

HEALTH EDUCATION AND LEADERSHIP PROGRAM

4-HOUR TRAINING

Special materials:

1. Props for skit – to be determined by actors based on skit plot, but could include grocery bags, wigs, dress-up clothes, toy kitchen equipment, empty boxes, cleaning equipment
2. Props for lecture on the difference between hazards and contributing factors:
 - a. A piece of rundown, inadequate or silly personal protective equipment (such as a protective glove with holes in it or a pair of children’s sunglasses)
 - b. A very large, thick, heavy binder or book about occupational health and safety

Opening

Time Required: 40 Minutes

1. Welcome

- a. Introduce self
- b. *Thank you for being here – on your day off – so few are willing to stand up for themselves. They run away from problems. You have made a different choice.*
- c. Acknowledge this is a bilingual training
 - i. Thank interpreter
 - ii. One of the great assets that we have is the diversity of this workforce
- d. *Soon, we will introduce others in the room – co-trainers and participants – and go over our plan for the day. But first, I wanted to talk about why we are doing this training (purpose and background/organizations)*
- e. This is not a training on how to be safer at work, although it will help you to do that. This is a training on how to make your workplace safer. What’s the difference?
 - i. Chart: a picture of a person surrounded by a cloud of different hazards.
 - ii. Impossible to be safe at work when you have an unsafe workplace.
 - iii. One benefits only you; the other benefits many people
 - iv. One you can do just by yourself; for the other, you have to work with many people
- f. Tell the story of the Triangle Shirtwaist factory: NYC, March 25, 1911 – 4th deadliest industrial in US history. 146 women died – Jewish and Italian immigrants. Locked stairwells and exits (theft and breaks). No alarm, no way to contact staff on the 9th floor. Make the point: the women in that factory could have had college degrees in how to be safe at work, and it would not have made a difference – because their workplace was not safe. Results: legal safety standards and International Ladies’ Garment Workers’ Union (today: UNITE HERE).

- g. What is OSHA? The Occupational Safety and Health Administration.
 - i. Because of problems like the Triangle Shirtwaist factory fire, workers got together and said, “We can’t be safer by ourselves. We need the government to help us to make our workplaces safer.” So the federal government and the states passed laws saying that employers have to make workplaces safe and healthy. Workers have a right to that. There is no law saying that you have to be safe at work but there is a law saying that your employer has to make your workplace safe and healthy.
- h. Quick quiz: Do you think these things are true or false? Stand up if you think that they are true. You have not studied this so don’t worry – we don’t expect you to know the answers. It’s just to get you thinking. *Set fast, fun pace in going over these statements.*
 - i. You have the right to a safe and healthy workplace. (True)
 - ii. The workers, employers and union all must create a safe workplace. (False – it’s the employer’s duty)
 - 1. Factoid for those who like legalese: This is called OSHA’s “general duty clause,” because it’s the employer’s duty to provide this.
 - iii. You have the right to go to the bathroom when you need to use it. (True)
 - iv. You cannot be punished or fired for using your safety rights under OSHA. (True)
 - v. You have to be an American citizen to have health and safety rights. (False)
- i. OSHA does two things:
 - 1. They are the police for these laws about safe, healthy workplaces
 - 2. They teach workers how to be safer and make their workplaces safer, because the “police” cannot be everywhere at all times. We have to enforce the laws ourselves.
- j. There is an OSHA for the whole country and then most states, including California, have their own OSAs
- k. Who else is putting on this training?
 - i. Introduce host organizations
 - ii. Introduce trainers

2. Overview of the day

- a. Objectives
- b. Agenda – mention 4 main topics
- c. Engage participants in brainstorming “ground rules:” how they commit to act with each other to create a space where everyone can learn. This list might include the following:

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- i. Try it on and try to learn – new activities, new information
 - ii. Ask questions
 - iii. Mistakes are OK
 - iv. Respect different opinions
 - v. Step up, step back
 - vi. Have fun and relax without interrupting activities
 - vii. Be here: Turn off your cell phone and come back on time from breaks (or you will sing for the class!)
 - viii. There will be glitches with interpretation no doubt – OK to make mistakes – stick with us
- d. Introduce the use of a “parking lot:” a sheet of blank flipchart paper that stays up on the wall throughout the training to record topics that are taking the discussion off track but should be addressed in depth at a later time

3. Participant introductions – brief, ask someone to model introducing her/himself briefly

- a. Please tell us your name, what store you work at, job role and months/years on job
- b. Ask : Have you ever been injured or made ill on the job at the grocery store or seen someone injured or made ill?
- c. Chart participants’ answers.

4. Comment on introductions

- a. When you see that so many workers have been injured or seen others injured, that’s how you know that this is not the problem of just one worker or another. This is everyone’s problem. Grocery work is one of the most dangerous service occupations in this country. Just like the workers in the Triangle Shirtwaist factory. We have to make workplaces safer. YOU are the ones to do it.

Intro to Hazards

Time Required: 25 Minutes

1. Skit (5)

- a. Starting the lesson with a skit where a worker is injured gives the participants one scenario that they are all familiar with that you can use to illustrate abstract concepts throughout the rest of the training. It also introduces humor and shows that it is OK for people other than the instructors to get up in front of the group. Finally, it appeals to a different learning style than simple lecture and discussion and makes the subject matter feel very concrete.
- b. The skit needs to demonstrate how the injury occurred, the workers identifying the hazard, brainstorming hazard controls, and approaching the boss to make the right changes. The first portion of the skit – where the worker is injured – is performed at the point in the training. The second part – with workers identifying the hazard, brainstorming hazard controls, and approaching the boss to make the right changes – is performed later (see below). A slightly exaggerated skit that nonetheless raises real issues will be more fun and engaging for participants.
- c. Training staff may perform the skit, but it is better for worker peer health educators to create and perform it, with training staff at most playing 1-2 roles as actors. The skit will feel more real and seeing peers at the front of the room will do more to encourage training participants to engage with the training activities for the rest of the session.
- d. Example: Skit shows a busy supermarket meat department on Christmas Eve. The meat department is short staffed. Many customers are shouting and demanding different products all at the same time. They are arguing with each other and some may be rude to employees.
- e. A supervisor is called, who berates the workers and brings an employee from the produce department to help out. The produce employee is untrained in the meat department and the supervisor asks him to use a slicer. Other employees explain that the slicer is broken and has injured another employee the week before, but the supervisor tells the produce employee to use it anyway. He loses a finger. The supervisor fires him.
- f. The skit fast forwards to the next day, when meat department employees discuss the injury and agree to go to the supervisor together to demand a new slicer, that the produce employee have treatment and be reinstated in his job, that no untrained employees work in the meat department, and that meat department staffing be increased. The supervisor mocks them and threatens to fire them. The workers then decide to report the injury to OSHA.

2. Debrief skit (5)

- a. What happened? (take one clear answer)
- b. Did this feel realistic to you? Why/why not? (take two answers)

- c. What caused this person's injury? (fast-paced brainstorm)
 - i. Chart all answers. All are true.
 - ii. If participants are not saying, "the knife," ask, "What injured this person? What caused them to bleed?"
 - iii. Charting
 - 1. Draw a picture of the hazard with an arrow pointing from it to the injury.
 - 2. Draw contributing factors in a cloud around these central images.

3. Define "hazard" and differentiate from "contributing factor." (5)

- a. A hazard is something that can cause harm. (write on CHART)
 - i. They are the things that cause or could cause workers to become injured, ill or stressed on the job.
 - ii. Health and safety hazards include ANYTHING on the job that can damage a worker's physical and/or emotional health.
 - iii. They are not always obvious.
- b. This is different from a contributing factor. A contributing factor may make an injury more likely, or make it worse, but they won't harm you unless there's a hazard.
- c. Refer to the examples of what they may have tried to eliminate in suggesting how to prevent the injury – distinguish hazards from contributing factors.
 - i. There were only two hazards causing the injury in the skit:
 - 1. Knife
 - 2. Pace
 - ii. Everything else was a contributing factor.
- d. Use props. Walk around the room, waving these things in the faces of the participants. Ask, "Are you scared of these things? Would you tell a two year old to stay away from them?"
 - i. Glove with holes in it.
 - ii. Bad training (throw a thick binder on the table in front of someone and tell them to read it and then get to work)
 - iii. Untrained person (use self or actor from the skit – walk around – will this person cause a cut or amputation?)
 - iv. Not paying attention (use a volunteer or instructor whom you have prepped in advance to look like they're not paying attention. Say:)
 - 1. Could this person get harmed because they weren't paying attention? No.

2. They are just sitting here in classroom. There is no hazard to harm them.
 - v. Sharp knife
 1. Now wave the knife at the person who wasn't paying attention.
 2. Say, "Now they could get harmed – if they're not paying attention and I'm waving a knife at them. But the knife is the hazard – not the lack of attention. The lack of attention is a contributing factor. Can the knife cause you harm? Would you tell a two year old to stay away from it?"
 - e. Repeat, "Hazards are things that can cause harm. All these other things may make an injury more likely, or make it worse, but they won't harm you unless there's a hazard. They are not hazards. They are contributing factors."
- 4. Use 1 example of an injury that a participant has suffered – shared during the introductions. (5)**
- a. What was the injury? What was the hazard? What were the contributing factors?
 - i. Chart as described above
- 5. Presentation: Common hazards faced by grocery workers (5)**
- a. Ergonomics
 - i. Definitions
 1. Ergonomics looks at the fit between workers and their jobs.
 2. Ergonomic hazards are workplace situations that cause wear and tear on the body and can cause injury.
 3. The goal of ergonomics is to fit workplace conditions to the worker, instead of making the worker fit the job.
 - ii. Categories: Workplace conditions that require
 1. Repetition
 2. Awkward posture
 3. Stationary position
 4. Forceful motion – e.g. heavy lifting
 5. Extreme temperature and temperature changes
 6. Fast-paced and stressful work
 - b. Safety hazards (this is what I call the "oops" category)
 - i. Slips & falls
 - ii. Cuts
 - iii. Burns

- iv. Assault
 - c. Shift work
 - d. Chemical
 - e. Electrical
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Controlling Hazards/Hierarchy of Control (Short Lecture/Discussion)

Time Required: 15 Minutes

1. There is one thing that you can change about this skit and the injury would not have happened. What is it? (5)

- a. Take participant responses and *chart all answers*. Say, “Yes, that might have prevented the injury, but it might still have happened ____ [this way.]” E.g. if the person had been trained – that might have prevent the injury, but have you ever seen someone injured even though they had been trained? Perhaps because equipment was broken, or the boss was making them hurry and not do things according to procedure...
- b. Wrap up by saying/acknowledging, “It’s the knife. All these others things might have prevented the injury, but the only thing that would 100% certainly do it is getting rid of the knife.”
- c. Draw the bull’s eye (two rings and a center) over your existing diagram in a new color of ink, with the knife at the center.
 - i. You can spend a lot of time and money and energy on all these other things and you will still get injuries.
 - ii. As you speak, use the new color of ink to cross out the contributing factors on the diagram. Circle the picture of the knife on the diagram.

2. Draw a fresh bull’s eye on a new chart. Explain (10)

- a. Personal protective equipment (outer ring)
 - i. What is it? Things that you wear to protect you.
 1. Get examples from the group
 - ii. ASK: Why might an employer favor this control?
 1. Chart all answers.
 2. Make sure that the discussion covers the points that PPE tends to be less expensive than other solutions and also allows employers to keep responsibility for safety on employees, instead of taking employer responsibility. It changes the worker instead of changing the workplace.
 - iii. ASK: Why is it not as effective as eliminating the hazard?
 1. Chart all answers.
 2. Make sure that the discussion covers the points that PPE can be low quality or old and thus ineffective and that workers often use PPE incorrectly or inconsistently.
- b. Work practices (middle ring)
 - i. What is it? Changing how people do their work.

1. Get examples from the group.
 2. If the group has a hard time with examples, mention
 - a. Training
 - b. Taking turns at tiring or difficult tasks
 - c. Having more than one person helping with a job – e.g. one person holds the ladder while someone else climbs
- ii. ASK: Why might an employer favor this control?
1. Chart all answers.
 2. Make sure that the discussion covers the points that changing work practices tends to be less expensive than other solutions and also allows employers to keep responsibility for safety on employees, instead of taking employer responsibility. It changes the worker instead of changing the workplace.
- iii. ASK: Why is it not as effective as eliminating the hazard?
1. Chart all answers.
 2. Make sure that the discussion covers the points that low quality can make work practices ineffective in protecting workers – e.g. bad training or having two people lift a box that is still too heavy – and that workers can be inconsistent in following work practices – e.g. because it is inconvenient, uncomfortable, or because a supervisor who is trying to save time and money tells them not to follow the rules that may slow down work or use more personnel.
- c. Eliminating the hazard (bull’s eye)
- i. What is it? The hazard is gone.
 1. Get examples from the group.
 2. If the group has a hard time coming up with examples:
 - a. Replacing knives with slicers. Slicers present their own hazards but are safer in many ways than knives.
 - b. Examples of how other kinds of hazards have been eliminated with new technology. For example, grocery workers were getting musculoskeletal injuries from the ergonomic hazard of having to reach deep into refrigerators, freezers and other display cases to load them with merchandise. These cases got replace with cases that can be loaded from the rear, with the worker standing inside the warehouse area to load it and a spring mechanism pushing merchandise forward to where customers can reach it.
 - c. Maintaining, repairing, replacing old/broken equipment

- d. Replacing dangerous cleaning products with safe ones
- ii. ASK: Why might an employer be hesitant to adopt these types of controls?
 1. Chart all answers.
 2. Make sure that the discussion covers the following points: It can be more expensive (although not always). It means that it's their responsibility to keep workers safe – rather than only the workers' responsibility. They don't want to have that responsibility – but as we'll discuss later, the law says that they do.
- iii. ASK: Why is it the most effective?
 1. Chart all answers.

Make sure that the discussion covers the following points: It makes the workplace safer and helps everybody, not just the workers who are wearing PPE, well-trained and following all work practices. Even if you are tired, distracted, untrained, pressured by the boss not to do things according to procedure – you are still safer because hazards have been removed from your environment

Hazard Mapping/Risk Mapping

Time Required: 35 Minutes

Introduction (5)

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 writing the location of the hazards by using colored markers.

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.

Say:

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.

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. those who are cashiers can work together).

Distribute the handout “Hazard Mapping” and read it together to make sure they understand the colors that will be used. *Ask participants what the outcome might be if they created a hazard map for their workplace.*

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 color code:

Explain-- We're going to use our knowledge to inform us about what hazards exist. Your job is to organize those hazards according to where they are located, and how they are distributed throughout the workplace.

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, and the “Hazard Mapping” handout.

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. They will need to pick a spokesperson to give a **5 minute** presentation of the map.

Promotores will coach.

While the groups are working, walk around and assist with any questions. Give each group a two minute warning to complete their hazard maps.

Have the promotores rotate to a new group and receive **5 minute** presentations of the hazard maps.

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

Bring everyone back together and 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 you?

Possible answers:

- a. 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.
 - b. Hazard mapping confirms that workers are the experts and know a great deal about the hazards at their job.
 - c. Hazard mapping can help workers with setting priorities; once the map is completed, problems can be identified for correction.
 - d. *Ask the group when and where they might use mapping.*
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Workers' Rights

Time Required: 30 Minutes

1. Introduce the topic of workers' rights. (3)

SAY: “Now we are going to talk about some of the rights workers have to a safe and healthy workplace.

By law, all workers have the right to a safe and healthful workplace.

In California, the agency responsible for protecting the health and safety of workers is called Cal/OSHA.”

ASK: “Has anyone heard of Cal/OSHA?”

“Has anyone here ever had contact with Cal/OSHA before? For example, has Cal/OSHA inspected anyone’s workplace or has anyone ever called Cal/OSHA for information?”

Workers' Rights Stories

2. Introduce next activity. (15)

SAY: “There are specific laws or regulations called “standards” which Cal/OSHA enforces. These laws describe what employers must do, and today we are going to learn about a few of them.

On the pages we will distribute, there is information on these laws that apply to grocery workers:

- **THE RIGHT TO KNOW, aka The Hazard Communication Standard** – this gives you the right to know about the chemicals with which you work. Employers must keep an inventory, label all chemical products, and train all employees about the chemicals they use, their health effects, and how to use safely.
- **THE RIGHT TO TALK ABOUT IT, aka Injury and Illness Prevention Program** – this standard requires every California employer to have an effective IIPP to promote health and safety in the workplace. This has to include components such as a way to communicate with workers about health and safety matters and for workers to give input, a system to correct hazards in a timely manner, and training for workers about specific hazards, in their own language.
- **THE RIGHT TO REPORT a Problem to Cal/OSHA** – you have the right to make a complaint to Cal/OSHA, the agency in charge of making sure that workplaces are safe for all workers. Cal/OSHA will investigate if you and other

workers are in danger of work-related injury or death. They will not ask you about your immigration status. In these pages there are instructions for how to contact Cal/OSHA.

- **THE RIGHT TO REFUSE work that could kill or seriously injure you** – we are not spending time because it is unlikely that you will use this right, but know that you have it. You can only refuse work, essentially, if you have no other choice:
 - a. You asked the employer to eliminate the danger, and they didn't
 - b. You genuinely believe that there's an imminent danger and a reasonable person would agree
 - c. there's not enough time to use the regular channels, like an OSHA inspection
 - d. Examples: Working in an enclosed space with deadly vapors and no protection, Working at an extreme height with no protection

Review the handouts.

Provide the following phone numbers (in California), both verbally and by writing them on a flipchart:

- a. 866-924-9757 to report a violation to Cal/OSHA
- b. 800-963-9424 to consult Cal/OSHA about a health and safety question.

3. Discuss “Roberto and Julia’s Story” (12)

SAY: “I am going to read aloud “Roberto and Julia’s Story”. As I read, think about how these standards or laws could help in that situation.

READ: “Roberto and Julia work at Joe's Big Market and both have concerns about their safety. In the last three months, workers have started using a new liquid to clean the counters and Roberto often feels headaches after using it. Now he has rashes and he wonders if he should be wearing gloves or doing something more to protect himself.

Julia works in the deli and several workers have suffered burns from the hot oil that splashes from the deep fryer. While they both have received several trainings on handling food safely, they don't remember ever receiving training on their safety at work. There is just no time, the market is so busy. The manager tells them they should all be happy to have a job, and Roberto and Julia don't dare say anything.”

ASK: 1. *What are the problems?*

Wait for the class to answer. Add the following information if it is not mentioned:

- Workers are being exposed to a chemical product, but they were not given information or training about possible health effects and how to use the product safely.
- Workers have been burned by a deep fryer, and have received no training on how to use it safely.
- They have concerns but have never been trained
- They are afraid to make suggestions.

ASK: 2. *How could Roberto and Julia use their rights to improve their situation?*

Wait for the class to answer. Add the following information if it is not mentioned:

Hazard Communication Standard

- Robert should have received training about the possible health effects of the new product, and how to use it safely.
- There should also be Material Safety Data Sheets (MSDS) available for all workers, and he can ask for a copy.

Injury and Illness Prevention Program

- There should be a system for workers to report concern about health and safety issues, without fear of reprisal.
- Roberto and Julia should have also received training in Spanish.
- The employers should have also investigated the accidents (when the workers were burned) and they should have identified solution to prevent them from happening again.

Right to Report a Problem to Cal/OSHA

- The workers can call Cal/OSHA and describe the problem.
- When they call, they can use the information on page 11 to make sure they are giving the necessary information.

Taking Action – “How to Communicate Your Case Effectively”

Time Required: 85 Minutes

Introduce activity.

Say:

During this workshop we have been looking at some of the things we can do to have a safe workplace. The first step is to discover what the problems are. The second is to find out what to do about them. Now we want to talk more about how to discuss these issues. We know that sometimes it can be hard to find the right words to express concerns or to ask for what we need.

What Is Effective Communication? (10)

1. Write the following headings at the top of two columns on a flipchart page: “A good communicator is someone who is:” and “It’s hard to communicate when:”
2. Ask participants to think silently and write down as many answers as they can. Give them one minute.
3. Report back. Record responses on the appropriate flipchart page. Possible answers might include:

A good communicator is someone who is:

- Respectful
- A good listener
- Clear about what is important
- Knowledgeable about the subject
- Careful to use terms people will understand
- Able to see the other person’s point of view.

It’s hard to communicate when:

- People are angry
- People are defensive
- People interrupt and don’t give you a chance to speak
- People don’t take what you say seriously
- People are fearful of speaking up
- People don’t speak the same language.

Summarize this activity.

Say:

We all have different strengths and weaknesses in our communication styles. Some of us may be hesitant to speak out strongly. Others may be quick to get confrontational. Each of us should recognize what we need to work on most. Today we will talk about how to overcome communication challenges and practice communication skills.

Talking to Co-workers and supervisors - “Making the Case for Safety”

1. Introduce the activity: (10)

Next we will discuss how to “make the case” for safety. We’ll look at ways to approach your employer about a particular health and safety problem, propose the solutions you want, and effectively make the case for controlling hazards.

We’ll start by seeing another skit by our promotores.

Then we’ll discuss what we saw in the skit – what communication worked and didn’t work.

Then we’ll ask for volunteers to come play out the skit in a different way. We’ll keep our promoter in the role of the boss.

2. Skit: (5)

The second half of the skit is performed here, with workers identifying the hazard, brainstorming hazard controls, and approaching the boss to make the right changes.

Example: The day after the injury, meat department employees discuss the injury and agree to go to the supervisor together to demand a new slicer, that the produce employee have treatment, and be reinstated in his job, that no untrained employees work in the meat department, and that meat department staffing be increased. The supervisor mocks them and threatens to fire them, The workers then decide to report the injury to OSHA.

3. Ask the class the following questions about the skit, charting the answers: (20)

What solutions were proposed? (Take answers briefly) Do these eliminate the hazard, or what kinds of solutions are they?

What were the supervisor’s concerns? (Take answers briefly)

What arguments did they use to make the case for safety?

What rights did the workers use in the skit?

What good communication and bad communication did you see?

4. Take the most important causes and ask, "But why?" (10)

*Chart

- a. Draw the proximate cause of the injury at the top of a flipchart
- b. Under it, draw the next level cause (first answer to "But why?") with an arrow pointing to the proximate cause
- c. Repeat. Important to draw out profit motive, power dynamics between worker and supervisor, threat of firing, lack of protections for immigrants, health/safety problems that cross multiple workplaces.
- d. When you've gotten down to the level of the root cause being profit above all else, draw the silhouette of a plant and root system around the diagram that you've just done. Draw a horizontal line just under the proximate cause to represent the surface of the earth.

Say, "It's important to understand the root cause of the problem. Have any of you ever tried to kill a weed by plucking it? It just keeps coming back until you pull up the roots. And more weeds will grow until you deal with the root."

Draw more plants above the earth connected to this root system and connect them with other causes that come back to the root causes such as of the profit motive.

- i. Say, "Too many employers have found a way to make more money by injuring workers than they do by keeping workers safe. That's what we have to change."
- ii. The employers concerns ultimately came back to these root causes.
- iii. The most effective arguments dealt with these root causes.

5. Now that we've discussed how to be more effective (15)

- Ask each person to write down one thing that they would say to the boss.
- Share with the person next to you.
- Take a few volunteers to share their answers. Get the actor playing the boss to go stand in front of each participant and encourage her/him to share their comment as though they were really saying it directly to the boss.

6. *Now that we've shared a lot of ideas, based on our diverse communication styles, let's try this skit again. You don't have to do it "better" – just different. Who from the class would like to come up and try? (5)*

7. Debrief the second role play. (10)

What was different in this skit?

What worked?

What didn't work?

Summing Up

Time Required: 10 Minutes

1. Review key points from this section. Tell the class that this concludes this workshop.

The key points to remember are that you may find numerous problems when you begin investigating hazards. Because resources are limited, an important first step in fixing those problems is to decide which ones are the highest priorities.

Issues to consider when choosing priorities include severity of the hazard, number of people affected, whether it can easily be solved, and whether it violates Cal/OSHA or other regulations.

Hazards can be reduced or eliminated using:

- *Elimination o remove the hazard*
- *Changing how people work*
- *Personal protective equipment.*

The best way is to remove a hazard from the workplace altogether or at least keep it away from workers.

It's important to come up with as many ideas as possible for solutions, before settling on a strategy for action.

When planning to seek support for a change in your workplace, prepare your case in advance. Gather information about the impact of the problem on your employer and co-workers. Think of several possible solutions to present, and practice what you will say in advance.

Ask participants to share ideas for how they might use the information covered in this module back at their workplace.

Suggest examples of something they might do with the information, such as coming up with possible solutions for existing problems in their own workplace and developing arguments to make to their employer.

Distribute hand out “How to communicate your case effectively”