

# **Instructor Guide**

## **Safety and Health Committee Training**

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# **Introduction**

The Community Services Agency (CSA) of the New Jersey State AFL-CIO partners with employers and unions to create an active “culture of safety” in workplaces through innovative training and support. This program is funded by the United States Department of Labor, Occupational Safety and Health Administration under a Susan Harwood Training Grant [SH20856SH0].

## **CUSTOMIZED CURRICULUM**

CSA customized training programs are driven by a joint labor-management process that helps to strengthen labor-management relations, and helps to ensure successful implementation and follow-through. Customized training programs involve developing site-specific curriculum based on the needs of the organization(s), and working with the organization(s) to implement and evaluate the training program. CSA’s goal is to help our partners achieve cost-effective, high quality, and innovative in-house training programs that work for each stakeholder.

For more information about CSA’s programs and services, contact:

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# Intervention Model

## Safety and Health Committee Training

The Community Service Agency of the New Jersey State AFL-CIO will partner with an employer, organization or facility in the development of a Joint Labor/Management Committee as a workplace intervention model designed to accomplish the following goals:

- Improve the organizational/facility culture of safety
- Reduce the incidence of occupational safety and health injuries and illnesses
- Reduce workers compensation insurance and lost time costs

Joint/labor management committees are a proven and effective intervention strategy. They involve the formation of a workplace joint labor/management committee that meets on a regular schedule and oversees the implementation of a safety and health program. Workers are the ones most familiar with the hazards and risks they face. Involving them with management in the process of identifying and mitigating workplace hazards will lead to a much more successful safety and health program.

### Implementation Steps

1. **Labor and management** cooperatively identify joint labor/management safety and health committee members.
2. **CSA** provides customized, two-day training to members of committee focusing on organizational/facility occupational safety and health problems, committee structure, committee operations, and goals.
3. **Committee** begins and continues to meet monthly implementing action plan developed during two-day training.
4. **Committee** selects peer trainers to provide training to other employees.
5. **CSA** provides ongoing support to committee, as requested, by:
  - a. Providing technical advice and feedback at the first two to three committee meetings after the two-day training.
  - b. Distributing a one page culture of safety of survey to all personnel before the committee begins implementing workplace changes. At some point in time later (e.g., one year), distributing the same survey again to measure changes in the culture of safety.
  - c. Assisting with the development of a one year training plan.
  - d. Providing customized initial and ongoing training to committee members.
  - e. Providing customized initial and ongoing training to all personnel in collaboration with peer trainers.
  - f. Analyzing changes in injury/illness incident rates over time (e.g., one year) as the committee makes changes in the workplace.
6. **CSA** provides a three-day train-the-trainer course to peer trainers.
7. **CSA** provides Peer Training Portal and support to peer trainers.
8. **Committee and CSA** meet after a defined time period (e.g., one year) to evaluate progress and review next steps.

9. **Committee** continues to meet monthly implementing workplace interventions needed to reduce injuries and illnesses.
10. **Peer Trainers** continue to provide ongoing training with support through the Peer Training Portal.
11. **CSA** continues to provide long term assistance in training and injury/illness prevention strategies.

Training will be provided primarily through the use of the Small Group Activity Method, which is an active and participatory approach that improves learning and makes training fun. The Small Group Activity Method (SGAM) is based on the idea that learning is shared in every training session. With SGAM, learning is a structured procedure that allows participants to share information rather than experience a one-way exchange that flows from Trainer to Worker. SGAM is based on three learning exchanges:

- **Worker to Worker**
- **Worker to Trainer**
- **Trainer to Worker**

**Worker to Worker:** Most of us learn best from each other. SGAM is set up to ensure that the “Worker to Worker” exchange is a key element of the training session. The Trainer can facilitate this process by allowing people to solve problems and learn from each other during “Small Group Activities.”

**Worker to Trainer:** Lecture-style training assumes that the Trainer knows all the answers. SGAM acknowledges that Workers could have as much or perhaps more collective knowledge and or experience than the Trainer or expert leading the class. The “Worker to Trainer” exchange occurs primarily during the “Report-Back” session.

**Trainer to Worker:** This is the Trainer’s opportunity to clear up any confusion and make key points. By waiting until the ”Summary” session to do this, Trainer’s can gain a better understanding of what the Workers need to know.

After the two-day training, the committee will meet monthly to implement a safety and health program at their facility. CSA will provide ongoing support to the committee by attending initial meetings, providing additional targeted training as needed, and assisting with program implementation. CSA will also assist the committee with program evaluation by analyzing injury/illness trends and working with the committee to establish other benchmarks of success.



## **PROGRAM GOALS**

The goal of this training program is to prepare members of a joint employee/management safety and health committee to use the NJAFL-CIO CSA Occupational Safety and Health Committee Model to reduce the incidence of occupational safety and health injuries and illnesses at their worksites.

## **TARGET AUDIENCE**

The target audiences for this training are workers and managers/supervisors who are members of a joint safety and health committee.

## **CONTACT TIME**

12.5 hours

## **LEARNING OBJECTIVES**

At the end of this training session, learners will be able to:

1. Organize and implement a sustainable and functional Joint Labor/Management Safety and Health Committee.
2. Create and implement strategies that will reduce the incidence of occupational safety and health injuries and illnesses.
3. Describe the roles, responsibilities, structure, and activities of occupational safety and health committees.
4. Identify safety and health hazards and implement control strategies.
5. Explain the major components of an effective occupational safety and health program.

## **INSTRUCTOR GUIDE**

This guide provides the general instructional approach to the two-day Safety and Health Committee Training and is to be used in conjunction with the Safety and Health Committee Training Student Manual, associated PowerPoint slides and student handouts. The Instructional Guide does not include any materials in the Student Manual or teaching notes at the bottom of each PowerPoint slide.

# TRAINING AGENDA

## Day 1

<b>Time</b>	<b>Title</b>
8:30 a.m. – 8:45 a.m.	Introductory Ice Breaker
8:45 a.m. – 9:20 a.m.	Unit #1: Why incidents occur
9:20 a.m. – 10:05 a.m.	Unit #2: All About OSHA
10:05 a.m. – 10:20 a.m.	Break
10:20 a.m. – 11:05 a.m.	Unit #3: What does the data show?
11:05 a.m. – 11:30 a.m.	Unit #4: Establishing committee expectations
11:30 a.m. – 12:30 p.m.	Lunch
12:30 p.m. – 1:30 p.m.	Unit #4: Establishing committee expectations
1:30 p.m. – 2:15 p.m.	Unit #5: Mapping hazards
2:15 p.m. – 2:30 p.m.	Break
2:30 p.m. – 3:30 p.m.	Unit #6: Developing a Mission Statement
3:30 p.m. – 4:15 p.m.	Unit #7: \$25,000 Pyramid Game
4:15 p.m. – 4:30 p.m.	Review and wrap up

## Day 2

<b>Time</b>	<b>Title</b>
8:30 – 9:30 a.m.	Unit #8: Overview of Hazards at Your Facility
9:30 – 10:30 a.m.	Unit #9: Ergonomics
10:30 – 10:45 a.m.	Break
10:45 – 12:00 p.m.	Unit #10: Committee operations, functions and duties
12:00 – 1:00 p.m.	Lunch
1:00 – 2:00 p.m.	Unit #11: Linking Hazards to Jobs
2:00 – 2:15 p.m.	Break
2:15 – 3:45 p.m.	Unit #12: Developing a Committee Action Plan
3:45 – 4:00 p.m.	Review, wrap up, and evaluation

# Unit #1

## Why Do Incidents Happen?

### Learning Objectives

By the end of this lesson, participants will be able to:

1. Distinguish between an incident, an accident, and a near miss
2. List factors that lead to incidents
3. Describe possible strategies for preventing incidents

# Unit #1 Activity Plan

## Why do Incidents Happen?

Activity	Time (minutes)	Materials
1. Awareness Introduction (anticipation guide questions and discussion)	10	<ul style="list-style-type: none"> <li>• Flip chart or white board and pens</li> </ul>
2. Awareness About Incidents: “It Only Takes a Second” Video (trigger video and discussion)	25	<ul style="list-style-type: none"> <li>• “It Only Takes a Second” DVD</li> <li>• Flip chart or white board and pens</li> </ul>
Total Time	35	

### 1. Awareness Introduction (anticipation guide questions and discussion)

- a. The purpose of this activity is to get participants to beginning thinking about safety and health and why they are being trained.
- b. Read each of the following statements out loud. Ask the group to agree or disagree with the statement. Then, ask individuals to defend their answers and discuss why the differences in opinions.
  - i. All workplace injuries and illnesses can be prevented.
  - ii. The worker is the primary person responsible for job safety and health.
  - iii. A worker has a right to a safe and healthful workplace.
- c. During the discussion, highlight the following points:
  - i. Most workplace injuries and illnesses can be prevented. That is the purpose of the training
  - ii. Accident is the term used for workplace injuries or illnesses that cannot be prevented. (Write Accident = Not Preventable)
  - iii. Incident is the term used for workplace injuries or illnesses that could be prevented. (Write Incident = Preventable)
  - iv. Near miss is the term used for events that could have caused a workplace injury or illness, but did not. (Write Near Miss = Preventable With No Harm)
  - v. Safety and health on the job is a shared responsibility.
  - vi. Worker safety and health on the job is a basic right.

## 2. “It only takes a second” Trigger Video (25 minutes)

- a. Ask if anyone has been injured as part of their work. Have them describe the incident if they wouldn't mind.
- b. Tell participants that will be shown segments of a short video. Ask them to pay attention as to what happened so that they can
  - i. describe the event
  - ii. describe what hazards caused the harm
  - iii. provide possible reasons why the incidents happened, and
  - iv. suggest possible solutions for how the incidents might be prevented.
- c. Write the questions down on a whiteboard or flip chart paper.
- d. Show short clips of “It only takes a second” video by Aurora Pictures.  
<http://www.aurorapictures.com/SAFETY-PRODUCTS/Awareness/It-Only-Takes-A-Second>
- e. After watching each segment of the video, brainstorm why incidents happened and possible preventive strategies. List their responses on flip chart or white board.



# Unit #2

## All About OSHA

### **LEARNING OBJECTIVES:**

By the end of this module, participants will be able to:

1. Describe OSHA and its roles and responsibilities
2. Identify resources provided by OSHA online as well as through its regional offices
3. Explain the different types of OSHA recordable injuries and illnesses
4. Describe employer and employee roles and responsibilities under OSHA
5. List common OSHA violations
6. Complete an OSHA complaint form

## Unit #2 Activity Plan

### Introduction to OSHA

Activity	Time	Materials
1. Intro to OSHA (PowerPoint presentation and discussion)	25 minutes	<ul style="list-style-type: none"> <li>• Flip chart or white board and pens</li> <li>• PowerPoint Slides</li> <li>• Student Manual</li> </ul>
2. Filing an OSHA Complaint group activity	20 minutes	<ul style="list-style-type: none"> <li>• Handout #12a from OSHA 10 hour Curriculum               <ul style="list-style-type: none"> <li>○ Tips for Completing the OSHA-7 Form</li> <li>○ General Industry Complaint Scenario</li> <li>○ Notice of Alleged Safety or Health Hazards</li> </ul> </li> </ul>
Total Time	45 minutes	

**1. All About OSHA (PowerPoint presentation and discussion)** – Notes are available in the notes section of each PowerPoint slide. Discuss the slides as follows:

- a. Introduction to OSHA (Slides 1-5)
- b. OSHA Recordkeeping and Reporting (Slides 6-10). Review the OSHA 300A, 300 and 301 forms in the Student Manual.
- c. Employer and employee rights and responsibilities (Slides 11-13)
- d. OSHA major laws and common violations applicable to the participants workplaces (Slides 14-15)
- e. Sources of additional information: OSHA website and Student Manual. (Slide 16)

**2. Filing an OSHA Complaint group activity**

- a. Hand out the Tips for Completing the OSHA-7 Form, General Industry Complaint Scenario, and Notice of Alleged Safety or Health Hazards
- b. Split participants into groups
- c. Review the activity and have participants complete a Notice of Alleged Safety or Health Hazards complaint form based on the scenario.
- d. Review the results as a class.

## Filing an OSHA Complaint – Tips for Completing the OSHA-7 Form

### INSTRUCTIONS Provided on the Form:

Open the form and complete the front page as accurately and completely as possible. Describe each hazard you think exists in as much detail as you can. If the hazards described in your complaint are not all in the same area, please identify where each hazard can be found at the worksite. If there is any particular evidence that supports your suspicion that a hazard exists (for instance, a recent accident or physical symptoms of employees at your site) include the information in your description. If you need more space than is provided on the form, continue on any other sheet of paper. After you have completed the form, return it to your local OSHA office.

### Here are tips for completing the form:

1. Be specific and include appropriate details: The information on the complaint form may be the only description of the hazard that the inspector will see before the inspection. The inspector will base his or her research and planning on this information.
2. Establishment Name, Address, & Type of Business: Be thorough and specific. The inspector's research on the company and the industry's hazards will be based on this information.
3. Hazard Description/Location: The hazard description is the most important part of the form. Your answer should explain the hazards clearly. If your complaint is about chemicals, identify them whenever possible and attach copies of labels or MSDSs if you can. Identify the location so the inspector will know where to look.
4. Has this condition been brought to the attention of the employer or another government agency? You should indicate on the form if you have tried to get the employer to fix the hazard before filing the complaint. Also, if another agency, such as a local fire or building department, has been notified of these hazards, OSHA may want to consult with them.
5. Do NOT reveal my name: OSHA will keep your name off the complaint, if you wish. Remember that discrimination for health and safety activity is illegal. If you are a union representative, you may wish to have your name on the complaint.
6. Signature and address: It is important to sign the complaint if you want OSHA to conduct an onsite inspection. Also, your address will allow OSHA to send copies of inspection related materials to

U. S. Department of Labor Occupational Safety and Health Administration			
Notice of Alleged Safety or Health Hazards			
		1 Complaint Number	
Establishment Name			
City Address	Site Phone	Site FAX	
Working Address			
Management Official	2 Mail Phone	Mail FAX	Telephone
Type of Business			
HAZARD DESCRIPTION/LOCATION Describe briefly, in narrative which you/you/they own. Include the approximate number of employees exposed to or threatened by each hazard. Specify the particular building or sections where the alleged violation occurs.			
3			
Has this condition been brought to the attention of:	<input type="checkbox"/> Employer	<input type="checkbox"/> Other Government Agency (specify)	
Please Indicate Your Desire:	<input type="checkbox"/> Do NOT reveal my name to my Employer	<input type="checkbox"/> My name may be revealed to the Employer	4
The Unassigned believes that a violation of an Occupational Safety or Health standard exists which is a job safety or health hazard at the establishment named on this form.	<input type="checkbox"/> Employee	<input type="checkbox"/> Federal Safety and Health Committee	
Complainant Name	<input type="checkbox"/> Representative of Employees	<input type="checkbox"/> Other (specify)	5
Address (Street, City, State, Zip)	6		
Signature	Date		
If you are an authorized representative of employees affected by this complaint, please state the name of the organization that you represent and your title.			
Organization Name	Your Title		

*you.*



## Notice of Alleged Safety or Health Hazards

### For the General Public:

**This form is provided for the assistance of any complainant and is not intended to constitute the exclusive means by which a complaint may be registered with the U.S. Department of Labor.**

Sec 8(f)(1) of the Williams-Steiger Occupational Safety and Health Act, 29 U.S.C. 651, provides as follows: Any employees or representative of employees who believe that a violation of a safety or health standard exists that threatens physical harm, or that an imminent danger exists, may request an inspection by giving notice to the Secretary or his authorized representative of such violation or danger. Any such notice shall be reduced to writing, shall set forth with reasonable particularity the grounds for the notice, and shall be signed by the employee or representative of employees, and a copy shall be provided the employer or his agent no later than at the time of inspection, except that, upon request of the person giving such notice, his name and the names of individual employees referred to therein shall not appear in such copy or on any record published, released, or made available pursuant to subsection (g) of this section. If upon receipt of such notification the Secretary determines there are reasonable grounds to believe that such violation or danger exists, he shall make a special inspection in accordance with the provisions of this section as soon as practicable to determine if such violation or danger exists. If the Secretary determines there are no reasonable grounds to believe that a violation or danger exists, he shall notify the employees or representative of the employees in writing of such determination.

NOTE: Section 11(c) of the Act provides explicit protection for employees exercising their rights, including making safety and health complaints.

### For Federal Employees:

This report format is provided to assist Federal employees or authorized representatives in registering a report of unsafe or unhealthful working conditions with the U.S. Department of Labor.

The Secretary of Labor may conduct unannounced inspection of agency workplaces when deemed necessary if an agency does not have occupational safety and health committees established in accordance with Subpart F, 29 CFR 1960; or in response to the reports of unsafe or unhealthful working conditions upon request of such agency committees under Sec. 1-3, Executive Order 12196; or in the case of a report of imminent danger when such a committee has not responded to the report as required in Sec. 1-201(h).

## INSTRUCTIONS:

Open the form and complete the front page as accurately and completely as possible. Describe each hazard you think exists in as much detail as you can. If the hazards described in your complaint are not all in the same area, please identify where each hazard can be found at the worksite. If there is any particular evidence that supports your suspicion that a hazard exists (for instance, a recent accident or physical symptoms of employees at your site) include the information in your description. If you need more space than is provided on the form, continue on any other sheet of paper.

After you have completed the form, return it to your local OSHA office.

**NOTE:** It is unlawful to make any false statement, representation or certification in any document filed pursuant to the Occupational Safety and Health Act of 1970. Violations can be punished by a fine of not more than \$10,000, or by imprisonment of not more than six months, or by both. (Section 17(g))

Public reporting burden for this voluntary collection of information is estimated to vary from 15 to 25 minutes per response with an average of 17 minutes per response, including the time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. An Agency may not conduct or sponsor, and persons are not required to respond to the collection of information unless it displays a valid OMB Control Number. Send comment regarding this burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden to the Directorate of Enforcement Programs, Department of Labor, Room N-3119, 200 Constitution Ave., NW, Washington, DC; 20210.







# Unit #3

## What does the data show?

### Learning Objectives:

At the end of this unit, participants will be able to:

1. Define the word hazard.
2. Use occupational injury and illness incident data to identify potential hazards and establish priorities.

## Unit #3 Activity Plan

### What does the data show?

Activity	Time (minutes)	Materials
1. What does the data show? (small group worksheet and discussion)	45	<ul style="list-style-type: none"> <li>• Flip chart paper and colored markers for groups.</li> <li>• Incident Data and Worksheet in Student Manual</li> <li>• OSHA 300A Summary data for workplaces</li> <li>• PowerPoint Slides (optional)</li> </ul>

#### 1. What does the data show? (small group worksheet and discussion)

- a. Ask participants to give some examples of hazards in their workplace. Then ask them to define the word hazard. Explain that a hazard is anything that has the “potential to cause harm” and can be an object like a fork lift or an action like climbing a ladder.
- b. Explain to participants that their Student Manual has some incident data related to their workplace at the national and state level. In addition, you are handing out some data specific to their workplace based on their OSHA 300A Summary for the last three years. Briefly review the charts and tables, as needed. Each chart has an explanation of what the chart indicates and helps identify the most important hazards that are of concern.
- c. Divide participants into groups. Have each group look at the data and complete the worksheet in the Student Manual. Circulate among the groups to aid them in interpretation of the data.
- d. Have each group appoint a presenter and present their results.
- e. Summarize the results of their answers on flip chart paper and save the flip chart paper. The information will be typed up to be given as a summary to the committee for their future use.

# Unit #4

## Establishing Committee Expectations

### Learning Objectives:

At the end of this unit, participants will be able to:

1. Explain the important elements of an effective safety and health program.
2. Describe the purpose and goals of their safety and health committee
3. Assess the “Culture of Safety” at their store

# Unit #4 Activity Plan

## Establishing Committee Expectations

<u>Activity</u>	<u>Time</u>	<u>Materials</u>
1. Introduction to Safety and Health Programs (PowerPoint slide presentation and discussion)	25 minutes	<ul style="list-style-type: none"> <li>• Safety and Health Programs PowerPoint Slides (copies of slides in Student Manual)</li> </ul>
2. Establishing Committee Expectation (Group Worksheet and Discussion)	45 minutes	<ul style="list-style-type: none"> <li>• Establishing Committee Expectations Worksheet in Student Manual</li> <li>• Flipchart</li> <li>• Markers</li> </ul>
3. Culture of Safety (Group survey and discussion)	15 minutes	<ul style="list-style-type: none"> <li>• Culture of Safety Survey in Student Manual</li> <li>• Copies of Culture of Safety Survey to provide to trainees</li> <li>• Flip chart or white board and pens</li> </ul>
Total Time	85 minutes	

**1. Introduction to Safety and Health Programs (PowerPoint slide presentation and discussion):** Using the PowerPoint Slides, provide an overview of the major elements of an effective occupational safety and health program. Copies of the PowerPoint slides are included in the Student Manual. Notes for each slide are included in the notes section of each slide.

**2. Establishing Committee Expectation: Group Worksheet and Discussion**

- a. Have participants work in small groups and have them complete the worksheet.
- b. Lead a discussion reviewing the answers to their questions. Instructor will summarize their ideas on a flipchart. Save the flip chart papers. These will be typed up and given back to the committee members as a record of what they discussed.
- c. Possible responses to purpose of committee include:
  - To bring workers and management together in a non-adversarial, cooperative effort to promote safety and health in the workplace.
  - To increase and maintain the interest of employees in health and safety issues.
  - To convince managers, supervisors and employees through awareness and training

activities that they are primarily responsible for the prevention of workplace accidents.

- To help make health and safety activities an integral part of the organization's operating procedures, culture and programs.
- To provide an opportunity for the free discussion of health and safety problems and possible solutions.
- To inform and educate employees and supervisors about health and safety issues, new standards, research findings, etc.
- To help reduce the risk of workplace injuries and illnesses.

d. Possible responses to making a committee effective include:

- Develop a written mission statement.
- Define the duties and responsibilities of officers and general members.
- Identify and prioritize goals and establish action plans to achieve each goal.
- Establish regular meeting times.
- Record and disseminate minutes of each meeting, documenting attendance, problems and issues and corrective action proposed and actions taken to address each issue.
- Organize special sub-committees to address specific issues and projects.
- Communicate the purpose, activities and accomplishments of the committee to all employees.
- Periodically conducting health and safety inspections of individual departments to:
  - Identify hazards and unsafe acts for correction.
  - Assign corrective responsibility.
  - Evaluate program effectiveness.
  - Report to management on identified problems and progress on improving workplace health and safety.
- Reviewing and recommending training and educational safety programs for all employees.
- Reviewing accident reports for trends and problem areas.
- Involving other employees/departments in various projects and functions to reaffirm everyone's responsibility for health and safety.

e. Leave this list up so that there is a record of their ideas that they can work from for other activities.

f. Trainer will go over key points they missed as outlined and have them incorporate any of the points they missed onto their list.

### **3. Culture of Safety (Group survey and discussion)**

- a. Refer to the "Culture of Safety" survey in the Student Manual. Explain that this is a survey that can be used to help categorize a store's culture of safety by giving the survey to all employees. It can be used as evaluation tool to measure how effective a committee is in improving the safety of culture over time. It would be given to all employees at one

point in time and then some time later, like a year, and the difference in results would measure change and how the committee is affecting the culture of safety.

- b. Lead a discussion comparing the questions on the survey to the responses the groups developed for question 3 on the worksheet.
- c. Hand out another copy of the survey. Ask everyone to complete the survey and collect their responses. Their responses will be compiled and handed back the next day.

# Unit #5

## Mapping hazards

### Learning Objectives:

At the end of this unit, participants will be able to:

1. Identify common safety, health, and emergency hazards at your workplace.
2. Compare the relative risks for common hazards.

# Unit #5 Activity Plan

## Mapping Hazards

Activity	Time (minutes)	Materials
1. Classification of hazards (discussion)	5	<ul style="list-style-type: none"> <li>• Flip chart or white board and pens</li> </ul>
2. Mapping Hazards at your facility (small group and discussion)	40	<ul style="list-style-type: none"> <li>• Flip chart paper and colored markers for groups.</li> <li>• Sample Hazard Map</li> </ul>
Total Time	45	

### 1. Classification of Hazards (discussion)

- a. Ask participants to provide some examples safety hazards. Write down responses.
- b. Ask participants to provide some examples of health hazards. Write down responses.
- c. Ask participants what the difference is between a safety and health hazard.
- d. Highlight the differences:
  - Safety hazards are generally visible, cause immediate harm, and only take one exposure.
  - Health hazards are generally not visible, cause delayed harm, and take repeated exposures to cause harm.
- e. Tell participants that health hazards can be further divided into subcategories such as chemical, physical, biological, ergonomic, and stress. Provide examples of each type of health hazard.
- f. Ask participants what it means if a hazard is called an emergency. Explain that an emergency implies that there is an immediately possibility for serious harm or that the hazard is not controlled.

### 2. Mapping Hazards (small group and discussion)

- a. Explain that participants will work in small groups. Each group will choose or be assigned a work area in their facility. Each group will draw a simple floor plan showing rooms, work areas, furniture, equipment work processes, doors and windows.
- b. Each group will mark the location of hazards on the floor plan using colored markers. Use red for safety hazards, green for health hazards, and blue for emergency hazards might occur.

- c. Label each hazard with a number from 1 to 3 indicating the level of risk for each hazard. 1 is a low risk, 2 is a medium risk, and 3 is a high risk.
- d. Have each group appoint a presenter and present their hazard map explaining the hazards and their risk rating. Ask non-presenting groups to add any hazards that may have been missed.
- e. Discuss findings



# Unit #6

## Developing a Mission Statement

### Learning Objectives:

At the end of this unit, participants will be able to:

1. Write a mission statement for the joint management safety and health committee

# Unit #6 Activity Plan

## Developing a Mission Statement

<u>Activity</u>	<u>Time</u>	<u>Materials</u>
1. Developing a mission statement (small group activity and discussion)	60 minutes	<ul style="list-style-type: none"> <li>• Worksheet</li> <li>• Flipchart</li> <li>• Markers</li> <li>• Laptop computer</li> <li>• Projector</li> </ul>

### 1. Developing a mission statement (small group activity and discussion)

- a. Provide an overview of what a mission statement is.

A mission statement provides direction. A unifying mission enables management and the employees to work together for a common purpose and provides the foundation for developing a strategic plan to improve the work environment. The mission statement should express the long-term vision and values of the committee.

#### Key Points

- Mission statements should be easily understood and embraced by all employees.
- Acted upon by all employees every day.
- Firmly rooted in the work environment **culture of safety** that everyone operates in.
  - All individuals believe they have a right to a safe and healthy workplace.
  - Each person accepts personal responsibility for ensuring his or her own safety and health.
  - Everyone believes s/he has a duty to protect the safety and health of others.
- Should establish clear and attainable goals.
- Should not include specific details, individual assignments, tasks or responsibilities. These would be included in the committee's action plan.

- b. Assign participants to small groups to answer the questions on worksheet except for the last question. The last question on the worksheet asks each group to write a mission statement. Also had out one sheet of flip chart paper and markers to each group. As each group to write their mission statement on the flipchart paper. It will be used to decide on a final mission statement for the committee.
- c. Lead a discussion about each of the group's responses for all questions except the last one that asks them to write a mission statement. Summarize their findings on flip chart paper. Keep the flip chart paper as a record of what was discussed. This information will be typed up and provided back to the committee.

- d. For the last question, have each group post their flip chart paper with the draft mission statement. Ask the participants to select the mission statement they like the best.
- e. Write their starting mission statement into a word document on the computer connected to a projector.
- f. Lead a discussion editing the mission statement until everyone is happy with the results. Save this mission statement for their later use. Evaluate the statement they developed.
  - Is the statement realistic?
  - Is it clear and concise?
  - Is it powerful?
  - Does it cover these key points?



# Unit #7

## 25 Thousand Dollar Pyramid Game

### Learning Objectives:

At the end of this unit, participants will be able to:

1. Identify control methods to eliminate or reduce occupational risk.
2. Classify applied control methods using the OSHA categories for hierarchy of controls.

## Unit #7 Activity Plan

### 25 Thousand Dollar Pyramid Game

Activity	Time (minutes)	Materials
1. Introduction (discussion)	5	<ul style="list-style-type: none"> <li>• None</li> </ul>
2. 25 Thousand Dollar Pyramid Game	40	<ul style="list-style-type: none"> <li>• Pyramid sign on flip chart paper or printed paper</li> <li>• Post its of many different colors</li> <li>• PowerPoint Slides of scenarios</li> <li>• Prizes (candy or some other suitable prize)</li> </ul>
Total Time	45	

#### 1. Introduction (discussion)

- a. On a piece of flipchart paper, create a table with two columns. Head the left column Hazards and the right column Possible Solutions.
- b. Pick one job hazard such as “slippery floors” and ask the participants how this workplace hazard could be reduced or eliminated.
- c. List responses.
- d. Explain that some controls are better than others. Classify the responses into the three OSHA categories.

#### 2. 25 Thousand Dollar Pyramid Game (35 minutes)

- a. *Instructor’s Note.* If you wish, you can present this material as a class discussion instead of a game. For each story, ask students for their ideas about possible ways to prevent the injuries described.

- b. If you are presenting the material as a game, draw a game board like the one below on flipchart paper, and tape it to the wall.



- c. Explain that in each round of the game, you will read aloud a story about a worker who got injured at work. Participants will work in teams. Teams should think of themselves as safety committees, responsible for finding ways to control the hazard that caused the injury described. Teams will be given a pad of Post-it notes on which to write their solutions. Notice that the pyramid divides solutions into three categories:
- Engineering controls
  - Administrative controls)
  - Personal Protective Equipment (PPE).

Explain that this is a fast-paced game and time counts. After you read each story, the teams will have one minute to come up with solutions and post them on the game board. One team member should be chosen as the “writer” for the team. Each solution the team comes up with should be written on a separate Post-it note. Another team member should be chosen as a “runner” who will post the team’s notes in the correct categories on the game board. Tell the class that you will decide whether each solution is a good one. To be valid, it must:

- Relate to the story
- Be realistic
- Be specific about the solution (for example, not just PPE, but *what kind* of PPE).

Remember that some solutions may fall in more than one category. The same solution written on two Post-its placed in two categories should count once. Tell the class that in some cases there may be no good solutions in some of the categories. Explain that if teams put a good solution in the wrong category, you will move that Post-it to the proper category and give them the points. Explain that, after each round, you will tally the points. Each valid solution in the *Engineering* category is worth \$2,000. Each valid solution in the *Administrative* category is worth \$1,000 and in the *PPE* category is worth \$500 because these are usually less protective or prone to failure.

Select teams of 3-5 participants each. Ask each team to come up with a team name. Record team names on the chalkboard or on a sheet of flipchart paper, where you will keep track of the points. Pass out Post-it note pads, with a different color for each team.

Using one of the stories, conduct a practice round. For this round, teams shouldn't bother writing down solutions, but should just call out their answers. Add any solutions the class misses.

Read the story aloud:

Chris, a maintenance worker, was walking in an aisle in a building and slipped on a spilled liquid. He hit his head on the floor resulting in a concussion. He was out for two days.

Ask the class: What solutions can you think of that might prevent this injury from happening again?

Begin the game. Play as many rounds as it takes for a team to reach \$25,000. When a team wins, award prizes. At the end of each round, review the solutions teams have posted and total the points for valid answers. You can identify a team's solutions by the color of its Post-it notes. Add any solutions the teams missed.

### **Round 1: Revera's Story**

Read the story aloud:

Revera was walking down an aisle in a warehouse. When he came to a corner, a forklift carrying several pallets stopped suddenly to avoid hitting him, dumping several heavy boxes from the pallet onto his foot. His foot was severely bruised and he was out of work for three days.

Ask the teams:

What solutions can you think of that might prevent this injury from happening again?  
Give the teams one minute to write down their solutions and put them on the board.

### **Round 2: Terry's Story**

Read the story aloud:

One day while lifting a 50 pound bag onto a pallet, Terry turned quickly to the right and felt a sharp pain in his lower back. He had to stay out of work for two days to recover. His back still hurts sometimes.

Ask the teams:

What solutions can you think of that might prevent this injury from happening again?

### **Round 3: Fred's Story**

Read the story aloud:

While selecting a container of product, an adjacent container fell onto Fred's hand causing a bruise to the back of his hand. He was out of work for one day.

Ask the teams:

What solutions can you think of that might prevent this injury from happening again? ”

**Round 4: Keith’s Story**

Read the story aloud:

Keith was repairing a light fixture 15 feet of the floor using an 10 foot old wood stepladder that was a little wobbly. He accidentally touch a live circuit, lost his balance and fell to the floor breaking his leg. He was out of work for four weeks.

Ask the teams:

What solutions can you think of that might prevent this injury from happening again?

**Round 5: Carol’s Story**

Read the story aloud:

While picking up an empty pallet with a hilo, debris fell into her right eye. She was out work for two days.

Ask the teams:

What solutions can you think of that might prevent this musculoskeletal strain?

**Round 6: Maria’s Story**

Read the story aloud:

While opening a cardboard box with a box opener, she cut her left wrist. The injury required 5 stitches and she was out of work for two days.

Ask the teams:

What solutions can you think of that might prevent this injury from happening again?

**Round 7: Bill’s Story**

Read the story aloud:

While stepping off a pallet jack, he strained his left knee and was out for one day.

Ask the teams:

What solutions can you think of that might prevent this injury from happening again?



# Unit #8

## Overview of Hazards at Your Facility

### Learning Objectives:

At the end of this unit, participants will be able to:

1. Identify the more significant sources of workplace injuries and illnesses at your facility.
2. Recognize the basic safety and health issues associated with sharp edges, walking and working surfaces, machine guarding, fire safety and material handling.

# Unit #8 Activity Plan

## Overview of Hazards

Activity	Time	Materials
1. Overview of Hazards: Discussion	5 minutes	None
2. Walking and Working Surfaces: Discussion	40 minutes	Power point Slides 1-21
3. Preventing Cuts and Lacerations, Machine Guarding, Material Handling and Fire Safety: Discussion	15 minutes	None
Total Time	60 minutes	

### 1. Overview of Hazards (discussion)

- a. Ask participants to recall the top three hazards of their workplace:
  - i. Ergonomic issues related to strains and sprains
  - ii. Walking and working services (slips, trips & falls)
  - iii. Sharp edges (cuts and lacerations)
  - iv. Also discuss other hazards: Material Handling, Machine Guarding and Fire Safety
- b. Explain that you will now spend more time on look at these hazards, starting with walking and working services.

### 2. Walking and Working Surfaces (discussion) – Notes are available in the notes section of each PowerPoint slide. Discuss the slides as follows:

- a. General requirements (Slides 1-6)
- b. Floor openings and holes (Slides 7-11)
- c. Wall openings and open-sided floors, platforms walkways, and runways (Slides 12-14)
- d. Stairs and ladders (Slides 15-19)
- e. Scaffolding (Slide 20)
- f. Summary (Slide 21)

**3. Preventing cuts and lacerations, machine guarding, material handling and fire safety (discussion)** - Briefly review the materials in the Student Manual

**Slips, Trips and Falls**

**What causes slips, trips and falls?**

Slips can occur when floors or other working surfaces become slippery due to wet or oily processes, floor cleaning, leaks, or from materials and debris left in walkways. Trips can occur due to uneven floor or working surfaces, protruding nails and boards, from stretched carpet or bunched floor mats intended to prevent slipping, from holes or depressions in working surfaces, and from step-risers on stairs that are not uniform in height. Both slips and trips can result in falls. In addition, falls can occur when ladders are not maintained or used properly, elevated storage and work surfaces are left unguarded, and when stairways and elevated working surfaces are not designed properly.

**What types of injuries can occur?**

According to OSHA, slips, trips and falls constitute the majority of general industry accidents and result in back injuries, strains and sprains, contusions, and fractures. Additionally, they cause 13 percent of all workplace deaths in 2008.

**What can employers and employees do to prevent slips, trips and falls in the workplace?**

- Where there are wet or oily processes, maintain drainage and provide false floors, platforms, nonslip mats or floor surfaces, or other dry standing places where practicable.
- Use no-skid waxes and surfaces coated with grit to create nonslip surfaces in slippery areas such as toilet and shower areas.
- Use slip-resistant footwear.
- Clean up floors and working surfaces promptly and frequently when they become wet.
- Use prudent housekeeping procedures such as cleaning only one side of a passageway at a time.
- Provide warning signs for wet floor areas.
- Provide floor plugs for equipment, so power cords need not run across pathways. Temporary electrical cords that must cross aisles should be taped or anchored to the floor.
- Aisles and passageways should be sufficiently wide for easy movement and should be kept clear at all times.
- Re-lay or stretch carpets that bulge or have become bunched to prevent tripping hazards.

- Eliminate cluttered or obstructed work areas and keep file cabinet drawers closed.
- Provide good lighting for all halls and stairwells, especially during night hours.
- Make sure stairs have proper handrails, that treads and risers are maintained, and that treads have a slip-resistant surface.
- Instruct workers to use the handrail on stairs, to avoid undue speed, and to maintain an unobstructed view of the stairs ahead of them even if that means requesting help to manage a bulky load.
- Eliminate uneven floor surfaces.
- Make sure elevated storage and work surfaces have guardrails, toe boards and a permanent means of access.
- Make sure that floor drains, pits and other floor or wall openings are covered or protected with guardrails.
- Use only properly maintained ladders with uniformly spaced rungs and nonslip safety feet to reach items. Do not use stools, chairs or boxes as substitutes for ladders.
- Train employees in the safe use of ladders.

### **Preventing Cuts & Lacerations**

Introduction: Each year, millions of workers suffer workplace injuries that could have been prevented. Some of the most common and preventable injuries are cuts and lacerations. Although statistical data differs from study to study, cuts and lacerations often rank as the second or third most frequent workplace injury. Approximately 30 percent of all workplace injuries involve cuts or lacerations, and about 70 percent of those injuries are to the hands or fingers. Common cut/laceration injuries include:

- Scratches and abrasions, or minor cuts requiring first aid;
- Needle sticks, or puncture wounds;
- Deep lacerations requiring medical attention, sutures;
- Lacerations involving nerve and/or tendon damage;
- Amputations.

### **Typical hazards/causes of cuts and lacerations:**

- Improper training

- Lack of established safety procedures
- Employees in a hurry, taking short cuts or not following safety procedures
- Failure to wear cut-resistant gloves or wearing improper gloves for job
- Contact with metal items such as nails, metal stock or burrs
- Hand tools with blades (e.g., knives, box cutters, screwdrivers, chisels)
- Handling sharp objects or material such as glass, sheet metal
- Improper tool for the job or tool used improperly (e.g., using a screwdriver as a pry bar)
- Tools in poor condition (e.g., cracked or broken handle, dull blade, mushroomed head or slippery from exposure to oil-based chemicals)
- Poor housekeeping, clutter, debris
- Poor lighting, reduced visibility
- Using defective machinery

Prevention strategies: The key to preventing these injuries is keeping body parts away from hazards. Employers should establish work procedures to identify and control exposure to hazards. Ask participants to suggest control measures to minimize the risk for cuts and lacerations. Possible answers include:

- Training employees to use established safety procedures
- Only use machinery that you have been trained to use
- Using lockout/tagout procedures
- Turn off the machinery when unattended
- Keep hands away from any moving parts and blades
- Do not leave sharp objects in hazardous positions
- Wearing personal protective equipment
- Safe tool use
- Good housekeeping
- Tag and remove defective machinery

One of the most common sources of cuts and lacerations is the use of knives and other cutting tools. Gather examples of utility knives and other cutting tools used at your facility and a copy of safety procedures regarding their use. Review your safety procedures, or use the following suggestions.

**Knife/blade safety:**

- Wear proper safety gear; eyewear, gloves, sleeves.
- Use the proper tool for the job.
- Inspect tools prior to use.
- Keep work area clear.
- Keep tool under control at all times.
- Keep the item you are cutting secured; don't hold work in hand while cutting.
- Use a sharp blade; a dull blade requires greater force, increasing potential hazards.
- Replace blades when they become dull; use caution when disposing of used blades (e.g., use approved sharps container or wrap the cutting edge with heavy tape).
- Stand in a well-balanced position.
- The cutting stroke of knives should be away from the body and hand when you are able control the cut.
- Make sure the path of the cut is clear, and keep the non-cutting hand out of the path of the cut.
- When cutting thick material, use several passes of the blade and apply more downward pressure with each pass.
- Never use a cutting blade as a screwdriver, pry bar or chisel.
- Don't leave exposed blades unattended; use self-retracting cutting blades.
- When appropriate, use rounded tip cutting blades rather than pointed tip blades.
- Maintain proper storage or use a separate drawer for sharp cutting tools.
- Keep cutting tools in a closed position or covered with a protective sheath.

Gather examples of gloves or other personal protective equipment designed to minimize risk of cuts and lacerations.

Gloves: Selecting the right glove for the right application can improve worker safety and productivity. Comfort is one of the most important factors when selecting hand protection. If gloves are not comfortable, workers are less likely to wear them. Understanding the different types of gloves and their appropriate uses is important to a good hand-protection program.

-- edited version from the Ohio Bureau of Workers' Compensation Safety Leaders Guide, 2009

### **Material Handling / Powered Industrial Trucks**

Causes of accidents include:

- Improper training
- Lack of maintenance
- Overloading forks
- Traveling with raised loads

#### **Safe forklift operation:**

- Do not place arms or legs outside the vehicle while operating
- Unattended vehicles must be shut off with a lowered load
- Maintain headroom under lights and sprinklers
- Overhead guard must be in place to protect from falling objects

### **Fire Safety / Emergency Action Plans**

- Exit routes must be permanent and there must be enough exits in the proper arrangement for quick escape
- Exits must be separated by fire-resistant materials
- Openings into an exit must be limited to those necessary to allow access to the exit or to the exit discharge
- An opening into an exit must be protected by an approved self-closing fire door that remains closed or automatically closes in an emergency
- Exit routes must be free and unobstructed
- Keep exit routes free of explosive or highly flammable materials

- Arrange exit routes so that employees will not have to travel toward a high hazard area, unless it is effectively shielded
- Emergency safeguards (e.g., sprinkler systems, alarm systems, fire doors, exit lighting) must be in proper working order at all times

## **Machine Guarding**

### **Causes of Machine Accidents:**

- Reaching in to “clear” equipment
- Not using Lockout/Tagout
- Unauthorized persons doing maintenance or using the machines
- Missing or loose machine guards

### **Requirements for Safeguards:**

- Prevent contact - prevent worker’s body or clothing from contacting hazardous moving parts
- Secure - firmly secured to machine and not easily removed
- Protect from falling objects - ensure that no objects can fall into moving parts
- Create no new hazards - must not have shear points, jagged edges or unfinished surfaces
- Create no interference - must not prevent worker from performing the job efficiently, safely, and comfortably
- Allow safe lubrication - if possible, be able to lubricate the machine without removing the safeguards

### **Types of Guards:**

- fixed
- interlocked
- adjustable
- self-adjusting

# Unit #9

## Ergonomics

### Learning Objectives:

At the end of this unit, participants will be able to:

1. Identify ergonomic risk factors associated with common work areas and job tasks
2. Define musculoskeletal disorders and determine the how they develop
3. Assess effective ways to mitigate these risk factors to minimize associated illnesses

# Unit #9 Activity Plan

## Ergonomics

<u>Activity</u>	<u>Time</u>	<u>Materials</u>
<p><b>1. Introduction to Ergonomics</b></p> <p>Use the power point to go through an overview of Ergonomics</p>	10 minutes	Committee Ergo Powerpoint
<p><b>2. Defining Ergonomic Risk Factors and Identifying Solutions</b></p> <p>Instructor reviews the most common risk factors associated with ergonomic-related illnesses and give examples of these illnesses.</p> <p>Participants will work in groups and be given one or two jobs within their facility to evaluate for associated risk factors. They will then assess these risk factors and relate them to potential aches, pains and diagnosable illnesses that could develop as a result of these tasks.</p> <p>Each group will be given a different job at the facility. They will then fill out the body map by answering questions 1-4.</p> <p>Give them about 20 minutes to answer the questions and then present their answers to the group.</p> <p>After the last group has gone, give them about 10 minutes to answer question 5 and then have them present.</p>	60 minutes	<ul style="list-style-type: none"> <li>• Body map</li> <li>• Student Manual</li> </ul>
<p><b>3. Summary</b></p> <p>Instructor summarizes key points</p>	5 minutes	



# Unit #10

## Committee operations, functions and duties

### Learning Objectives:

At the end of this unit, participants will be able to:

1. Describe the roles and function of an effective safety and health committee

# Unit #10 Activity Plan

## Committee Operations, Functions and Duties

<u>Activity</u>	<u>Time</u>	<u>Materials</u>
1. Committee Operations, Functions and Duties (Discussion and Group Activity)	90 minutes	<ul style="list-style-type: none"> <li>• Student Manual</li> <li>• Flipchart</li> <li>• Markers</li> </ul>

### 1. Committee Operations, Functions and Duties

- a. Ask what processes need to be in place for the committee to function effectively? Have them call things out and write them on a flipchart.
- b. Break them into four groups and give each group a different worksheet – Part 1: Committee Structure; Part 2: Meeting Times and Schedules; Part 3: Decision-Making; and Part 4: Communication Procedures with Employees. Have them answer the questions for their task in their Student Manuals.
- c. Then have each group report their answers to the entire group and have a further discussion on suggested revisions. Have the group designate a recorder for final consensus answers from the entire group discussion.
- d. Write down their responses to each question on flipchart paper summarizing all discussion. Save the flipchart paper for to be summarized and given back to the participants as a summary of what they decided.

# Unit #11

## Linking Hazards to Jobs

### Learning Objectives:

At the end of this unit, participants will be able to:

1. Conduct a job safety analysis to identify hazards associated with tasks and implement control strategies to reduce risk.

## Unit #11 Activity Plan Linking Hazards to Jobs

Activity	Time (minutes)	Materials
1. Job Safety Analysis (small group activity and discussion)	60	<ul style="list-style-type: none"> <li>• Flip chart paper</li> <li>• Colored markers</li> <li>• Student Manuals</li> </ul>

1. Divide participants into groups of 3-5.
2. Assign each group 1-2 job titles. Each group should have separate job titles.
3. Have each group complete the Job Safety Analysis worksheet for each assigned job title.
4. Have each group report back their findings and discuss.

# Unit #12

## Developing a Committee Action Plan

### Learning Objectives:

At the end of this unit, participants will be able to:

1. Develop a committee action plan with specific tasks and timeline.

## Unit #12 Activity Plan

### Developing a Committee Action Plan

<u>Activity</u>	<u>Time</u>	<u>Materials</u>
1. Developing a Committee Action Plan (Group worksheet and discussion)	90 minutes	<ul style="list-style-type: none"> <li>• Student Manual</li> <li>• Flip chart paper</li> <li>• Markers</li> </ul>

1. Developing a Committee Action Plan

- a. Divide participants into small groups and have them complete the worksheet.
- b. Lead a discussion reviewing the answers to their questions. Summarize their ideas on a flipchart. Save the flip chart papers. These will be typed up and given back to the committee members as a record of what they discussed.