

## Lesson 2

# Identifying and Requesting Personal Protection Equipment

Beginner/ Advanced Beginner

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### Learning

**Objective:** 85% of the students will be able to identify commonly used PPE and be able to request the PPE needed for their line of work.

### Language

**Objectives:** Hardhat, gloves, boots, ear protection, respirator, mask, safety glasses, harness.  
I need a \_\_\_\_\_.  
Do you need \_\_\_\_\_?

**Materials:** Pictures of PPE (pg 4 – 5)  
Small pictures of PPE- a set for each student (pg 6)  
PPE grid (pg 7)  
Dialog worksheet (pg 8)  
Blank notecards

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### Notes for the instructor

- In most cases, the worker is responsible for providing the appropriate clothing attire for the job, including work boots. Work boots are typically only provided by the employer if they are specialized, i.e. for electric work.
  - Employers are responsible for providing basic and adequate safety equipment for the job.
  - Mask: Protects workers from particles, i.e.: dust, wood chips, etc.
  - Respirator: Protects worker from vapors, i.e.: paint, certain chemicals, etc.
  - The respirator must fit correctly in order to function properly.
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## Warm up

Do a ball toss and have students tell the class their name and do an action to represent how they are feeling. The rest of the class guesses how they are doing.

## Thinking about PPE- Our stories and experiences

Show a big illustration or picture of a two people talking- a boss and a worker. Using the question hierarchy format, ask the following questions, using Spanish where necessary:

1. Is this a man? Is this a woman? Are they talking?
2. Is this the boss or the worker? Are they working or talking?
3. Do you talk to your boss at work? Do you ask for safety equipment? Who is responsible for providing safety equipment?
4. Have you been hurt on the job? What do you do to protect yourself on the job?

## Study and Learn

Using the large images, introduce vocabulary for eight common PPE used in the work place: hardhat, gloves, boots, ear protection, respirator, mask, safety glasses, and harness.

Practice chorally. Provide students with small picture sets of the vocabulary words. After students are comfortable with the choral practice, call out the name of a PPE and have students lift the corresponding picture. Advanced students can also call out the vocabulary words.

## Write it out

Tape the large pictures of the PPE to the board, reviewing once again the name of the PPE. Pass out blank cards to the students. In groups of two, assign each group to write the name of one of the pieces of PPE and tape next to the picture on the board. Review together.

## Listen and Practice

Teacher presents a skit with an advanced student, similar to the following. Ask students to listen closely in order to answer questions after the skit. Teacher is the worker, student is the boss:

Boss: Arturo, use this saw to cut the 2 x 4.  
Worker: I need safety lenses, please.  
Boss: Sure.

Repeat several times, using a variety of students and a number of different hazardous situations or dangerous equipment. Ask comprehension questions to ensure clarity, i.e. *what did he ask Arturo to do? What did Arturo ask his boss for? Ask students: "Whose responsibility is it to provide PPE?"* (see above for more information.)

Ask students, *what did the worker say for help?* Write on the board, "I need \_\_\_\_\_, please." Take turns plugging the picture of the vocabulary in to the blank spot and reading aloud.

## Group Practice: Mingle

Pass out blank note cards to students. On one of the note cards, quickly sketch a simple illustration of a common, potentially hazardous situation or tool, such as a stick figure person painting with a sprayer. Show the students the drawing and ask them to sketch a quick drawing of a potentially hazardous situation on their note card, in which a person would need to use PPE.

Show other examples to students for clarification. Other examples could include a drawing of a large saw, or bottles of chemicals, or a person lifting something heavy. Showing the pictures, talk to the students about what they see. "Is this dangerous?" "Why?" "What do you need to be safe?" Have students practice target language "I need a respirator," or "I need safety glasses."

Ask students to quickly draw their picture. (it is recommended to set a time limit, such as three minutes.) Using their illustrated cards, students mingle around room, practicing "I need a \_\_\_\_\_." With each student with whom they talk, they should show their potential hazard, and the other student must look at the picture and decide what they would need to make the situation safer. Students practice saying, "I need a \_\_\_\_\_." Person who illustrated the note card can help conversation partner if they are unsure of what PPE is required. Encourage students to share with each other. Be sure to model beforehand for clarification. Students do not need to know the vocabulary for the potential hazards.

Report back: what did you see? What were the risks or dangers? What PPE did you use?

## Group practice: Grid

Bring class back together. During the mingle, teacher can tape large pictures of PPE to the top of board and make a grid. Model filling out the PPE grid with the class. Have student state their job. Ask, "Do you need a hard hat? Mark an X for no and a check for yes. Go through all the PPE. Pass out the grids and have the students interview classmates, asking each other what PPE they need at their work. Student asks, "Do you need gloves?" Student can reply, "Yes, I need gloves," or "yes." Have students talk with as many classmates as time permits.

## Act it out!

Pass out written copies of the previous dialog. Have students work in pairs to either practice the above dialog or write their own.

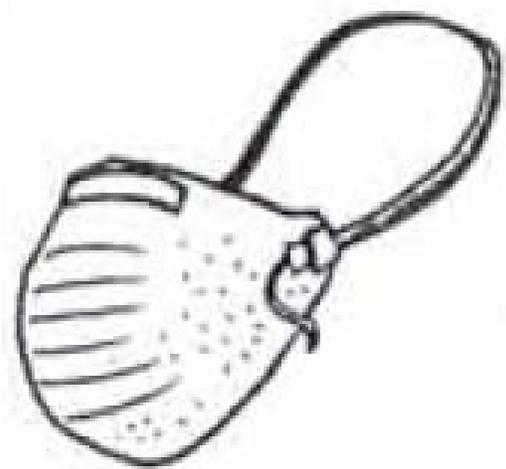
Pairs present.

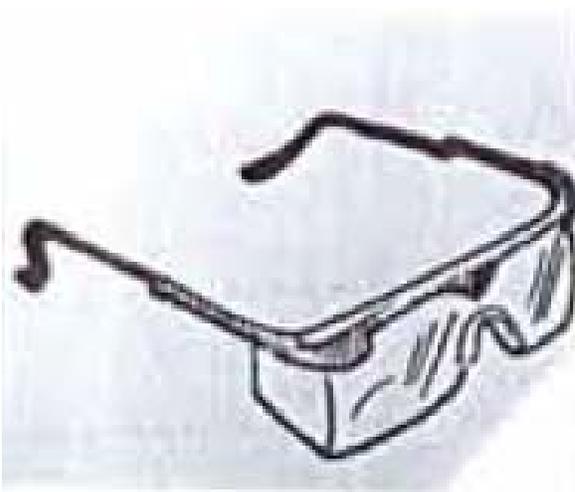
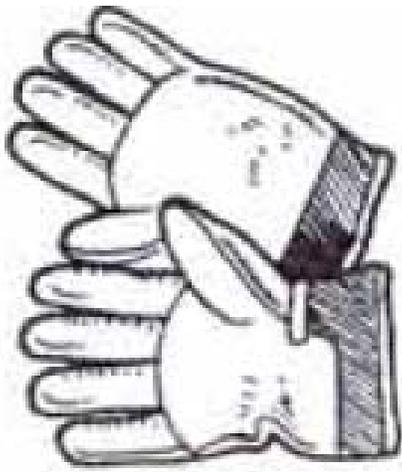
## Review

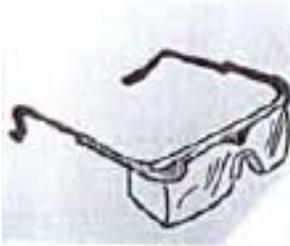
Review PPE names and key phrases chorally. If time permits, review the names of the PPE with a ball toss. Hold up the pictures of the PPE and who ever has the ball must call out the name. Answer any student questions.

## Post Lesson Evaluation

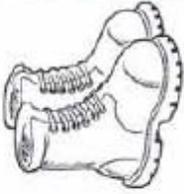
Have students work in pairs to write down one thing they learned in class that day. Do a ball toss and share. Teacher can collect papers at the end of class as a record of student improvement.







PPE GRID

Name						
Luisa	X	X	✓	X	X	X

*Boss: Hi Juan. Please break up the concrete.*

*Worker: Ok, I need a mask and safety glasses please.*

*Boss: Ok, no problem.*



*Now write your own dialog:*

*Boss:* \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

*Worker:* \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

*Boss:* \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_