



“We all know that construction jobs are dangerous, but not everybody knows what to do to be safer in their jobs.”

—RAMÓN HIDALGO



CONTROLLING HAZARDS

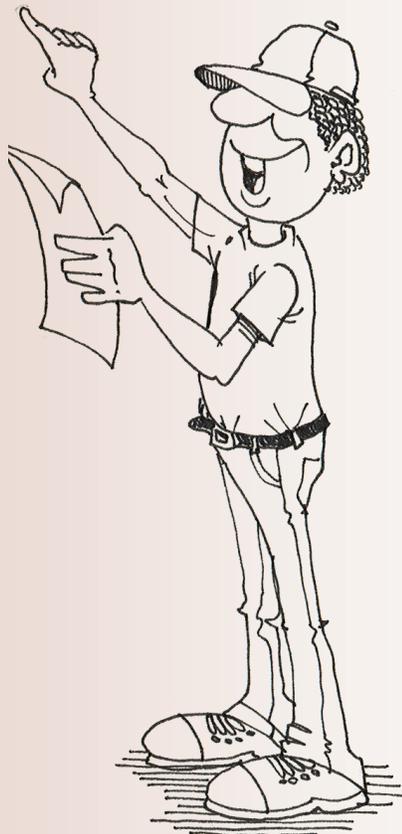
PROTECT YOURSELF FROM HAZARDS IN CONSTRUCTION

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Introduce the topic (1 min)

Read aloud:

- We will begin with a group activity called Hazard Identification. After that we'll use this activity to talk about how best to eliminate and control workplace hazards.
- As a class, we'll look at photos of hazards in the workplace.
- Nobody knows more about these dangers and concerns than a worker who confronts them every day. In this activity all of this important experience comes together.



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Assignment 1: Hazard Identification (5 min)

Distribute the photos to each group. Read aloud:

- We have 5 minutes to analyze the hazard photos. Think of all of the injuries, illnesses, and stresses that workers experiences, and identify on the map the hazards that cause these problems.

While each group presents their results, ask them the following:

- What are the most important issues concerning health and safety in our worksite example?
- Are there electrical hazards, fall hazards, or other kinds of hazards? Where? Why?



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Assignment 2: Hierarchy of Controls (5 min)

Read aloud:

- If a hazard exists, you must know how to deal with it. “Hazard controls” are ways to reduce the hazard or prevent contact between the worker and the hazard. Open your manuals. We’ll quickly go over a controls hierarchy.

Show them the hierarchy of controls in the Manual and on the PowerPoint. Ask each group for a volunteer to read part of the hierarchy of controls.

Read aloud:

- Now we’re going to do the second part of this assignment—a plan to control hazards using the hierarchy of controls. How would you prioritize the hazards for correction? We’ll create a hierarchy of controls specific to this workplace. Use the big sheets to write down the answers of the group.



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Assignment 2 (continued)

Questions & Answers:

How can we eliminate or control the fall hazards?

- Remove bad ladder from use, get new ladder (elimination and substitution)
- Secure top and bottom of ladder, or use warning lines (administrative)
- Clean up water puddle (elimination)
- Train worker on ladder use and inspection (administrative)

How can we eliminate or control the electrical hazards?

- Clean up water puddle (elimination)
- Get longer, stronger extension cord (substitution)
- Put up warning sign (engineering)
- Train workers on using GFCI (substitution and administrative)

When we can't eliminate the danger, what kinds of PPE should we use?

- Wear hard hats
- Use harness
- Use gloves, eye protection, respirator
- Remember! Personal Protection Equipment (PPE) is the least effective way of protecting workers from hazards.

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Summary of assignment 2 (2 min)

Read aloud:

- Remember! Hazard identification is a tool that workers can use to identify hazards that need to be corrected. Going over and modifying the map is very important, because it gives workers the chance to see their progress, or lack of progress, in addressing the hazards.
- The purpose of this activity is to get us to think more critically about how to identify and correct workplace hazards. Next time you see a hazard, ask yourself: "How can I eliminate the hazard?"
- If you cannot eliminate the hazard, run through and apply the options in the hierarchy of controls to control the danger to better prevent injuries.



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Video and assignment 3 (10 min)

Show the short video about how to avoid the dangers of working in the heat. During the video, 3 scenarios will be presented as part of the group discussion that follows. Read aloud:

- Pay close attention to the scenarios at the end of the video. Each group will be assigned a scenario.

Start the video. Assignment 3, after the video:

- ▶ **Pass out to each group their respective scenarios. Based on your own experiences, the information in the Workers' Manual, and the video, each group should discuss how you would respond to the scenario presented.**
- ▶ **Each table should have its own scenario summary, with some questions to inspire discussion among them. There's also a reference to the pages of the Workers' Manual that they may consult.**

After assignment 3:

- ▶ **When the groups have finished their discussions, ask a group to present how they would respond to the heat scenario. While they are explaining, ask the other groups if they agree, and/or if they would suggest something else. Afterwards, ask the two other groups to present their responses to the scenarios.**

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Presentations and summary (10 min)

To sum up:

- We don't want our body to get too hot, and when we're working outside in a hot and humid climate, under the sun, we need to protect ourselves. When we are doing physical activity and heavy lifting, the body also produces its own heat.

Ask:

- What are some of the first symptoms that you see when the body is getting too hot? What is the difference between heat stress and heat stroke?

Answers to symptoms:

- Sweating
- Fatigue
- Dizziness
- Headache
- Clammy skin
- Nausea or vomiting

Answers for heat stroke:

- Dry, hot skin, without sweat
- Confusion or loss of consciousness
- Convulsions or seizure

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Presentations and summary (continued)

Ask:

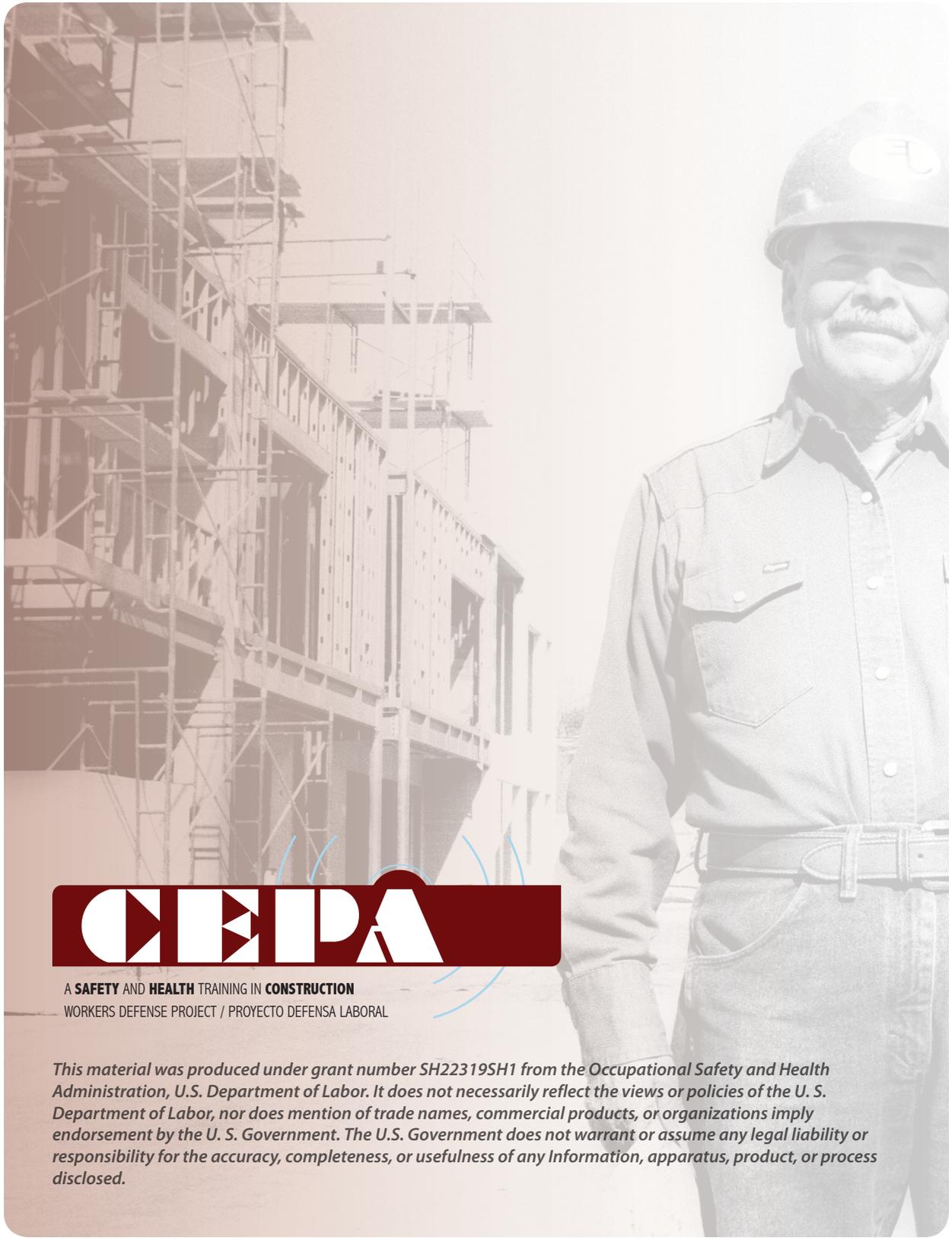
- How can we avoid heat stress? What should the worker do, and what should the employer do?

Answers:

- Know the signs and symptoms of heat-related illness; keep an eye on yourself and your colleagues.
- Block direct sun and other heat sources.
- Use ventilators or air conditioning; rest regularly.
- Drink a glass of water every 15 minutes while working in hot and humid conditions.
- Avoid alcohol, caffeine, and heavy foods.
- Dress in thin, light clothing that isn't tight.

To summarize, read aloud:

- The first symptoms tell you that you should cool off, rest, and drink water so that your body can recover. If a coworker shows these symptoms, call 911 immediately.
- While waiting for help, move the person to a cool and shaded place, loosen or remove tight clothing, and spray them with cool water.
- Employers must provide workers with cool, clean water.



A **SAFETY** AND **HEALTH** TRAINING IN **CONSTRUCTION**
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