

Trainer's Companion Guide to the Day Laborers' Health and Safety Workbook

La Salud y Seguridad: en la Construcción Residencial

Manual de Capacitación para la Concienciación- Edición 1



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New Labor y El Consorcio de Educación y Capacitación Ocupacional de Rutgers
(OTEC)



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Introduction

This guide gives you step by step instructions for planning and holding participatory training sessions for day laborers. The “Day Laborers’ Health and Safety Workbook” includes the resources and curriculum to engage day laborers in construction hazard awareness. New Labor and its academic partner, Rutgers University, have developed these materials with day laborers and their worker centers in New Jersey, Chicago, and seven other cities. The training program is meant to be used by an organized worker center where workers themselves serve as leaders to support workers’ rights. The right to return safe and healthy from work is a fundamental right for all workers regardless of documentation status.

Safety and health information and group support for taking action to protect safety and health are key components to this program. Although the information is technical, we include typical health and safety hazards that are familiar to day laborers, and provide group activities facilitated by peer-educators (trained worker trainers) in which day laborers can explore strategies for addressing and correcting hazards.

Although this Guide, may be useful for planning various types of training, it is a companion to the “The Day Laborers’ Health and Safety Workbook.” The curriculum is based on what the U.S. Occupational Safety and Health Administration (OSHA) calls a 10-hour construction hazard awareness course. When this course is delivered by an OSHA certified trainer, participants who complete the course can be issued an “OSHA 10-hour card.” This card is recognized and valued by many workers and employers, and some government-funded jobs require it.

The OSHA 10-hour process includes required topics (such as how to use OSHA) as well as optional topics for a total of 10 hours of training offered over two days. However, to cover all the information in a meaningful way that uses peer educators and hands-on learning requires more than 10 hours. Our workbook includes a total of 14 different activities. Some activities cover topics that are mandated by OSHA. Others are optional and can be selected based on the hazards most relevant to the training participants. The workbook and the activities we describe in this training guide are designed to be scheduled over two days in order to give workers the chance to get to know each other and to work through the material, as well as to have rest breaks and meals.

We believe the information is useful in any way a center would want to use it. However, our experience strongly suggests that preparing worker leaders as peer educators, using small group problem-solving and hands-on activities, and well-organized health and safety training programs all help workers to negotiate better for themselves, both individually and collectively.

For those who plan to use the full curriculum and to issue OSHA 10-hour cards to workers, it is important to identify an OSHA certified trainer (see below). We are working to expand the number of worker leaders who are able to become certified trainers.

Preparing to Offer Training

The following sections will help you decide the type of training, how to identify and prepare peer educators, find a location and times that work, sign up workers for the session, plan for small group activities, purchase equipment and supplies, prep peer trainers and plan your training schedule and agenda.

Types of Training and Basic Points about Advanced Planning

Information about construction hazards can be shared in any number of ways depending on the needs of workers and the goals of the workers' center. Identifying and training peer educators is important both to develop leadership for the center and to increase the effectiveness of the outreach.

Whatever the training format—a 20 minute street corner “demo” or a two-day OSHA 10 class—advance planning is needed in order to identify a training site, prep trainers and make sure they are comfortable with the activities they are presenting, and organize printed materials and PPE/or equipment to be used in demonstrations.

Based on our experience, health and safety information can be shared in the following ways:

- Street corner demonstrations/“charlas.” These short training demonstrations and conversations can be brief. Planning includes identifying locations (corners and mustering sites) where workers congregate. For these sessions, you may want to schedule times when workers who haven't been picked for jobs are able to devote time and attention to the training, or you may want to offer shorter sessions earlier when more workers are available but with the understanding that some workers will be distracted by potential employers.
- General outreach sessions or orientation for workers new to the worker center. Locations may include the worker center, community centers, churches, libraries or schools. These can be part of general outreach on the part of the workers' center and combined with other information about wage theft, etc. The module on “job fear” is probably the most useful in these settings, although you may decide to use one on ladder safety, understanding workers rights' and how to use them under OSHA, or other topics of interest.
- The OSHA 10-hour construction hazard-awareness training. This is the full two-day session for workers who are committed to completing the training and receiving the OSHA 10-hour card. Plan for a site that is available when you need it and easy to get to by public transportation. Preparation includes creating a budget for materials and for equipment, planning the peer-educator training session, purchasing equipment and photocopying the training workbook and handouts.

Outreach strategies will depend on the type of training your center decides to conduct. Personal outreach by members and peer leaders is always important. New Labor also uses member street teams to share flyers, discuss, and register community members for upcoming events. Based on contact information gathered by street teams and other email and phone outreach, New Labor staff and member facilitators call participants the week before the training—and once again, the night before—to confirm their attendance.

Because the OSHA 10-hour requires a two-day commitment from training participants and a substantial commitment of worker center resources, the goal of outreach should be a firm commitment from 15 – 35 workers. Follow-up reminders to confirm attendance are especially important.

Recruiting and preparing peer-educators

Peer educators are the core of the program. Workers who are active members of the worker center and who are interested in safety and health and willing to share this information with their fellow workers can make a huge impact on their peers. New Labor has found that the knowledge and confidence that many workers develop as peer educators helps them become leaders within the worker center. Therefore preparing peer educators is important. Peer educator preparation should include careful study and practice sessions based on the workbook activities that will be covered in the training. The peer trainers should also be comfortable with demonstrating PPE or other hands-on activities included in the activities. The goal is for them to help other adult learners develop critical thinking and communication skills using the small group, participatory activities.

Identifying a certified OSHA trainer

In order to issue an OSHA 10-hour card, OSHA requires that a certified OSHA trainer must be present throughout the two days.

Peer trainers will guide participants the training activities. The role of the certified trainer is to monitor the training and ensure that key points are covered. The certified training diplomatically steps in to get conversations back on track or to correct misinformation as a facilitator, not as “the expert.”

While there are lists of trainers available for each location, you will need to identify a certified trainer who speaks Spanish, and one who is familiar with popular education, peer educators, and hands on small group activities. It is also important to find a certified trainer who is willing to let the peer trainers guide the activities and to step in only when necessary. New Labor has certified trainers who are available to participate as consultants.

STEP-BY-STEP GUIDE

for Peer Trainers and Worker Center Staff

New Labor's small group activities are designed to be led by two peer trainers, one who guides the room through the activities and the second who writes down key points raised in the discussion on a flip chart. Lead trainers help prepare less experienced trainers to get up in front of the room and facilitate a health and safety activity. Both experienced peer trainers and worker staff fulfill the responsibilities of lead trainers. At New Labor trainings, the OSHA certified trainer is often also the Lead Trainer, although in other organizations different people may play these roles.

Recruitment

Whether you go to the corners to recruit people for training sessions or you've invited people to your worker center to talk about an upcoming training session, it is important that you convey your message with energy. People are interested in what you have to say when they begin to have a relationship with you. The first step is to get to know the person you are speaking with in a one-on-one conversation. If possible, take some time to show them around the worker center and introduce them to other peer leaders, members and staff.

At New Labor trainings, the OSHA certified trainer is often also the Lead Trainer, although in other organizations different people may play these roles.

Role of Lead Trainers

Ideally, any new trainers will have had some practice in guiding the activities and writing down key points from the discussion on a flip chart, but even experienced trainers need to review the health and safety activity (fact sheets and summary points). It is normal for most people to be nervous before they speak in a public setting, so preparation is the key. The Lead Trainers are responsible for ensuring that everyone who gets up in front of the room is prepared. The trainers will be more confident and do a better job and the class will have a better experience.

Prep Meetings. It is good to bring all the trainers together for several hours a day or two before the training to review the schedule, review the content of each health and safety activity, and talk about facilitation skills. Ideally, these activities would also be generally reviewed weeks ahead of time. These meetings should also cover general planning and organization of the training event. To build your organization's training capacity, new trainers need to understand all the steps that go into holding a class.

During Training. Lead trainers take their team to a nearby room next door or to a table in the back of the main room to quickly remind their team about training skills, and any points that need to be emphasized. While their team is up in front of the room, the lead trainer is a visible supporter in the back of the room. The Lead Trainer carefully observes

the activity making sure that key points are accurately covered and that everything is going well. The lead trainer might use hand signals to remind people to speak up or indicate that participants at a table seem to be having a problem with understanding a task and that the trainers need to help them out. The Lead Trainer may need to speak up to clarify a point or answer a technical question that the team in front of the room is unable to answer. But for the most part, the Lead Trainer only speaks when it is absolutely necessary to correct an inaccuracy or to signal that a discussion has wandered off track and it is important to get back to the activity.

Lead trainers encourage the trainers who will be facilitating the activities to:

- Relax.
- Be yourself; we are not 'experts' or 'masters'. What really matters is the training method: the Small Group Activity Method (SGAM). All of the technical information can be found in the learning materials, and the tasks are designed to help the participants become familiar with this technical information and learn about how to reduce the hazards.
- Talk about your work and previous training experiences.
- Remind participants to stand up when they are talking, and to speak with a loud and clear voice and towards the group. There's nothing to be scared of; we learn through experience.
- Before the class and over the course of the day, spend time talking to all of the participants and get to know them. Then you will feel more comfortable in front of the room and the participants will feel more connected to the group.
- Think as organizers; the training not only teaches the participants about health and safety but if participants have a good experience they may join the worker center.
- Keep learning about health and safety; and put what you learn into practice on the job.
- Participate in the training even when you aren't in front of the room. Sit at the tables with the participants and take part in the small group problem solving and discussions.

Beginning a class

The way a class begins is important. The steps that work well for New Labor trainings are outlined below:

- Go around the room. Each person should introduce himself with his name, worker center, and why they are here. What are their hopes for themselves in the next year.

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- The lead trainers or worker center staff will explain the benefits of the course, and if it is an OSHA 10 class, they will explain the process for obtaining the OSHA-10 card, etc.
 - Next, mix the group up. Based on the number of tables in the room, have people count off and go to the table with that number.
 - Remind everyone to speak slowly and clearly.

Review the schedule for the day and each activity that will be covered.

- When you start each training activity, make sure that everyone has their book open to the same page.

Remember that each activity including introductions, reading fact sheets, completing tasks in small groups and large group discussion lasts approximately an hour and 15 minutes. That said, an activity can be significantly shorter or longer depending on the group and their experience. However OSHA guidelines also specify minimum lengths for certain activities.

EXAMPLE SCHEDULE FOR OSHA 10 CLASS

DAY ONE

9:00 AM – Introduction and welcome.

Review the agenda for the 1st part of the OSHA-10 course.

9:30 AM – Reviewing the informed consent/voluntary participation in the research process if you plan to ask participants to fill out a survey.

Distribute the survey.

10:30 AM – Break

10:45 AM – OSHA 10 Part I:

Activity I: Job Fear (OSHA Part 1)

The purpose of this activity is to analyze the high rate of deaths among Latinos, and what is what can be done to create a safer workplace. The important part of this activity is making people understand that, even when workers don't have documents, they still have rights when it comes to a healthy and safe workplace.

Activity II: OSHA Rights (Necessary for OSHA-10)

Adding to the 'Fear of Work' discussion, the goal of this activity is to learn about employer and employee rights under OSHA, and how OSHA can be used as a tool for eliminating work hazards.

12:30 PM to 1:00 PM: Lunch

Activity III: PPE (From list of optional Topics for the OSHA-10)

Evaluating the importance, use, and limits of the PPE is the purpose of this activity. At the end of this activity (or during the activity), we will show participants the PPE.

Activity IV: Fall Protection (Necessary for OSHA-10)

The purpose here is to introduce participants to the various fall protection systems, as well as how and when to apply them to reduce the risk of falls on the job. At the end of this activity, we will show participants how to correctly wear a fall protection harnesses.

5:00 PM: – Closing of the 1st day of training.

Before participants leave, verify the information needed for the OSHA-10 card (Typical duration for the 1st day of training: 5 hours and 45 minutes)

After participants leave, allow time for the lead trainer and peer trainers to review Day 1, plans for Day 2 and any ways to work more effectively with the training participants.

DAY TWO

9:00 AM – Introduction and Welcome.

Reviewing the agenda for the 2nd part of the OSHA-10 course

9:30 AM – OSHA-10 Part II

The following activities will be completed for the 2nd part of the OSHA-10 course

Activity I: Electrical Safety (Necessary for OSHA-10)

The goal of this activity, is for participants to learn more about the OSHA electrical regulations that have to be followed in all worksites, as well as using these regulations in order to reduce injuries due to electrical discharge.

Activity II: Ladder Safety (From list of optional topics for the OSHA-10)

The aim is to learn about how to reduce the risk of falling from ladders and stairs on construction jobsites.

12:00 PM to 12:30: Lunch

Activity III: Scaffolds (From list of optional topics for the OSHA-10)

The purpose is learning how to reduce the risks of falling from scaffolds.

Activity IV: Excavations (From list of optional topics for the OSHA-10)

The goal here is to learn more about the OSHA regulations on excavations that must be followed, as well as reducing risks from demolition work.

3:30 PM – Last round of questions and answers/trainer summary

4:15 PM- Evaluation (Note: this might include a formal post-training survey or an informal discussion about what training participants learned, liked best, and think might be improved.)

4:30 PM – Graduation with certificates

4:30 PM – Closing of the 2nd day of training

(Typical duration for the 2nd day of training: 6 hours. Total duration of the training: 11 hours and 45 minutes)

Following the training, lead trainers, worker center staff and peer trainers discuss strengths and weaknesses of the training and what has been learned.

Preparing Materials for Training

Getting ready for training –particularly for a two day OSHA 10 class involves pulling together both PPE for hands-on activities and training demonstrations as well as office supplies, food and other materials. The follow lists can be used to organize, plan and carry out a training class.

Personal Protective Equipment (PPE) for OSHA 10 and Training Demonstrations

PPE	Description	Comments
Hard Hats	Class E & G	Various models
	Class G	
	Class C	
Respirators	N-95 with exhalation valve	
	Toxic Dust respirator	At least one
	Paints and Pesticides respirator	At least one
	3M N-95 8210 Plus-C	Buy at least one box
Gloves	Disposable Nitrile Gloves	Buy a variety of gloves used in construction (these are suggestions)
	Disposable Latex Gloves	
	Rubber gloves (blue and yellow)	
	Suede leather palm gloves	
	Latex coated all purpose gloves	
	Welding gloves	
	Stripping gloves	
	All purpose cotton canvas gloves	
	Vinyl gloves	
Earplugs	MSA 23 decibel (db) with removable cord	Any amount
	Banded gel-cap	
	31 db Bulk pack	
	MSA 31 db with case	
Earmuffs	MSA 20 db Foldable with adjustable head band	At least one
Safety glasses	Safety glasses	Buy a variety of styles and colors
	MSA vented temples/over the glasses	
Goggles	Clear and black	
Fall Protection	Protecta® Fall protection bucket	Cost around \$200
Ladders	Husky 6 ft Type II	
	Husky 6 ft Type IAA	
Electric plugs	Portable plugs GFCI w/ surge protection	At least one
Knee Pads		At least one pair

Office Supplies, Food and Materials Needed for Training

CLASS	
Flip chart easel (2 if possible)	
Flip chart easel pads (2 at least)	
Markers (thick for flipchart), different colors	
Markers (thin)	
Highlighters	
Pens	
Pencils, sharpened	
File folders	
Masking tape	
Paper clips	
Post its	
Boxes	
Nametags or labels for names	
Paper	
FOOD	
Coffee	
Coffee maker	
Creamer	
Sugar	
Styrofoam Cups/ cups for coffee	
Plastic Cups	
Plates	
Napkins	
Paper Towels	
Coffee stirrers	
Plastic Forks	
Plastic Knives	
Plastic Spoons	
Water (individual bottles)	
Water (gallons)	
Soda (2 liters)	
Chips- snack pack	
Serving Utensils?	
Donuts / Pan	
Pizza/subs Phone number/name:	
Garbage bags	
Worker Center Materials (Swag, Literature)	

KEY TASKS - Master List OSHA 10 Class

Task	Date	Person Responsible	Check ✓ if completed
Location: Decide/reserve location			
Recruit: Recruit participants			
Confirm N of participants			
Recruit worker-trainers			
Transportation of participants			
Workbooks			
Worker-leader meeting for preparation:			
Agenda, who leads activities, prepare materials, Meet with Certified Trainer			
Order food and beverages/ delivery time			
Purchase supplies			
Purchase PPE			
Deliver supplies			
Deliver PPE			
Prepare supplies/PPE			
Room set up-tables			
Open classroom			
Open classroom			
Door duty			
Door duty			
Receive food			
Receive food			
Flip charts & markers			
Trash containers			
Create agenda with times			
Coordinate with UIC staff on surveys			
Create/provide codes			
Digital camera/photography			
Request certificates from UIC			
Complete certificates and list for OSHA 10 Cards			
Schedule debrief and review evaluations			
Clean room/			
organize & store supplies-PPE			

These additional lists can be used to guide your planning process:

Several weeks before the training session:

Task	When will this be done (Date)	Person who will do it	Check ✓ if completed
Decide & reserve training location			
Recruit participants			
Schedule refresher training session with Certified Trainer			
for trainers			
Buy supplies			
Buy PPE			
Deliver supplies			
Deliver PPE			
Order workbooks from UIC			
Create training agenda & materials			
Request certificates from UIC			
Prepare file for invoices/receipts			

One Week Before Training Session

Task	When will this be done (Date)	Person who will do it	Check ✓ if completed
Remind participants about coming to training/Confirm number of participants			
Photocopy materials (agenda, etc.)			
Order food and beverages			
Coordinate with UIC staff on surveys: create/provide codes			
Make arrangements for transporting participants to training session			
Order plates, napkins, cups, forks, knives, spoons			
Prepare stipends for participants & trainers (if applicable)			

Day Before Training Session

Task	Person who will do it	Check ✓ if completed
Trainers practice activities with Certified Trainer		
Remind participants about coming to training		
Set up training room (chairs, tables, equipment, PPE)		
Bring supplies (workbooks, flip charts, markers, pencils, paper)		
Confirm delivery time for food		

First Day of Training Session

Task	Person who will do it	Check ✓ if completed
Transport participants		
Request informed consent for surveys		
Offer surveys and collect them		

Last Day of Training Session

Task	Person who will do it	Check ✓ if completed
Transport participants		
Complete certificates & list for OSHA 10 cards		
Offer post surveys and collect them		
Discuss survey follow-up plans		
Do evaluations		
Clean room		
Organize receipts		
Store supplies & PPE		
Schedule debriefing meeting		



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