

How to Build a Safe Working Environment¹

WORKSHOP PROPOSAL

December 19, 2014

CASA Latina

The contact information for CASA Latina is redacted with two black rectangular boxes. The first box covers the address and phone number, and the second box covers the email address.

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Workshop Summary

Workshop Length: Approximately 2.5 hours

Intended Audience: CASA Latina participants—day laborers with varying degrees of experience and knowledge of OSHA rights and responsibilities

Workshop Location: CASA Latina Day Worker Center

Learning Objectives:

1. How to prevent workplace hazards
2. Workers' rights to a safe work environment
3. How to report dangerous working environments and incidents

Equipment & Materials Required:

Technology: Computer with speakers, projector

Tools for activities: Paint brush, respirator with cartridges, Dust mask, safety glasses, regular (unsafe) glasses

Miscellaneous: Whiteboard with markers
Poster-board paper and markers
Pre- and post-evaluation questions
One red and one green card for each participant
Large, laminated OSHA complaint form (online version)
Large, laminated LnI *Presuntos riesgos de salud y seguridad* form

Itinerary

1. INTRODUCTION

1.1 Opening

Activity Duration: 5 minutes

Purpose:

- Welcome participants
- Introduce workshop objectives
- Brief explanation of what OSHA is and who it helps

Materials: - Poster-board paper and markers

Procedure:

1.1.1 Facilitators give a brief welcome and introduction of themselves.

Facilitators introduce the workshop objectives (See Workshop Summary) and the outline for the presentation.

Facilitators explain that OSHA stands for Occupational Safety and Health Administrator. Some states have their own occupational safety and health (OSH) programs, as in Washington State. Jurisdiction will vary, but generally OSH programs do not cover the self-employed.

1.2 Icebreaker Activity: Workplace Dangers

Activity Duration: 10 minutes

Purpose:

- Create a relaxed and comfortable learning environment
- Connect participants' personal experiences with the topic and refresh their memories

Materials: -An old paintbrush to toss

- Whiteboard and markers

Procedure:

1.2.1 Facilitators demonstrate lightly tossing a paintbrush between each other. The one who catches the paintbrush must 1) give their name and 2) one area he or she has worked. Additionally, 3) they provide one danger of this field of work.

The workers are to pass the brush among each other until everyone has shared one danger, with no repeats allowed.

One of the facilitators is to write these dangers on the whiteboard. He or she is to leave the answers up where everyone can see. Do not erase these answers because they will be used later.

1.3 Participation Agreements

Activity Duration: 5 minutes

Purpose: - The participants are to take responsibility for the conduct of their shared space through agreements on behavioral norms.

Materials: -Poster-board paper and markers

Procedure:

The facilitator is to give a brief explanation of popular education, and the importance of the workers making their own rules. These rules may be proposed by anyone, but must be agreed upon before beginning the workshop.

Example topics may include cell phone calls, mutual respect when others are speaking, and cleaning up chairs after the meeting.

Facilitator is to write these on a poster-board paper once agreed upon, and to put it somewhere where everyone can see it.

2. PRE-EVALUATION

2.1 YES/NO questionnaire

True/False Total Physical Response Activity

Activity duration: 15 minutes

Purpose:

- Activate and evaluate workers' previous knowledge of the subject
- Familiarize workers with the topics that will be covered in the workshop
- Promote teamwork and a comfortable learning environment

Materials:

- True/False questions and answer key for facilitator
- The classroom must somehow be divided into two sides.

Procedure:

2.1.1 Participants are to stand up and move chairs out of the way. Facilitators designate one side of the room as "true" and the other side as "false."

One facilitator reads through the questions while the other record numbers for evaluation purposes

Participants are to answer the following questions to the best of their knowledge. After each question the facilitator asking the questions is to give the answer, and ask one person who answered it correctly to explain why they gave the answer they did.

*Change: After piloting the workshop, we decided to use a simple YES or NO questionnaire that all participants have to fill out. The facilitator is reading each question out loud in order to help workers who might have some difficulties to read. The participants only have to circle the correct YES or NO for each question.

2.1.2 Questions: (See 1.Evaluation Materials & OSHA Fact Sheet appendix for questions)

3. IDENTIFYING DANGER & IMPLEMENTING PREVENTION

3.1 Transition

Procedure:

3.1.1 The facilitators are to draw the participants' attention to the list of dangers made during the icebreaker activity and explain that this section will help us avoid these dangers and create a safe working environment.

3.2 Fall Protection

Activity duration: 15 minutes

Purpose: -Give a real-world example of how falls can occur in the workplace
 - Use video to encourage group discussion

Materials: - Computer with projector
 - Personal Protective Equipment: harness

Procedure:

3.2.1 One of the facilitators is to show the following video:
http://www.youtube.com/watch?v=Nd9RWLvcpUE&list=PLD907B017708CA010&index=20&feature=plpp_video

3.2.2 After the video, the facilitators are to foster a group discussion by asking, "What could the construction worker have done differently?"

Some of the possible answers are that the worker could have asked his supervisor for better equipment before starting the job, the worker could have avoided standing on the top rung of a ladder, the worker could have asked for stands with railings, and that worker could have used a harness.

The facilitators are to show and pass around a harness that would be appropriate for this kind of work.

3.2.3 The facilitators are to continue the discussion by asking, "Where else can we try to prevent falls in the workplace?"

Examples of these may include ladders when painting or openings in the floor with construction projects.

3.3 Eye Protection

Activity Duration: 15 minutes

Purpose:

- Teach participants the importance of correct eye protection. Not all eye protection is equal.
- Impress upon the participants the importance of persistence when an employer fails to provide correct safety equipment
- Include participant participation through tactile learning

Materials:

- Normal glasses or unsafe "safety" glasses
- Correct safety glasses or goggles

Procedure:

3.3.1 Facilitators announce that they need two volunteers for a short skit.

The crowd is to make noise or say a certain word (determined by facilitators) when something is *incorrect*, then the skit pauses and a discussion about what was wrong is had between the participants and facilitators. This may be something the employer or the worker did incorrectly.

(See "3. Skit Information: Demolition Work & Eye Protection" in the Appendices section for skit details).

3.3.2 The facilitators are to pass around the unsafe "safety" glasses and the correct safety glasses to the participants. As the participants pass these around they are to discuss what is wrong or right with each one.

3.4 Respirators as Preventative Equipment

Activity Duration: 15 minutes

Purpose:

- Make known to participants that the positive effects of using respirators outweigh the inconveniences of not using them
- Provide tactile and visual comparisons of different kinds of lung protection

Materials:

- Two respirators with cartridges
- Two dust masks

Procedure:

3.4.1 Facilitator to ask, "What are the risks of harmful fumes, excessive dust, etc.?" Some of the answers may include that these can damage the lungs with harmful gases and lead to chronic breathing problems.

3.4.2 One of the facilitators asks for two volunteers and gives one a respirator and the other a dust mask. These volunteer are to put these on and demonstrate the weak points of each.

The facilitators are to the pass around both masks to the rest of the group, and add any additional information.

3.4.3 One of the facilitators is to briefly show how to change the filters or cartridges on the respirators, and why it is important to change these out.

4. THE RIGHT TO A SAFE WORKPLACE & WHISTLE BLOWING

4.1 *What are Your Rights?*

Activity duration: 15 minutes

Purpose: - Participants to learn their basic rights as workers
 -Participants to explain these rights using personal experience

Materials: - List of workers' rights

Procedure:

4.1.1 Facilitator is to count off participants from one to seven. Each participant is to find those others with their same number, making seven small groups.

4.1.2 Each group is to make a two minute presentation focusing on one of the seven rights listed below. These presentations should spend one minute explaining what this looks like done correctly and one minute showing it done incorrectly. Participants have five minutes to prepare these presentations.

*These may be presented in the form of a skit or simply explained in an informal manner, depending on the willingness of the participants to participate.

4.1.3 Rights of workers:

a. The right to request information from an employer about preexisting health and safety dangers.

- b. The right to receive adequate training and safety information in a language that the Worker understands.
- c. The right to inform a qualified supervisor about danger.
- d. The right to request that OSHA inspect a workplace for hazards.
- e. Minimum wage in Washington state is \$9.47/hour (2015).
- f. Overtime is calculated after 40 hours/week and pays time-and-a-half.
- g. An employer *must* at least pay Worker on a regular established payday every month.

4.2 Why Should we Report Workplace Hazards?

Activity duration: 5 minutes

Purpose: -Briefly review the importance of reporting workplace hazards
 -Use discussion to foster the realization of how this topic relates to the participants' lives.

Materials: -Computer and projector (Optional)

Procedure:

4.2.1 Facilitator opens discussion by asking the question, "Why should we report workplace hazards?" Among the answers should be the fact that it creates safer working environments.

Also, participants should mention (and if not, the facilitator should explain) that it's the law. The OSH Act of 1970 states that it is an employer's responsibility to provide a workplace free of hazards, and a place where workers are free to file complaints, ask for or participate in inspections, view exposure or injury records, and raise complaints to their employer

4.2.2 Facilitator to ask, "What keeps us from exercising our rights?"

Among the answers, not knowing the rights and fear of discrimination may be brought up. One of the facilitators should mention that whistleblowers are protected against: firing, blacklisting, demoting, denying overtime or promotion, disciplining, denial of benefits, failure to hire or rehire, intimidation, making threats, reassignment affecting prospects for promotion, and reducing pay or hour.

5. HOW TO FILE COMPLAINTS WITH OSHA & LNI

5.1 OSHA Online: Prevention of Accidents & Discrimination

Activity duration: 11 minutes

Purpose: -Inform participants of various complaint options with OSHA
 -Give an example of how to file a complaint

Materials: - Large, laminated OSHA online complaint form
 - Erasable markers
 -Computer with projector

Procedure:

5.1.1 The facilitator should state and write clearly: In the case of discrimination, workers have a maximum of 30 days after the offense to file a complaint.

5.1.2 The facilitator should use the projector to show OSHA homepage in Spanish and teach the participants how to navigate the page. Facilitator writes URL on whiteboard. To find the PDF, access the following links "Derechos de los Trabajadores (Workers' rights)" → "Cómo presentar una queja (how to submit a complaint)" → "Opciones para presentar una queja (Options when submitting a complaint)" → "1. Por Internet (Through the internet)"

5.1.3 The facilitator is to fill out the OSHA online complaint form (laminated version) asking for brief examples from the participants' own lives.

5.2 OSHA by Phone: Prevention of Accidents & Discrimination

Activity duration: 4 minutes

Purpose: - Inform participants of various complaint options with OSHA
 - Provide participants with OSHA emergency telephone number

Materials: - Computer with projector
 - Participants to use their own pens and paper

Procedure:

5.2.1 A facilitator is to click on "3. Teléfono (Telephone)" and follow the link to the regional office #10 information. Workers should copy address and phone numbers provided on this page. (206) 757-6700 (Regional 10 Office), participants to ask for Spanish option

5.2.2 If further assistance is required, participants may call Casa Latina contact Veronique Facchinelli, Workforce Development Manager, at 206.956.0779 ext. 119.

***In case of emergency call: 1-800-321-OSHA**

5.3 Labor & Industries Online: After an Accident Occurs

Activity duration: 15 minutes

Purpose: -Provide participants with an option for after an incident has taken place

- Introduce participants to Labor & Industries
- Give participants experience with filling out complaint forms

- Materials:
- Computer with projector
 - Various large, laminated *Presuntos riesgos de salud y seguridad* PDF
 - Erasable markers

Procedure:

5.3.1 One of the facilitators is to show <http://lni.wa.gov/Spanish/> , on the projector, then ask for a volunteer to search for the form (if time allows).

If the volunteer needs help, it can be found by following the links: "Para Trabajadores (For workers)" → "Cómo someter una queja de seguridad en el lugar de trabajo (How to submit a workplace safety complaint)" → "Presuntos riesgos de salud y seguridad (Suspected health and safety risks)" → open PDF under "Título (Title)"

5.3.2 The participants are work together in small groups and appoint scribes to write the answers of the others on the laminated forms, with very minimal facilitator help.

5.3.3 The facilitators are to mention that if a worker is hospitalized by a work accident, the worker will be provided with an accident report form, where they should write the information of the company they are working for and their supervisor's information.

The facilitators may wish to say that this is one of the reasons it is important to find this information before starting a job.

5.4 If a worker is working directly for a homeowner

5.4.1 The facilitators are to briefly mention that in the case of an incident at a homeowner's home who does not have a business; Labor & Industries does not apply.

5.4.2 In this case the homeowner's insurance is responsible for any incidents. Labor & Industries acts like an industrial insurance that workers and employers have to pay into in order to receive its benefits.

6. POST-EVALUATION

6.1 Yes/NO questionnaire

Red Card/Green Card

Activity duration: 10 minutes

Purpose:

- Review materials covered in the workshop*
- Receive learning comprehension feedback to evaluate the workshop in comparison with the pre-evaluation*

Materials: *-One red and one green card for each participant*

Procedure:

6.1.1 Using the same questions as the pre-evaluation, one facilitator is to read off the questions, while the other records the data. The participants are to lift the red card to signify that they believe the statement is false, and a green card to signify that it is true.

This can be done with the participants' eyes closed if the facilitators wish.

**Change: after piloting the workshop, we decided to use the same form as the pre-evaluation, a simple YES or NO questionnaire that all participants have to fill out. The facilitator is reading each question out loud in order to help workers who might have some difficulties to read. The participants only have to circle the correct YES or NO for each question.*

7. WORKSHOP EVALUATION & CLOSING

7.1 Paintbrush Pass

Activity duration: 5 minutes

Purpose: -Close out the session and receive participant feedback for future workshops
 -Provide participants with hand-out fact sheets

Materials: -A paintbrush for tossing
 - Poster-sized paper and markers
 -A fact-sheet with the evaluation questions and answers, regional OSHA office information, and emergency phone numbers

Procedure:

7.1.1 The participants are to pass around a paintbrush and answer 1) one thing they learned in the workshop, 2) one thing they liked about the workshop, and 3) One thing they would change for next time.

The facilitators are to write the answers to numbers two and three on poster-sized paper.

7.1.2. The facilitators thank the participants for their time, and pass out the informational fact-sheet (Both appendices 1.1 and 1.2) to the participants as they leave.

Appendices

1. EVALUATION MATERIALS & OSHA FACT SHEET

1.1 Evaluation Questions

- a. A dust mask keeps out fumes as well as a respirator. (**NO**)

- b. It is the responsibility of the employer to provide painters with ladder safety training. (**YES**)

- c. Workers have the right to safety training in a language they understand. (**YES**)

- d. In Washington state, the minimum wage is \$9.47/hour. (**YES**)

- e. Labor & Industries deal with accidents after they have occurred. (**YES**)

- f. Filing a complaint with OSHA may be done only by mailing in a form. (**NO**, OSHA may be reached by mail, an online form, telephone, or a walk-in visit)

- g. Under OSHA's whistleblower protection, workers are protected against the refusal to be hired or rehired due to having reported a hazard in the workplace. (**YES**)

1.2 OSHA Fact Sheet

<https://www.osha.gov/>

Your rights:

- a. The right to request information from an employer about preexisting health and safety dangers.

- b. The right to receive adequate training and safety information in a language that the Worker understands.

- c. The right to inform a qualified supervisor about danger.

- d. The right to request that OSHA inspect a workplace for hazards.
- e. Minimum wage in Washington State is \$9.47/hour (2015)
- f. Overtime is calculated after 40 hours/week and pays time-and-a-half
- g. An employer *must* at least pay Worker on a regular established payday every month

OSHA Regional Office

300 Fifth Avenue, Suite 1280
Seattle, Washington 98104
(206) 757-6700
(206) 757-6705 FAX

In case of emergency call 1-800-321-OSHA

2. SKIT INFORMATION: DEMOLITION WORK & EYE PROTECTION

(a) The crowd is to make noise or say a certain word (determined by facilitators) when something is *incorrect*, then the skit pauses and a discussion about what was wrong is had between the participants and facilitators. This may be something the employer or the worker did incorrectly.

(b) In the skit a worker is doing demolition. He or she begins working without any protective glasses [here the crowd should make noise].

After working a little he realizes he will need eye protection. He asks his employer for protective glasses and the employer hands him glasses that do not protect the sides [make noise again].

The employer says, "Stop whining, you should be good now. Get back to work." The worker returns to work and gets a cement chip in his eye because he did not have the sides covered.

(c) The first time the crowd makes noise, it should happen because the worker is not wearing protective gear.

(d) The second time the crowd makes noise it should happen because the employer gave him or her unsafe equipment and force the worker to continue with the job anyway.

3. SUPPLEMENTARY WHISTLEBLOWER INFORMATION

***The following information has been copied from:**

<http://www.whistleblowers.gov/index.html>

OSHA's Whistleblower Protection Program enforces the whistleblower provisions of more than twenty whistleblower statutes protecting employees who report violations of various workplace safety [...] laws. Rights afforded by these whistleblower acts include, but are not limited to, worker participation in safety and health activities, reporting a work related injury, illness or fatality, or reporting a violation of the statutes.

Protection from discrimination means that an employer cannot retaliate by taking "adverse action" against workers, such as: Firing or laying off, blacklisting, demoting, denying overtime or promotion, disciplining, denial of benefits, failure to hire or rehire, intimidation, making threats, reassignment affecting prospects for promotion, reducing pay or hours.

The OSH Act prohibits employers from discriminating against their employees for exercising their rights under the OSH Act. These rights include filing an OSHA complaint, participating in an inspection or talking to an inspector, seeking access to employer exposure and injury records, and raising a safety or health complaint with the employer. If workers have been retaliated or discriminated against for exercising their rights, they must file a complaint with OSHA within 30 days of the alleged adverse action.

4. NEW REPORTING REQUIREMENTS STARTING JANUARY 1

***The following information has been provided by:** Heather Wanderski, Program Analyst, Office of Training Programs & Administration: OSHA Directorate of Training and Education

Beginning January 1, 2015, there will be a change to what covered employers are required to report to the Occupational Safety and Health Administration. **Employers will now be required to report all work-related fatalities within 8 hours and all in-patient hospitalizations, amputations, and losses of an eye within 24 hours of finding about the incident.**

Previously, employers were required to report all workplace fatalities and when three or more workers were hospitalized in the same incident.

The updated reporting requirements are not simply paperwork but have a life-saving purpose: they will enable employers and workers to prevent future injuries by identifying and eliminating the most serious workplace hazards.

Employers have three options for reporting these severe incidents to OSHA. They can call their [nearest area office](#) during normal business hours, call the 24-hour OSHA hotline at 1-800-321-OSHA (1-800-321-6742), or they can report online at www.osha.gov/report_online. For more information and resources, including a new [YouTube video](#), visit OSHA's [webpage](#) on the updated reporting requirements.

Starting January 1, 2015:

All employers * must report to OSHA:

- All work-related fatalities within 8 hours

Within 24 hours, all work-related:

- Inpatient hospitalizations
- Amputations
- Losses of an eye

*Employers under Federal OSHA's jurisdiction must begin reporting by January 1. Establishments in a state with a State run OSHA program should contact their state plan for the implementation date.

5. SOURCES

1.1.1 Source: <https://www.osha.gov/workers.html>

2.1.2 Sources: <https://www.osha.gov/workers.html>

<https://www.osha.gov/workers-spanish.html>

Plan de capacitación. This curriculum was developed by the Workers' Defense Project under the Susan Harwood Grant SH-23579-SH2. p. 33.

<http://www.lni.wa.gov/workplacerrights/wages/minimum/>

<http://www.lni.wa.gov/WorkplaceRights/Wages/Overtime/WhenApply/default.asp>

<http://www.lni.wa.gov/WorkplaceRights/Wages/PayReq/Wages/default.asp>

3.2.1

Video:

http://www.youtube.com/watch?v=Nd9RWLvcvUE&list=PLD907B017708CA010&index=20&feature=pp_video

3.2.2 Image: <http://elcosh.org/record/images/3852-p.jpg>

3.4.2 Images: <http://elcosh.org/record/images/146-p.jpg>

<http://elcosh.org/image/145/i001062/1062.html>

4.1.3 Sources: <https://www.osha.gov/workers.html>

<https://www.osha.gov/workers-spanish.html>

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<http://www.lni.wa.gov/WorkplaceRights/Wages/PayReq/Wages/default.asp>

4.2.1 Source: <http://www.whistleblowers.gov/>

4.2.2 Source: <http://www.whistleblowers.gov/>

5.1.3 Form: https://www.osha.gov/pls/osha7/eComplaintForm_sp.html

5.2.1 Source: <https://www.osha.gov/oshdir/r10.html>

5.3.1 Form: <http://lni.wa.gov/Spanish/>

5.3.4 Source: <http://www.whistleblowers.gov/index.html>

5.4 Source: Calls made to LnI on three occasions: (800) 547-8367 and (800) 547-8367: Option 2 for Spanish.

Participant Handout, Image: <https://www.osha.gov/dcsp/alliances/regional/reg5/julie-il.html>