

Basic Hazard Awareness Facilitator's Notes

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Tasks for the session

After this workshop, participants will be able to:

- Identify how workplace injuries or illnesses can affect their everyday life.
- Identify common symptoms, aches/pains, illnesses and injuries that are associated with their work.
- Identify and recognize the exposures and hazards linked to work-related illnesses and injuries.

- Develop solutions and strategies to address these identified hazards.

This is a 90 minute workshop. Try to stay within the times set for each section so that you can cover all the material.	
2 minutes	Introductions, Objectives, Logistics, Ground Rules and Review of Agenda
5 minutes	What brought you to this training – Identifying key H&S concerns.
25 – 27 minutes	Identifying Aches, Pains, and Symptoms – Miming/Body Mapping
5 -10 minutes	Reporting symptoms, illnesses and injuries
15 minutes	Identifying Hazards
15 minutes	Finding the Fixes
20 minutes	What You Can Do/Union Action
5 minutes	OSHA Rights Resources – OSHA, NIOSH
2 minutes	Wrap Up: Final Questions/Answers; Evaluations

Materials needed

Participants' materials (one each)	Provided	Have
Hazard circle chart Hierarchy of controls chart Solidarity solutions chart OSHA 300 Log Resources fact sheet		

Supplies	Number	Provided	Have
Sign-up sheet and evaluations for participants	1		
Flipchart	1 - 2		
Markers	Several colors		
LCD Projector/screen			
Power point slides and note pages			

Preparation and Set-Up:

- If possible, have room set up with small tables for groups of 4 or 5.
- Prior to the session try to get information on any health and safety contract language and any injury and illness reporting procedures that the workshop participants are covered under.
- The workshop will run much smoother if you and your training partner determine who will present which section. Once that's agreed upon the other team member not presenting at the time can assist with recording on the flipchart and any handouts, etc.
- Before starting the session, post either the objectives power point slide or write the learning objectives on flipchart paper to review with the group.
- Also prior to the beginning of the session, hang a blank piece of flip chart paper on the wall and let the group know that this will serve as a "parking lot". The parking lot can be used for the group to post any questions or topic that they wanted to address that you didn't have time to get to. Be sure that they have post its available at their tables or rows. Ask them to write questions on the post its and post them on the parking lot and that you will try to get to the questions if there is time. Ask them to include their e-mail address in case you need to follow up with them after the session. Hopefully, this will help expedite the session and limit the amount of drawn out discussion.

1. Welcome and Introductions

TIME: 3 to 5 minutes

- **Introductions:**

- Be sure to begin on time and welcome participants. Introduce yourself and your co-facilitator, and identify your local and what you do at your school or workplace.

- **Logistics and Ground Rules:**

- Go over location of bathrooms, length of workshop, how you want to handle questions, refreshments, if any, etc.
- Ground rules could include respecting each other's comments, turning cell phones to vibrate and any others you think are important. The group may want to add a couple also.
- There is a lot of material to cover in a limited amount of time. To help expedite discussions and activities you may want to let the group know that there is a signal that you will use to quiet them down and get their attention when you need to move on. So, whenever you show this signal you will need their attention.

- **Agenda and Learning Objectives:**

- Review learning objectives below for the workshop.
- **By the end of this workshop, you will:**
- Identify how workplace injuries or illnesses can affect your everyday life.
- Identify common symptoms, aches/pains, illnesses and injuries that are associated with your work.
- Identify and recognize the exposures and hazards linked to work-related illnesses and injuries.
- Develop solutions and strategies to address these identified hazards.

- Explain the “parking lot”:

- The parking lot can be used for the group to post any questions or topic that they wanted to address that you didn't have time to get to.

- Ask them to write questions on the post its and post them on the parking lot and that you will try to get to the questions if there is time.
- Ask them to include their e-mail address in case you need to follow up with them after the session.
- Tell them if you don't get to their post it before the end of the session, you'll contact them by e-mail.

2. What are your health and safety concerns?

TIME: 5 minutes

INSTRUCTIONS:

Ask participants to share one reason they came to this workshop or what is one thing they hope to get out of this workshop.

Record these on a flipchart and keep posted for the entire workshop.

POINTS TO BRING OUT:

- You've just identified some of the health and safety concerns/issues that you have with your job or workplace.
- Many of you have similar concerns. But have you ever thought about these concerns and the impact they might have on your well-being?
- Let's look at how these concerns might be causing you actual physical health symptoms.

INTENT:

- This is an important activity with the goal of warming up the group by getting them to think about the types of hazards they experience on the job each day.
- This activity will give you an overall sense of what participants are bringing to the session.
- Participants might want to "vent" during this session but in order to keep the session moving, you will need to limit discussion to no more than 5 minutes.

3. *Body Map Activity: Small Group Identification of Symptoms*

TIME:

Part #1: **Miming and Discussion: 5 – 7 minutes**

Part #2: **Body Mapping and Discussion: 20 minutes**

Have colored dots on each table. Make sure to have plenty available. For auditorium settings, hand out dots to each row and ask participants to share down the aisle.

PART #1 INSTRUCTIONS:

- Ask the participants to physically act out (mime) with a partner from their table (or the person next to them if in auditorium setting) the motions of some of the tasks they perform each day (i.e.: mopping, typing, bending, etc.).
- Have one person in the pair demonstrate/mime a task and have the other person place “dots” on the areas of the person’s body where the observer thinks the person might be experiencing pain.
- Participants can get up and move around and talk to each other during this activity.
- Have the person mime a task for 10 – 15 seconds. Then, ask the pair to reverse roles and have the second person mime a task and have the partner place dots on the person’s body where they think they might be experiencing pain. Allow them to mime 2 or 3 tasks each.

POINTS TO BRING OUT:

- Let’s think a little more about the various tasks that you just mimed.
- **First off, how well did your partner do in identifying your aches and pains? Did they miss anything?** (Allow enough time that people can share comments about this activity.)

INTENT:

This is a two part activity. The first part will be miming tasks and the second part will be the body mapping activity.

There is a dual purpose to these activities. First, the participants should be able to recognize the pains and aches of the jobs they do each day in a fun way by miming the tasks they perform.

Secondly, the participants should be able to associate symptoms they are experiencing and write these in on their body maps (i.e. shoulder pain; itchy skin; asthma; back pain, etc.).

- Let's take a closer look at all this with an activity called body mapping. Body mapping is a tool we can use to show how the hazards we are exposed to on the job can affect us physically.

Have flipchart paper and markers on each table. For auditorium settings, use pre-printed body maps that you pre-hung and numbered and "count off" participants into groups that will go to their respectively numbered body map.

PART #2 INSTRUCTIONS:

- Elect a note taker and a reporter for your group. Collectively on your group's "body map" mark the parts of the body where group members are feeling pain or discomfort. Use a dot to identify the area.
- Make sure to include any aches and pains that your partners may have missed during the miming activity.
- Give the group about 10 minutes to draw and fill in their body map.
- Once this part of the map is completed, ask them if there are one or two aches and pains that the group members have in common. Can they come up with any conclusions from looking at their map?
- Then, ask them to go back to their maps and identify any additional symptoms, injuries or illnesses they associate with their workplace environment and write those in on their body maps. For example, dry, itchy skin; frequent colds; carpal tunnel syndrome, etc.
- Give the group about 10 minutes to fill in their body map with this additional information.
- Once this part of the map is completed, ask them if there are one or two symptoms, injuries or illnesses that the group members have in common. Can they come up with any additional conclusions from looking at their map?

4. Reporting Symptoms, Illnesses and Injuries

TIME: 5 -10 minutes

POINTS TO BRING OUT:

- Today, you've shown that a lot of stuff is going on in your workplace. You're one hurting group.
- By a show of hands, how many of you reported any of your symptoms, illnesses or injuries to your employer?
- For those of you who didn't, why not? *(Allow limited discussion)*
- By a show of hands, how many of you think that your co-workers are reporting their symptoms?
- By a show of hands, how many of you know if there is a reporting policy and who to report these symptoms/illnesses/injuries to?
- If you and your co-workers aren't reporting, how do people at work talk about the health symptoms/aches/pains they are experiencing? *(Take a few examples and move on to next question)*
- Why does non-reporting of symptoms/aches/pains cause a problem? *(Hopefully someone will say that the hazards can't be eliminated if no one reports they exist in the first place!)*
- Since we know that our colleagues are not reporting their injuries and illnesses to administration, is there anything we can do to encourage them to report? *(brief discussion – fear and retaliation issues will most likely come up)*

INTENT:

The goal is for participants to understand that they aren't the only ones experiencing work related symptoms, illnesses and injuries.

In spite of this many workers don't report these symptoms, illnesses and injuries.

Hopefully it will lead them to the conclusion that the hazards can't be eliminated if no one reports they exist in the first place!

5. *Identifying Hazards*

TIME: 15 minutes

Have the hazard categories circle handout available to give out. Make sure the power point presentation ready to go.

INSTRUCTIONS:

- Ask the groups to refer back to their body maps and spend a few minutes coming up with specific hazards that they think cause the symptoms/aches/pains that they've identified on the map.
- Have them write in the hazard/cause they came up with next to at least three of their identified symptoms.

POINTS TO BRING OUT:

- You've spent some time talking about how the things that we do at work affect our bodies. So, now we need to think about the types of hazards and exposures that cause our aches and pains and other health-related symptoms.
- In the health and safety world, we find that it's helpful to categorize hazards. This is because there is sometimes more than one cause for the hazards we're exposed to.
- You can see on the hazard categories handout that the sources of hazards can be inter-connected.

INSTRUCTIONS:

- Post the HAZARD CATEGORIES power point slide and hand out the hazard circles fact sheet.

INTENT:

The purpose is for participants to begin to make a connection between their symptoms and the actual hazards that are causing the problems in the first place. They will do this by going back to their body maps and identifying potential hazards/causes for the symptoms they've identified by writing them on their body maps.

Then, you will review the Hazard Circles chart with the group. This is a breakdown of the six primary ways to categorize different types of hazards.

What is important to understand is that "work organization" is the center circle and all other categories of hazards circle surrounds it. This is because for many workplace health and safety issues the way our jobs are designed can be a contributing factor to other hazards we might experience.

- Ask them if they notice anything about the chart. (Give them a minute to review it and ask for a few suggestions before moving on to the bullets below.)

POINTS TO COVER:

- If you notice, “work organization” is at the center of the chart and all the other hazard categories surround it.
- **Any idea why that might be?** (Limited discussion before moving on.)
- This is because for many workplace health and safety issues the way our jobs are designed can be a contributing factor to other hazards we might experience.
- For example, a staff member may trip and fall in a hallway because they’re rushing to get back to their desk because of an important deadline they must meet. The slip and fall results in an injury but the job demand is the **root of the problem**. We have to keep asking WHY something happened until we find the true cause of the problem. In order to start thinking of solutions, we need to know ALL of the potential hazards.
- **What might be some other examples where work organization is the real root of the problem?** (Ask for a few examples or use some of the following if the group is stuck.)
 - Custodian cleaning with concentrated chemicals to get the job done faster = chemical overexposure but also work organization issue.
 - Food service worker under deadline to get lunch prepared and carrying triple trays = ergonomic injury or safety issue of slip, trip, fall but also work organization issue.
 - Teacher who doesn’t have assigned classroom that has to move materials from classroom to classroom = ergonomic issue but also work organization issue.
 - Anyone who might have constant headaches = air quality issue but could also be from understaffing or working harder – work organization issue.

INSTRUCTIONS:

- As review, ask for a volunteer group to share their body map. What hazards or causes did they come up with for one of their identified aches, pains, symptoms, illnesses or injuries?
- Ask the group to see where that hazard would be in the circle chart?
- Can they “go deeper” and see if that’s the real “root cause” of the problem?
- Do as many of these evaluations as you have time for.

5. *Finding the Fixes*

TIME: 15 minutes

POINTS TO BRING OUT:

- The goal of any solution is to provide the maximum amount of protection by eliminating or minimizing the exposure or hazard. Keep this in mind while we go through the next activity.

INSTRUCTIONS:

- Create a T chart on flip chart paper and ask the groups to choose at 2 (or more if time allows) hazards from the previous activity to focus on. Write them under the hazard column on the T chart. (see side box)
- Ask the group if there is anything currently in place at their workplace to address these hazards?
- Ask the group to come up with some possible solutions for these hazards and record their responses on the T chart under solution.
- Spend about 5 minutes on this activity before moving on to the next section.

POINTS TO BRING OUT:

- You’ve come up with some pretty good examples of solutions to some of the hazards you’re exposed to.
- Let’s take a closer look at these solutions to see if they really do get rid of the hazard. We’ll look at what’s known in the health and safety world as the “hierarchy of controls”.
- This will help us understand which controls are better to strive for.

INTENT:

The purpose is for participants to start thinking about potential solutions to the hazards they’ve identified. They will accomplish this in a group brainstorming activity.

Afterwards, the facilitator will review the hierarchy of controls and discuss the fact that some “fixes” are preferable over others.

HAZARD	SOLUTION
Exposure to chemicals	Green cleaning products; training; written program
Poor air quality	Identify sources; Change filters; written maintenance program

Hand out hierarchy of controls handout and make sure power point presentation is ready to go.

INSTRUCTIONS:

- Post the HIEARCHY OF CONTROLS power point slides.
- Introduce concept of hierarchy of controls by reviewing the four slides with the group.

POINTS TO BRING OUT:

- **SLIDE #1: Elimination/Substitution:** Like we said earlier, the main goal for any fix to a hazard or exposure is to eliminate it altogether or substitute a product or method of doing the work to a less hazardous alternative. (e.g. green cleaning products)
- **SLIDE #2: Engineering controls:** Are the next best option. These types of controls prevent a worker from being exposed to the hazard by physically changing the workplace. It is not dependent on what the worker does or wears (e.g., using a safer product, using guards, proper workstations and chairs, or installing barriers).
- **SLIDE #3: Administrative controls:** Administrative controls (or work practice controls) are changes in work procedures such as written safety policies, rules, supervision, schedules, and training with the goal of reducing the duration, frequency, and severity of exposure to hazardous chemicals or situations.
- These types of controls normally are used in conjunction with other controls that more directly prevent or control exposure to hazard.
- **SLIDE #4: Personal protective equipment (PPE):** PPE is supposed to prevent a worker from being exposed to the hazard by something the worker wears (e.g., gloves, hardhat, of safety glasses).

Other examples for engineering controls:

- Workstation and chair for computer users
- Adult furniture for teachers and paras
- Adjustable changing tables
- Lifts for custodians
- Equipment that fits women instead of men (buffers)
- Adjustable seats – bus drivers
- Local exhaust ventilation in chemistry and vocational classes

INSTRUCTIONS:

- After you've reviewed the four slides go back to the T-Chart with the hazards and solutions and choose two hazards and their solutions. Go to the 5th slide (a reposting of Slide #1) and keep it up on the screen.
- As a review, ask the participants what type of control they think each solution they came up with is (engineering, administrative, PPE) and whether they think this solution/control will get rid of the hazard.
- Be sure to emphasize that even though we tend to think of personal protective equipment as the first solution to a hazard, the ideal solution is to eliminate the hazard altogether. The PPE is really a back up to other controls.

6. *What Can You Do/Union Action?*

TIME: 20 minutes

POINTS TO BRING OUT:

- You came up with some good fixes and you now know which ones are better solutions to the hazards you're facing.
- **Who thinks they would actually be able to go back on their own and make their "fix" happen at their worksite?**
- **What steps might you take to get your issue addressed?** (limited discussion)
- If you can't make the fixes happen individually, then what can you do? (see side note for examples)

POINTS TO BRING OUT:

- Generally, it takes a concerted effort to get solutions for many health and safety concerns. That's why, in an environment with very few regulations and standards, union action can be a very important vehicle for change.
- As good trade unionists, we know that collective solutions work better than individual ones and we need to work together to build a case for the solutions we want.
- Using the union process to address your health and safety concerns lets you and your co-workers know that you are not alone and that you are not expected to solve these problems on your own. Your union can help in a number of ways!

INSTRUCTIONS:

INTENT:

The goal is to have participants start thinking like a health and safety committee member.

What will they do to address some of their concerns when they go back to work?

Will they get more involved in coming up with solutions for themselves and their co-workers?

Will this discussion help them formulate some recommendations to take back to their local leadership?

Ideas for individual action might include:

- **Going to their building representative**
- **Talking to union leadership**
- **Using grievance procedure**
- **Volunteering to be on H&S committee**
- **Working with their union using different tactics, like the media.**

- Ask for some suggestions of ways the union can work towards improving health and safety conditions at their job.
- If not brought up, be sure to cover the following:
 1. Policy – what policies currently exist regarding the safety and health of the employees? What policies are needed? How can the union push the administration to adopt necessary policies?
 2. Contract – What language does the contract have on health and safety issues? What might be suggested for next round of negotiations? Emphasize how getting language like health and safety might be achievable in tough economic times when monetary improvements are unlikely.
 3. Forming an H&S Committee

Hand out the solidarity chart. Optional: Post large solidarity charts around room for each group to work on.

POINTS TO BRING OUT:

- You’ve identified some good ideas for union action and you might want to consider making some of these recommendations to your leadership for future action.
- A tool that you might find helpful when taking on an issue at work is this “solidarity chart” handout.
- Many of our members have found this chart helpful in plotting out a course of action – both individually and as a union. It makes you think about potential allies you have in your cause and it helps to identify some barriers you might come across during the process.
- The chart also allows you the ability to think both short-term and long-term as far as what you’d like to accomplish.
- It’s a great resource and you may want to take it back to your building rep or local leader to help begin discussions around resolving hazardous conditions.

INSTRUCTIONS:

- Let the groups spend about 10 minutes working on the solidarity chart. You have several options with this activity, depending upon time.

1. Select a common problem that was identified by the group. As one big group, walk through the chart (using a big poster up in the front of the room) and ask for volunteers to provide you with their ideas for each section.
2. Have each group work either on a small chart or on a poster sized chart on an issue they self-identify.

7. *Your Legal Rights*

TIME: 5 minutes

INTENT:

The goal is to give participants an understanding of what health and safety rights they have in the workplace.

Have resources fact sheet and OSHA 300 Logs ready to hand out. Have power point presentation set to go for the OSHA slides.

INSTRUCTIONS:

Ask the group if they think they're covered by OSHA at their workplace. (Acknowledge yes or no)

POINTS TO BRING OUT:

- **SHOW OSHA COVERAGE SLIDE:**
 - This map shows that our public employee members in **27 states** enjoy the same OSHA rights as all workers in the private sector. They have a legal right to a safe and healthy workplace.
 - All public employers in the 27 OSHA states are required to follow OSHA standards. When they are not in compliance, workers and their unions have the right to file a complaint and receive an inspection if they feel that their working conditions are unsafe.
 - But, the map also shows that there are millions of public workers in the rest of the states that have no OSHA protection. Unfortunately, any type of protection for public employees in non-OSHA state plan states are spotty at best.
 - Even with OSHA coverage ... many of the hazards we are exposed to everyday don't have standards that address them.
- **SHOW ASBESTOS SLIDE:**

- For school employees, however, there is one OSHA standard that applies in all 50 states. That's the OSHA asbestos standard, which provides protection for custodians and maintenance workers who must remove or handle asbestos as part of their duties. OSHA also protects any school employee in any state who is harassed or discriminated against for complaining about asbestos exposure.
- **SHOW NIOSH SLIDE:**
 - The National Institute for Occupational Safety and Health (NIOSH), the research arm of OSHA is another valuable resource for information on hazard exposures. They can also come into workplaces and do Health Hazard Evaluation (HHE) if requested by the union or members in response to a hazard exposure.

INSTRUCTIONS:

If the group you are presenting to is from an OSHA state then you would review the following information on OSHA 300 injury and illnesses logs:

OSHA STATE:

- Remember when we were talking about reporting injuries and illnesses earlier. Well, one of the ways that we know about injuries and illnesses at all is because OSHA in our state requires employers to keep injury/illness 300 logs.
- Here's a copy of the 300 log that our employer in our state is required to maintain. [\(Hand out the OSHA 300 log\)](#) Our employer must record all work-related injuries and illnesses that result in a day or more away from work. Records don't have to be kept for minor first aid injuries which don't result in lost time.
- Everyone has the right to request copies and/or see the logs. **Have any of you ever seen one of the summaries?**
- The employer must post a summary of these logs each year from February 1 through April 30 for injuries and illnesses from the previous year in a common area that all employees have access to.

If participants are not from an OSHA state and are not covered by OSHA you would go on to the following:

NON-OSHA STATE:

- Remember when we were talking about reporting injuries and illnesses earlier. Well, our employer is not required to keep a log of injuries and illnesses but I'd like to give you

an example of a log that OSHA requires private sector employers in our state to maintain. This is a model for what should be required for all workplaces. (*Hand out the OSHA 300 log*)

- **Does anyone know if our employer keeps any kind of illnesses and injury records?** (limited discussion)
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10. Final Questions/Answers and Evaluations

INSTRUCTIONS:

- Wrap up the workshop and, if time permits, ask for any final thoughts or questions and address any parking lot issues if they weren't addressed.
- If time does not allow for you to address any questions on the parking lot, acknowledge that and tell them you will get back to them by e-mail with answers.
- **Thank participants for attending make sure to collect evaluations from each participant.**