

HEALTH AND SAFETY- THE PUZZLE

Objectives:

- Raise awareness among the workers about the different hazards, consequences and ways to prevent accidents at the workplace.
 - Explore the different ways in which NDLon and its partners can promote health and safety among the workers in the future.
 - Learn about the different educational tools that can be used to promote health and safety.
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Activity #1: "One step forward, one step back"



Objectives:

- Break the ice.
- Motivate participation among the workers.
- Promote teamwork and solidarity among the participants.
- Introduce the theme that is to be discussed in the following exercises.

Technique: Presentation in circles

Procedure:

The facilitator asks the group to form a line in the middle of the room. He or she asks the participants to take a step forward or backwards according to the phrases below:

Step forward if you answer **"yes"** to any of the following phrases

"Most of the time I feel safe at my job site"

"I have never had a problem when asking my employer for protective equipment"

"My employer has provided trainings about my rights at the workplace"





Step back and say your name if you answer **“yes”** to the following phrases:

“I know people that have been injured at work”

“I know people that have become ill due to the chemicals they use at work”

“There have been times when I have not used the proper protective equipment at work”

“I have been in a situation where I asked my employer for protective equipment, but I was denied any”

After taking a step, the participants say their names and the facilitator asks one of them to share their story according to the phrase for which he or she took a step.

Notes for the facilitator: You can ask one or two people to share their stories depending on time. You can also add more phrases related to health and safety.

When finished, ask the group: How can this activity teach us about health and safety as individuals, but also as a community?

Activity #2: “The Health and Safety Puzzle”

Objectives:

- Reflect on how the practice of being a day laborer affects everyone’s health and safety.
- Identify the different types of jobs day laborers do and determine the hazards at their different worksites.
- Motivate workers to think critically about their role in ensuring that their workplace is safe for everyone.
- Discuss gender relations having in mind the specific experiences of women at the jobsite and their reality.
- Identify the attitudes and the styles of work in team among the participants, and compare levels of participation of day laborers to improve health and safety at their jobsites, worker centers and corners.

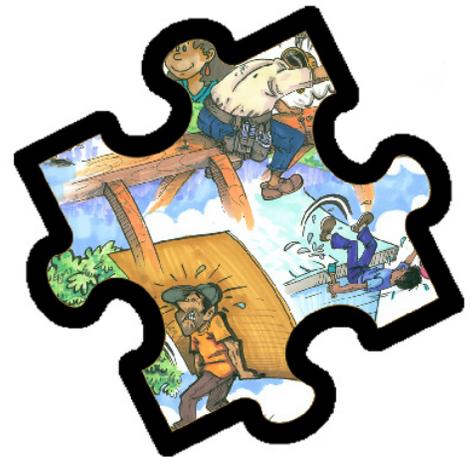
Technique: The Puzzle

Procedure:

Let participants know the objectives of this exercise. Divide the group in three smaller groups. Explain the role of each group.

The first two groups solve the puzzle and the third group plays the role of the observer. The third group documents the individual dynamics, the group interactions, the attitudes, key moments during the exercise, etc.

Divide the puzzle in 2 halves and give one half to each group. Each group works separately. None of the participants should know that it is just one puzzle. If any of the participants have done this activity before, they are asked to serve as observers.



Part one: Let's organize ourselves and play!



Let participants know they can start solving the puzzle, but they cannot talk for the first 5-10 minutes (depending on the number of participants). Once the minutes of silence are over, let participants know they can talk among each other now. Once the participants have figured out that they need to work together to solve the puzzle, let them finish it and then form a circle around the puzzle to analyze it.

Part two: Let's reflect!

The participants stand around the puzzle to observe it. Then, the relation between the images of the puzzle and the reality at the jobsites is drawn. Ask them the following questions:

What similarities are there between these images and our worksites?

What negative situations are portrayed in the puzzle?

Do any of these situations happen at work?

What are some of the positive situations that occur at the jobsite?

If we compare the positive to the negative, which ones happen more?



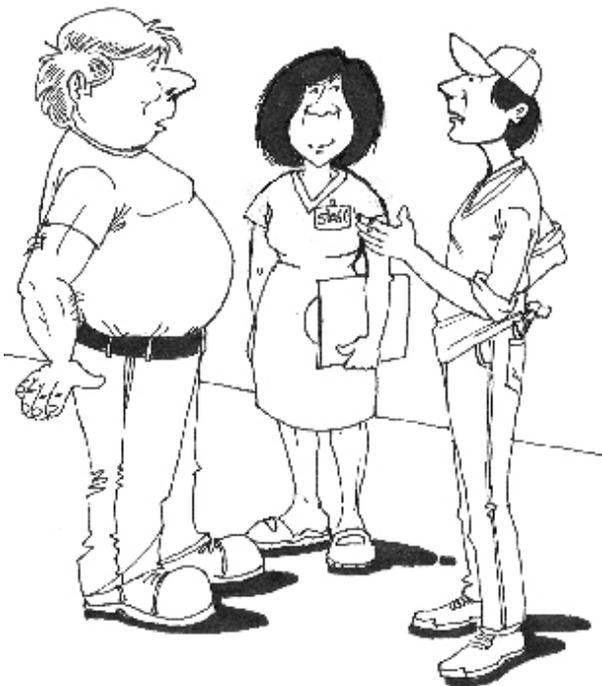
* Then all the different images of the puzzle are described:



What are they doing?

What do we understand as health and safety at the workplace?

* Identify stakeholders and their interests:



Who are the groups, sectors or individuals of the community that play a role in the health and safety of the workers? And, how?

What interests do employers, community organizations and day laborers have in ensuring the safety of everyone?

According to the images, how are the experiences of women different from the experiences of men?

Part three: Let's do a constructive criticism!

In this part, the group that helped observe the interactions of the other two groups have to present a list of facts, attitudes and the observations they made that caught more of their attention.

The observers group: The observers document attitudes and different styles of work and interaction of the other two groups, such as frustration, concentration, competitiveness, etc. For example, some of the participants stand up and try to lead the others, some share puzzle pieces while others hold on tight to them. It's important for the observers to take note of the exact time when the groups realize that it is just one puzzle and what led to that conclusion.



During this dialog, a contrast should be made between the attitudes and work styles of the participants during this activity with the way they act at their workplaces.

Did you feel competitive? How does that reflect individualism? Are there any moments to work as a collective? Is there leadership? Who are those that take on a more active role and why? How are personalities, work styles and attitudes dealt with at the workplace? If a plan to improve health and safety was elaborated at the workplace, how much participation should we expect?

After that, the facilitator asks the participants how they felt during the activity, what they liked the most, what was the biggest challenge? At what moment did they feel frustrated? What was the difference between the first 5-10 minutes of silence versus the rest of the time of this activity? Etc.

Part four: Let's reconstruct!

How can we relate this activity with the fight to ensure that health and safety for day laborers is a priority? What can we do to protect ourselves from the different hazards at the workplace? How can we, as a day laborer community, help and support each other in making sure we take care of our health? Other questions...



Notes for the facilitator: It is important that the participants know and understand the methodology used in the process of learning and teaching together. Perhaps when this workshop is replicated with other people that will know this activity. That's how knowledge is multiplied.

Part five: Know your Rights!

1. You have the right to a safe workplace that is free of known dangers.
 - Be provided with fall protection
 - Controlling electrical hazards.
 - Fall Protection
 - Fire Safety
 - Noise and hearing conservation
 - Respiratory Protection
2. Ask OSHA to inspect their workplace.
3. Use their rights under the law without retaliation and discrimination.
4. Receive information and training about hazards, methods to prevent harm, and the OSHA standards that apply to their workplace. The training must be in a language you can understand.
5. Get copies of test results done to find hazards in the workplace.
6. Review records of work-related injuries and illnesses.
7. Get copies of their medical records.

Responsibilities:

- Each employee shall comply with occupational safety and health standards and all rules, regulations, and orders issued pursuant to this Act which are applicable to his own actions and conduct.
- Employees must wear the protective equipment provided.



Employers:

Duties/Responsibilities:



- Shall furnish to each of his employees employment and a place of employment which are free from recognized hazards that are causing or are likely to cause death or serious physical harm to his employees.
- Shall comply with occupational safety and health standards promulgated under this Act.
- Ensure that employees have and use personal protective equipment when required for safety and health.
- Train workers to use protective equipment.
- Be aware of when personal protective equipment is necessary.
- Maintain conditions or adopt practices reasonably necessary and appropriate to protect workers on the job.

Employers **MUST** also:

- Inform employees about hazards through training, labels, alarms, color-coded systems, chemical information sheets and other methods.



- Keep accurate records of work-related injuries and illnesses.
- Provide hearing exams or other medical tests required by OSHA standards.
- Post OSHA citations, injury and illness data, and the OSHA poster in the work place where workers will see them.
- Notify OSHA within 8 hours of a workplace incident in which there is a death or when three or more workers go to a hospital.

Not discriminate or retaliate against a worker for using their rights under the law.