

Workplace Safety *for* Day Laborers

FOUR-HOUR WORKSHOP

Instructor Manual

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Overview

Goals:

Day laborers will:

- Understand the concept of workplace safety
- Be able to identify the appropriate Personal Protective Equipment (PPE) for gardening, landscaping, painting and moving
- Be able to identify the 8 most common workplace hazards of day labor
- Understand how to enforce their rights to a safe workplace

Time: 4 hours

Target Group: Low-literate Spanish speaking immigrant workers who work as jacks-of-all trades – in gardening, painting, landscaping, moving, and construction

Recommended Number of Participants: 12- 20

Materials and supplies:

- Flip chart pages with workshop goals and workshop agenda
- Copies of the Pre-Evaluation and Post-Evaluation for every participant
- Pens for every participant
- Sample PPE including
 - Fall protection harness
 - Various types of work gloves, including light and heavy weight
 - Hard hats
 - Respirators
 - Dust masks
 - Goggles
 - Ear plugs
 - Work belts
 - Leather work boots
 - Rubber boots
 - Paper overalls
- Scenarios cut into slips of paper (see Appendix B)
- Focus 4 pp. 7, 9, 15, 11 (or laminated copies of Focus 4 PowerPoint)
- Laptop and projector
- Hazard Identification Focus 4 PowerPoint (included)
- Pre and Post Test PowerPoint (included)
- YouTube video, [A Life Changing Moment / Un Momento Puede Cambiar la Vida](#)

Sample Agenda

8:00 INTRODUCTION (20 minutes)

Welcome and Workshop Objectives	5 min
Pre-evaluation	5 min
Participant Introductions	10 min

8:20 PERSONAL PROTECTIVE EQUIPMENT (PPE) (1 hour 40 min)

Presentation of PPE 40 min

Exercise: Personal Protective Equipment (PPE) 1 hour

- Form groups (5 min)
- Instructions (5 min)
- Analyze in small groups (15 min)
- 5 minute Small Group Presentations (35 min)

10:00 BREAK 10 min

10:10 IDENTIFYING HAZARDS (50 minutes)

Exercise: Identifying Hazards

- Form groups (5 min)
- Instructions (5 min)
- Analyze in small groups (15 min)
- 5 minute Small Group Presentations (25 min)

11:00 BREAK 10 min

11:10 RIGHT TO A SAFE WORKPLACE 30 min

View video, [A Life Changing Moment / Un Momento Puede Cambiar la Vida](#) 20 min

Discussion 10 min

11:40 EVALUATION 20 min

Review (5 min)
Post Test (10 min)
Workshop Evaluation (5 min)

12:00 END

Workshop Instructions

INTRODUCTION (20 minutes)

Welcome and Workshop Objectives and Agenda	5 min
Pre-test	5 min
Participant Introductions	10 min

Goals:

Establish a friendly and trusting environment
Create clear expectations for the workshop
Collect baseline information on how much participants know about workplace safety

Materials:

Flipchart with the objectives
Flipchart with the agenda of the workshop
Copies of pre-evaluation forms
Projector and laptop
Pre and Post test PowerPoint
Pens

Procedure:

Activity #1 Welcome and Setting Expectations (5 min)

The facilitator welcomes participants and explains the goals of the workshop and the agenda. Ask if there are any subjects missing from the workshop that participants would like to cover.

Activity #2 Pre-evaluation (5 min)

The facilitator describes the purpose of the pre- and post- evaluation. The instructor shows the first slide of the Pre-and Post Test Evaluation PowerPoint to give instructions:

1. Write down name.
2. Mark with an X three images that demonstrate the correct use of PPE (Personal Protection Equipment)

Activity #3 – Participant Introductions (10 min)

One at a time, participants share their name, place of origin, and their favorite tool to use when working or a tool they would like learn more about. The participant should pantomime how to use their favorite tool. Example: My name is José, I'm from El Salvador and I like to use hammers. (José simulates the use of a hammer)

PERSONAL PROTECTIVE EQUIPMENT (PPE) (1 hour 40 min)

Presentation of PPE	40 min
Exercise: Personal Protective Equipment (PPE)	1 hour
Form groups (5 min)	
Instructions (5 min)	
Analyze in small groups (15 min)	
5 minute Small Group Presentations (35 min)	

Goals:

- Understand the concept of workplace safety
- Be able to identify the appropriate Personal Protective Equipment (PPE) for gardening, landscaping, painting and moving

Materials:

A variety of personal protective equipment, including:

- Protection for the eyes and face: face shield, safety glasses, goggles
- Earplugs
- Facemasks and respirators
- Protection for the head: a variety of hardhats
- Protection for the hands: a variety of gloves
- Protection for the feet: different types of work boots
- Protection against falls: harness
- Protection for the back/waist: waist support belt
- Protection for the body: paper overalls

Scenarios cut into slips of paper (see Appendix B)

Procedure:

Activity # 4 – Introduction to Personal Protective Equipment (PPE) (40 min)

The facilitator displays an array of PPE on a table in the front of the room and then asks the participants the following questions:

Who has used PPE?

Can the ones familiar with PPE please come to the front?

Ask the participants who have come to the front to select a piece of PPE and give examples of jobs that require its use.

After participants share their experience, the facilitator will ask if anyone else has anything to add. If any information is missing, the facilitator will complete the missing information. (See appendix A for additional information for this activity)

Continue until all of the PPE has been discussed.

Activity # 5 – Exercise: Personal Protective Equipment (PPE) 1 hour

Form 4 work groups (5 min.)

Choose one of the suggested techniques:

A: The facilitator asks participants to number themselves from 1 to 4. The participants then join a group according to their number.

B: The facilitator randomly distributes four kinds of PPE (i.e. face protection, hand protection, feet protection, lung protection) one piece to each person. The facilitator asks people to find the others that have PPE that protects the same part of the body.

The facilitator then distributes a slip of paper with one of the scenarios to each group and gives the following directions.

Each group will read their scenario, analyze it, agree on the appropriate PPE and dress one person in their group with the PPE. It will then prepare a report to the larger group.

Report to the group: Each group will read the narrative, and explain the reasons it picked certain equipment.

The facilitator will ask other groups to add to the PPE information offered by each group and will complete the information if necessary.

Answers:

Gardening: boots, glasses, helmet, gloves (digging and gardening), respirators, facemask, ear plugs.

Painting: glasses, respirator, harness, gloves, overalls, helmet, shoes.

Moving: Gloves, back support belts, boots, facemask, dolly.

Construction cleaning: helmet, gloves, glasses, boots

IDENTIFYING HAZARDS (1 hour)

Exercise: Identifying Hazards

Form groups (5 min)

Instructions (5 min)

Analyze in small groups (15 min)

5 minute Small Group Presentations (25 min)

Goals:

- Be able to identify the 8 most common workplace hazards of day labor
- Learn to mitigate hazards in the workplace.
- Relate workplace safety training to the participants' experience.
- Understand the importance of workplace safety

Materials:

- Focus 4 pp. 7, 9,15, 11 (or laminated copies of Focus 4 PowerPoint)
- Projector and Laptop
- Focus 4 PowerPoint (included)

Procedure:

Activity #6 Identifying Hazards

Small group activity with report back to large group

Divide into groups using one of the methods in Activity #5.

Each group will receive a laminated poster.

The participants will analyze the risk presented in the posters and will describe how the risk should be mitigated, using examples from their own experiences.

The groups will return to plenary and report their conclusions.

The facilitator will complete the information offered by the groups. (See material in Appendix A.)

Activity #7 Review Hazards for Day Laborers

Brainstorming in plenary or small groups and report back

Ask the participants to name the most common hazards for day laborers and how they can mitigate them.

Answers

- Lifting Heavy Objects --- correct posture

- Eye hazards -- eye and face protection
- Airborne Chemicals/Dusts -- respirator/face mask
- Noise – ear plugs
- Other Chemicals --- gloves, overalls
- Falling Objects --- hard hat
- Work at Heights -- correct use of ladders/scaffolding; anchored harness
- Unsanitary Conditions -- housekeeping

RIGHT TO A SAFE WORKPLACE (30 minutes)

Video [A Life Changing Moment / Un Momento Puede Cambiar la Vida](#)
(20 min)

Discussion of Workers Rights

10 min

Goals:

- Understand the importance of workplace safety
- Understand the right to safe workplace

Materials:

Projector and Laptop

YouTube Video, [A Life Changing Moment / Un Momento Puede Cambiar la Vida](#)

<https://www.youtube.com/watch?v=yyJFHWObsw> (English)

<https://www.youtube.com/watch?v=gyJt9LTIAAI> (Spanish)

Activity #8

View video and discuss

Show the video, [A Life Changing Moment / Un Momento Puede Cambiar la Vida](#)

The facilitator will motivate the participants by brainstorming ideas, with the following questions:

- What did you think of the story?
- Could the accident be avoided? How?
- What mistake did Pedro make?
- What are the rights of the workers in the United States?
- What is the minimum wage in Washington State?
- What can a worker do when they identify a hazard in the workplace?

EVALUATION (20 minutes)

Goals:

- Measure what was learned in the workshop
- Evaluate the workshop methodology

Materials:

15-20 post-test forms
Pens, to fill out the forms

Procedure:

Activity #9 Post-Test (5 min)

The facilitator explains the reason for the final evaluation and the instructions for filling out the evaluation.

- Write your name at the top of the page
- Circle with a pen the different types of risks and accidents that you can identify in the picture. (See Appendix B)

Activity #10 Workshop Evaluation (10 min)

The Facilitator will ask the participants to share:

- One thing they learned from the workshop.
- One thing they liked in the workshop.
- One thing that can improve the workshop

Appendix A:

Notes for the Facilitator

PERSONAL PROTECTIVE EQUIPMENT (PPE)

Activity # 4 – Introduction to Personal Protective Equipment (PPE)

Protection for the eyes and face:

- Always use a face shield to avoid any external objects entering the eyes.
- This type of equipment is used when one is soldering, cutting, hammering or when working with concrete, and with chemicals and anything electrical.

Facemasks and respirators:

- Use a facemask when there is dust in the area.
- It is required to use respirators when one is exposed to the following chemicals: lead, asbestos, and silicon.

Protection for the ears:

- Use earplugs for the ears in work areas with loud noises (chain saws, heavy equipment, lawn mowers)
- Recommendation: clean or replace earplugs frequently.

Protection for the head:

- Use a hard hat where there are potential hazards:
 - Objects that fall from above
 - Hits on the head by solid objects.
 - Accidental contact with any type of electrical wiring.
- Recommendations:
 - Routinely inspect for cracks, dents or deterioration.
 - Replace after receiving strong hit or an electric discharge.

Protection for the hands:

- Different gloves are used for different types of work
 - High resistance gloves for jobs dealing with concrete
 - Gloves for soldering
 - Glove for gardening
 - Long gloves to work with chemicals
- Recommendation: It's important to check gloves frequently to be certain that there are no holes.

Protection for the feet:

- Boots with thick soles and grip to avoid slips.
- Steel toe boots, to protect feet from fallen objects, or accidentally hitting hard objects.

Protection against falls:

- Use a securely anchored harness

- In construction zones, if a worker is above 10 feet (3m. 5cm) of height, the danger of falling exists. One must prepare a system to protect oneself from falling.
- Recommendations: The employer most offer training in using a harness and anchor.

Activity # 5 – Exercise: Personal Protective Equipment (PPE)

Personal protection equipment to use

Landscaping	Gardening	Painting	Moving	Construction Cleanup
Gloves	Gloves	Gloves	Gloves	Gloves
Glasses	Glasses	Glasses		Glasses
	Facemask	Respirator /Facemask	Facemask	Facemask
	Ear plugs	Face shield		
Boots		Shoes/Boots	Boots	Boots
Helmet		Helmet		Helmet
		harness	Back/waist belt	
		Overall		

Moving Recommendations:

- Use lightweight clothes that cover legs and arms.
- Ask for help to share the weight with a partner.
- Carry heavy items with a straight back, using the strength in the legs.

Construction Clean-Up Recommendations:

- Be aware of electrical outlets that are wet, exposed electrical cables and scattered nails on the floor.
- The employer should provide PPE (exception are boots) and must demonstrate the correct way to use them.

Activity #6 Identifying Hazards

Poster 1: Ladder Safety

- Bringing materials up the ladder
 - Use both hands when going up a ladder (3 point rule for holding on)
 - Use a tool belt or a cable to lift tools.
- Straight and extension ladder
 - Extend the ladder at least 36 inches (3 feet) from the top of the surface that you are climbing.

- Between the base of the ladder and the wall there should be a separation of one horizontal foot for each 4 feet of height (1:4) Counting rungs will give you a good estimate of the ladder length; rungs are about 1 foot apart
- Stepladders
 - All four legs must be on solid, level ground. The spreaders must be locked fully open.
 - Never lean a stepladder against a wall.

More information:

- Verify the classification of the ladder and do not climb with things heavier than the weight limit.
- Hold your body in the center of the ladder. If you can't reach something while staying in the center of the ladder, get off the ladder and move it.
- Maintain your ladder in good condition and never paint it. Painting it can hide defects.

Most falls occur at heights of less than 10 feet!

Poster 2: Scaffolding

- A lack of safety systems against falls (harness and rails)
 - In construction, if a worker is higher than 10 feet (3m. 5 cm.) and there is a danger of falling, you should use protective systems such as, guardrails, handrails, safety nets and security harnesses. Exceptions are places where protection against falling is required for 6 feet or less: wall openings, holes, excavations, wells and dangerous equipment.
- Not enough boards on scaffolding.
 - It is necessary to protect against open platforms where a worker can fall by using handrails and boards with less than 1" gap between them.
- Uneven scaffolding.
 - The scaffolding needs to have a solid base.
- Missing access ladders.
 - Do not climb scaffolding through the structure.
 - The scaffolding should have a ladder to access it.
- Missing crossbars on the scaffolding.
 - The crossbars are needed to make scaffolding stable.

Before getting on the scaffolding check it for any possible dangers!

Poster 3: Trench and Excavation Safety

- Identify underground utility lines.
 - Before digging make sure to know where the underground utilities are.
- Access ladder
 - Make sure there is a ladder, ramp or other means of getting out of excavation sites that are more than 4 feet (1.22 meters) deep, and no more than 25 feet (7.62 meters) wide.
- Material near the trench
 - Make sure that there is no loose material close to the trench. Put all material, equipment, dirt and waste at least 2 feet (0.61 meters) away from the edge
- Protective system
 - Never enter an excavation site that is 5 feet deep without a protective system: benched grades or a trench box made of posts, beams, shores or planking and hydraulic jacks.
- Identify water in a trench
 - Identify if there is water inside a trench before starting to work. Or if it begins to rain, get out of the trench, it may collapse.
- Heavy equipment near an excavation site
 - Machines need to maintain a distance of 2 feet (0.61 meter).
 - Be aware of vibrations from the machine.
- Moving machinery
 - Never place a solid object near moving machinery.
 - Use high visibility clothes near equipment and vehicles.
- Equipment touching power lines.
 - Be aware of power lines when using any equipment.

Trenches must be inspected daily for possible caving, weaknesses in the protective systems, dangerous weather, or other dangerous conditions!

Poster 4: Overhead Power Lines

- Ladders near power lines
 - Locate and identify public utility lines before beginning work
 - Keep at least 10 feet distance from power lines.
 - Use ladders that don't conduct electricity when working near electrical currents, for example: wooden ladders.
 - Always be aware of electrical hazards when working on ladders, scaffolding, and other platforms.

- Equipment touching power lines
 - Power lines are extremely dangerous because they contain high voltage. One can be electrocuted to death, or at least be burnt and/or fall. Be careful when working near electrical wires, especially if you are working with ladders, aluminum wheels or rollers, cranes, scaffolding or other platforms.
- Fallen cables
 - Never touch fallen power lines. Call the electric company to report fallen power lines.

Other Information:

- Never use electrical equipment when standing in water.
- Never repair electrical equipment, unless you are qualified and certified.
- Before turning on electric equipment that has gotten wet, have a certified electrician inspect the equipment.
- If you are working in wet areas, inspect cables and electrical equipment to make sure that they are in good condition, without any defects and use circuit breakers or circuit grounders (GFCI).

Always be careful when working near electricity!

Workers Rights Presentation Activities #7

Workers rights are:

- A safe worksite
- The necessary tools and PPE to keep yourself safe on the job
- Safety training in a language that you understand
- To be paid a salary for your work
- A minimum wage of \$9.04 in Washington State in 2012 (update this every year)
- Paid time-and-a-half after 8 hours of work and on holidays
- 15 minute paid breaks for each 4 hours worked
- 30 minutes of unpaid lunch during 5 hours of work
- Report workplace risks to the Washington State Department of Labor and Industries 1-866-219-7321

Appendix B:
Materials Used
In the Workshop

Scenario 1

Juan Vargas works for a gardening (landscaping) company, and he has been contracted to build a retaining wall, and mow the lawn. What kind of personal protective equipment does Juan need?



Scenario 2

The Lopez Family wants someone to paint the front of their two story house. The painter needs to do the following:

- a) Sand down old paint
- b) Wash the house
- c) Use oil based paint
- d) Paint with primer, and paint the moldings on house

What kind of personal protective equipment does the worker need?



Scenario 3

Mr. Marroquín contracts two people to help him move. When the workers arrive to the house, they notice that they have to move a large and heavy cabinet.

What kind of personal protective equipment does the worker need?



Scenario 4

Mr. Carlson's company needs help cleaning a construction site. The worker needs to pick up all the material that was used, and take it to a truck. The worker notices that there are people on the roof still working.

What kind of personal protective equipment should the worker ask his boss for?

Materials Used in the Workshop

Focus 4 Hazards

Construction Safety Council

<http://www.elcosh.org/en/document/1084/d001019/focus-4-hazards.html>

Video, [A Life Changing Moment / Un Momento Puede Cambiar la Vida](#)
Washington State Labor and Industries

<https://www.youtube.com/watch?v=yyJFHWObsw> (English)

<https://www.youtube.com/watch?v=gyJt9LT1AAI> (Spanish)

PowerPoints (included)

Pre and Post tests

Identifying Hazards (from Focus 4 Hazards)

References

http://www.orosha.org/pdf/peso/ladders_oh.pdf

http://www.orosha.org/pdf/peso/peso_fallprotection_tg.pdf

http://www.orosha.org/pdf/peso/peso_scaffolds_tg.pdf

http://www.orosha.org/pdf/peso/peso_excavation_tg.pdf

<http://www.hispanicworksafe.org>

<http://www.buildsafe.org>

<http://www.smartwa.org>

<http://www.elcosh.org>