

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

Training of Trainers – Day 2

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.



WORKING PARTNERSHIPS USA

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Working Partnership USA Silicon Valley Grocery Stores Project Training of Promotores

AGENDA

DAY 2

8:45 **Registration (15 min)**

9:00 **Welcome—Review of Day 1 (45 min)**

- Quick introductions – name, store, what you hope to get out of today
- Review Agenda for Day 2
- Debrief from last week – concepts and terminology that was most important and/or most challenging for your group
 - Review key concepts such as
 - What is OSHA
 - Hazards vs. contributing factors
 - Most common hazards for grocery workers (Ergonomic hazards such as lifting, repetitive tasks, awkward and static posture. Cuts, temperature changes, pace, shift work.)
 - Terminology
 - Hazards
 - Personal protective equipment
 - Ergonomics
 - Risk maps
 - Body maps
- **Needs assessment debrief**
 - To debrief the needs assessments that promotores have been conducting, ask the group the following questions.
 - What did you find easy about conducting needs assessments/
 - What challenges did you encounter?
 - Did anything surprise you about the experience?
 - Did you notice any patterns in the responses that you got?.
 - Record promotores' answers on a flip chart and point out themes in what they share.

- Engage the group in suggesting solutions for any problems that come up.
- Reinforce points that are raised that connect back to lessons from the day before.

10:15 How to Analyze Causes of Problems – But Why? (1 hour)

Introduce this activity.

Say:

With the last activities we learned how to identify health and safety hazards on the job, and how to use several different tools to investigate them. We also discussed the many different kinds of hazards found in the workplace. Some hazards are obvious and others are not. Some cause immediate injuries, and some cause health problems over time.

Remember that identifying hazards is the first step toward controlling them and preventing injuries and illnesses.

In this section we will focus on various ways to reduce or eliminate job hazards. Our objectives are that by the end of this section, you will be able to:

- *Prioritize health and safety hazards to be addressed in your workplace.*
- *Identify and evaluate different methods for reducing or eliminating hazards.*

Many workers are 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.

Ask the following questions to draw from participants' experiences:

Say:

How many people have ever heard/seen a worker blamed for getting hurt or sick on the job?

Let's think about injuries or illnesses that have occurred in your own workplaces. Let's list all of the underlying, or "root causes" of the incident you can think about that contributed to those injuries and illnesses.

Write down their answers on the flip chart.

Say:

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.

Ask participants to find the handout “But Why” in their folders. Ask for volunteers to read each statement. Pause after each statement to ask:

Say:

What are the underlying causes of the injury?

Explain that we will continue looking at the root causes and ways to address them during this next activity.

Participants should break into small groups to diagram the root causes of different injuries. Give each group a piece of butcher paper and a marker.

Say:

Each group will diagram the root causes of an injury that a group member has witnessed or experienced. Choose one person to share the story of an injury. Work together to keep asking “Why” the injury happened to find the root cause.

Please write the root causes on your butcher paper and be ready to report back to the larger group.

Walk around the room as the groups are working to make sure they understand the activity.

Sample butcher paper:

<p>Injury: worker slipped and hurt back when falling</p> <p>Hazard: Slippery floor</p> <p>Why was the floor slippery?</p> <p>The sink leaked.</p> <p>Why?</p> <p>Sink is old.</p> <p>Why?</p> <p>The sink has not been replaced.</p> <p>Why?</p> <p>It costs money to replace, will hurt profits.</p>

Each group should report back the injury they diagrammed and a few key points from their “But Why” charts.

11:15 Break (15 min)

Making the workplace safer “Controlling Hazards in the Workplace”

1. Controlling Hazards (15 min)

On a flipchart page, create a table with two columns. Head the left column **Hazards** and the right column **Possible Solutions**.

Write on the top of a flipchart page:

Hazard

Possible Solutions

Under **Hazard**, write “Slippery Floors” and then ask the class:

What are all the ways you can think of to solve the problem of a slippery floor?

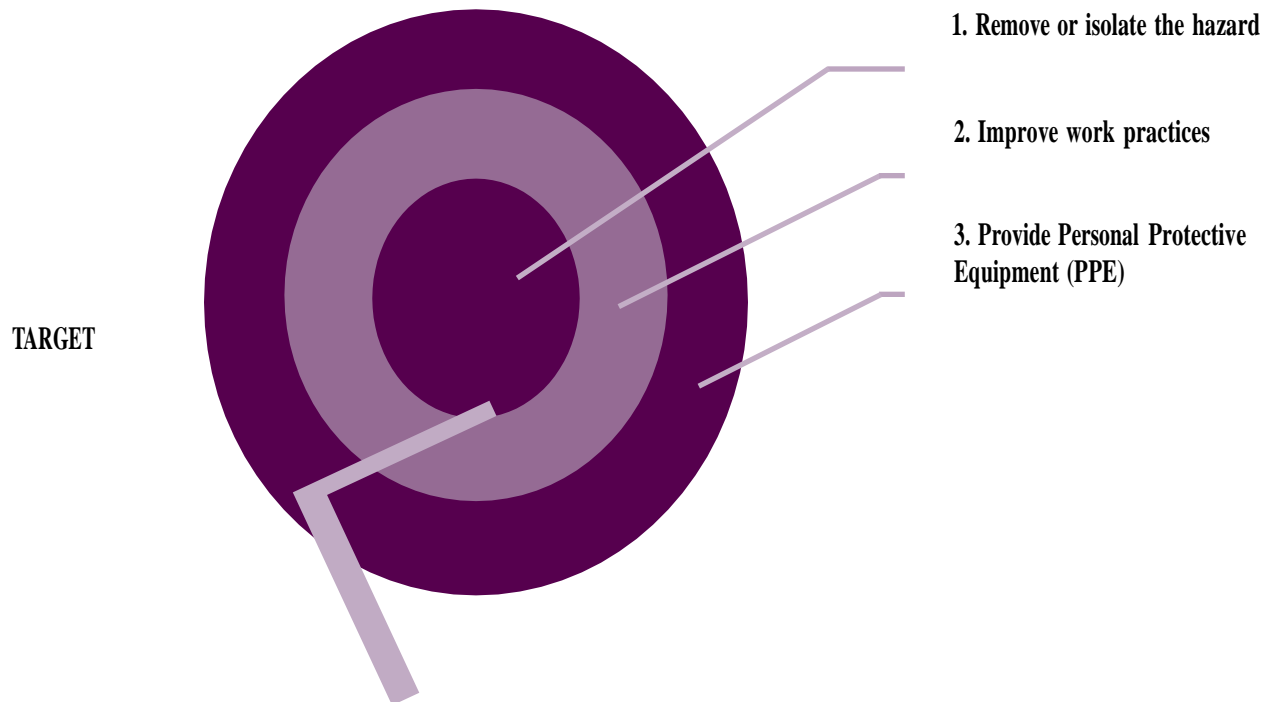
As participants suggest answers, write them in the **Possible Solutions** column next to the hazard. Possible solutions for slippery floors might include:

Hazard	Possible Solutions
Slippery Floors	<ul style="list-style-type: none">▪ Put out “Caution” signs.▪ Clean up spills quickly.▪ Install slip-resistant tiles or flooring.▪ Use floor mats.▪ Wear slip-resistant shoes.▪ Install grease guards on equipment to keep grease off the floor.

Say:

Once workers have identified some hazards by using the checklist and/or the hazard map, it is necessary to come up with solutions or ways to control them.

The ways to control hazards are grouped into three categories according to their effectiveness, though they should be used together to provide the most effective protection for workers.



How hazards are controlled - Steps to remove or isolate the hazard.

*The best way to prevent injuries is to **isolate or remove the hazard** altogether so it can't hurt anyone. A workplace change that accomplishes this has hit the bull's eye.*

These are changes to the workplace, such as adding windows for more ventilation, or to the way the work is done, such as installing self-cleaning ovens. They also include substituting cleaning products that are non-toxic, installing guards on machines that have sharp or hot parts, or using carts to deliver food.

Ask:

What hazards are eliminated by making these changes?

What about purchasing machines that cannot be turned on by accident?

Remember, when trying to come up with changes that would remove the hazard, the idea is that it would not depend on people to follow procedures or to do the right thing, such as when workers are told to use push sticks with the chopping machine.

*Sometimes such changes are not possible and it is necessary to come up with other solutions to protect workers, such as **improving safety practices** (second ring), or providing **personal protective equipment** or clothing (outer ring).*

Let's talk about steps to improve work practices.

These include written safety rules and procedures and the supervision and training that help implement and maintain such safety policies. These policies can include rotating workers, increasing the number of breaks or requiring good housekeeping.

***Remember**, when trying to come up with changes in the workplace as well as with safety rules, it is important to include workers in the process.*

Ask:

What would be a good work practice?

Would it work to have rules that allow workers to clean up and set up before they are given orders for the day?

What about setting up schedules that overlap?

Would it help to train all workers?

Now let's discuss personal protective equipment. PPE is equipment or clothing that workers can put on their bodies to create a barrier between them and the hazards when hazards cannot be removed or there can't be a change in work procedures. PPE is worn on the body and protects workers from the hazard.

Ask:

Can you give me some examples of PPE you use?

***Remember**, workers sometimes hesitate to wear PPE because it can be uncomfortable and interfere with their ability and ease in doing their job. This leaves them unprotected and can lead to accidents and injuries.*

Now let's use what we just learned to talk about how to control a hazard we find in the workplace.

*One of the main hazards that workers have identified is **excessive chopping and cutting**. This is a form of repetitive motion that causes long-term injuries. To control the hazard:*

1. The cutting and chopping can be done with a machine that has a good safety guard.

2. *Work practices could be put in place by cutting back hours for this task and rotating workers.*

This would allow each worker to only do this job for 2 hours instead of 8 hours a day.

3. *No PPE can be used in this case to prevent repetitive motions.*

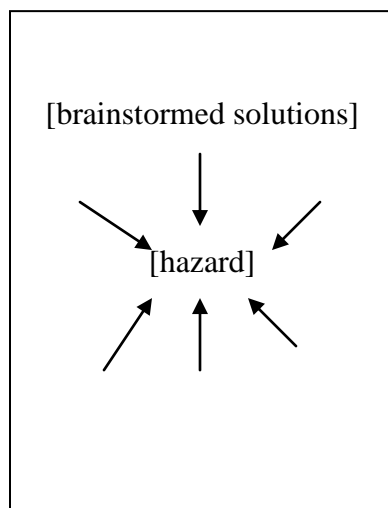
The goal should be to come up with changes that remove or isolate the hazards and do not depend on people to follow procedures that need to be enforced.

Procedures can be hard to keep up when restaurants get busy. Personal Protective Equipment (PPE) is the last resort because it requires proper maintenance and it must fit the worker, and it depends on the worker remembering to use it and use it correctly.

Many times it takes steps at all levels to protect workers. Once a change has been implemented, it is important to re-evaluate the situation to confirm that the hazard is no longer present or that other hazards have not been created.

Training is necessary to keep workers aware and involved whenever a safety rule will be put in place or a change will be implemented.

In the large group, brainstorm solutions to a hazard volunteered by one of the participants. Write the solutions on a butcher paper in the format below:



Ask:

*Which solution will last the longest?
Circle this solution.*

What's wrong with each of the other solutions?

Draw an "X" over each solution as you discuss the disadvantages of each.

Say:

These aren't all bad, but they won't last as long or be as foolproof.

Ask:

Which solution will be the hardest to get the boss to do?

The answer should be the same as the one that lasts the longest. Circle this solution again in a different color.

Why?

- Cost
- Time

Break them out in small groups again to work through examples. As many groups as time allows should report back the best hazard control they came up with.

Say:

It's important for you all to know what is best so that you know what your proposals are, what you are willing to settle for, and what is unacceptable because it doesn't really protect you and your coworkers.

It's not enough for you to learn to see the problems but rely on someone else to tell you what the solutions are.

It's true that the best solutions – the ones that last the longest and best protect your health and safety – are often the hardest to convince the boss to make happen.

To do that, you have to get workers together to be as powerful as the boss.

12:15 Lunch (30 min)

Workers' Rights

"Your right to a safe workplace"

Special materials note

- **copies of list of T/F questions to be inserted in balloon for the game**
- medium size balloons

If you are doing the balloon activity, also prepare the balloon for the game. Cut the true/false questions into strips (one per question) and insert a question in each balloon (ideally one for each participant).

Explain to the class that every worker has important legal rights on the job. Health and safety laws protect all workers from job hazards.

Ask the following questions to introduce the topic:

What agency do you call if you have a complain about Health and Safety on your state?

You can l your local OSHA office. You can find your local office by calling 1-800-321-OSHA or visiting www.osha.gov.

What number should you call to report an accident or injury to CAL/OSHA?"

(510) 794-2521

If no one volunteers the answers to the above questions, tell the class the right answers. Explain that they will get more information on these and other legal rights in the next activity.

Say:

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.

Divide the group in two teams and tell them they are going to do an energizer to learn more about these laws in a fun way. The idea is that they will get a balloon that contains a statement about workers’ rights and they have to decide if it is true or false.

Explain the game. Tell them that the 12 questions are all related to job safety and labor laws. Six questions are related to workers’ rights and six are related to what my employer should do. Ask them to select a team name and have them form two lines.

Give each person a balloon. Tell them they have to run to the two chairs in the front of the room (at least 10 feet away) and pop the balloon without using their hands. The first person that pops the balloon must find the piece of paper in the balloon, read the question aloud, and guess the answer. One trainer writes down each answer.

After the twelve questions have been answered bring the group together and review their answers.

Distribute the "Your Right to a Safe Workplace" booklets.

Follow the sequence in the booklet and cover workers’ rights and then what my employer should do. Review the correct answers for each question revealed during the game and award points to the appropriate team if they answered a question correctly.

The team that gets a higher score wins a prize.

Explain that there are extra copies of the "Your Right to a Safe Workplace" booklets.

Say:

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 do you have and what additional support will you need?

Track how many booklets the workers take and work with them to develop a plan for reaching as many workers as possible.

Worker Rights’ Game

Pick six questions to cover the workers' rights portion of the book and six to cover what should my employer do?

What are my rights under OSHA?

1. You have the right to be safe when you are working. This is called OSHA's "general duty clause."
True or False?
2. You have the right to be trained on safety and health problems at your job.
True or False?
3. You have the right to go to the bathroom when you need to use it.
True or False?
4. You have the right to ask for information about things you think are dangerous at work. Your employer has to give you the information you ask for (types of chemicals, air tests, etc.)
True or False?
5. You have the right to know about people who have gotten sick or hurt at work. You have the right to see the company's "OSHA 300 logs" that keep track of injuries and illnesses where you work.
True or False?
6. You have the right to complain to OSHA about hazards at work. OSHA will not give your name to your employer.
True or False?
7. If OSHA inspects your workplace, you have the right to speak privately with the inspector about unsafe conditions.
True or False?
8. You cannot be punished or fired for using your safety rights under OSHA.
True or False?
9. You have to be an American citizen to have health and safety rights.
True or false?

What does my employer have to do?

1. Your employer has to provide a safe and healthy workplace.
True or False?

2. Your employer has to obey all OSHA rules.
True or False?
3. Your employer has to put up the OSHA Job Safety and Health poster where all workers can see it.
True or False?
4. Your employer has to tell OSHA within eight hours about any workplace accident that kills a worker or sends three or more workers to the hospital.
True or False?
5. Your employer has to keep lists (called “OSHA 300 logs”) of people who get sick or hurt at work and put up a summary every year (from February 1 – April 30) that every worker can see.
True or False?
6. Your employer has to allow a worker representative to go with an OSHA inspector during an inspection.
True or False?
7. Your employer has to put up a written notice of OSHA violations at or near the place where they happened. This has to stay up for at least three days or until the problem is corrected.
True or False?
8. Your employer has to correct hazards within the time period set by OSHA.
True or False?
9. Your employer cannot punish a worker for using their OSHA rights.
True or False?
10. Your employer has to offer safety and health information and training in a way that workers can understand it (in other languages, at different reading levels, etc.)
True or False?
1. You have the right to be paid the minimum wages
True or False?

2:00 Break (10 min)

2:10 The Trainers’ Role: Adult Education (30 min)

1. Ask if anyone has conducted a training session before. Ask them to briefly describe the training.

2. Break people into pairs. Ask each pair to take 5 minutes to share memories of their best and worst training experiences.
3. Post two flip charts: label one “Best” and the other “Worst.”

After 5 minutes ask each pair to give an example of a best and worst training experience. Record their statements on the appropriate flipchart.

Review “Adult Learning Principles.”

- **Relevance** - based on actual experience
- **Respect** - for adults’ own experience
- **Building block learning:** You need to know level of the audience. What do they already know? Need to build the foundation on what your audience already knows.
- **Diversity** of training methods. People have different leaning styles. Some learn best by hearing, some by seeing, some by doing, etc. If you use various methods you’ll reach everyone.
- **Reinforcement** - teach more than one and in different ways.
- **Participation** - Adults learn best when they are actively involved.

Now let’s talk about the role of the facilitator. Ask the class to finish the sentence: “A good trainer.....”

1. Record what people say on the flipchart.
2. Sum up with the idea that the a good facilitator is promoting learning: encourages participation, guides discussion, is flexible, listens, looks for hidden issues, evaluates learning as you go along, etc.

2:40 How to develop your personal leadership story (2 hours 20 min)

[Please note: Originally, we also scheduled “Small group preparation for Day 3” to take place on Day 2. However, this personal story activity ended up requiring more time than we had originally allotted to it. As a result, we moved “Small group preparation for Day 3” to the afternoon of Day 3, as described in that lesson plan.]

Adapted from the New Organizing Institute and Marshall Ganz of Harvard University

Trainer Script Outline

Big group (20 mins)

Say:

Remember, today and this training are all about growing you as leaders so that grocery workers return home safe and healthy to their families.

As promotores, you have made a special choice – to stand up for yourselves and each other instead of running away.

This is not an easy choice. It's not easy to fight and it's even harder if you don't know what you're fighting for. Has anybody here seen someone fight really hard, lose, and give up?

We are going to win some and we are going to lose some. You have all been through this already. Change takes time. If you are to provide leadership for making work safer and healthier for grocery workers, you have got to be in touch with why you're doing it – with your purpose.

We are going to have you all answer that question by telling your leadership stories.

Introduce a trainer who is prepped to share a leadership story. The trainer should share their leadership story in 2 minutes or less.

Say: *Why do we tell stories?*

Storytelling is about connecting to your purpose when you don't know whether you're going to win or lose – creating an atmosphere where people are willing to have courage in the face of uncertainty.

A lot of folks are asking, why are we focused on stories? Do I have to tell my story? I'm not sure I even have a story! And if I tell my real story, isn't it possible that some audiences will think less of me? Don't I need to establish my credibility by wowing people with facts?

You are telling your stories because these are the reason that you are here – not facts and figures, but what you have seen and done and the values this has taught you.

There's a second reason for these leadership stories. Telling our stories lets other people feel connected with us. We can't expect them to follow our lead if they don't know who we are or why we're there or what we're doing.

Last, stories give us examples that help us learn to make choices. They help us learn to make the choice to fight instead of run away. We tell stories to motivate others to take action with us.

1. *So today we will*

a. *Tell our own stories*

b. *Practice telling them in a way that motivates others*

c. *Practice helping others tell motivating stories*

d. *Let's talk first about the trainer's story.*

- *Turn to a partner. What's one moment in his story that made you feel something? What did you feel?*

- *1-2 responses from the big group. What values did you hear in the trainer's story? How did they get communicated?*
- *Would it have been the same if the trainer had just told you, "I value _____"?*
 - *Get response from the crowd – yes/no.*
- *About the trainer's story – it was short but powerful. Why this is important? 80/20 rule. How will people feel if your story goes on a long time, talking about yourself?*
- *People have been using stories to inspire each other to action since we told them around campfires in caves.*

e. Stories engage our emotions

1. *Stories move us to action by engaging our emotions.*
 - *Emotions tell us what we value in the world. What are the things that bring you joy & hope? What makes you feel angry?*
 - *When we hear stories that make us feel a certain way those stories remind us of our core values. Values are something we feel, not something we think.*
 - *Then we are prepared to take action on those values.*
2. *A good story helps us make choices in our own lives, by illustrating how a particular character overcame a challenge.*

Now you will discuss action emotions.

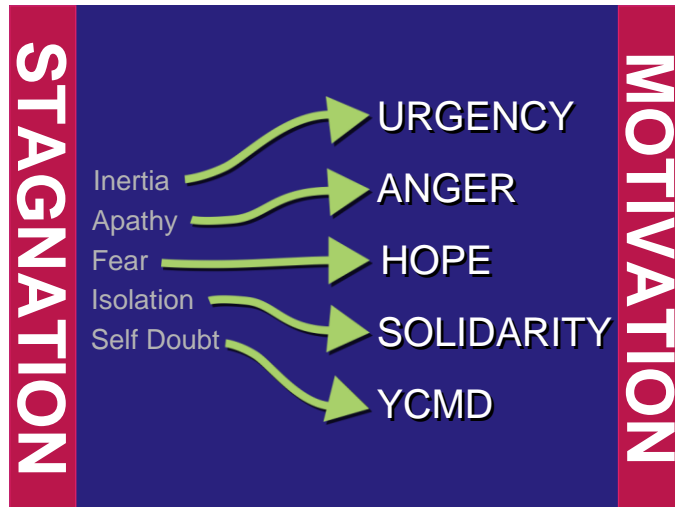
Ask:

Has anyone tried to get someone involved in helping others, or even in being safe at work or standing up for themselves? What reasons did they give for not getting involved?

Possible answers:

- *Inertia – People feel stuck, can't see any alternative*
- *Apathy – People don't care any more*
- *People are afraid*
- *People feel isolated, like no one else has the same problems and no one else cares.*
- *They don't think they can make a difference.*

Pass out the "Motivation" handout.



Ask:

1. *Can someone share a story of a person you couldn't get involved?*
 - Take one story and connect it back to the reasons above.
 - *How did you respond? Did that move them to get involved?*
2. *We often tell people how to feel. **How does someone react if we tell them "Don't be afraid?"** They say, "Who the heck are you to tell me that?" – right?*
3. *Have you ever seen someone actually change and get involved? Take one story. Why did that person change?*
4. *There are emotions that inhibit action and others that motivate us to act. We tell stories not to get rid of these inhibiting emotions –these emotions never go away with human beings – but to make the motivating emotions bigger.*
Motivating emotions like:
 - *Urgency*
 - *Anger*
 - *Hope*
 - *Solidarity*
 - i. *YCMAD: You can make a difference*
5. *We have to mobilize action feelings. This is one of the most precious gifts we can give each other.*
6. *How do we build and share a sense of urgency, anger, hope, etc? By saying, "Come on, just be hopeful"?*
7. *Through stories.*
 - *Stories about how we have survived despite it all.*

- *Stories about why we believe in the things we believe in.*
- *Stories about other people and communities who inspire us.*
- *Stories about challenges we've faced, the things we've accomplished together, and the strength we've built along the way.*

f. How stories are built

1. *Does everyone know the story of Moses and the Red Sea?*

- *Who was the character?*
- *What was the challenge?*
- *What was the choice that the character had to make?*
- *What was the outcome of that choice?*

2. Debrief the example.

- *What the exact challenge and choice are don't matter. A lot of our favorite stories are about situations we'll never face, like parting the Red Sea.*
- *But can we relate to these situations – to the emotions in the stories?*
- *Stories are powerful because we ask ourselves, what would I do? We put ourselves in the character's shoes.*
- *Stories teach us how to make choices ourselves – how to act with courage or dignity or kindness. How to choose fight instead of flight.*

3. *Stories have a common structure. Emphasize/repeat:*

- Challenge
- Choice
- Outcome

4. *Something happens to the character, and then the character needs to make a choice, then that choice yields an outcome – and that outcome teaches a moral.*

5. *Every human story has this structure. Think about your religious stories, stories your parents told you as a kid.*

6. *Telling our stories – not just the challenges in our lives, but the choices that we made that resulted in outcomes. That's what we actually learn from – choices & outcomes.*

7. *What happens when there's no challenge? Is that a good story? It's hard to connect or to care.*

8. *What happens when the story is all challenge and there's no choice? It's boring and frustrating – what's the point?*
- g. *Your leadership story will answer the question: Who am I? Why am I here at the HEAL training? Why me?*
- *Short*
 - *Your story: may be about hazards in the workplace, or may be about another experience you had that makes you stand up*
 - *Think about the value that made you come here and want to be a promotor. That value should be the moral of your story. Where did you learn that value?*
- h. Review the Leadership Story worksheets and break out group agenda.
- i. *The coaching feedback is important.*
- *No one will tell a perfect story the first time.*
 - *If bringing people together and helping them to fight is part of leadership, then helping people learn and improve is also a key leadership skill.*

Role Play (15 min.)

1. A team of facilitators will get up in front of the full group and role play what the breakout groups will do.
2. In the debrief, highlight:
 - a. The role of the facilitator
 - Reminding everyone of the agenda and amount of time
 - Drawing people out
 - b. The role of the timekeeper – giving clear signals. If the timekeeper doesn't do her/his job, someone won't get to go.
 - c. How coaching feedback was given. "Praise sandwich."
 - d. What could have made coaching feedback more useful – how group members could have prompted the feedback to go deeper.
 - e. How the storyteller received the feedback – just listen, don't respond. Feedback is a gift for you to use as you will. You don't need to explain why you did things a certain way. What the coaches think doesn't matter; what matters is you learning and improving.
3. Assign break out groups of 4 people

Small groups: role of facilitators (60 min.)

1. Remind everyone of the agenda
2. Before people write their stories, remind them
 - Focus on 1 or 2 choice points in your life that teach others about what values move you to be here.
 - Like a good movie, your story should be constructed so that we can SEE it, HEAR it, and FEEL it because of the details.
3. Make sure you have a timekeeper
4. As each person practices, remind them that they have 2 minutes
5. When the group gives coaching feedback, remind them that they have 3 minutes for feedback
6. “Coach the coaches” – if the feedback doesn’t tell storytellers what actions they can take to keep their stories good and make them better, ask questions of the coaches to draw them out. See the handouts for good questions. Others are:
 - What is one word or image in the story that they should keep for next time?
 - What did the story leave you wondering about?

Report Back/Wrap Up (45 min.)

1. Get 4 people to share their stories in front of the whole troop.
2. Have group coach them on making their story better.
3. Wrap up by defining what makes for effective coaching.
Ask: What coaching questions helped your stories improve?
4. Wrap up: Go around the circle – One word to describe this group of people.

5:00 Break (15 min)

5:15 Evaluation and Next Steps

6:00 Adjourn



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