

Working Partnership USA Silicon Valley Grocery Stores Project Health Education and Leadership

Training of Trainers – Day 1

Learning Objectives

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

1. Describe their role as Health and Safety Promotores in this program and specific Health and Safety activities they will be carrying out.
2. Demonstrate an ability to understand and conduct a Needs Assessment effectively.
3. Describe the characteristics of a good promotor/a.
4. Name the common hazards that impact grocery workers and ways to make their work safer.
5. Describe workers' rights under OSHA and other relevant areas of the law.
6. Identify possible steps in building an effective workplace Illness and Injury Prevention Program.



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Preparing to Teach:

1. Review the **Trainer's Guide**.
 - Instructions for what to do are in regular font.
 - *Suggested words to say are in italics.* As you become more familiar with the workshop, feel free to use your own words to convey the key points.

2. Make sure your **participant folders** are ready (**one folder for every participant**)
In each participant folder:
 - Hazard mapping
 - Sample Risk Map
 - How Are Hazards Controlled?
 - But Why?
 - Workers' Rights to a Healthy and Safe Workplace
 - Making the Case for Safety
 - In California Workers Have Rights
 - Additional Resources

3. **Bring following supplies:**
 - A package of pens
 - 2 flipchart stands and flipchart paper
 - Packets of Markers (Green, Red, Black, Blue)
 - Masking tape
 - Name Tags
 - Sign-in Sheets
 - Pens
 - Needs Assessments
 - Pre-Tests, Post-Tests, and Evaluations
 - Additional materials as needed for particular activities (e.g. the workers' rights balloon game)

4. Make sure your **room** is ready
 - Prepare seating arrangement depending on the size of the group.

BACKGROUND ON THE TRAINING

This Promotores Training Guide was designed for use by Working Partnership USA in collaboration with UFCW Local 5.

Working Partnership USA developed this training in late 2011 in partnership with the Labor Occupational Health Program at UC Berkeley, utilizing curriculum developed by LOHP, the UFCW, and the National Labor College Labor Safety and Health Program.

Portions of this guide provide detailed instructions, such as exactly what a trainer should say. Other portions provide talking points and fewer details where the exact trainer script would need significant tailoring to your own particular training setting, approach, or staff and participants.

PREPARING TO LEAD TRAINING

Interpretation & Translation

Try to ensure 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 ensure that these are translated.

Reading, Writing & New Terminology

Grocery workers 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.

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 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 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.

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AGENDA

DAY 1

8:45 Registration (15 min)

9:00 Intro/icebreaker (20 min)

Workshop participant introductions (5 min)

Say: *Now let's take a few minutes to get to know each other. Turn to your neighbor and introduce yourself. Then, talk with your neighbor about any health concerns you might have that could be related to your work, such as muscle or pains from bending or lifting, or standing in the same position for too long. "*

Bring the group back and share examples. (15 min)

Say: *"Now that we have had a few minutes to introduce ourselves to our neighbor, let's hear a few of our health concerns. Can we have 2 or 3 people share their concerns with everyone?"*

Optional: If there is time, go around the room and ask everyone to introduce themselves and give one example of a health effect they discussed.

- Go around room, say name and issue – record on flip charts.
- Discussion of previous training experience (time permitting)

9:20 Overview of training program (10 min)

- Overall vision of training program
- Define Trainers' roles and tasks
- Introduce instructors
- Review objectives for day and agenda for next two days
- Roles and expectations of instructors
- 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:
 - Try it on and try to learn – new activities, new information

- Ask questions
 - Mistakes are OK
 - Respect different opinions
 - Step up, step back
 - Have fun and relax without interrupting activities
 - Be here: Turn off your cell phone and come back on time from breaks (or you will sing for the class!)
 - There will be glitches with interpretation no doubt – OK to make mistakes – stick with us
- 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

9:30 Review of workbook and trainers’ training guide (10 min)

- Overview of 4 hr. workshop to be delivered by trainers
- Brief walkthrough/modeling of outline, including discussion of purpose of each activity

9:45 Job hazards for Grocery workers (1 hour and 45 min)

Job Hazards and Workplace Attitudes (50 min)

Divide the group into small groups.

Say: *“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 the 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.

Handout says:

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 safety seriously enough.

_____ Agree _____ Disagree

Reasons for Agreeing or Disagreeing:

Say: *It is common to blame the workers for injuries that happen at the workplace. There are different resources such as agencies and unions whose goals are 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, it is important to identify first 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.

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.

Say: *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.*

With the whole group, **brainstorm** what the participants believe are workplace hazards. Write the list on the 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.

Say: *If I am exposed to a worker who is not wearing Personal Protective Equipment (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.

Explain the difference between a hazard and a contributing factor.

Say: *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.

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?

Say: *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.*

Job hazards and “ Hazard mapping /Risk mapping” (55 min)

Introduction

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. everyone from meatpacking plants together).

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. Make sure participants have found the handout “Hazard Mapping or Risk Mapping” handout in their folders and are using the color code at the bottom of this handout.

Review the following instructions:

Say:

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

Say:

Next, hazards should be noted on the map by using the color code:

Ask for volunteers to read the color code at the bottom of the “Hazard Mapping or Risk Mapping” handout. Ask the group to think back to what they already know about workplace hazards.

Say:

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.

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.

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

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

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.

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:

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. Ask the group when and where they might use mapping.

11:30 Break (15 min)

11:45 Job Hazards for Grocery Workers (Continuation) (30 min)

Job Hazards and Body Mapping: Where does it hurt? (30 min)

A. **Pass out** a set of colored dots to each participant.

Say:

“We’ve heard from some of you how we can identify hazards at the job place; now we are going to do another visual way to identify hazards which is called Body mapping. We’d like each of you to come up and use the dots to show where on the body you have had health symptoms you believe may be related to your work. You can think about both aches and pains or things like breathing problems or headaches. You can use as many dots as you like.”

“Let’s get up and go to body chart nearest to you.”

B. Report Back - After everyone has had a chance to post their dots, ask the group to reflect on what they see and where lots of dots appear.

Ask:

“What do you see here? Do you notice any patterns? Is anything you see surprising? Do you think that this is similar to what most grocery workers experience?”

C. Sum up the conversation.

Say:

“Pain or other symptoms like these do not have to be part of doing this work and they can be prevented. The purpose of this workshop, is to figure out how to make the work safer so these problems don’t occur.”

“ Many of the work-related injuries and illnesses experienced by grocery store workers are musculoskeletal disorders (MSDs), such as back injuries and sprains or strains that may develop from various factors, including lifting, repetitive motion disorders such as carpal tunnel syndrome, or injuries resulting from overexertion. MSDs may also be caused partly or wholly by factors outside of work.

12:15 Lunch (30 min)

12:45 Effective communication and listening skills: How to conduct the Needs Assessment tool. (1 hour)

Say: *The needs assessments are an important tool for us to gather information about what kind of health and safety training is needed at grocery stores. It is also a way for us to get to know workers and invite them to workshops.*

Hand out the needs assessment to each participant. Review the purpose and the working of each question. Ask if there are any questions or concerns about this tool.

Ask the group what effective interviewing techniques could be. Some possible answers are maintaining neutrality, open ended questions, attentive listening, etc.

Demonstrate with a fellow instructor an ineffective needs assessment interview. Include many mistakes, such as being late, dropping your papers, not listening to the interviewee, not writing down what the worker has said, and repeating the wrong information.

Ask the group what you could have done better in that interview and write their responses on a flip chart.

1:45 Challenges and strategies to do it effectively (30 min)

Ask everyone to count off and form small groups. Each group will receive a common challenge and brainstorm strategies to address the challenge.

Possible challenges:

- People not responding or just giving yes/no answers
- People going off on long irrelevant tangents
- People asking questions re content that you can't answer
- People bringing up concerns unrelated to project (wages, problems with worker/consumer, etc.)
- People being afraid of getting in trouble for talking about health and safety in their workplaces
- People expressing apathy and the sense that health and safety in their workplaces will never improve and isn't worth discussing
- People being suspicious of the motives of the interviewer or whether this is a set-up by management

Bring the group back to a large group report back on solutions.

2:15 Break (15 min)

2:30 Practice conducting the Needs assessment tool

Say:

Now that we've brainstormed challenges you may face when conducting a needs assessment, we will practice the strategies we just learned.

You will each practice conducting the needs assessment at least twice. In the first round, please just practice asking the questions and recording the answers. In the second round, the interviewee should include one of the challenges we just discussed.

Please record any difficulties or new solutions you encounter during the practice and be ready to report back to the group.

Break the group into triads (each triad should have one staff person or a more experienced participant). Each participant should practice administering the needs assessment once. The second practice run should include a challenge mentioned in the previous exercise.

As the groups are practicing, walk around the room and listen to the interviews. You may intervene and give advice to each group.

Each triad should report back one piece of positive feedback from the group.

4:30 Feedback from Needs Assessment tool practice to improve tool

Say:

Our goal is to conduct 100 needs assessment in our County in order to understand what the training needs are of the worker population here. How can we improve this tool?

Write on flip chart paper the ideas generated by the group.

Now let's talk about who we can ask to complete the needs assessment.

Each participant should brainstorm a list of co-workers, friends, and family who work for grocery stores and who could fill out a needs assessment. Ask participants to volunteer their plan for how they will approach one or two people on their list.

5:30 Training Challenges, next steps and evaluation (30 min)

Ask workers what they anticipate being challenging when conducting needs assessments and when conducting trainings. Write these challenges and fears on a flip chart.

Discuss strategies to address fears/challenges

Review topics we will cover in Day two of training and when and where the training will take place.

Conduct the post-test and evaluations with the entire group.

6:00 End of the day