



Mindanao Youth for Development Project

Life Skills:

Learning, Working, Serving



Module 5: Safety and Health at Work Facilitator's Manual



Module 5: Safety and Health at Work

"Ang kaligtasan ay dapat pinaghahandaan" Safety doesn't happen by accident.

Safety and Health at Work Objectives

By the end of the module participants will:

- ✓ Describe the importance of good personal care and healthy habits at work
- ✓ Do proper hand-washing techniques
- ✓ Identify unsafe situations that could harm people while on the job
- ✓ Identify ways to prevent accidents and getting sick at work
- ✓ Respond appropriately if there is a safety hazard, an accident or an emergency at work

Module Overview

≪ Activity	(Time	
Session 1: Positive Health and Safety Practices	5 hr 50 min	
1: Introductory Activity and Learner's Reflection	1 hour 35 min	
2: Healthy Hygiene & Sanitation Practices	50 min	
3: Proper Hand-washing Techniques	50 min	
4: Hazards in the Workplace and Application	1 hour	
5: Ways to Make Work Safer and Application	1 hour 35 min	
Session 2: Emergencies at Work	1 hr 50 min	
6: Introductory Activity	35 min	
7: Responding to Emergencies	40 min	
8: Module 5 Review and Assessment	35 min	
	Total Time: 7 hr 40 min	

		Module 5 Materials and Preparations
		Basic training materials: manila paper, markers, tape, chalk. Make sure participants have their Participant's Handbook available.
Ses	sion	1:
		1 paper ball
		Learner's Reflection
		Review main concepts from previous module
		Prepare a manila paper with the proverb (below) to discuss with learners.
	Ш	(optional) Identify and gather existing health education materials from the Department
		of Health and different institutions.
		**Handout 5.1: Habits for Good Health
		*Handout 5.2: Healthy Hygiene and Sanitation Practices
	_	Set up 3 stations around the room, with the information in the "How To Box" (found in Handout 5.2) for each station.
		Make a sign with manila paper for each station – Germs be Gone!, Let's Eat!, and Water and Waste!
		Place the information and materials needed for each group at different stations (use real
		materials that you can easily find such as basin, soap, water, handkerchief, cloths to wipe
		tables, – make it as real as possible!).
		→ Handout 5.3: Proper Way of Washing Hands → Hands → Handout 5.3: Proper Way of Washing Hands →
	<u> </u>	Prepare venue for hand washing activity and the needed soaps and hand towels
	Ц	Using manila paper, make a large chart with four columns. The headers for each column
		should be: Safety, Chemical, Biological, Other
		Review preparation steps before the activity
		*Handout 5.4: Hazards in the Workplace
		% Handout 5.5: Find a Hazard
		Create 3 signs with the headings: Remove the hazard, Improve work policies and
		Procedures, Use protective clothing and equipment.
		Become familiar with the types of hazards and stories in #Handout 5.6: Controlling Hazards
	_	By Handout 5.7: Finding Solutions to Hazards
Sess	ion 2	:
		Review the topics in the previous session
		Scissors, box
		Photocopy Facilitator Tool 5.A: Q&A on Emergencies and Disasters and cut out the questions and answers separately. Paste the "disaster questions" on the manila paper and post it on the wall. Fold the answers and put them in a box.
		Review topics covered in the module.
		Make three signs with the headings: "START"; "TRUE"; "FALSE".
		Review true/false questions before the activity.
		Make 1 copy per participant of the End-of-Module Assessment

SESSION 1: POSITIVE HEALTH AND SAFETY PRACTICES

Activity 1: Introductory Activity 1

 Objectives - By the end of the activity, participants will be able to: a. Review the main concepts of the previous module (Module 4: Work Habits and Conduct) b. Identify the main concepts of Module 5 c. Share prior experiences and knowledge regarding workplace safety
d. Identify important health practices in the workplace
e. Assess personal health
Time Required: 1 hour 35 minutes
Methodology: small group work, jingle/song development, large group discussion
 Materials and Preparation: 1 paper ball Learner's Reflection Review main concepts from previous module Prepare a manila paper with the proverb (below) to discuss with learners. (optional) Identify and gather existing health education materials from the Department of Health and different institutions. Handout 5.1: Habits for Good Health

Steps:

1. Welcome learners to module 5 and quickly review the main content from the previous module. Ask the learners to form one big circle. Tell them to join hands and to follow your instructions to either "jump in", "jump out", "jump to the left" or "jump to the right". The person who fails to follow the given instruction will have to give an example of things he or she learned about Work Habits and Conduct (what it means): filling up a bio-data and writing an application letter, processes and tips during a job interview, workplace behaviors and attitudes, and time management.

Ask participants to think about the proverb found at the beginning of Module 5: "Ang kaligtasan ay dapat pinaghahandaan" (Safety doesn't happen by accident). What is the meaning?

(30 min)

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 $^{^1}$ Some of the materials in this Session are adapted from the EDC- $^-$ developed workplace safety and health curriculum for young people in the United States, Youth@Work: Staying Safe

Explain that this module will focus on Health and Safety at Work. Ask them what they think the relevance is between the proverb and the module. How does it relate to real life? The first session will cover good practices to stay healthy and safe at work. State the main Key Topics of this session (below).

(5 min)

8 → Key Topics 8 →

- Healthy habits
- Hygiene and sanitation at work
- Hazards in the workplace and ways to make work safer
- 2. Have learners take the **Learner's Reflection** in their Participnat's Handbook. Explain that this is not a test but is a way to see what they already know or do not know about the topics.

Explain the meaning of each column (1, 2, 3, 4). Tell them that you will read a few statements. For each statement they need to check the column that best describes them. Stress the importance of answering honestly and independently.

Read one statement at a time and allow time for learners to think of an answer.

(15 min)

3. Ask a few learners to share whether or not they (or someone they know) experienced some health/safety hazards. Ask them to CLAP if their answer is YES, and stay quiet if their answer is NO.

Have you or anyone you know ever:

- a. Gotten sick from spoiled or unclean food, either at home or in a restaurant?
- b. Been injured while working?
- c. Been afraid about a task you've been asked to do at work?

Ask, what happened? How did that happen?

Explain that most of the people experienced or know someone who experienced health or safety hazards at work.

habits.

(15 min)

*** Facilitator Tip ★**

If additional time is available, another way

to do this activity would be to use existing

Department of Health. A number of pictures

or posters could be given to participants and

then they could identify the healthy habit associated with it. Following that, they could

do the assessment of their own health

health education materials from the

4. Explain that we will start by thinking about the ways in which we stay healthy. We will look at some of the good habits that keep us healthy.

Form 3 groups and ask them to read the list of 1-14 health habits in **Handout 5.1: Habits for Good Health** in their Participant's Handbook – they do not need to complete the table yet. Assign each group some health habits for them to discuss.

Group 1: habits 1-5, Group 2: habits 6-10,

Group 3: habits 10 – 14

The groups will discuss the health habits assigned to their group and create a brief song or jingle to communicate those health habits. They have 10 minutes to prepare a song.

Have each group present their song or jingle. While the other groups listen to the song, they should compare the song with the list of health habits in **Handout 5.1**.

(20 min)

5. Ask participants to complete the assessment in Handout 5.1 in their Participant's Handbook, for their own reflection. There are no wrong answers. As they complete the assessment, they should think about: Do any health habits surprise me? Is any healthy habit missing in this list?



Explain that the idea is for learners to reflect on the health habits that they

already practice and the ones that they need to get better at. Healthy behavior is a very large topic, one that we could spend the whole course exploring. There may be additional opportunities to participate in more health - related learning activities through the Mindanao Youth for Development (MYDev) Program.

(10 min)

Learner's Reflection: Module 5 Safety and Health at Work

This is not a test but is a way for us to see what you already know or do not know about the topics. I will read a skill that is listed in the left column. Think about yourself and your experience. I will read the statements across the top. Check the column that best represents your situation. The results will guide me in helping you learn more about this topic.

Ang mga katanungan dito ay hindi test. Ito ay isang paraan upang malaman natin ang inyong kaalaman, kasanayan o kakayahan tungkol sa paksang ito. Lahat ng inyong mga kasagutan ay ating tatanggapin.

Babasahin ko ang bawat tanong. Magbalik - tanaw sa inyong mga karanasan at i-tsek ang sagot na naaangkop sa inyong sitwasyon. Ang inyong kasagutan ay magiging gabay ko sa pagpapalawak ng inyong kaalaman tungkol sa paksang ito.

My experience	1	2	3	4
Knowledge, skills and abilities Kaalaman, kasanayan at kakayahan	I don't have any experience	I have very little experience	I have some experience doing this.	I have a lot of experience
Wala akong karanasan sa	doing this Wala akong karanasan	doing this Kaunting- kaunti	Mayroon akong karanasan	doing this Marami akong
	sa paggawa nito	lamang ang aking nalalaman sa paggawa nito	sa paggawa nito	karanasan sa paggawa nito
Taking care of my health / Pag-aalaga sa aking kalusugan				
Preventing illness through proper sanitation and				
hygiene / Pag-iwas sa sakit sa pamamagitan ng				
tamang kalusugan at kalinisan				
Identifying potential hazards (things that can				
cause harm) on the job /Pagtukoy ng mga bagay				
na maaring magdala ng kapahamakan sa lugar				
na pinagtatrabahuhan				
Preventing common workplace accidents / Pag-				
iwas sa mga sakunang karaniwang nangyayari sa				
lugar na pinagtatrabahuhan				
Knowing what to do if you see a hazard that is				
not corrected / May kaalaman kung anong dapat				
gawin kapag may nakaambang panganib na				
hindi natutugunan				
Knowing how to respond in emergencies / Pagtugon sa panahon ng kagipitan o emerhensya				

M Handout 5.1: Habits for Good Health

Rate yourself on the following health habits:

HA	ABITS FOR GOOD HEALTH	Always	Sometimes	Never
1.	I get enough rest.			
2.	I try to eat foods that are nutritious for me.			
3.	I avoid smoking and drinking.			
4.	I get plenty of exercise.			
5.	I strive to be clean and keep my surroundings clean.			
6.	I take precautions against Malaria and Dengue.			
7.	I avoid injuries when possible (e.g. wear helmet when riding motorcycle)			
8.	I treat minor injuries and illnesses promptly.			
9.	I strive to have happy relationships.			
10.	I avoid gossiping about others.			
11.	I like to see others do well.			
12.	I avoid thinking about myself in a negative way.			
13.	I strive to look my best.			
14.	I am optimistic about the future.			

Activity 2: Healthy Hygiene and Sanitation Practices

✓	a.	ives - By the end of the activity, participants will be able to: Describe the importance of personal and public cleanliness Know how to prevent the spread of illness and contamination at work, home and community
(1)	Time	Required: 50 minutes
•	Meth	odology: large group discussion, small group activities, demonstration
	Mate	erials and Preparation: manila paper, markers, tape
		** Handout 5.2: Healthy Hygiene and Sanitation Practices
		Set up 3 stations around the room, with the information in the
		"How To Box" (found in Handout 5.2) for each station.
		Make a sign with manila paper for each station – Germs be Gone!,
		Let's Eat!, and Water and Waste!
		Place the information and materials needed for each group at different
		stations (use real materials that you can easily find such as basin, soap,
		water, handkerchief, cloths to wipe tables, - make it as real as possible!).

Steps

1. In the last activity, we identified one of the important health habits for workers as 'striving to be clean and keep my surroundings clean.' In many workplaces, this is called 'hygiene and sanitation.' 'Hygiene' is personal cleanliness and 'sanitation' is public cleanliness.

What can happen if we do not keep ourselves clean? Our communities or workplaces clean?

(10 min)

- **2.** Have participants count off 1, 2, 3 to form 3 groups. The groups will be called:
 - Group 1: Germs be gone! (personal hygiene practices)
 - Group 2: Let's eat! (food sanitation practices)
 - Group 3: Water and waste! (clean water and toilet facilities)

Tell participants that they are to go to the station that is labeled with their name. They are to read through and discuss the "HOW TO" box in **Handout 5.2: Healthy Hygiene and Sanitation Practices** in their Participant's Handbook.

They should use the "HOW TO" box and other materials provided in their stations to demonstrate how to perform the task/action given to them (examples: demonstrate hand washing using the basin, soap and water, etc.)

Tell participants that they will have 5 minutes to prepare for their tasks.

(20 min)

3. For each group to share, all groups should gather around Group 1 station to observe their demonstration on healthy hygiene and sanitation practices. Once the demonstration has been done and briefly discussed, move on to Group 2 station and listen to the leaders' explanation on healthy tips on food sanitation practices and then move on to Group 3 station to listen to their leader's explanation on clean water and toilet facilities. Answer any questions participants have on the topics. Summarize the main message from each station and answer any questions.

(20 min)

➤ LOW LITERACY ALTERNATIVES <

When participants get into their small groups, they should discuss what they know about their assigned topic – personal hygiene, food sanitation and clean water/toilet facilities. If pictures are available on these topics, use them to help participants understand the healthy practices associated with the topics. If there is someone in the group who can read, they can also read the information. Once they have understood the topics, they can proceed preparing their group task.

Mandout 5.2: Healthy Hygiene and Sanitation Practices

STATION # 1: Germs be gone! (Personal Hygiene Practices)

Many illnesses and diseases such as diarrhea and intestinal worms are preventable by safe hygiene practices. These practices get rid of the germs that cause the illnesses.

What are germs? Germs are very small organisms that can grow in the body and cause infectious diseases. They can make you sick and are easily transferred. There are, however, things you can do to help prevent them from getting into your system and making you sick.

<u>HOW TO?</u> How do you help prevent germs from getting you or others sick? One excellent way is by washing your hands very often.

When do you wash your hands?

- ✓ Before eating
- ✓ After using the bathroom
- ✓ After touching a sick person
- ✓ After blowing your nose, coughing or sneezing
- ✓ Before breastfeeding
- ✓ Before preparing food
- ✓ Before and after treating wounds
- ✓ After handling garbage

What is the proper way to wash your hands?

- 1. Wet your hands with running water if possible.
- 2. Apply liquid, bar or powder soap.
- 3. Lather well.
- 4. Rub your hands vigorously for at least 20 seconds. Remember to scrub all surfaces, including the backs of your hands, wrists, between your fingers & under your fingernails.
- 5. Rinse well.
- 6. Dry your hands with a clean or disposable towel or let them air dry.

Top 10 Personal Hygiene Practices for Everyone

- 1. Daily showers or bath and washing hair
- 2. Frequently washing hands and face
- 3. Daily brushing and flossing teeth, regularly after every meal
- 4. Wearing clean clothes and keeping your surroundings clean
- 5. Hold a tissue or handkerchief over the mouth when coughing or sneezing, not a bare hand
- 6. Stopping bad habits such as nose picking, touching the face etc.
- 7. Washing hands before eating
- 8. Not licking fingers before picking up sheets of paper
- 9. Not biting nails
- 10. Washing hands right after you touch your shoes (Source: http://www.chaimedia.com/list/499.html)

STATION # 2: Let's Eat! (Food Sanitation Practices)

HOW TO? How do we keep food, dishes, and work area clean?

Washing and Cooking Food:

As important as it is to wash one's hands thoroughly, you also need to wash food off before eating it so that you do not ingest germs through food. You need to:

- ✓ Use a clean water source to wash off fruit and vegetables (as well as a type of sanitizer) before preparing to eat or serve.
- ✓ Cook the food thoroughly to get rid of germs that could be on the food. This can get rid of a lot of unseen germs.

Remember that food grows in manure and you would rather have these germs removed by washing and cooking them out.

Washing Dishes and Storing Food

Germs can also be on dirty dishes and cooking pots and pans. So, before and after using the cooking supplies (including utensils) you should:

- ✓ Wash dishes with soap and water (preferably hot water when possible).
- ✓ When storing food, try to make sure that it is sealed in a bag (to prevent rats and cockroaches from getting to it).
- ✓ If you see rat droppings in the food, you should throw it out. They carry many diseases that can make you sick.
- ✓ Never consume any bread or other food products with visible mold. The food has gone 'bad' at this point and must be thrown out as it could make you sick.

Keeping Your Work Area Clean

If you are planning to enter the workforce, especially in a restaurant, it is very important to:

✓ Keep your assigned workstation clean by washing it thoroughly with either a sanitizer or a soap often throughout your shift. Food is touching your workstation and can be contaminated by an unclean surface. So cleaning it often will help prevent germs getting you or customers sick.

*Note: The Department of Health inspects restaurants for hygiene practices, so it is important that all areas remain clean so your employer will be happy with you and your work.

In Summary:

Germs, or microbes, come from many different origins (including food itself) and can be kept out of food by following some prevention techniques:

Sources of Microbes	Prevention Techniques
Contaminated kitchen surfaces	Ensure containers and kitchen surfaces are kept clean; Keep garbage away from food being prepared.
Dust	Keep surfaces clean.
Insects, rodents and pets	Keep them away from food particularly for dry foods kept outside of refrigerators or freezers, store in tightly sealed containers.
Dirty hands and dish cloths	Wash regularly.
Raw foods	Keep foods separate to prevent cross - contamination; carefully wash preparation surfaces and utensils between uses for different foods.
	Take particular care with surfaces and utensils used to prepare meat and poultry to prevent potential spread of salmonella.

http://www.eufic.org/article/en/page/TARCHIVE/expid/tips - good - hygiene - practices/

STATION # 3: Water and Waste! (Clean Water and Toilet Facilities)²

Poor water and sanitation can lead to intestinal worms and diarrheal diseases such as cholera, dysentery and typhoid. Here is a story to show how germs are spread from feces:

One day a man relieved himself in a field behind a house. He had diarrhea. Later a dog sniffed and tasted the ground around the diarrhea. A small boy played with the dog. The boy fell down and began to cry. His mother picked him up. He wiped his dirty hands on her dress. The mother was cooking dinner on the fire. She removed the pot using part of her dress to cover her hands so she wouldn't burn herself. The dirt/feces got onto her hands. She served the food to her family. They ate. A few days later they all had diarrhea.

HOW TO? How do we prevent the spread of germs?

- 1. Wash hands before and after using the toilet and before handling food.
- 2. Use a toilet: If there is no toilet, relieve yourself far from water sources and where it won't come into contact with animals or people. Cover it with dirt to avoid flies.
- 3. Use clean and safe methods of preparing and storing food.
- 4. Keep animals away from food and water sources.
- 5. Protect water sources and use clean water for drinking and washing.
- 6. Cover food.

Hygiene and toilets:

- ✓ Keep wells and public water places clean. Do not let animals near drinking water, also keep animals out of latrines and homes (possible hygienic contamination, risk of spreading of disease)
- ✓ Toilets should be at least 20 meters or more away from the water source.
- ✓ Over time, one can throw lime, dirt or ashes in the hole to reduce the smell and keep flies away.
- ✓ Make sure your toilet is covered.

Disinfecting Water:

- 1. Boil water for at least one minute (3 minutes in mountainous regions) and store in clean containers.
- 2. Use chlorine to disinfect water. Follow the instructions on the bottle.

Information adapted from Conant, Jeff. Sanitation and Cleanliness for a Healthy Environment. The Hesperian Foundation.
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Activity 3: Proper Hand washing Techniques

\checkmark	Objectives - By the end of the activity, participants will be able to:
	a. Learn the proper way to wash ones hands
	b. Do actual proper hand washing.
(1)	Time Required: 50 minutes
•	Methodology: pair work, pictures
	Materials and Preparation: manila paper, markers, tape, soap, hand towel
	☐ ♥Handout 5.3: Proper Way of Washing Hands
	☐ Prepare venue for hand washing activity and the needed soaps and hand towels

Steps:

1. Tell participants that now they will be learning-by-doing on the proper way to wash their hands.

Ask them to go to **Handout 5.3: Proper Way of Washing Hands.** Discuss thoroughly the step-by-step procedure in washing one's hands. Let learners read each step to encourage participation.

(20 min)

2. After fully discussing the techniques, group learners in pairs in preparation for the actual hand-washing. Invite them to the latrines and hand to them the soaps and towels.

A learner from each pair will demonstrate the proper hand-washing method while his/her partner checks whether the right steps were followed based on **Handout 5.3**.

Then, they will switch roles. They do this until all learners have experienced the proper procedure in hand-washing.

Remind learners that they should religiously follow the proper steps in washing their hands. That by constant practice, they would develop the habit of always washing their hands to prevent the spread of germs and diseases.

(30 min)

[™] Handout 5.3: Proper Way of Washing Hands³



http://circlesofinnovation.valenciacollege.edu/2014/06/04/clean-hands-save-lives/

 $^{^{\}rm 3}$ Information adapted from Circles of Innovation website :

Activity 4: Hazards in the Workplace and Application

✓	Objeta.	
(Time	e Required: 1 hour
•	Metl	hodology: group discussion, pair work, pictures
	Mate	erials and Preparation: manila paper, markers, tape, cards or post-it notes
		Using manila paper, make a large chart with four columns. The headers for
		each column should be: Safety, Chemical, Biological, Other Review preparation steps before the activity
		*Handout 5.4: Hazards in the Workplace
		% Handout 5.5: Find a Hazard

Steps:

1. Tell learners that now they will be thinking about the ways in which people may get hurt on the job. By the end of the activity, they should be able to identify some of the main hazards and know why they cause harm.

Explain that some job hazards are very obvious, but others are not. In order to be better prepared to be safe on the job, it is necessary to be able to identify different types of hazards. Tell the class that hazards can be divided into four categories:

Safety hazards can cause immediate accidents and injuries. Examples: hot surfaces, slippery floors.

Chemical hazards are gases, vapors, liquids, or dusts that can harm your body. Examples: cleaning products or pesticides.

Biological hazards are living things that can cause diseases such as flu, AIDS, Hepatitis, and TB. Examples: bacteria, viruses, or insects. In the workplace, you can be exposed to biological hazards through contact with used needles, sick children, animals, etc.

Other health hazards are harmful things, not in the other categories, that can injure you or make you sick. These hazards are sometimes less obvious because they may not cause health problems right away.

Examples: noise or repetitive movements.

(10 min)

2. Ask learners to think about places they have worked, or workplaces with which they are familiar (construction sites, farms, stores, bakery, restaurants, offices, etc.). Have participants give examples of possible job hazards and say whether each one is a safety hazard, chemical hazard, biological hazard, or other health hazard. List each hazard on a manila paper.

Have learners work in pairs and ask them to go to **Handout 5.4: Hazards in the Workplace** in their Participant's Handbook to review the list and discuss with their partner.

(15 min)

Note to Facilitators: Participants may confuse the **effects** of hazards with the hazards themselves. They may mention "cuts" instead of knives, which cause the cuts. The **cause** is the hazard and should be listed on the chart. If people give effects rather than causes, ask them what **causes** the problem that they mention. This will help later when students discuss how to eliminate hazards. Your completed chart may include some of this examples. This sample is found in **Handout 5.3** that is also in their Participant's Handbook.

Safety Hazards	Chemical Hazards	Biological Hazards	Other Health Hazards
Hot surfaces	Cleaning products	• Viruses	• Noise
Slippery floors	• Pesticides	Bacteria	Vibration
Unsafe ladders	• Solvents	• Molds	Radiation
Machines without protection	• Acids	Animals	Heat or cold
 Sharp knives 	• Mill dust (cassava,	• Birds	Repetitive
	millet)		movements
Hot grease	• Lead	• Insects	 Awkward posture
Unsafe electric circuits	• Ozone	• Snakes	Heavy lifting
Lack of fire exits	Machines without protection	Poisonous plants	Fast pace of work
Motor vehicles	Wood dust	Used needles	Harassment
Cluttered work areas	Mercury		• Stress
Falling objects	Poor air quality		Areas too dark or
			too bright
	Gasoline		Violence

3. Find the hazards in the picture.

Divide the learners into 3 groups. Ask them to go to **Handout 5.5: Find the Hazards** in their Participant's Handbook. They will see 3 different pictures of work scenes.

Assign each group a picture to look at and identify as many hazards as they can (either safety or health hazards) and list them down in their notebook.

Tell them they also should think about **how** each hazard could harm them if they were working in this workplace. What makes this particular situation or substance harmful?

Tell learners they will have about 5 minutes to find all the hazards in the pictures assigned to them and how these hazards could harm people.

After 5 minutes, bring the full group back together. Ask each group to present the hazards they found in the assigned work scene. What group found more hazards? If the group misses any hazards, point them out.

(15 min)

Below is a list of hazards that are present in a few of the pictures.

Restaurant

- Hot grill
- Fire
- Cooking grease
- Heavy lifting
- Cleaning chemicals
- Stress

- Steam
- Hot oven
- Knives
- Slippery floor
- Pressure to work fast
- **Grocery Store**

Heavy lifting

- Meat slicer Repetitive motion
- Standing a lot
- Box cutter
- Cleaning chemicals
- Bending or reaching
- Stress

4. Application of Learning:

If your training location is in or near a large facility, or in a neighborhood where there are small businesses and workplaces, participants may go out in small groups of 3 to 5 to look for potential hazards after today's session. They can discuss in their groups the types of hazards they found and possible solutions.

They can write down their observations, both hazards identified and possible solutions, in their Notebooks.

(20 min)

Mandout 5.4: Hazards in the Workplace

Types of hazards:

Safety hazards can cause immediate accidents and injuries. Examples: hot surfaces, slippery floors.

Chemical hazards are gases, vapors, liquids, or dusts that can harm your body. Examples: cleaning products or pesticides.

Biological hazards are living things that can cause diseases such as flu, AIDS, Hepatitis, and TB. Examples: bacteria, viruses, or insects. In the workplace, you can be exposed to biological hazards through contact with used needles, sick children, animals, etc.

Other health hazards are harmful things, not in the other categories, that can injure you or make you sick. These hazards are sometimes less obvious because they may not cause health problems right away. Examples: noise or repetitive movements.

Examples of Hazards in the Workplace:

Safety Hazards	Chemical Hazards	Biological Hazards	Other Health Hazards
Hot surfaces	 Cleaning products 	• Viruses	• Noise
 Slippery floors 	 Pesticides 	• Bacteria	Vibration
Unsafe ladders	 Solvents 	• Molds	Radiation
Machines without protection	• Acids	Animals	Heat or cold
 Sharp knives 	• Mill dust (cassava,	• Birds	Repetitive
	millet)		movements
Hot grease	• Lead	• Insects	Awkward posture
Unsafe electric circuits	• Ozone	• Snakes	Heavy lifting
Lack of fire exits	Machines without protection	Poisonous plants	Fast pace of work
 Motor vehicles 	Wood dust	Used needles	Harassment
Cluttered work	Mercury		• Stress
areas			
 Falling objects 	 Poor air quality 		Areas too dark or
			too bright
	 Gasoline 		Violence

Handout 5.5: Find the Hazard

1. Restaurant Kitchen Scene



2. Grocery Store Scene

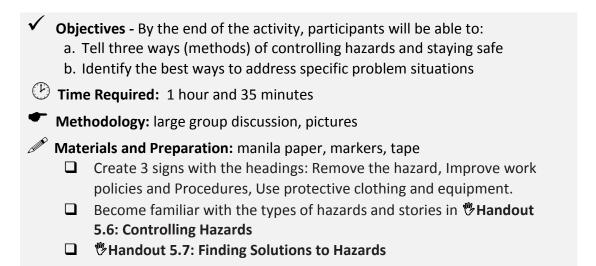


3. Office Scene



http://cartoonstudio.co.uk/cartoonist-for-hire/health-safety-cartoons-health-safety-cartoon-strips/

Activity 5: Ways to Make Work Safer and Application





1. Pick one job hazard from the list that the class made during the previous activity. (For example, you might write "slippery floors.") Ask the group: How can this workplace hazard be reduced or eliminated?

Ask them to suggest possible solutions for slippery floors. They might say:

- Put out "Caution" signs.
- Clean up spills quickly.
- Install slip resistant flooring.
- Use floor mats.
- Wear slip resistant shoes.
- Install grease guards on equipment to keep grease off the floor.

(15 min)

- 2. Explain to the class that there are often several ways to control a hazard, but some are better than others. Have participants go to **Handout 5.6: Controlling Hazards** in their Participant's Handbook and hold a class discussion to explain the three main control methods. Point learners to the signs that state each of the methods for controlling hazards:
 - ✓ Remove the hazard
 - ✓ Improve work policies and procedures
 - ✓ Use protective clothing and equipment

(15 min)

3. Choose one more hazard from the last activity and have participants say how each of these 3 methods can be used to control the hazard.

(5 min)

4. Explain that now we will be using pictures and stories to identify possible solutions (using all 3 categories) to existing hazards. Do this activity together. Invite participants to go to **Handout 5.7: Finding Solutions to Hazards** in their Participant's Handbook.

Read the first story about the dishwasher aloud and discuss the question:

What solutions do you think might prevent this injury from happening again?

Possible answers include:

Remove the Hazard: Substitute a safer cleaning product. Use disposable pans. Use a dishwashing machine.

Work Policies: Have workers clean one pan at a time. Give them training about how to protect themselves from chemicals.

Personal Protective Equipment: Goggles.

Repeat the same process for one more story. Remind them to think of the 3 methods for reducing hazards (Learners may work on the last stories as additional practice / homework after this activity.)

(30 min)

5. Application of Learning:

With the learnings in module 5 as their guide, ask the learners to group themselves into two groups. Visit the Barangay Hall or any nearby establishment. Allow each group 15 minutes to roam around the vicinity of the building and identify hazards and provide solutions to each hazard that they have identified.

Ask each team to report their "findings" once they return to the learning center.

(30 min)

Handout 5.6: Controlling Hazards

Method 1: Remove the Hazard

The best control measures remove the hazard from the workplace altogether, or keep it isolated (away from workers) so it can't hurt anyone. This way, the workplace itself is safer, and all the responsibility for safety doesn't fall on individual workers. Here are some examples:

- Use safer chemicals, and get rid of hazardous ones
- Store chemicals in locked cabinets away from work areas
- Use machines instead of doing jobs by hand
- Have guards around hot surfaces

Method 2: Improve Work Policies and Procedures

If you can't completely eliminate a hazard or keep it away from workers, good safety policies can reduce your exposure to hazards. Here are some examples:

- Safety training on how to work around hazards
- Regular breaks to avoid fatigue
- Assigning enough people to do the job safely (lifting, etc.)

Method 3: Use Protective Clothing and Equipment

Personal protective equipment is the least effective way to control hazards. However, you should use it if it's all you have. Here are some examples:

- Gloves, steel toed shoes, hard hats
- Respirators, safety glasses, hearing protectors
- Lab coats or smocks

Mandout 5.7: Finding Solutions to Hazards



Alice is a 17-year-old dishwasher at Font Restaurant. To clean the cooking pans, she soaks them in a powerful chemical solution. She uses gloves to protect her hands and arms. One day, as Alice was lifting three large pans out of the sink at once, they slipped out of her hands and back into the sink. The cleaning solution splashed all over the side of her face and got into her right eye. She was blinded in that eye for two weeks. What solutions can you think of that might prevent this injury from happening again?



Ruben works in the fields spraying pesticides on crops. After a few days of spraying, Ruben became very ill. His eyes burned, his chest hurt, he had difficulties breathing, and he felt dizzy. His friends took him to the health clinic but a week later he was still having chest pains and difficulties breathing. What solutions can you think of that might prevent this situation from happening again?



(Optional additional practice)

Abdul works for Robinson's Rice Mill and was helping unload a big truck that had just come in from Sangali, Zamboanga City. He was under a lot of pressure from the boss to get the truck unloaded quickly. When he picked up one large and heavy sack, he slipped and fell. He tried to keep his balance so that he wouldn't drop the sack. He felt a very sharp pain in his lower back. He kept working because he was embarrassed to let anyone know how much he was hurting. The next day he couldn't come to work, he was in so much pain. He lost 5 days of work and his back still hurts. What solutions can you think of that might prevent this injury from happening again?



(Optional additional practice)

Patrick is 18 years old. He is very proud to have gotten a job working as a waiter in a hotel restaurant. One day he slipped on some stairs while carrying a bowl of soup. He tried to stop his fall but burned his arm and a customer's back in the process. He also injured his back when he hit the stairs. What solutions can you think of that might prevent this injury from happening again?



(Optional additional practice)

Kasim works for a construction company that makes large office buildings in Lamitan City. One day he arrived late and realized that the other workers were already up on the roof. With some supplies in his backpack, he quickly climbed the ladder as he did not want to get in trouble for being late. While scurrying up the ladder, he slipped and fell. He survived, but broke several bones in his back and spent three months in a cast. What solutions can you think of that might prevent this injury from happening again?

SESSION 2: EMERGENCIES AT WORK

Activity 6: Introductory Activity

✓ **Objectives** - By the end of the activity, participants will be able to:

- a. Review the key learning points from the previous session on staying healthy and preventing work hazards
- b. Develop a common understanding of emergencies at work
- Time Required: 35 minutes
- Methodology: large group discussion with invited resource person
- **Materials and Preparation:**
 - ☐ Review the topics in the previous session



1. Ask for 1 - 2 volunteers to talk about their reflections on the previous session on Positive Health and Safety Practices, and any new insights from talking about the session with friends or family members since you last met. Summarize the discussion by stressing the need to stay healthy – for yourself, for your family, and in order to be consistently present at work.

(5 min)

2. Explain to participants that in this session we are going to focus on emergencies at work. Ask learners about the term 'emergency':

What do you think is an emergency in the workplace?

You can use this general definition: An emergency is any unplanned event that threatens employees, customers, or the public; that shuts down business operations; or that causes physical or environmental damage.

Invite a Red Cross personnel or a City Disaster and Risk Reduction Office staff to discuss further on emergency situations and response mechanisms. Ask if anyone has experienced any of these emergencies, either at work or elsewhere. How did you respond? What was the outcome? Answers might include: severe injury, fire, explosion, earthquake, severe storm, family feud, violence, etc.

Review the key topics of the session:

(30 min)

8 Key Topics **8** ■

- Types of emergencies that can occur in a workplace
- How to handle emergencies



Activity 7: Responding to Emergencies & Staying Healthy at Work

✓ **Objectives** - By the end of the activity, participants will be able to: a. Recognize the appropriate response to emergencies in the workplace b. Identify healthy hygiene practices in the workplace Time Required: 40 minutes Methodology: large group discussion, matching questions and appropriate answers Materials and Preparation: manila paper, tape ☐ Scissors, box ☐ Photocopy Facilitator Tool 5.A: Q&A on Emergencies and Disasters and cut out the questions and answers separately. Paste the "disaster questions" on the manila paper and post it on the wall. Fold the answers and put them in a box.



1. Introduce the exercise on types of disasters, explain to participants that they will work in pairs. They should pick a paper from the box with a written answer (from the cut-outs of Facilitator Tool 5.A). Ask them to match the answer with the disaster question posted in the manila paper.

(20 min)

- 2. Have participants reflect on this activity by responding to the following questions:
 - a. How do you feel about dealing with possible emergencies at work?
 - b. Have you ever had to deal with an emergency before?
 - c. With the information learned through the exercise, do you feel better able to handle an emergency? Why?

(20 min)

Facilitator Tool 5.A: Q&A on Emergencies and Disasters

(Make photocopies and then cut out on dotted lines)

Q. If you are inside a building	Q. If you smell smoke and	Q. If an unknown chemical spills
and begin to feel the shaking of	suspect a fire burning	in your workplace, what should
an earthquake, what should you	somewhere in the building,	you do?
do?	what should you do?	
		×
×	×	
A. Get outside if safely possible. If not, get under something heavy or sturdy like a desk or doorframe.	A. Shut the door, get out of the building, and call 112 or get the neighbors to help.	A. Leave it alone, and get a boss or go for help. Do not touch it or breathe in the fumes.
Q. If you are working outside	Q. A co-worker slips on a	Q. If a co-worker falls off a
when a storm with lightening	slippery floor and hits his head,	ladder and injures his back,
starts, and you can't get to	loosing consciousness. What do	what should you do?
shelter, what should you do?	you do?	
×	×	×
A. Crouch low to the ground, sit on the balls of your feet, stay away from trees and metal objects.	A. Don't move him because you may cause more damage. Call for help.	A. Do not move him yourself (this can cause more damage), and call 112 for an ambulance.
Q. Which is more hazardous, a	Q. True or False? If you are	Q. What are some security
sharp knife or a dull knife?	caught in a fire you should stay	measures that can reduce the
	close to the ground.	chance of workplace violence?
×		
	×	×
A. A dull knife, because you		
force harder to cut.	A. True.	A. Good lighting; a reliable
		communication devise; a security
		guard; a video camera; work in
		groups.

	I	
Q. Where do you report an emergency?	Q. What should you do for a severe cut?	Q. What should you do for a very serious second or third degree heat burn?
×	×	×
A. Police Station, hospital, barangay hall, Fire Station.	A. Apply pressure to the wound and, if there are no broken bones, elevate the wound above the heart. Seek medical help.	A. Don't remove clothing. Inform supervisor and call for help.
Q. You are working on a construction site and a coworker faints and falls into a trench. What do you do?	Q. You are driving home from work. It is late and you are on a road in a remote rural area of Marawi City. Your motorcycle breaks down. What should you do?	Q. What are the steps for using a fire extinguisher?
A. Tell a supervisor. Do not move the person until you can determine if he is injured. Bathe face gently with cool water. Turn on his side if he vomits and keep his airway clear.	A. Use your cell phone, if you have one, and call for help.	A. Pull the pin; aim the nozzle; squeeze the trigger; seep the extinguisher back and forth over the fire.
Q. Name 3 times when it is necessary to wash your hands.	Q. What is at least one item that should be included in an emergency kit?	Q. Name two things that should be in an Emergency Action Plan.
A. Before eating; after going to the toilet; before breastfeeding; before preparing food; before & after changing a baby's soiled cloth / diaper; after coughing, sneezing or blowing your nose, etc.	A. Bottled water; flashlight and batteries; first aid supplies	A. The name or the position of the person who should be in charge; escape routes; training; drills; alarm systems; meeting places.

Q. If a chemical gets into your eye, what should you do?	Q. If your clothes catch on fire, what should you do?	Q. What is at least one factor that increases your risk of being robbed at work?
×	×	×
A. Flush it with water for at least 15 minutes.	A. Stop, drop and roll; or smother the flames with a blanket. Never run.	A. Working alone; working at night; access to money.
Q. What are two methods to clean water so it is safe for drinking?	Q. What should be used to put out a grease fire on a stove?	Q. Name 2 personal hygiene practices that can prevent spreading germs when working in a restaurant.
A. Boiling for three minutes and letting cool or using Chlorine.	A. A pan lid or baking soda, or sand. Never water or flour.	A. When working in a restaurant you should wash your hands frequently, pull your hair back and keep your fingernails short.
Q. What does the skull and crossbones symbol mean?	Q. Nose picking can lead to the spread of germs. True or False?	Q. What type of shoes should construction workers wear?
*	×	%
A. Poison.	A. True – avoid picking your nose as much as possible. It can spread disease, and increase likelihood of infection or cold. Wash hands after picking to avoid spreading germs to others. Avoid touching your face a lot too, to prevent germs from entering your mouth.	A. Construction workers should wear shoes that are closed at the toes. Sandals should not be worn! Ideally, boots should be used.

Activity 8: Module 5 Review and Assessment

✓	Objectives - By the end of the activity, participants will be able to:		
	a.	Review some of the main topics covered in the safety and	
		Health at Work module	
	b.	Take the Learner's Reflection	
	Time Required: 35 minutes		
•	 Methodology: large group discussion and activities – possibly a game 		
	Materials and Preparation: manila paper, markers, tape		
		Review topics covered in the module.	
		Make three signs with the headings: "START"; "TRUE"; "FALSE".	
		Review true/false questions before the activity.	
		Make 1 copy per participant of the End-of-Module Assessment	
)			

Steps:

1. Explain that this activity will help us review what we learned about positive health and safety practices and emergency response at work throughout this module, and what we still need to get better at.

Ask learners to step outside to play a TRUE or FALSE game. Place the 3 signs forming a triangle, with each sign in a corner. Ask learners to gather around the START sign.

Explain that you will read a statement and they have to decide whether it is true or false. If they think it is

TRUE, they should run towards the TRUE sign, if they think it is FALSE, they should run to towards the FALSE sign.

(5 min)

2. Ask if they have any questions. Let the activity begin! Read one statement at a time and allow time for learners to decide their answer. Once they have decided, read the answer out loud.

a. Germs are spread through animals but not people.

(Answer: FALSE. Germs can be spread by animals, food, and people)

b. Personal cleanliness is important at home and at work.

(Answer: TRUE.)

c. Hazards at work can be prevented by: removing the hazard, improving work policies and procedures, and staying away from work because of the hazard. (Answer: FALSE. Hazards at work can be prevented and avoided by: removing

▼Facilitator Tip ▼

If it is not possible to play this game outdoors, adjust the game to play it indoors. Make room for learners to move from one side to the other in the room. It does not need to be a triangle, it may be a straight line with the start sign in the middle and the other two signs in the two extremes.

- the hazard, improving work policies and procedures, and using protective clothing and equipment.)
- d. Improving work policies and procedures can help control hazards at work. (Answer: TRUE.)
- e. If your clothes catch fire, run for help.

 (Answer: FALSE. If your clothes catch fire, stop, drop and roll; or smother the flames with a blanket. Never run.)
- f. Family members do not need to wash hands before eating a meal together because they all have the same germs.

(Answer: FALSE. Everyone should wash their hands before eating a meal because we carry different types of germs depending on where we were and what we did.)

Remind learners that positive health and safety habits are things that we should practice every day at work, home and in the community.

(10 min)

3. Congratulate participants for finishing Module 5. Explain that they will now take a short assessment to see how much they learned. Clarify that this assessment is very important for the Facilitator and for themselves to see what knowledge and skills they know and what they still need to reinforce. The results will <u>not</u> affect your ability to continue in the program.

(20 min)

Make sure learners are seated in a way that is conducive to testing and with enough space between learners.

Give each learner a copy of the End-of-Module Assessment and ask them to answer the questions.

Once participants have finished the post assessment, go over the answers with them if time permits.

End-of-Module Assessment Module 5: Safety and Health at Work

Circle an answer for each statement.

English	Tagalog
 1. Habits for good health include: a. Regular bathing b. Eating nutritious foods c. Avoiding smoking and drinking alcohol d. Being positive e. All of the above 	 Kasama sa gawi para sa magandang kalusugan ang: Regular na paliligo Pagkain ng masustansiya Pag-iwas sa paninigarilyo at pag-inom ng alak Pagiging positibo Lahat ng nabanggit
 2. Josephine works in a restaurant. To prevent germs from spreading she should: a. Wash the cooking surface once a week b. Always use the same cooking surface for raw meat and raw vegetables c. Wash her hands before and after preparing food d. All of the above e. None of the above 	 2. Nagtatrabaho si Josephine sa isang restawran. Para maiwasang magkalat ng mikrobyo, dapat: a. Hugasan niya ang cooking surface isang beses bawat linggo b. Lagi niyang gamitin ang parehong cooking surface para sa hilaw na karne at hilaw na gulay c. Maghugay siya ng kamay bago at pagkatapos maghanda ng pagkain d. Lahat ng nabanggit e. Wala sa nabanggit

3. Examples of safety hazards include:	Kasama sa mga halimbawa ng safety hazard ang:
a. Contact information Hot grease	
b. Cluttered working areas	a. Mainit na mantika
c. Slippery floors	b. Makalat na lugar sa
d. Falling objects	pagtatrabaho
e. All of the above	c. Madulas na sahig
	d. Nalalaglag na mga bagay
	e. Lahat ng nabanggit
4. Using protective clothing and equipment	4. Ang paggamit ng dami at gamit na
is a form of:	pamproteksiyon ay isang uri ng:
a. Showing who the supervisor isb. Fashion	a. Pagpapakita kung sino ang supervisor
c. Controlling hazards	b. fashion
d. clothing necessary only in urban	c. pag-iwas sa mga aksidente
areas	d. pangangailang para lang sa mga
e. None of the above	siyudad
er mone or the above	e. Wala sa nabanggit
5. Improving work policies and procedures	5. Makatutulong sa pag-iwas sa aksidente
can help control hazards at work.	sa trabaho ang pagpapabuti ng mga
	tuntunin at pamamaraan sa
a. True	pagtatrabaho.
b. False	
	a. Tama
	b. Mali
6. Personal cleanliness is important at	6. Mahalaga ang pansariling kalinisin sa
home and at work.	tahanan at sa trabaho.
a. Tava	Т
a. True	a. Tama
b. False	b. Mali

7. What should you do for a severe cut?	7. Ano ang dapat mong gawin sa isang malalim na hiwa?
 a. Apply pressure to the wound, elevate wound above heart, and seek medical help b. Let the blood flow freely c. Clean it with any water available d. All of the above e. None of the above 	 a. Diinan ang sugat, iangat ang sugat nang mataas sa puso, at maghanap ng tulong medikal b. Hayaang umagos ang dugo c. Hugasan ng naroroong tubig d. Lahat ng nabanggit e. Wala sa nabanggit
8. If your clothes catch fire, run for help. a. True b. False	8. Kapag nag-apoy ang damit, tumakbo ka para humingi ng tulong. a. Tama b. Mali
 9. Family members do not need to wash hands before eating a meal together because they all have the same germs. a. True b. False 	9. Hindi kailangang maghugas ng kamay mga kasapi ng pamilya bago kumain dahil pare-pareho lang ang mikrobyong mayroon sila. a. Tama b. Mali
10. Germs are spread through animals but not people.	10. Napakakalat ang mikrobyo ng mga hayop, hindi ng mga tao.
a. True b. False	a. Tama b. Mali

End-of-Module Assessment Answers Module 5: Safety and Health at Work

- 1. e
- 2. c
- 3. e
- 4. c
- 5. True
- 6. True
- 7. a
- 8. False
- 9. False
- 10. False