



Worker Safety & Health Training of Trainers

Trainer's Guide



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* Only on memory stick (not in binder).

Activity Handout: Group Resume

Purpose

To understand the resources we bring to each other.

Task

Work together in small groups to create a "group resume" that summarizes the talents, skills and experiences of the group. Groups then get together and present this information to each other.

1. Each participant should share the following information with the others in the group:

- Name
- Local union & location
- Your role in the union and how long you've been a member and/or how long you've been on staff
- One skill you feel you are good at
- One thing you enjoy doing (unrelated to your work)

2. Groups do the following:

- Pick a facilitator and recorder to keep track of the discussion.
- Learn about individuals in the group (by discussing questions provided).
- Prepare a 2-3 minute presentation that highlights the strengths/interests of your entire group. We encourage all sorts of presentations: skits, songs, etc.).
- Present your group resume to the rest of the group.

Activity Handout

How We Think About Workplace Injuries, Illnesses & Hazards

Purpose

To explore causes of workplace injuries and illnesses, and to look at how we think about safety and health on the job.

Task

- In your small group, take a few minutes to individually read the two questions below and think about your answers.
 - After a few minutes, call the group together to discuss your ideas. Try to come to a group agreement on an answer to each question, and reasons for selecting that answer. Select a reporter who will record and share your group's responses with the large group.
 - If your group cannot agree, the reporter may present a "majority" and "minority" (or "divided house") report.
-

1. Most accidents happen at work because workers are careless or accident-prone.
_____Agree _____Disagree

Reasons for Agreeing or Disagreeing:

2. Often the main problem with safety and health at work is that workers do not take the subject seriously enough. They just do not seem to care enough when it comes to health or safety on the job.

_____Agree _____Disagree

Reasons for Agreeing or Disagreeing:

Background on the Training

This Train-the-Trainer Guide was designed for use by UFCW local union members and staff.

The UFCW Occupational Safety and Health office (Jackie Nowell, Robyn Robbins, Deborah Rosenstein & Belinda Thielen) developed this training in late 2011, utilizing curriculum developed by the UFCW, National Labor College Labor Safety and Health Program and the National COSH Network/ Interfaith Worker Justice.

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Preparing to Lead a Training

Interpretation & Translation

Try to insure that all safety and health trainings are accessible to people whose first language is not English. Identify language needs as early as possible, in advance of the training. Coordinate with interpreters and check to make sure that any translation equipment is functioning (batteries charged, etc.). Review all of the handouts and flip charts to insure that these are translated. Contact the UFCW OSH Office if you are missing handouts in Spanish or would like assistance in expanding safety and health language access at your local union.

Reading, Writing & New Terminology

Members of our union come from a wide range of backgrounds. Some may be comfortable with reading and writing and some may not. When possible, try to lead activities that do not rely upon individuals being able to read and write a great deal on their own. Ask participants to work in small groups with worksheets or tasks and ask for volunteers from the group to do the reading or writing for their group. Ask for volunteer readers in the large group as well (versus putting people on the spot by asking them to read). Explain that the workshop is a "spell-free zone" and that people writing on flip-charts, etc. shouldn't worry about spelling or grammar. At the beginning of the training, let the participants know that all terms and abbreviations will be explained and that we should all feel free to ask for this if anyone forgets.

Space

When possible, try to hold the training in a room where people can sit facing each other (around one large table, at smaller round tables, etc) versus in classroom-type rows. This

set-up will allow people to feel more like they are at a meeting of peers and more able to participate. Wall space will be needed for hanging flip charted lists and notes.

"Parking Lot"

Participants are likely to raise questions and ideas that are either not directly connected to the topic at hand or that are connected but require more time than the agenda allows. When this happens, you may want to start a "parking lot"-- a flip chart page labeled "parking lot" where you note these items. At the end of the training, return to the "parking lot" and decide when, in the future, these questions/ideas will be addressed (another meeting or training session may need to be scheduled).

Topics Covered

There are three workshops included in this trainer's guide:

- 1) Workers' Safety and Health Rights
- 2) Identifying Hazards
- 3) Evaluating & Controlling Hazards

The workers' safety and health rights module can be led at your local, regardless of whether you teach the other two. #2 and #3, however, should be taught in conjunction with each other (the skit in module #2, for example, is referenced in module #3). There are many important safety and health topics that are not included in this manual. The UFCW OSH Office will be offering additional training in these areas (see possible list of future topics in Section 5 of this manual).

General Materials Needed (specific materials are mentioned with each section)

- Flip chart easels/stands
- Flip chart easel paper
- Laptop computer and projector (most sections of this training do not require a laptop and projector). Contact the UFCW OSH Office for ideas on how to lead the entire training without this technology if necessary.
- Colored magic markers
- Pens
- Blue painters' tape (easier on training room walls)
- Name-tags
- Sign-In sheet
- Evaluation forms

Notes to be charted on easel paper will be indicated by this symbol:



This manual uses italics to indicate information intended for facilitators to share with workshop participants.

At the Beginning of any Training

Regardless of which module you're leading, it's important to begin with some context and background on the training. The goal here is to avoid a long lecture, but to help people understand the importance of the training and their participation. This is also when you can begin to create a comfortable space for everyone to share their ideas and experiences.

1. As needed, check-in with interpreters and participants around translation. Explain the process to all participants and confirm that everyone's equipment is working.
2. Ask participants to introduce themselves with (name, job and role in the union or community group) and to share any previous experience with safety and health training. In order to save time, if you there are more than ten participants, break people up into small groups to do these introductions and ask for quick reports from each group.
3. Explain that many safety and health trainings blame workers for their injuries and illnesses. share that this training is designed differently; that instead of being the problem, that workers in our union can help to identify real hazards and problems at work.
4. Mention that the training is designed to help people learn from one another, to connect their experiences and to plan for change. Stress that there is a great deal of experience in the room and that you look forward to learning from everyone.
5. To this end, stress that full participation will help the training and ask participants to remember the principle of "step-up, step-back"-- that people who often talk a lot might want to try 'stepping back' and those who don't usually say much may want to try "stepping up." You may also wish to generate a longer list of group agreements/ ground rules (examples of other agreements: any question is ok; all reading aloud is voluntary; everyone should be treated with respect)
6. Explain that the hope is to create a space where people feel comfortable asking questions (questions are encouraged!) and learning together. Ask people to turn off their cell phones.
7. Provide information about the training site (location of bathrooms, etc).
8. Let participants know how long the training will last and review the agenda.

Workshop 1: Workers' Safety & Health Rights

Agenda

Session Objectives	5 min
OSHA Background & History	15 min
Workers' Rights Under OSHA	40 min
Real-life Scenarios: OSHA Rights at Work	40 min
Educating Others: Using the OSHA Rights Booklet	15 min
Total Time	2 hours

Workshop Objectives

- Understand the history and context of the OSH Act.
- Learn about workers' health and safety rights under the OSH Act and how to exercise these rights.
- Share ideas for using the UFCW's Basic OSHA Rights Booklet in worker-to-worker education.

Facilitator Notes:

1. Before people arrive, distribute the five OSHA History/Background Cards at different tables. If possible, print these on brightly colored cardstock.
2. Ask for volunteers to read each of the OSHA History/Background Cards. Encourage discussion after each card is read. Try to edit #4 (State OSHA Plans) so that it includes information about whether the workplaces represented by your local union are covered by a state OSHA plan. (15 mins)

Have extra time and a strong internet connection? Show a video on the history of OSHA.

- *No Aguantamos Mas*, in Spanish, a 1980 film about OSHA,
<http://www.youtube.com/user/markdcatlin#p/u/52/Pe1PXToZHyI>

- *The Story of OSHA*, in English, <http://www.youtube.com/watch?v=b1N48Z5HerA>.

Both are just under 30 minutes.

A minute-long film can be seen at <http://www.youtube.com/watch?v=A-TXgSQ-0c4&NR=1>

#1: About OSHA

The Occupational Safety and Health Act became law in 1970. The law created the Occupational Safety and Health Administration, OSHA. Workers were being killed, injured and made sick on the job every day, in mining disasters, fires and from exposure to dangerous chemicals and dusts. For over a century, labor and other activists wanted the government to regulate industry and protect worker's health and safety on the job.

#2: Labor Safety & Health Then & Now

The 1911 Triangle shirtwaist factory fire in New York City killed 146 people, most young, immigrant women. The workers were locked in, with only one exit out of the ten-story building. The owner had guards search bags for stolen materials as they left work each day. At the time, this was a sensational event but not unusual. One hundred workers (or more) died every day on the job. Labor unions and community allies used the fire's publicity to push for greater safety and health protections.

But OSHA was not passed until 1970. In 1991, eighty years after the Triangle tragedy, a fire broke out in a poultry plant in Hamlet NC. Twenty-five workers died and more than fifty were made permanently disabled from inhaling smoke. The doors to the plant were locked by the owner to prevent the workers from supposedly stealing chickens. In 2010, in Bangladesh, 29 workers died after a fire swept through the Hameem garment factory. The workers were trapped inside because guards had been ordered to lock the gates in the event of a fire in order to prevent clothes from being stolen during the confusion. The factory made clothes for the GAP.

#3: Standards & Inspections

The Occupational Safety and Health Administration, OSHA, is an agency in the Department of Labor. The Agency makes rules employers have to follow to control hazards in the workplace and conducts inspections to be sure employers are following the rules. The OSHA rules are contained in the Code of Federal Register (CFR), Book 29 (Labor Law), Section 1900. For example, the rule that gives workers the right to know about the chemicals they work with is "29 CFR 1910.1200." There are many hazards we do not have standards for.

#4: State OSHA Plans

27 states have their own OSHA programs, called "state plans." Half of the cost for these plans is covered by federal OSHA. State programs have to be at least as effective as federal OSHA, but they can be stronger. Washington, for example, has a state plan with numerous standards that are more stringent than federal OSHA.

#5: OSHA & Unions

At the beginning of an OSHA inspection in your workplace, the inspector should ask the employer if the workers are represented by a union. A worker designated by the union should then be asked to walk around the workplace with the OSHA inspector during the inspection. The union should therefore choose several workers as “walk-around reps” to cover all shifts, vacations, sick days, etc.

Each OSHA region has a labor liaison, whose job it is to communicate with organized and unorganized workers, worker centers and coalitions, helping them navigate OSHA’s organizational structure or complaint procedures, and to assist them in developing and updating health and safety programs. Many local unions contact these liaisons to establish a relationship.

3. *There are other laws, in addition to the OSH Act, that apply to worker safety and health-- the National Labor Relations Act (NLRA) and other bargaining laws. The NLRA requires private sector employers to bargain with unions over health and safety conditions. It allows workers in union and non-union workplaces to "act collectively" to improve workplace health and safety conditions. The NLRA has some limited protections for refusing unsafe work. Many states have similar bargaining laws for state, county and municipal employees; there is also a federal bargaining law for federal employees. Some of the participants in your training may already be familiar with the NLRA, but have not considered it in a health and safety context. We will be focusing on the OSH Act for the rest of the session, but that more trainings may be conducted in the future about the NLRA.*
4. Distribute the "Your Right to a Safe Workplace" booklets and walk people through it, referring to additional information as needed (MSDS forms, OSHA 300 Logs, Bathroom Table, etc) Project the pages from the booklet using the power point presentation.
5. Break the participants into small groups and distribute copies of the Workers' Rights Scenarios. Assign one scenario per group (if you have more groups than scenarios, some of the groups can work on the same scenarios). Ask each group to select a note-taker and reporter. Explain that they have fifteen minutes to read and discuss their scenario. After the fifteen minutes, bring everyone back together and ask for brief report-backs from each group (if more than one group has the same scenario, ask one group to report first and the others to only add ideas that have not already been mentioned). Ask the groups to include a summary of their scenarios with their report-backs. Spend approximately fifteen minutes on the reports and discussion. (30 mins)
6. Thank the participants for attending the workshop and explain that there are extra copies of the "Your Right to a Safe Workplace" booklets. *We hope that you will be able to share these booklets with your co-workers.* Ask what ideas they have for how they might do this (in small groups, during breaks, at lunch, at a steward's meeting, etc.). Ask what questions they have and what additional support they may need. Try to track how many booklets the workers take and work with them to develop a plan for reaching as many workers as possible.

Workers' Rights Scenario #2

You and a few co-workers are concerned about violence at your store. There have been two robberies on night shift in the past year. You're not sure if your store manager knows her responsibilities under OSHA on workplace safety and health. You do know that you have had no training or information on violence prevention. You did some research online and learned that there is no OSHA standard on workplace violence prevention.

1. What is the hazard in this situation?
2. What will you do next?
3. Are there any specific OSHA rights could you use to help with this problem? How would you do this?

Workers' Rights Scenario #3

You and Maria work 1st shift, packing chicken wings at a poultry plant. It's cold and noisy, and you stand in one spot all day. You each get one 15 minute paid break in the morning and one 30 minute paid break for lunch. Lately, your supervisor has been refusing to let you take a bathroom break except during your paid breaks. He tells you he has no one to replace you on the line. Or he says "maybe" and walks away. Maria couldn't wait one day and when she asked him and he refused, she went to the bathroom anyway. He wrote her up.

1. Is this a health and safety hazard?
2. What rights, if any, do you and Maria have under OSHA? Under your contract?
3. What will you do next? What should Maria do next?

Workers' Rights Scenario #5

Many of your co-workers are complaining about sore hands, necks and shoulders, back pain, etc. You have appointed to be on the Safety Committee in your plant, but it doesn't seem like the Safety Committee ever gets time to look at ergonomic issues. Two women who work on the ham line in your plant are out on workers compensation for MSDs (musculoskeletal disorders). You remember the big fight over an OSHA ergonomics standard 10 years ago, so you know there's no OSHA standard covering ergonomics.

What are some things you could do? (Think about allies, resources, strategies, tools, etc.)

What challenges do you see if you try these things?

What might help you to succeed?

Workshop #2: Identifying Hazards

Agenda

Session Objectives	5 min
What is a Hazard?	15 min
Sources of Information	10 min
Specific Hazards in UFCW Worksites	30 min
Root Cause Analysis & Incident Investigation	45 min
Total Time	1 hour, 45 min

Workshop Objectives

- Define Hazards (and differentiate hazards from contributing factors)
- Identify common workplace hazards in UFCW worksites
- Explore attitudes about who is responsible for workplace safety
- Begin to compare effectiveness of different types of hazard controls
- Connect root cause analysis with incident investigations
- Identify the elements of an effective incident investigation

What is a Hazard?

Materials Needed

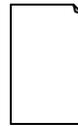
- Flip Chart sheet that reads:

A worker who is not wearing PPE
Silicosis
Rotating equipment
A missing guard



- A Flip Chart sheet that reads:

A respirator that doesn't fit properly
Bad safety training
Shift work (night shift)
Inattention



Facilitator's Notes

1. Use your own words to make the following points (in italics) to the group:

- *One very important goal of a union's health and safety efforts is to reduce the number and severity of workers' injuries and illnesses. The most effective way to do this is to eliminate or reduce the hazards that cause those injuries and illnesses.*
- *In order to eliminate or reduce hazards, a union first needs to identify the problems and concerns (hazards) that are causing (or could cause) workers to become injured, made ill or stressed on the job.*
- *Health and safety hazards in the workplace include ANYTHING on the job that can damage a worker's physical and/or emotional health.*

2. Ask the participants to write down 5 hazards that they know of in their workplace or in workplaces they represent. *We'll come back to these lists in a few minutes.*

3. Explain that hazards are not always obvious, and sometimes the things we refer to as hazards might be "contributing factors." Contributing factors are important, but it is especially important to develop the skill of identifying the hazard itself. Use the Flip Chart examples to practice identifying hazards.

4. Show the first Flip chart. Ask the participants to evaluate these choices by keeping in mind that a hazard is something that can cause harm.

Suggest that they insert each example into the sentence: "If I am exposed to blank, could I be harmed?"

Go through the list. Give people an opportunity to express their opinion on each item and whether it is a hazard.

- *If I am exposed to a worker who is not wearing PPE could I be harmed?*

No. A worker who is not wearing PPE is not a hazard. PPE is a way of trying to control exposure to a hazard. If there is no hazard you don't need PPE.

- *If I am exposed to silicosis could I be harmed?*

No. Silicosis is a disease that results from exposure to a hazard. The hazard is exposure to silica.

- *If I am exposed to rotating equipment could I be harmed?*

Yes. Rotating equipment is a hazard. We can control this hazard by guarding it. Guards prevent exposure to the hazard of rotating equipment.

- *If I am exposed to a missing guard could I be harmed?*

No. A missing guard is only important if there is exposure to a hazard. A missing guard on a machine that is locked out or not functional is not a hazard. Think about what the guard is covering – that is the hazard.

5. Look at the examples on the second Flip Chart.

- *If I am exposed to a respirator that does not fit properly could I be harmed?*

No. A respirator that does not fit properly not a hazard. If a harmful chemical is present a poorly fitting respirator can be a contributing factor to over-exposure. If there is no hazard it doesn't matter if the PPE fits or not.

- *If I am exposed to Bad Safety Training could I be harmed?*

No. Unfortunately Bad Safety Training is pretty common and is frequently a contributing factor to injuries, but unless there is a hazard, bad safety training in and of itself won't hurt you.

- *If I am exposed to shift work could I be harmed?*

Yes. Shift Work (working at night) is a hazard. It has been linked to a number of health problems including obesity, diabetes and cancer.

- *If I am inattentive could I be harmed?*

No. Being inattentive can be a contributing factor to an injury – but only if a hazard is present. If you start daydreaming in this workshop, you might miss something interesting but you won't be harmed.

6. Ask participants to look at the list of 5 hazards that they wrote down earlier. Is everything on their list a hazard? Based on this exercise, would they reclassify any of the items they wrote down as Contributing Factors or something other than hazards?

The reason for practicing this skill will become clear when we discuss different ways of controlling hazards. We are less effective if we try to control Contributing Factors, without controlling the actual hazard.

Hazards in Retail Settings

Materials Needed

- "Retail Safety and Health Hazards Fact Pack"
- OSHA supermarket citations

Facilitator's Notes

1. Divide participants into small groups and distribute the at least one copy of the "Retail Safety and Health Fact Pack" to each group, as well as examples of OSHA citations.
2. Ask each group to take ten minutes to look through the handouts as a group, and if there are hazards that were not on their list of five hazards that they wrote down earlier, they should note these. Ask them, as well, to note anything new that they learned from reading the handouts.
3. Bring everyone back together and ask each group to share any hazards that they added to their list (flip chart these), as well as new information.



4. Ask-- *Are there similarities among some of the hazards? Can be considered health hazards? Some safety hazards? Some work organization hazards?*
5. Explain-- *We define hazards as "anything that is causing workers to be injured, to become ill or to be stressed."*

Often when we think about safety and health problems on the job, we think about "traditional" types of hazards, such as chemical exposure, noise, fire, electrical hazards, unsafe equipment, and ergonomic hazards.

However, many of us do not recognize problems that come from how management is reorganizing and restructuring work as "health and safety" issues. These issues are some of the most widespread and serious hazards facing workers today. They include downsizing, understaffing, speed-up, excessive workload, fast work pace, long hours, mandatory overtime, shift work, and work quotas.

Using the broad definition of "anything that is causing workers to be injured, to become ill or to be stressed" helps us expand our perspective to include these work design hazards. Work design hazards (as well as all other hazards) are not just "a part of the job" that people have to put up with, and these kinds of hazards have serious implications for workers' safety and health (like high levels of stress and ergonomic-related injuries).

Explain to participants it is important to recognize all of the hazards that exist that can cause or contribute to injuries or illnesses. Identifying them will lead to the elimination and control of these hazards, so that fewer workers will be injured or made ill on their jobs.

Hazards in Industrial Settings

Materials Needed

- Hazard Recognition Power Point Presentation
- Computer & Projector

Facilitators' Notes

1. Lead the class as outlined in the power point presentation. Most of the presentation consists of questions and images designed to encourage discussion.

Root Cause Analysis and Incident Investigation

1. Introduce the topic:

As everyone knows, UFCW members work around dangerous equipment and hazardous conditions. They work under immense pressure to get the job done, often without enough help. Injuries occur as a result. Sometimes these injuries are minor, but all too often they may result in death, or traumatic injuries such as amputations.

Incident investigations are an important tool in preventing injuries, and in protecting workers on the job. The purpose of an incident investigation is to identify the underlying, or "root causes" of the incident. If the incident investigation fails to identify the root causes or if root causes are not corrected, the incident may occur again, often with potentially disastrous consequences.

2. Ask the following questions to draw from participants' experiences:

- *How many people have ever heard/seen a worker blamed for getting hurt or sick on the job?*
- *Is the union usually involved in conducting an investigation into the causes of injuries or illnesses – whether jointly with the company or as a union-only investigation?*
- *Of those who answered yes to the previous question, how many believe that the true causes or the "root" causes of the incident were uncovered by the investigation?*

Unfortunately, sometimes when a worker gets hurt on the job, an incident investigation is conducted only by the company, without the union's involvement. Or the investigation takes place, but focuses on what the worker did wrong, not on the "root" or underlying causes. This is a "blame the worker" approach to workplace safety.

The union should make sure that we are always involved in incident investigations, with the goal of: a) identifying the hazards that caused the injury or illness to occur; b) ensuring workers are not blamed for their injuries and illnesses; and c) getting the hazards corrected to prevent future injuries or illnesses from occurring.

3. Ask: *Think about injuries or illnesses that have occurred in your own workplaces. Let's list all of the causes you can think about that contributed to those injuries and illnesses:*



Spend no more than five minutes listing the hazards or "contributing factors" that people call out on the flip chart.

4. Explain-- *When identifying hazards or "contributing factors" that may have resulted in an injury or illness, there are two categories of hazards to consider:*

- *Hazards associated with equipment, machinery, tools, work environment= Physical Hazards*
- *Hazards associated with workplace conditions and how work is organized= Work Organization*

Let's look at the list of hazards you identified as a group. We'll note the hazards you think fall into the first category with a PH and the second with WO to distinguish the two.

In most cases, when you do an investigation, you will uncover multiple causes, hazards or contributing factors that will most likely include both physical and work organization hazards. It is critical to uncover all of these.

One way to get to root cause is to ask "why " questions. If you ask enough "why" questions you will usually be able to uncover why something happened.

5. Distribute the "But Why" handout. Ask for volunteers to read each statement. Pause after each statement to ask: *What are the underlying causes of the injury?*

6. Break the participants into small groups. Each group will receive the same scenario involving an injured worker and practice conducting an incident investigation. Distribute the scenario worksheet and explain:

Each group will receive the same scenario involving an incident in which a worker was injured. Someone in your group should volunteer to read the scenario and someone else should take notes on your discussion. You will have ten minutes.

- 1.) *On the worksheet, make a list of all the people who you think you will need to interview to figure out what happened, and why it happened.*
- 2.) *Develop a list of questions you want to ask in your investigation. You have 10 minutes to do the following: (I will tell you when your 10 minutes is up.)*

7. Pass out the sheet with the results of the interviews. Explain: *Now you're receiving results of interviews conducted with five people associated with this incident. As a group, read through the interviews, and identify the hazards, and underlying root causes that led to the injury. Discuss questions that you didn't think of in the first part of the exercise.*

8. Distribute the "Step-by-Step Guide to Incident Investigations". Review key points in the guide:

- Who Should Conduct and Participate in the Incident Investigation
- When Should the Incident Investigation Happen?
- Reporting of Injuries, Incidents and Near Misses
- Getting the Facts: asking the question: When, Who, What, Where, Why?

"But Why?"

The child has an infected foot.

But why?

Because she stepped on a thorn.

But why?

Because she has no shoes.

But why?

Because her parents can't afford to buy her any,

But why can't he afford to buy her any?

Because he is paid very little as a farm laborer.

But why is he paid so little? Etc...

Andy got something in his eye at work.

But why?

He wasn't wearing his safety glasses.

But why?

Because he couldn't see out of them.

But why?

Because they were all scratched up.

But why?

Because the company bought really cheap glasses.

But why?

Because they were trying to save money...

Terri fell and hurt her back.

But why?

Because she was standing on milk crates to reach the top shelf.

But why was she using milk crates?

Because she didn't have time to go get a step stool.

But why wasn't there enough time?

Because there weren't enough stockers on the floor.

But why weren't there enough stockers?

Because they were trying to save money...

Workshop #3: Evaluating & Controlling Hazards

Agenda

Session Objectives	5 min
Hazard Mapping	30 min
Prioritizing Hazards	25 min
Hierarchy of Controls	15 min
Total Time	1 hour 15 min

Workshop Objectives

- Recognize the need to set priorities and the difficulty of doing so
- Explore factors that influence how we set priorities
- Learn about the Hierarchy of Controls
- Provide examples of the different levels of the Hierarchy of Controls
- Demonstrate the difference in effectiveness of different types of controls
- Begin to strategize around taking action to improve workplace safety and health

Hazard Mapping

Overview

In small groups, participants map their workplace to identify, evaluate and organize hazards on the job. They do this by drawing a diagram of the workplace and noting the location of the hazards by using colored dots. This activity involves workers in identifying job injuries and hazards, raises awareness of health and safety risks in the workplace, and helps participants develop priorities for protecting worker health and safety.

Materials Needed

- One large piece of paper (flip chart pages work well) for each group
- One dark colored magic marker for each group
- Activity Handout: "Hazard Categories"
- One set of 3/4 inch "sticky dots" in six different colors for each group (preferably red, orange, yellow, dark blue, green and light blue to match the color described on the handout). Any six colors of dots will do; if colors other than the above are used, modify the color scheme described in the handout).

Facilitators' Notes

1. Explain: *Most workers are already quite familiar with the hazards in their workplace.*

This activity involves creating or drawing a "map" of the workplace that helps you to identify where these hazards are located, and how they are distributed throughout the workplace.

Hazard mapping also helps to bring workers together who work in different locations (or shifts) throughout the workplace, and allows them to identify for their coworkers what hazards exist throughout a workplace.

Finally, hazard mapping is a tool that is used by workers and unions to identify priorities for correction. An exercise for how to assess risk and prioritize items for correction will follow at the end of hazard mapping.

2. Divide participants into small groups. If participants are from the same workplace, ask participants from the same or similar departments or job classifications to group together. If participants are from different worksites, but from similar industries, group them together by type of worksite (i.e. everyone from meatpacking plants together).

3. Once in their groups, ask them to gather around a table or a section of a table and distribute the large pieces of paper, markers, the sticky dots in multiple colors and the "Color Code for Workplace Hazard Mapping" handout.

4. Review the following instructions:

The participant drawing the map should draw a floor-plan or map of the workplace or of a department, floor, or section of a workplace. Explain that their maps should also include:

- Different departments or sections (if the map is of an entire workplace)
- Machinery, equipment, chemical tanks or piping
- Workstations and furniture
- Storage areas
- Doors, windows, exits
- Where workers are located



Next, hazards should be noted on the map by using the sticky dots according to the color code:

4. Ask for volunteers to read the handout "Hazard Categories". Ask the group to think back to what they already know about workplace hazards. Explain-- *We're going to use our knowledge to inform us about the what hazards exist. Your job is to organize those hazards according to where they are located, and how they are distributed throughout the workplace.*

5. Remind participants that they can help their groups by asking questions about the workplace they're drawing and about specific hazards that may be present. Tell the groups that they have 10-15 minutes to complete their hazard maps.

6. While the groups are working, walk around and assist with any questions.

7. Give each group a two minute warning to complete their hazard maps.

8. Bring everyone back together and ask the groups to report-back on their maps. Ask the groups to tape their maps on the wall in a location where everyone can see it during their report-back. If time is limited, every group may not have a chance to share. The main goal of this activity is to give participants a sense of how to construct a map for their own workplace. All of the maps can be posted for the participants to see later.

9. Ask: *What did you learn from this activity? Did it give you ideas for organizing and evaluating hazards? How could hazard maps be useful for our local union?*

Possible answers Hazard mapping is an opportunity for member involvement-- workers have the opportunity to share information and knowledge about the hazards and concerns in their area or department. Hazard mapping confirms that workers are the experts and know a great deal about the hazards at their job. Hazard mapping can help workers with setting priorities; once the map is completed, problems can be identified for correction. As hazards are corrected, certain dots can be removed and as new hazards are identified, more dots can be added to the map.

10. Ask the group when and where they might use mapping. Distribute the handout "When You Can Use Mapping" and read it together. Ask participants what the outcome might be if they created a hazard map for their workplace.

Hazard Categories

Biological Hazards (blood, mold, fungus, infectious diseases)

Ergonomic Hazards (hazards that result in back or repetitive strain injuries)

Stressors/work design Hazards (understaffing, line speed, problem with work load or work pace, overtime, shift work, production quotas, threat of or actual harassment or violence, lack of access to the bathroom)

Physical Hazards (noise, vibration, radiation, poor lighting, lack of ventilation, extreme temperature)

Chemical Hazards (solvents, cleaning chemicals, ammonia, carbon dioxide, carbon monoxide, battery acids)

Safety Hazards (unguarded or unsafe machines or equipment, confined spaces, electrical hazards, fall hazards, slippery floors, lack of training)

Prioritizing Hazards

Materials Needed

- 6 page list of safety and health problems (one set taped together to make a long roll, other sets cut into individual pieces, enough of these sets for each small group)

Facilitator's Notes

1. Divide into small groups. These groups should sit together, all in the same room.
2. Explain-- *Many of you have fairly long lists of hazards in your workplaces. If you were to go back to work and start adding other people's concerns, your list might look like this – (unroll the long, taped together list).*

You might not even be sure if all of the items belong on your list. For example –Is it really a safety hazard that someone's co-worker smells bad or that they don't like the taste of the water in the drinking fountain? Most complaints represent real hazards, but you may not know how serious the hazard is or how to start working on it.

Prioritizing a long list of issues is a difficult and necessary process.

Let's look at some of the factors we consider when deciding on priorities.

3. Dump all 170 hazards cut into individual strips on tables for each group and give each group a large piece of flip chart paper and a marker. Explain-- *Each group will have this entire list of safety complaints and concerns. Your group will have seven minutes to decide on the top three issues your safety committee should be working on. Don't worry. We know this is an impossible task. This is not a competition. The exercise is intended to get you thinking about the process. Just do the best you can and be sure to come up with a list of three top priority issues. Write your three priority issues on a piece of flip chart paper and be prepared to tell us how you arrived at your decision. Start now.*

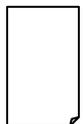
4. Keep track of the time and after seven minutes have passed ask each group to post their results. Look to see if there are any similarities among the different results.

5. Spend fifteen more minutes asking the following questions and flip charting participants' answers, as a large group discussion.

Each of your groups came up with a list. How did you do this? What was your strategy?

Make a note on the flip chart of the groups' strategies. Some answers might be:

- Dividing up the work.
- Narrowing down the choices by discarding trivial or inconsequential issues.
- Not looking at the entire list.



*These strategies were necessary because of the limited amount of time.
Do you think some of these short cuts happen in real life?
Could they result in overlooking or disregarding potentially important issues?*

What were the factors you considered when making your choices? Some of the answers might include:

- Severity of possible injury
- OSHA violation
- Number of people affected
- Knew how to fix it

Did anyone discard an issue because you just didn't have enough information or you didn't understand the problem?

Do you think this happens in real life – that people tend to focus on issues that they are familiar with? How could this be a potential problem?

*Was there information that you wanted to use, but that was not available to you?
What questions would you have asked to clarify the issues? Some of the responses might include:*

- How many people are affected?
- What are the viable solutions?
- How do the members feel about this issue?
- What does the contract say?
- What does the law say?

Almost every safety complaint must be investigated before it's assigned a place on the list of priorities.

What factors do you think the company uses to prioritize issues? Some of the answers might be:

- Cost
- Disruption of business
- Feasibility
- Enforcement (is it a violation?)

Does anyone have experience with Joint Safety Committees where management sets the agenda and therefore decides the priorities? How could this be a problem?

Union activists and safety people have many competing demands. How can we fit prioritizing hazards into everything else we already do?

The floors are always slippery at work.
The guard on the meat grinder doesn't fit properly.
There is a very creepy customer who hangs around in the parking lot at shift change.
The floor wax stripper gives me a headache.
The ladder in the back room has a crack in the third rung.
Someone told me that there are very poisonous insects that come in on the bananas.
The night cashier saw a rat in the employee break room.
The plug is loose on the extension cord for the employee coffee pot.
There is ice in the parking lot.
There is a hypodermic needle in the bathroom.
The cashiers have to clean the bathrooms now. That used to be the job of the janitors.
My feet hurt.
My back hurts.
I never had sinus problems before I started working here.
The motor on the meat grinder smells like burning rubber.
The box compactor started moving before I closed the guard.
It's impossible to clean the meat slicer while it's unplugged.
It smells like urine in the cleaning products aisle.
The night supervisor hit the new hire when he burned out the motor on the floor buffer.
The water from the drinking fountain tastes funny.
They should provide us with bottled water
There is no soap in the bathroom.
There is no toilet paper in the bathroom.
There is no hot water for washing hands in the bathroom.
The bathroom door does not lock.
The bathroom is filthy.
There is black mold in the bathroom.
There are cockroaches in the lunch room.
The microwaves in the lunch room do not work.
The people who use the lunch room leave it filthy.

I got a shock from the soda machine.
I got a shock from the ironer.
It is hot, hot, hot where I work.
It is so cold where I work I can't feel my feet at the end of the day.
There is no emergency handle on the inside of the walk-in cooler.
There is mold inside the walk-in cooler.
There are exposed wires in the back of the store.
I smell ammonia all day long where I work.
My co-worker who works right next to me smells bad.
The fork truck driver in my area was drunk on the job last night.
The brakes on the fork truck don't work.
The horn on the fork truck doesn't work.
The loading dock gets slippery in the winter and the fork trucks can't stop.
There is cold air blowing on me at my work station.
The company won't let us wear hoodies under our hard hats.
My safety glasses give me a headache.
Everyone in my work area has a headache by the end of the day.
The company says it is impossible to put guards on a bandsaw.
My co-worker cut off his finger on a bandsaw.
I ran my forktruck into a column and I might have cracked the fork (but don't tell the boss.)
People are smoking right outside the employee entrance and stinking it up.
The air handling unit is pulling exhaust fumes from idling semis into my work area.
People in my work area are getting cut from working so close to each other.
Some kind of internal organs were wrapped up in the soiled linens in soil sort today.
We get a lot of pieces of broken glass in the soiled restaurant tablecloths.
My customers come into the store from the clinic next door and cough all over me.
There were raccoons in the bin of soiled linen that was stored outside.
There are squirrels in the storeroom.
The whizzer knives are destroying people's wrists.
My wrists are so bad I can't pick up my grandchildren.

I got arthritis from my job.
My boss is a bully and giving me a nervous breakdown.
The chain runs too fast.
The line runs too fast
The productivity standards are impossible to meet.
If we don't meet our quotas the company posts our names to shame us.
The boss stands behind us and yells if we make a mistake.
When I leave work my whole body hurts.
I think my co-worker is going to bring in a gun and shoot people.
Some gang members had a fight in the store.
Our boss told us to stop suspected shoplifters.
The drains don't work and the floors are always wet.
We use dry ice in an area with no ventilation.
We think the company should give us respirators.
I demand to be given a back belt.
I have ringing in my ears. My boss says it's from hunting.
The only way I can get the machines clean is to wash them while they're running.
Someone died in the freezer last night. The boss says it was a heart attack.
The lint gives me asthma.
The carcass wash makes me cough.
Handling the produce gives me a rash.
Everyone who folds towels gets red bumps on their hands.
Many of the people on the kill floor have spider bites.
I heard a rumor that someone on the kill floor has tuberculosis.
I heard a rumor that someone in soil sort has hepatitis.
My co-worker has been diagnosed with MRSA.
I heard a rumor that someone on night shift has AIDS.
The forklift drivers are selling drugs on their lunch break.
Two of the butchers have asthma.
Too many people from this plant have cancer.

In my department we have to shout to be heard.
We can have radios in my department, but you have to turn the volume up all the way to hear anything.
I'm allergic to the gloves the company provides.
I want to bring my own respirator from home.
My boss told me to mix bleach and pine-sol to clean the bathrooms.
My shoes are covered with filth from soil sort by the end of the day.
There was a fire on the roof where I work.
There was an ammonia leak at my job.
I smell so bad when I go home that my wife makes me change in the garage.
I've been welding for 20 years. I cough all the time.
People are taking home things they find in the soiled hospital linen.
A worker was covered with something that looked like vomit from some sheets.
I work in soil sort and only got one hepatitis shot.
The skin on my fingers is always cracking.
I have to duck under a conveyor to get to my workstation.
The emergency exit is locked because my workplace is in a bad neighborhood.
The company locked up the first aid supplies because workers were stealing them.
The company locked up the emergency supplied air respirators to keep them safe.
The CO alarm kept going off so the electrician disconnected it.
We need floor mats.
We need gloves.
The company is making us pay for boots.
We need respirators.
We need better lighting.
The truck drivers keep smashing into the stacks.
A pallet of water bottles fell on someone yesterday.
I have to unjam my machine while it is running.
I work third shift. I get about 3 hours of sleep a day.
I have to clean out pits at work by myself.
Someone fell off a platform and they've been out on medical for 2 weeks.

People go into the blast freezer alone, including an old guy who has been working here for 40 years.
I cover the ammonia system on third shift. I don't know what to do in an emergency.
The pipes on the roof are rusty. I don't know what's in them.
All the people who work in the spice house have respiratory problems.
The sanitation shift always neglects to replace drain covers.
The Burmese workers don't follow any of the safety rules.
Workers in the meat wrapping area have eye irritation.
No one ever inspects the fire extinguishers.
No one really knows how to use the fire extinguishers.
We have to clean the grease out of the deep fryer when it is still hot.
The rear emergency exit leads to a fenced-in area with barbed wire on top of the fences.
The company has been firing people for lock-out violations.
The protective equipment is all one size.
The ear plugs hurt my ears.
Can I sign a waiver so that I don't have to wear earplugs?
Hogs fall off the chain.
The cover is always off the rendering auger.
I throw meat above my shoulder all day long.
I stand in one spot all day long.
I think the laser scanners at work have affected my eyesight.
The guard on my machine is by-passed.
In my department, people's cuts get infected all the time.
There are no lights in the parking lot.
The floor buffer is too loud.
Women have to do men's jobs here.
The carts of linen weigh over 500 pounds. We have to push them.
The wheels on the carts have string wrapped around them.
The floors are uneven and rough.
The handtrucks are old and not well-maintained.
Drivers sign the fork truck inspection forms without inspecting their vehicles.

I have varicose veins from standing all day.
My employer requires me to get a flu shot.
I have to move very heavy patients.
My patients are offended when I wear gloves to care for them.
I care for potentially violent patients.
My employer will not inform me when my patients have MRSA.
We are always understaffed at work.
My work schedule changes from week to week.
I am not adequately trained for my job.
My workload has doubled in the past ten years.
I work around people who have drug-resistant tuberculosis.
I think there is asbestos in our boiler room.
Something is always dripping on me at work.
My co-workers wear too much perfume, and I am allergic to it.
There are extension cords all over the floor in my department.
My smock got wrapped around a conveyor shaft.
I am exposed to waste anesthetic gases at work.
I am exposed to cytotoxic chemicals at work.

Hierarchy of Controls

Introduction to the Hierarchy of Controls

Materials Needed

Hierarchy of Controls Poster (and/or copies as handouts)

Facilitators' Notes

1. Explain the hierarchy of controls and that it is a well accepted tool used by union and management safety professionals.
2. Ask the participants what questions they have and to what extent they feel that the hierarchy is used to evaluate possible hazard control methods at their workplaces.

