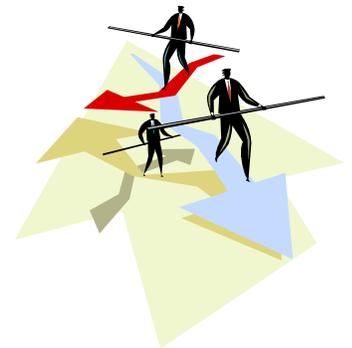
Leadership is responsible for making employees feel comfortable sharing their thoughts about potentially serious matters with the assurance that they will be heard and a resolution found.

Building Confidence

Creating an environment where strength of character and human value is placed as a high priority builds confidence in workers. In turn, this confidence acts as a preventive measure against the pressures that arise from an anxiety-filled workplace that leads to careless mistakes.

Model Stability

Do employees and workers know what to expect from you when you come out on the floor? The ability to maintain emotional control while working is an indicator of a safe working environment. A person who easily loses their temper and flies off the handle is more likely to have an accident and cause an injury not only for themselves but by others as well. Leadership's role is to model emotional stability at all times.



Create Awareness

Finding innovative ways to create awareness in an environment where a worker is tasked with the responsibility of performing repetitive tasks for an extended period of time is a challenging one. The ability to create awareness will aid employees in completing work more carefully, avoiding unnecessary risks.

Module 1 - Creating a Place Where Safety Happens - Session 1: SMART Conversations

Stay Teachable

People who know everything are hard to teach. Maintaining an open spirit that allows you to learn new things is critical for creating a safe environment. In addition, it allows you to hear and capture valuable information that may be shared by employees. If leaders are not careful they can slip into a closed mindset that prevents them from hearing and valuing what workers have to contribute. Remember, the worker is the one performing the job. Who better to have insight and give input?

QUESTIONS - Check for Understanding

1. Which trait do you feel you most exemplify?

- Encourage Compliance
- Building Confidence
- Model Stability
- Create Awareness
- Stay Teachable

2. In which trait or area do you feel you have the most potential for growth?

- Encourage Compliance
- Building Confidence
- Model Stability
- Create Awareness
- Stay Teachable

3. Which trait, if successfully modeled and implemented, would bring the greatest benefit to your specific work area or situation?

- Encourage Compliance
- Building Confidence
- Model Stability
- Create Awareness
- Stay Teachable

Module 1 - Creating a Place Where Safety Happens - Session 2: Characteristics of SMART Conversations

By having SMART conversations, employers can begin to engage employees and by asking meaningful questions and engaging in powerful dialogue, they will begin to build the skills and behaviors that lead to the safety culture that they so desire. In Session 1 of this module, you learned about some of the traits that are indicators for safer behavior and how leadership and management need to learn ways and strategies for cultivating and encouraging the development of those traits in their workers. You also learned that SMART conversations are goal-directed – they lead participants in the direction of the goal of an injury-free workplace. SMART conversations begin with you, the leader. One proverb reads, “if you want a friend, you must first be a friend.” Similarly, if you want employees to respond positively and constructively, then you must first offer them something positive and constructive which to respond.

In this session, we will look at some of the characteristics that identify a conversation as SMART. They include, but are not limited to, the following attributes.

Position Yourself as a Coach

Positioning yourself as a coach requires that you transition from supervisor to advisor. Coaching helps others put together missing puzzle pieces. It helps move them forward, facilitating those “aha” moments. When we don’t take the time to lead and guide in this way and instead rattle off directives and quotas only, we miss the opportunity to help employees develop their character and competency. We rob them of the ability to come up with their own solution, connect their own dots. Coaching is about giving people the privilege of their own insights; allowing them to go through their own processes.

Module 1 - Creating a Place Where Safety Happens - Session 2: Characteristics of SMART

Conversations

Frame Safety Standards as Personal Learning Goals

By taking the safety standards and framing them as personal learning goals that are results-oriented and action-based, you not only enter into a relationship, but you begin to help build a sense of ownership in the other person. This shared sense of ownership fosters a spirit of collaboration resulting in all parties working together toward a common goal – an injury-free workplace.

Ensure the Conversation is Two-Way

A great leader knows not only how to lead, but how to follow. Being open and willing to listen to the ideas of others not only builds confidence in that person, but also allows the leader to possibly view a situation from a different perspective and see how their decisions affect others. Remember, before you can ask powerful questions, you first have to be able to listen. Feedback needs to be timely and specific. Start with positive comments such as, “Thank you for your contribution to the team.” Regular feedback can preempt conflict.

Position the Other Person for Growth

By ensuring the conversation is two-way, you are now able to gather valuable information and in return provide instructional feedback that will position that other person for growth. Learning that is not interactive and that is only one-way stays on the surface. It is not absorbed and is easily lost. Facilitating learning through SMART conversations makes it personal and when it becomes personal, it becomes connected.

Module 1 - Creating a Place Where Safety Happens - Session 2: Characteristics of SMART

Conversations

SCRIPTED EXAMPLES - Check for Understanding

If you are in a group setting, you can provide participants with some scripted examples. Listed below are some examples, you may think of others. After you have shared the examples, ask volunteers to share some of their own.

Scripted Examples

1. “Winston, I like how you take it upon yourself to make sure that all the paperwork is in order; that tells me that you really care about the quality of work that you do. I am going to make sure others know about your excellent work ethic.”
2. “Billy, you seem to be a very conscientious worker. When you have time, I would like you to write down ways you would improve safety in your work area and get them to me.”
3. “Jose, others can’t help but notice your positive attitude toward your work. I want you to know that you are a great role model for your co-workers and I really do appreciate it.”

Module 1 - Creating a Place Where Safety Happens - Session 3: Strategies for Facilitating

SMART Conversations

In this session, we will take what we have learned about SMART conversations and provide you with some strategies through which to implement this new information. The strategies will take the form of messages.

Message #1 – Be Prepared.

As leaders, it is your responsibility to work with others to produce desired results. You do this by asking questions and creating dialogue that bring clarity, confront and encourage thinking. The first and most important message or strategy is to be prepared! It is not suggested, unless you have a lot of experience and practice, to attempt to do this off the cuff. It is recommended that you reflect on experiences with employees and co-workers and work on developing your own pool of questions. Questions invite people to reflect. Asking a powerful, sincere question has the effect of disengaging the automatic pilot response the worker typically offers. Taking the time to develop these powerful questions and then looking for opportunities to use them will help others begin to feel valued as a person. You should keep in mind the possible settings that SMART conversations could take place. The time available may dictate the intensity of the question. One model for developing powerful questions is the GROW model.

The GROW acronym stands for:

G - GOAL,

R - REALITY,

O- OPTIONS, and

W - WILL.

Module 1 - Session 3: Strategies for Facilitating SMART Conversations

GOAL questions talk about the agenda or what do we desire to accomplish

Scenario – You overhear a worker complaining about production goals.

“Sal, I understand you feel the benchmarks are too high. What would make them more realistic for you?”

REALITY questions deal with the starting point.

Scenario - A worker has had repeated trips to first aid.

“Lois, I see you have been to first aid three times in the last month. Tell me about the common factors that occur before each incident.”

OPTIONS questions talk about possibilities.

Scenario – Someone repeatedly leaves a pallet jack in the walkway.

“Betty, I noticed that someone keeps leaving the pallet jack in the middle of the walk way. What would be three possible ways you would suggest addressing this so it doesn’t happen again?”

WILL questions are about action steps.

Scenario – Safety audit is scheduled in three weeks.

“Sam, you know we have that safety audit in three weeks and the goal is no findings. Can you think of any obstacles that might get in the way of us reaching or obtaining our goal?”

Module 1 - Session 3: Strategies for Facilitating SMART Conversations

Message #2 – Practice Makes Pretty Good (You Will Never Be Perfect).

In order to practice SMART conversations and be a catalyst for change either with workers or other leaders you have to recognize what is going on around you. You have to be willing to share your observations in ways that stimulate input and interest.

It is always a good idea to be sensitive to the worker. The object is not to embarrass someone or make them feel uncomfortable. Therefore, at times, less personal exposure may be preferred. As you work at creating SMART conversations, you may find that some of your questions and techniques need to be tweaked – that is why we call it practice.

Message #3 – Don't Be a Stranger.

Anyone in a place of leadership and responsibility can often feel there is not enough time to get everything done. For someone working in a job where you have to stay in one position for an extended period of time with limited interaction, a lack of presence from your supervisor or management can be interpreted as a lack of interest. Workers question management's ability to make decisions regarding their work area or job when they have never or have seldom been there.

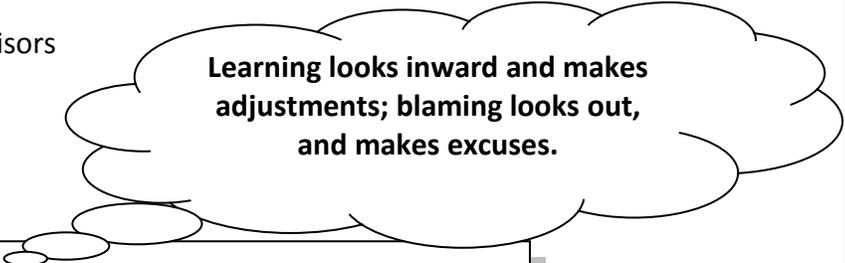
Workers interpret the presence of management as a symbol of how they rate safety, which supports the goal of an injury-free workplace.

Some responsibilities of management carry more weight and have the propensity for greater impact than others, being visibly present in the work area is one of those responsibilities. It has been said, "the one most present wins".

Module 1 - Session 3: Strategies for Facilitating SMART Conversations

Message #4 – Let Them Know They Matter.

If cost cutting as well as cost savings is a product of safety, then – supportive of the research discussed earlier - employee welfare should be at the top of the list. The need for leadership to express care and concerns for their workers cannot be understated. Taking the time to show employees that they are valued, asking them for their opinions and validating their concerns and ideas can transform a resistant workplace into a collaborative one. If workers get the idea from management that production takes precedence over safety, the risk of accidents and injuries increases. Making comments about rush orders or pending deadlines only serves to put pressure on the worker. Rather than pressure, encourage, empower and motivate the workers with SMART conversations that will have the effect of accomplishing the desired goal of getting the work done. Line leaders and supervisors may underestimate the potential for positive influence their position possesses.



Learning looks inward and makes adjustments; blaming looks out, and makes excuses.

Message #5 – Take Ownership.

By doing your part to transform your workplace into a collaborative one, you communicate to the worker that safety is everyone's responsibility. It is important for management to lead by example, by following through with commitments and ensuring worker training needs are met.

Module 1 - Session 3: Strategies for Facilitating SMART Conversations

Message #6 – Accountability is Integrity.

Accountability is a welcomed occasion of any employer or employee committed to safety and health. This is another area where modeled behavior by management speaks volumes. For example, a supervisor or line leader would never walk through a work area without the proper personal protective equipment (PPE). Challenging and empowering workers, through word or deed, toward compliance at the level of PPE is not only good leadership, but is a preventive measure in avoiding potential accidents or injuries. It wouldn't make much sense to watch a worker walk by with improper shoes and not question or help them obtain appropriate equipment and then write them up when they go around the corner and slip. The application of safety and health standards should be consistent across the board. It is reasonable for workers to expect that standards will be applied without waver. This commitment from management lets workers know that their employer is reliable and dependable.

Message #7 – If You Mean It, Say It.

The level of importance you place on the information you wish workers to know, should dictate the way you communicate that information. Simply posting a memo on a plant-wide bulletin board does not cut it. Make sure to follow up any important written reminder or directive with a verbal contact.

One inexpensive idea for getting the word out is through LCD panels. They can be posted in work areas that are frequented like locker rooms, bathrooms and break rooms. Some cafeterias have televisions where you can repeat video safety reminders or offer encouragement and gratitude for a job well done.

Module 1 - Session 3: Strategies for Facilitating SMART Conversations

REVIEW

Some of the things you will see in people who engage in SMART conversations is that they:

1. Position Themselves as a _____. Answer - **coach**
2. Frame Safety Standards as Personal _____ Goals. Answer - **learning**
3. Ensure the Conversation is _____. Answer – **two- way**
4. Position the Other Person for _____. Answer – **growth**
5. What is the most important strategy for engaging in SMART conversations?
 1. Be confident
 2. Be on-time
 3. **Be prepared**
 4. Be informed
6. What for words does the GROW acronym represent?
 - G – Goal**
 - R - Reality**
 - O - Options**
 - W - Will**

5. Module 2 – *Identifying Job Hazards*

Module 2 – *Identifying Job Hazards*, consists of two sessions:

- **Session 1: Hazards – What are They?**
- **Session 2: Hazards – How Can I Prevent Them?**

LEARNING OBJECTIVES: Module 2 – *Identifying Job Hazards*

Participants will learn to:

- Identify Job Hazards
- Review Sources of Information on Hazards
- Understand Hazard Control and Prevention Methods

Module 2 – Identifying Job Hazards - Session 1: Hazards – What are They?

Identifying Hazards

In this session, facilitators will practice the art of SMART conversations which were discussed in Module 1 - *Creating a Place Where Safety Happens*. It is critical to think about health and safety hazards on their jobs and share concerns and ideas with each other. The goal of a company's health and safety program is to create an injury-free workplace. The most effective way to do this is to eliminate or reduce the hazards that cause those injuries and illnesses. Remember, a reduction in injuries, accidents and occupational illnesses lead to increased productivity, reduction in costs, reduction in turnover, better employee moral, and an increase in profits. This is not only beneficial to the employer and industry, but as well to the employee and community at large.

When conducting a job or hazard analysis, you typically look for concerns in the following areas:

- facilities,
- processes,
- environment,
- materials, and
- equipment.



Module 2 – Identifying Job Hazards - Session 1: Hazards – What are They?

Health and safety hazards in the workplace include those things that cause stress or are a potential risk to a worker's physical or emotional well being. In order to prevent injuries, it is important to use the systematic approach to hazard analysis that includes the following 3 steps:

1. Identify
2. Evaluate
3. Control

Identify

In order to eliminate or reduce hazards, a company first needs to identify the problems and concerns (hazards) that could cause worker injuries. Hazards are not always obvious; so in order to identify the hazard a person must first be familiar with the poultry industry, their work area and the recommended work practices.

Evaluate

Once hazards have been identified, they need to be evaluated for priority. It is not possible to fix everything at once. The biggest concern may often be the hazards that are most serious – those that could cause the most serious injuries or illnesses. There are times when the hazard of most concern will be the one affecting the most people. Still other times, the hazard with the highest priority is the easiest to get corrected because it can render the quickest results.

Control

The third step is to select the most appropriate and effective control measures for those particular hazards. The topic of methods of control will be addressed in Session 2.

Module 2 - Identifying Job Hazards - Session 1: Hazards – What are They?

GROUP ACTIVITY - Check for Understanding (groups of 3-5 participants) 10-15 minutes

Before beginning this activity, remind participants of the goal of creating an injury-free workplace and emphasize that fully engaging in this training activity will help improve their ability to identify hazards and make strides toward reaching the goal.

In groups, ask participants to generate a list of health and safety hazards that may occur in their work areas. Divide participants into groups of three to five.

HANDOUT – give participants the handout “Problems in Poultry”

Once participants have been placed in groups, disseminate “Problems in Poultry” [handout](#) and review instructions. As a facilitator/trainer, make yourself available during the activity in case participants have questions.

Groups should be given about 10-15 minutes (depending on time available) to share some of the health and safety hazards issues that have experienced in their work areas. Each group will select three issues or hazards to share with the group. Participants then reconvene, share their lists and discuss their findings. As individuals share, you may record the information on a flip chart. Give each group an opportunity to share, making note of any repeats.

There are several different work areas within the poultry process. Recognize that all participants may not be from the same work area. Participants from different work areas will point out different concerns. Make sure you validate and encourage all responses. If there are similarities, ask participants why they think these issues are of concern across work areas. One reason for creating some discussion after you have surveyed the group is so that participants can experience a more meaningful learning experience.

Module 2 - Identifying Job Hazards - Session 1: Hazards – What are They?

Sources of Information

The importance of staying informed about hazards cannot be understated. Employers and employees alike cannot be reminded enough about the direct relationship between an injury-free workplace and their quality of life. Being an informed and self-directed learner means that you seek out information that not only improves your work, but that benefits you, your workplace and your community. Staying informed increases your awareness and helps you to more readily identify hazards.

Employees should never be afraid to ask questions. No one is an island unto themselves. Employers and co-workers can be great sources of information. As leadership begins to use and employ the ideas and strategies of SMART conversation – building a culture of safety and modeling the traits discussed earlier – asking the difficult questions should become a natural course of action.

There are many types of hazards in poultry processing – obvious ones as well as those that are hidden – and many sources for learning about those hazards. Knowing what to ask and where to look is important for any worker striving toward the goal of an injury-free workplace. There are several sources which exist for finding information. Some of them include co-workers, the employer, government resources and other miscellaneous sources.

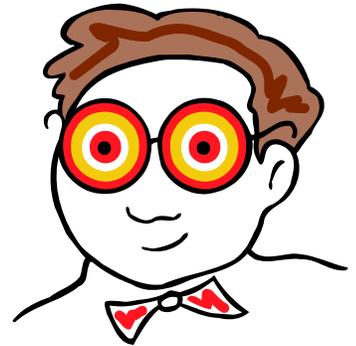
Module 2 - Identifying Job Hazards - Session 1: Hazards – What are They?

ACTIVITY - Check for Understanding 10-15 minutes

HANDOUT – give participants the handout “Where to Look”

In this activity, participants will pair up with a neighbor to develop a list of the kinds of information that might be found under each category mentioned above by using a worksheet that has already been prepared ([Where to Look Handout](#)). The facilitator/trainer can suggest that participants think about the kinds of information they have received which helped them identify or understand more about a particular hazard or hazards in their workplaces. If they lack experience with this, ask them what information they could receive that would help them to identify or understand the hazards in their workplace. Give paired learners 10-15 minutes to complete this activity.

See sample chart on the following page for details. Depending on the training or work setting, the facilitator/trainer could assign the task of retrieving a particular piece of information from one of the sources discussed.



Module 2 - Identifying Job Hazards - Session 1: Hazards – What are They?

A completed chart could look something like this:

WHERE TO LOOK?

Co-workers	Employer	Government	Other
<ul style="list-style-type: none"> •Surveys •Body and Hazard Mapping •Asking questions •Making Observations 	<ul style="list-style-type: none"> •OSHA 300 Log •MSDSs •First Aid logs •Accident/incident reports 	<ul style="list-style-type: none"> •OSHA inspection data •OSHA web site info •NIOSH Hot Line info •EPA info and data 	<ul style="list-style-type: none"> •Manufacturers information •Health and Safety websites •Trade journals •Health and Safety organizations •Health and Safety training (orientation, other online resources) •University studies (cooperative extensions)

Module 2 - Identifying Job Hazards - Session 2: Hazards – How Can I Prevent Them?

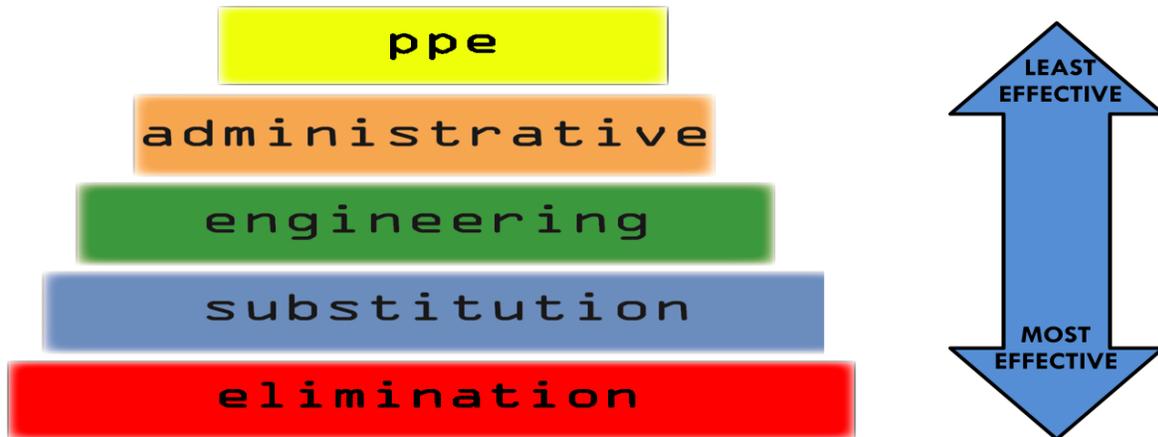
In this session, participants will learn about a “health and safety process model” for identifying, evaluating and controlling (eliminating or reducing) workplace safety and health hazards. Elimination is the most effective way to reduce the hazards that cause those injuries and illnesses. Learning ways to eliminate or reduce hazards is called “controlling” hazards. Not only is it important to be and stay informed so that you can identify hazards, it is equally important to control the hazards after they are identified.

Following the 3-step approach discussed earlier, hazards are identified, and then there is a need for them to be prioritized for correction. As mentioned, not everything will be able to be corrected immediately. There needs to be a list of priorities – those hazards that need attention immediately, those hazards that should be looked at next, and so forth. The company will need to discuss what makes the most sense depending on the particular hazards and conditions in that workplace.

After you have identified and evaluated the hazard, the third step in the systematic approach to hazard analysis is control. Methods of hazard control provide the most effective way to protect them from a particular hazard. Industry has established a list of control methods to help workers and employers effectively control hazards.

Module 2 - Identifying Job Hazards - Session 2: Hazards – How Can I Prevent Them?

HIERARCHY OF HAZARD CONTROLS



1. Elimination

The best way to control a hazard is to eliminate it and remove the danger. This can be done by changing a work process in a way that will get rid of a hazard; it could be as simple as substituting a dull knife for a sharp knife; or removing the pallet jack from a blocked walkway.

2. Substitution

The second most effective method is to substitute something else in its place that would be non-hazardous or less hazardous to workers. For example, a non-toxic (or less toxic) chemical could be substituted for a hazardous one.

3. Engineering Controls

If a hazard cannot be eliminated or a safer substitute cannot be found, the next best approach is to use engineering controls to keep the hazard from reaching the worker. This could include using adjustable stands; adding a machine guard; a technology to reduce noise levels; using mechanical lifting devices; or using ventilation that helps remove or reduce contaminants before they can get in the breathing zone of workers.

Module 2 - Identifying Job Hazards - Session 2: Hazards – How Can I Prevent Them?

4. Administrative Controls (Training and Work Practices)

If engineering controls are not available, administrative controls should be the next consideration. Administrative controls involve changes in workplace policies and procedures. They can include such things as:

- Warning alarms
- Labeling systems
- Job Rotation
- Training

5. Personal Protective Equipment

The use of personal protective equipment (PPE) is a way of controlling hazards by placing protective equipment directly on workers' bodies. Examples of personal protective equipment include: respirators, gloves, protective clothing, hard hats, goggles, and ear plugs.

Personal protective equipment is the *least* effective method for protecting workers from hazards. PPE should be used in combination with more effective ways of hazard control. It should never be used in place of other more effective hazard control methods.

Module 2 - Identifying Job Hazards - Session 2: Hazards – How Can I Prevent Them?

GROUP ACTIVITY – Hazard Scenario Control and Prevention - Check for Understanding (groups of 3-5 participants) 10-15 minutes

Research shows that in order to have new information encoded into memory and transferred for long term storage it is beneficial to activate prior knowledge. Engaging participants in pre-questions or pre-discussion before giving instruction can assist them to absorb and retain the new information more effectively. The following activity can be used before and after instruction has been provided. If the facilitator/trainer chooses to use prior to instruction, then they would revisit at the end.

In a group, provide participants with a list of possible hazards that someone might encounter when working in poultry. They may be compiled on a handout or written on a flipchart in front of the room.

Below is one example, you can add to this list or create your own. Discuss in what situations these hazards might occur and the types of control and possible solution that could be used to prevent injury within each scenario. Have participants share other examples.

- Bending at waist to reach into tubs or lift tubs of product.
- Forceful gripping
- Ergonomic hazards from use of scissors and knives
- Standing for long periods of time
- Reaching to access product, saws, or machine load areas
- Cuts and lacerations
- Reaching up, forward or to the side to access shackle
- Slips, trips and falls
- Forceful hand exertions

Module 2 - Identifying Job Hazards - Session 2: Hazards – How Can I Prevent Them?

GROUP ACTIVITY - Check for Understanding (groups of 3-5 participants) 10-15 minutes - continued

An extension of this exercise or activity would be to present participants with a problem-based scenario and create a discussion of why this is not a safe practice. Participants can then offer a recommended work practice or solution for preventing this hazard. Below are examples you can use or work with participants to create your own. Discuss how you might control for hazards in each of the situations or how you may have done things differently.

Scenario #1 - There are times when a person may take an adjustable stand and stack it on top of another adjustable stand to reach an area where they can't reach, such as a drip pan or other overhead area. Adjustable stands or ergonomic stands are used so that people of varying heights can work at the same workstation. Someone might do this because they find it easier to use materials (stands) that are right there or readily available in the work area rather than retrieving a ladder. A discussion regarding this scenario would be that this is an unsafe practice because of the two stands stacked on top of each other are not stable and a slip/trip/fall, struck by, or sprain/strain can result. Instead of stacking stands, one solution would be to get a safe-ready ladder to reach spaces not readily accessible.

Scenario #2 - Whenever working with knives or scissors people may have a tendency to stab the meat (product) with the blade and either dragging it towards them or lifts it and brings it towards them to trim. This is a very unsafe practice because the blade could cut through the meat and depending on the force being used could result in a puncture or cut to the person's face or abdomen. Many people get in this poor/unsafe habit of "stabbing" the product because it tends to stick to the conveyor belts. The desired practice is to use the protected non-knife/scissor hand to reach for and retrieve the product for trimming/cutting.

Module 2 - Identifying Job Hazards - Session 2: Hazards – How Can I Prevent Them?

GROUP ACTIVITY - Check for Understanding (groups of 3-5 participants) - 10-15 minutes - continued

Scenario #3 - Not properly steeling (maintaining) knives prior to each use can cause many issues. First, additional force can be required to both make the desired cut and to hold onto the knife itself; this added force can cause cumulative trauma disorders (injuries that get worse the more times it happens). Second, using a dull knife and applying more force to the blade can cause a person to lose control of it causing a cut or puncture wound to either the person or the worker next to them (buddy cut). Third, the use of dull knives may cause a person to become “backed up” in their production count or reasonable expectancy (number of pieces a person is reasonably expected to produce/cut/trim in a specific amount of time). This happens because as the knife becomes dull, it doesn’t cut as well. The person may become frustrated and unable to perform at the same speed. When they fall behind this presents another issue in that they are now crowding their co-workers by invading their working space making the likelihood of a “buddy cut” all the more likely or probable. These situations can be avoided to some degree by practicing good knife skills, knife steeling and sharpening techniques, and by educating workers on when and how to properly use knife steels (either ergonomic or hand).

Module 2 - Identifying Job Hazards - Session 2: Hazards – How Can I Prevent Them?

Review:

1. A job Hazard is:
 1. Any job that can cause extreme danger risks.
 2. Something that can kill you.
 3. Anything in the workplace that can cause stress or potential injury to a person's physical, mental or emotional well-being.
 4. **All of the above.**
 5. None of the above.
2. What is an area that you would commonly look for a job hazard?
 1. Equipment
 2. Environment
 3. Materials
 4. Facilities
 5. Processes
 6. **All of the above**
 7. None of the above
3. What are the 3 Steps to conducting a hazard analysis?
 - A. 1) teamwork 2) observation 3) elimination
 - B. 1) identify 2) evaluate 3) control**
 - C. 1) brainstorm 2) observe 3) control
4. If you are eliminating or reducing hazards, you are said to be **controlling** hazards.

Module 2 - Identifying Job Hazards - Session 2: Hazards – How Can I Prevent Them?

Review:

5. What is the hierarchy of hazard control from most important to least important?

A. 1. PPE 2. Administrative 3. Engineering 4. Substitution 5. Elimination

B. 1. Elimination 2. Substitution 3. Engineering 4. Administrative 5. PPE

C. 1. PPE 2. Elimination 3. Engineering 4. Substitution 5. Administrative

6. Module 3 – *Avoiding Injuries Using Ergonomics*

Module 3 –*Avoiding Injuries Using Ergonomics*, consists of one session.

- **Session 1: Using Ergonomics**

Module 3 –*Session: 1. Using Ergonomics*

LEARNING OBJECTIVES: Module 3 – *Avoiding Injuries Using Ergonomics*

In this module participants will learn:

- The Definition of Ergonomics and Musculoskeletal Disorders
- The Goal of Ergonomic Work Design
- Ergonomics Impact and Cost
- Ergonomic Risk Factors
- Prevention of MSD's
- Ergonomic Solutions
- Recommended Ergonomic Training

Module 3 –Avoiding Injuries Using Ergonomics – Session 1: Using Ergonomics

In support of an awareness of a culture of safety and in pursuit of the goal of an injury-free workplace, protecting the worker from injury is a shared responsibility between both employer and employee. A workplace that makes safety a top priority and who has created a culture of safety is one that has an ongoing effort to implement engineering and administrative controls regarding identified hazards. In addition to engineering and administrative controls, PPE is a type of ergonomic control.

Employers use these controls to prevent musculoskeletal disorders (MSD's) caused by poor work design and practice. The method commonly used for the prevention of MSD's is ergonomics.

What is ergonomics?

Ergonomics comes from two Greek words:

- Ergon - meaning work and
- Nomoi - meaning natural laws.

Combined, the two words mean the science of work and a person's relationship to the **work**.

Ergonomics is the science of fitting the work to the worker, rather than the worker straining or overextending to fit the work.

Ergonomic work design includes designing equipment, tools, work stations and job tasks to conform to the capability of the worker so workers do not have to overextend themselves, helping prevent work related musculoskeletal disorders (MSDs).

Module 3 –Avoiding Injuries Using Ergonomics – Session 1: Using Ergonomics

What are MDS's?

Work related MSD's occur from repeated overexertion, exposure to repetitive, forceful and or awkward tasks not associated with one specific event and include illnesses and injuries to:

- nerves
- tendons
- muscles and
- supporting structures of the hands, wrists, elbows, shoulders, neck and low back

There are a number of things that can contribute to MSD's. MSD's develop gradually from repeated stress to a particular body part and are also called "overuse" or "wear-and-tear" repetitive strain disorders.

Ergonomics Impact and Cost

"Of the reported 1.5 million workplace related injuries per year, about half (50%) are directly attributed to ergonomic related injuries..."

U.S. Department of Labor

"The costs of ergonomic related injuries and their related impacts to U.S. businesses are estimated to exceed \$120 billion per year."

National Safety Council

If ergonomics is neglected in the workplace, it could lead down a path to injuries, absenteeism, high turnover rates, a reduction in product quality and ultimately an increase in costs to the employer.

Module 3 –Avoiding Injuries Using Ergonomics – Session 1: Using Ergonomics

The goal of a good ergonomics program and work design is to:

1. help improve worker comfort, health and safety
2. prevent repetitive strain injuries which can develop over time
3. reduce the number and severity of work-related MSDs

Many jobs are physically demanding and can create added discomfort and strain the body.

When attempting to prevent MSD's , it is important to understand the risk factors associated with ergonomics.

Many job tasks involve risk factors, including:

1. Force
 2. Repetition
 3. Posture (awkward and static)
 4. Vibration and
 5. Contact Stress
- All risk factors have been identified as increasing the risk of incurring an injury or illness
 - Excessive exposure to these risk factors can lead to MSD's

Module 3 –Avoiding Injuries Using Ergonomics – Session 1: Using Ergonomics

a. Force

Jobs tasks that require force (that do not cause immediate injury) put higher loads on the joints and connective tissues. Force is an ergonomic stressor caused by lifting, pushing, pulling, grasping and pinching items in the work environment. Lifting heavy objects high, outside a person’s normal range of reach, places force on the back as well as the neck and shoulders. Force is often required to handle and control equipment, tools, raw materials and finished products. Tasks that require forceful exertions that don’t result in acute injury place higher loads on the joints and connective tissues. Prolonged or recurrent exertions of this type can cause feelings of fatigue and may lead to musculoskeletal problems when there isn’t adequate time for rest or recovery.

For example, force required to make a particular cut either with a knife or scissors, can contribute to MSD’s. Increasing the applied force increases muscle effort, decreases circulation to the muscles and causes greater muscle fatigue. Effort required to make a particular cut, either with a knife or scissors, can depend upon the sharpness of the tool. A dull instrument requires more force or exertion. Forceful gripping may cause pressure on nerves from muscles or tendons, as may repeated movement. Hand and arm motions may include grasping, turning, applying pressure and pinching. These movements frequently result in stressful hand and wrist positions. Compression or pressure to nerves (and blood vessels) can also occur when tool handles are squeezed in the palm.

Module 3 –Avoiding Injuries Using Ergonomics – Session 1: Using Ergonomics

b. Repetition

Job tasks that require repetitive motion can, over time cause fatigue in the connective tissues and wear them out. Repetition involves performing the same motion or series of motions repeatedly as well as frequently. Effects of repetitive motions from performing the same work activities increase when awkward postures and forceful exertions are involved. The longer the period of continuous work, the longer the necessary recovery or rest time required.

c. Posture

There are postures that our joints can absorb more easily than others. The closer to the extreme of a joint's range of movement, the less capable the joint is and the more susceptible to injury. An extreme posture can cause stress in the joints reducing the blood flow. Body postures that deviate from normal resting or neutral positions place unnecessary stress on muscles, tendons and bones are referred to awkward.

Awkward postures include reaching above shoulder height, kneeling, bending the head over to look in hard-to-see areas, improper cutting and twisting the body while lifting. Awkward hand motions are sometimes used to separate meat from chicken bones. One hand may hold meat while the other hand is holding the knife to make a specific cut. Static postures are those held for a long period of time that can place stress on the body, particularly if the posture is awkward. Static postures can accelerate the development of fatigue and discomfort.

Module 3 –Avoiding Injuries Using Ergonomics – Session 1: Using Ergonomics

4 .Vibration

The body experiences stress when using vibrating objects such as tools or while standing on a vibrating platform. Vibration can lead to reduced blood flow to the exposed body part causing stiffness and numbness in the affected area. Vibration is the physical exposure to tools or machinery that moves back and forth really fast. Standing on a vibrating platform can lead to digestive and back disorders.

5. Contact Stress

Contact stress occurs with physical contact between the body and sharp or blunt edges of tools, equipment and products. This is a dynamic force applied to the body, like when you use a hammer. The body responds to impact stress by limiting blood flow to the exposed body part.

Other Factors

In addition to the factors listed above, other factors in poultry processing such as gloves and temperature are as important. Working with gloves that fit too tight restricts the blood flow to the fingers and causes numbness in the fingers; in addition, working with gloves that are too big limit dexterity and makes gripping more difficult. Gloves also increase the amount of force that a worker must exert in order to handle objects.

In some processing areas, poultry products must be kept at or below 40 degrees. Exposure to temperatures below 40 degrees F for more than two hours can limit blood flow to the extremities, which can cause numbness and in the hands and fingers and reduce grip strength. PPE, such as rubber aprons and gloves, are recommended for these types of work areas.

Module 3 –Avoiding Injuries Using Ergonomics – Session 1: Using Ergonomics

INDIVIDUAL ACTIVITY - Check for Understanding - 10-15 minutes

Participants will identify and raise awareness of health and safety risks in the workplace by engaging in a body mapping activity. Body mapping involves workers identifying their own work-related injuries and illnesses by indicating (representing injuries, illnesses, and stresses) on a drawing of a body. Body mapping is a tool that can be used by employers and workers to identify any reoccurring injuries and help develop priorities for hazard prevention and correction.

Body mapping involves workers identifying their own work-related injuries and illnesses by placing indicators on a drawing of a body.

HANDOUT – “Body Mapping Activity”

Give participants the [Body Mapping Activity](#) handout and ask them to remember specific and personal work-related injuries, illnesses and stresses from the past or present. Participants can work individually or in pairs to show on the body map parts of their body that have been affected.

Module 3 –Avoiding Injuries Using Ergonomics – Session 1: Using Ergonomics

Prevention

- When your body is under too much strain it will let you know.
- Effective treatment of pain and strain requires paying attention to early warning signs.

Early warning signs of strain include:

- ✓ Swelling
- ✓ Numbness
- ✓ Tingling
- ✓ Discomfort
- ✓ Burning Sensations
- ✓ Irritation
- ✓ Insomnia
- ✓ Stiffness

You can experience these early warning signs in your back, neck, shoulder, elbows, forearms, wrists and hands. Using the debone work area as an example, these different body parts performing varied work functions can experience or be subjected to various ergonomic stress factors.

Module 3 –Avoiding Injuries Using Ergonomics – Session 1: Using Ergonomics

Back

There are several examples of back stressors. For instance, a person in the position of loader bends over repeatedly to remove product from a bin and is engaged in repetition causing stress on the back. Workers on the processing line cannot leave their station and after standing for long periods of time can experience static force. Workers engaged in cutting and pulling meat from the bone have to do so at high rates of speed. Failure to keep up can result in chasing product down the line taking the worker out of their own space. This twisting puts your body in an awkward position and can cause not only injury to you, but to others.

Preventive measures that can be used to take some of the added pressure off the back are wearing insoles, putting down an ergo mat, changing stance, shifting weight, and wearing proper footwear. In addition, engaging proper work practices (cutting and pulling techniques) pre-shift and periodic upper body/back/neck exercises, and keeping work tools (scissors and knives) sharp help a worker keep pace and avoid unnecessary twisting.

Neck and Shoulder

A person's stature is a consideration when working on the processing line. A person who is too tall often stoops over. The static force caused by bending over not only causes pressure on the back, but neck as well. Persons who are short tend to engage in improper reaching. The improper reaching takes a worker out of the normal body range and causes undue pressure on neck and shoulders. A worker in a position where what they do affects the person beside them, as in a poultry processing line, must be much focused, staying on task. This intense concentration can often result in a worker having their head bent over for extended periods of time.

Module 3 –Avoiding Injuries Using Ergonomics – Session 1: Using Ergonomics

Elbows

Workers who engage in what sometimes is referred to as the “lazy cut” are workers who attempt to make cuts while propping on their elbows. Not only is this an improper work practice, it puts pressure on the nerve in the elbow, leading to increase risk of injury, i.e., tennis elbow.

When handling and reaching for product the elbows should be kept close to the torso. Repetitive, elevated reaches when loading or lifting product causes stress to the elbow and should also be avoided.

Forearms, Wrists, and Hands

Different products (leg, thigh, breast, and wing) require different cuts and some cuts are right to left, others left to right. Using in-line knives can force a worker to bend their wrist in order to exert the force needed to control the knife. In addition, improper cutting methods and dull knives can place added pressure from undue force on the forearms, wrists and hands. Also, scissors can rub on the sides of fingers, causing pressure and compression to nerves of the fingers.

As previously noted, sharper knives reduce the force needed to make a cut. Good knife steeling equipment should be readily available for each worker required to use a knife. Bent handle knives to allow cuts to be made with straight wrists is another control.

To help avoid and prevent MSD’s, report early warning signs and pain to your supervisor as soon as it occurs.

Module 3 –Avoiding Injuries Using Ergonomics – Session 1: Using Ergonomics

INDIVIDUAL ACTIVITY – “ErgoAid”- 5-10 minutes

HANDOUT – Ergonomics Exercise Aid “ErgoAid”

VIDEO – “Ergonomic Exercises”

In addition to the preventive measures mentioned above, warm-up exercises and stretch breaks can also help relieve pressure, reduce pain and prevent injuries. Using the [excerpt](#) “ErgoAid” from *A Guide to Safe Work Practices in the Poultry Processing Industry* from the North Carolina Department of Labor Occupational Safety and Health Division, model some exercises that workers might try. Show **video** on “Ergonomic Exercises” and give participants an opportunity to demonstrate the exercises with the video.

Ergonomic Solutions

Ergonomic solutions for poultry processing include:

- engineering changes to workstations and equipment
- work practices
- personal protective equipment (PPE)
- administrative actions

Administrative solutions can be used to reduce the duration, frequency, and degree of exposure to risk factors and include:

- Job rotation
- Conditioning, or break-in period for new employees
- Cross-training employees
- Preventive maintenance on equipment

Module 3 –Avoiding Injuries Using Ergonomics – Session 1: Using Ergonomics

Ergonomic Training

Recommended Training

- Care and use of knives
- Use of special tools and devices
- Use of safety equipment
- Use of personal protective equipment (PPE) related to MSD prevention (such as the proper fit of gloves)
- Use of proper lifting techniques and lifting devices

Module 3 –Avoiding Injuries Using Ergonomics – Session 1: Using Ergonomics

Review Questions

1. The ergonomic factor experienced when performing the same motion or series of motions repeatedly and frequently is:
 - A. Force
 - B. Repetition**
 - C. Contact stress
 - D. Vibration
2. The ergonomic factor experienced when engaging in tasks that require exertions and result in pressure on joints is:
 - A. Vibration
 - B. Repetition
 - C. Force**
 - D. Contact stress
3. What are early warning signs that your body may be under too much pressure or strain?

<u>A. Swelling</u>	E. Burning sensations	I. None of the above
B. Irritation	F. Insomnia	<u>J. All the above</u>
C. Stiffness	G. Numbness	
D. Tingling	H. Discomfort	
4. The science of fitting the work to the worker is called **Ergonomics**.
5. MSD's is short for **Musculoskeletal Disorders**

7. Module 4 – Preventing Slips, Trips and Falls



Module 4 – Preventing Slips, Trips and Falls, consists of two sessions.

- **Session 1: Causes of Slips, Trips and Falls**
- **Session 2: Preventing Slips, Trips and Falls**

GROUP ACTIVITY - (Ice Breaker) (groups of 3-5 participants) 5-10 minutes

Divide class into groups of 3-5 participants. Ask participants to introduce themselves to the other group members - name, where they work and their job. Ask each group to select one activity to complete: select #1, #2, #3 or #4. #1. Identify several slip, trip or fall hazardous conditions they have observed in their workplace #2. Identify several accidents and related injuries they have seen resulting from slips, trips or falls #3. Identify several behaviors they have observed that could have resulted in a slips, trips or falls, OR Answer the question: “Are all slips, trips and falls preventable” - yes or no? - and why or why not?

Ask for a volunteer representative to share their group information with the class.

Module 4 –Preventing Slips, Trips and Falls - Session: 1. Causes of Slips, Trips and Falls

LEARNING OBJECTIVES: Module 4 – Preventing Slips, Trips and Falls

- Slip, Trip and Fall Statistics and Costs
- Injuries resulting from Slips, Trips and Falls
- Definitions of Slips, Trips and Falls
- Causes of Slips, Trips and Falls
- 3 Steps for Preventing Slips, Trips and Falls
- Behaviors for Preventing Slips, Trips and Falls

Why is STF Training Needed?

According to the U. S. Department of Labor, slips, trips, and falls constitute the majority of general industry mishaps. This particular category of mishaps causes 15 percent of all accidental deaths and is second only to motor vehicles as a cause of fatalities.

Likewise in covered state agencies, slips, trips, and falls are among the most frequent type of reported injuries and have so far averaged approximately 25 percent of reported claims in any given fiscal year. Based on in-depth investigations and detailed analysis of reported claims, many of them could have been prevented. In this presentation, we will discuss the circumstances surrounding these types of mishaps and recommend preventive practices to reduce or significantly mitigate the number and seriousness of injuries from slips, trips, and falls.

Why is fall protection important?

Falls are among the most common causes of serious work related injuries and deaths. Employers must set up the work place to prevent employees from falling off of overhead platforms, elevated work stations or into holes in the floor and walls.

Module 4 –Preventing Slips, Trips and Falls - Session: 1. Causes of Slips, Trips and Falls

Slips and Falls

Floors and work areas in poultry processing will be wet because of the wet process and frequent cleaning required for sanitary reasons. Similarly, grease or fat from the birds will make floors and work areas slippery. Standing and walking in work areas with slippery floors increases the potential for slips and falls.

Preventive Measures

Good drainage is essential for work areas where there is wet processing. Boots and nonskid soles and floor mats with nonskid surfaces can be used to reduce the potential for slips and falls. Routinely scheduled cleaning during the work shift helps maintain a sanitary work environment and reduces the buildup of grease and fat. Aisles and passageways where mechanical handling equipment is used should be clearly marked and be of sufficient size for safe clearance.

Module 4 –Preventing Slips, Trips and Falls - Session: 1. Causes of Slips, Trips and Falls

OSHA standards applying to Slips, Trips and Falls

- Special standards have not been adopted for the poultry industry.
- Workers in the poultry industry are protected by the act and by general and specific occupational safety and health standards, such as the General Duty Clause and the following:
 - 29 CFR 1910 Subpart D
 - 29 CFR 1910.22—Walking/Working Surfaces—This standard covers floor conditions, including wet surfaces

Statistics – Slips, Trips, Falls

According to the U. S. Department of Labor, *Slips, Trips, and Falls* make up the majority of general industry accidents.

- 15% of accidental deaths are caused by *Slips, Trips and Falls*
- 15% to 20% of all workers compensation costs are due to *Slips, Trips and Falls*

Costs – to the Worker

- Lost wages & out-of-pocket expenses
- Pain
- Temporary or permanent disability
- Reduced quality of life
- Depression
- Death

Costs – to the Employer

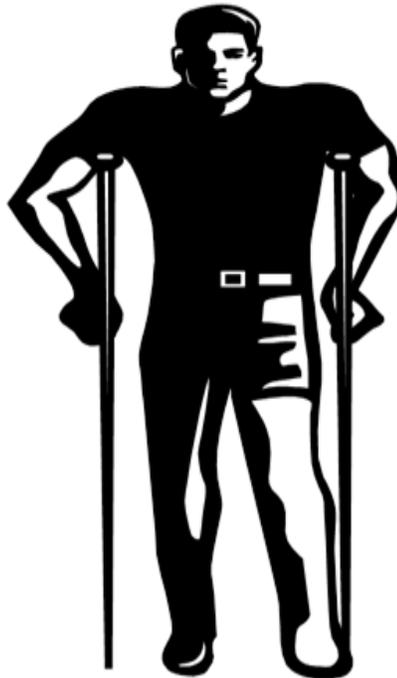
- Loss of productivity & business
- Increased industrial insurance premiums
- Costs associated with training replacement worker



Module 4 –*Preventing Slips, Trips and Falls* - Session: 1. Causes of Slips, Trips and Falls

Injuries – Slips, Trips, Falls

- Sprains & strains
- Bruises & contusions
- Fractures
- Abrasions & lacerations



Module 4 –Preventing Slips, Trips and Falls - Session: 1. Causes of Slips, Trips and Falls

Definitions -



✓ Slips

- Slips occur when there is too little friction or traction between your feet (footwear) and the walking or working surface, and you lose your balance ..
- Slips can result in falls

✓ Trips

- Trips occur when your foot (or lower leg) hits an object and your upper body continues moving, throwing you off balance.

or

- When you step down to a lower surface and lose your balance.

✓ Falls

- Falls occur when you are too far off your center of balance – either at the same level or a lower level.

Module 4 –Preventing Slips, Trips and Falls - Session: 1. Causes of Slips, Trips and Falls

Causes - Slips

- By understanding causes of slips, trips, and falls, you can learn to identify and prevent needless and painful injuries.

1. Items of the floors or walking Surfaces

- Product
- Ice
- Fat
- Feathers
- Cardboard
- Plastic
- Water

2. Walking from one surface onto another

- Tile to vinyl
- Carpet to vinyl
- Concrete to tile

3. Sloped Walking surfaces

4. Loose rugs or floor mats

5. Ramps without slip resistant surfaces

6. Climbing up and down ladders

7. Boots and shoes with wet, greasy or oily soles

8. Walking from one area to another - from processing area to cooler or freezer

9. Climbing on and off trucks, trailers and forklifts

Module 4 –Preventing Slips, Trips and Falls - Session: 1. Causes of Slips, Trips and Falls

Causes - Slips

10. Weather hazards – rain, sleet, ice, snow, hail, frost

11. Improper or worn out foot wear

Causes – Trips, Falls

1. Items and obstacles in or across aisles and walkways

- Wash down hoses
- Pallets
- Employee stands
- Electrical cords
- Pallet jacks
- Boxes

2. Changes in elevation or levels

- Steps
- Stands
- Ramps

3. Rumpled or rolled up floor mats or carpet

Module 4 – Preventing Slips, Trips and Falls - Session: 2. Preventing Slips, Trips and Falls

Causes – Trips, Falls – continued

4.. Steps

- Damaged
- Uneven or irregular

5. Uneven surfaces

6. Floor drain covers - missing or not properly in place

Unsafe Conditions Causing - Slips, Trips and Falls

- Poor lighting
- Glare
- Shadows
- Bulky PPE
- Improper footwear
- Excess noise or temperature
- Fog or misty conditions
- Poor housekeeping
- Improper cleaning methods & products
- Inadequate or missing signage

Module 4 –Preventing Slips, Trips and Falls - Session: 1. Causes of Slips, Trips and Falls

Unsafe Behaviors Causing - Slips, Trips and Falls

- Carrying or moving cumbersome objects or simply too many objects at one time
- Not paying attention to surroundings or walking distracted
- Taking shortcuts – not using designated walkways
- Being in a hurry and rushing
- Not observing posted signage
- Entering unauthorized or restricted areas



Module 4 –Preventing Slips, Trips and Falls - Session: 1. Causes of Slips, Trips and Falls

GROUP ACTIVITY - Check for Understanding (groups of 3-5 participants) 10-15 minutes

Divide class into groups of 3-5 participants. Using the information just presented on the causes of slips, trips and falls, as it relates to their plant, ask them to identify:

1. UNSAFE CONDITIONS and

2. UNSAFE BEHAVIORS

that can cause SLIPS, TRIPS and FALLS.

Have a representative from each group share with the class the unsafe conditions and unsafe behaviors identified by their group.

INDIVIDUAL ACTIVITY – Check for Understanding

Review several slides depicting unsafe conditions and unsafe behaviors and encouraging participation, ask the participants “what’s wrong with this picture”. Engage the class in a discussion to reinforce understanding and awareness of unsafe conditions.

Module 4 – Preventing Slips, Trips and Falls - Session: 2. Preventing Slips, Trips and Falls

Don't SLIP up on Safety - Don't FALL for Hazards!

There's a way to PREVENT every slip, trip, and fall.

Now that the participants understand causes of Slips, Trips, and Falls, they are ready to learn how they can prevent needless and painful injuries by

Preventing Slips, Trips and Falls

ALL SLIPS, TRIPS AND FALLS ARE PREVENTABLE!!

3 STEPS FOR PREVENTING - SLIPS, TRIPS, FALLS

Step #1 – Recognize

Step #2 – Evaluate

Step #3 – Control

Behaviors for preventing Slips, Trips and Falls

- Do not hurry – give yourself enough time
- Watch where you are walking
- Walk - do not run
- Stay alert at all times
- Extra care when carrying objects
- Keep safety glasses clean
- Be aware of work stand heights, positions and levels
- Pay attention to work environmental conditions



Module 4 – Preventing Slips, Trips and Falls - Session: 2. Preventing Slips, Trips and Falls



Behaviors for preventing Slips, Trips and Falls - continued

- Use handrails when using stairs when going up and down
- Do not rush and skip steps
- Walk carefully when walking from one surface to another and adjust your pace
- Walk slow and take small steps if surface is uneven, at an angle or slippery

Module 4 – *Preventing Slips, Trips and Falls* - Session: 2. Preventing Slips, Trips and Falls

Wearing proper foot wear can help prevent Slips, Trips and Falls.

- Footwear should fit snugly and comfortably
- Wear slip-resistant footwear with good tread
- Keep your footwear clean and in good condition at all times
- Inspect regularly for any damage and replace worn or defective footwear
- Replace footwear before soles become worn smooth



Module 4 – Preventing Slips, Trips and Falls - Session: 2. Preventing Slips, Trips and Falls

Maintain good housekeeping for preventing Slips, Trips and Falls

- Clean up spills immediately
- Mark spills and wet areas
- Mop or sweep debris from floor
- Rugs and mats not bunched up
- Keep walkways, aisles and stairs clear
- Roll up wash down hoses immediately after use

Portable Ladders

- Do not jump off ladder – step down carefully
- Face ladder at all times
- Stepladders 20' maximum
- Ladders and safety feet in good condition
- Ladders inspected frequently
- Ladders with defects withdrawn from service for repair or destruction and tagged or marked as "Dangerous, Do Not Use."

- Tops of ordinary types of step ladders shall never be used as steps
- Have a good hand hold before stepping up or down
- Ladders not placed in front of doors unless door is blocked open, locked or guarded

Module 4 – Preventing Slips, Trips and Falls - Session: 2. Preventing Slips, Trips and Falls

CONTROLLING UNSAFE CONDITIONS

If you cannot fix the unsafe condition yourself then:

1. Immediately report all unsafe conditions to your supervisor or manager
2. Alert or warn others in the area
 - Mark the area or stay there until help arrives
3. Unsafe conditions not fixed in a timely manner
 - Notify the Plant Safety Officer

Reinforce Safe Behaviors:



Module 4 – Preventing Slips, Trips and Falls - Session: 2. Preventing Slips, Trips and Falls

GROUP ACTIVITY - Check for Understanding (groups of 3-5 participants) 10-15 minutes

Ask the participants to Practice the 3 Steps for Preventing Slips, Trips and Falls By Identifying Ways To:

Step # 1. RECOGNIZE

Step # 2. EVALUATE

Step # 3. CONTROL

UNSAFE CONDITIONS and BEHAVIORS

Ask for volunteers to share their group information with the participants.

GROUP DISCUSSION

Lead and engage the participants in a discussion

- Participants take hundreds of steps every day, but how many of those steps do they take seriously?
- Why do you think all Slips, Trips and Falls are Preventable?

DON'T BECOME A STATISTIC!

All Accidents

Are PREVENTABLE!

Falling Properly

If you do fall, you can reduce the chance of serious injury if you:

1. Bend your elbows and knees and use your legs and arms to help absorb the fall
2. Get medical attention after the fall to treat anything torn, sprained or broken
3. Roll with the fall; don't reach out and let your body crumple and roll.

Module 4 – Preventing Slips, Trips and Falls - Session: 2. Preventing Slips, Trips and Falls

REVIEW - LEARNING OBJECTIVES

1. What ____% of accidental deaths are due to Slip, Trips and Falls? **Answer - 15%**
2. What are some of the costs of Slips, Trips and Falls to:
 - Employer – loss of production and business, higher insurance costs, training replacement workers
 - Employee – lost wages, pain, disability, reduced quality of life, depression, death
2. Name some injuries resulting from Slips, Trips and Falls? Sprains and strains, bruises and contusions, fractures, abrasions and lacerations
3. All Slips, Trips and Falls are Preventable – **True** or False? Why?
4. All Slips, Trips and Falls can be Prevented by Controlling unsafe:
 - ACTS and
 - CONDITIONS
5. 3 Steps for Preventing Slips, Trips and Falls are:
 1. Recognize 2. Evaluate 3. Control **True** or False?
6. Wearing proper footwear will help prevent Slips, Trips and Falls. **True** or False?
7. You can use the top step of a step ladder if you are in a hurry. True or **False**?

QUESTIONS???

RESOURCES FOR MORE INFO ON SLIPS, TRIPS, FALLS

- https://www.osha.gov/dte/grant_materials/fy06/46e0-ht10-06.html
- National Safety Council

Material Resources
For The
TRAINERS GUIDE
Safe and Secure
Safety Training Series

1. Poultry Processing Industry eTool (<http://www.osha.gov/SLTC/etools/poultry/>)
2. North Carolina Department of Labor Occupational Safety and Health Division, A Guide to Safe Work Practices in the Poultry Processing Industry
3. <http://www.oshainfo.gatech.edu/ergo-training/trainer.html>
4. United Food and Commercial Workers International Union, A Safety Committee Guide for the Workplace, www.ufcw.org.
5. OSHA 29 CFR 1910. 21(b)(8) – General Descriptions and Definitions
[www.osha.gov/pls/oshaweb/owadisp.show_document?p_table=STANDARDS&p_id=9713&p_text_version=FALSE#1910.21\(b\)\(8\)](http://www.osha.gov/pls/oshaweb/owadisp.show_document?p_table=STANDARDS&p_id=9713&p_text_version=FALSE#1910.21(b)(8))
6. OSHA 29 CFR 1910.24 – Fixed Industrial Stairs
www.osha.gov/pls/oshaweb/owadisp.show_document?p_table=STANDARDS&p_id=9716&p_text_version=FALSE
7. https://www.osha.gov/dte/grant_materials/fy06/46e0-ht10-06.html
8. *National Safety Council: PowerPoint, Module 3 Evaluating Slip, Trip and Fall Hazards*
9. *Washington State Department of Labor and Industries: PowerPoint May, 2010 - Slips, Trips and Falls Module 1 and Module 2*

Disclaimer

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