

WORKING SAFELY IN THE PARLOR

Introduction:

The purpose of the lesson is to begin to learn English skills that will be useful at work and to understand the hazards of working in the milking parlor. This lesson will build upon the language skills and content workers learned during the last lesson.

Language Objectives:

- » Workers will identify common **adjectives and antonyms** in English in the dairy workplace
- » Workers will be able to **use English to identify hazards** in the milking parlor

Safety Content Objectives:

- » Workers will **identify common hazards** in the milking parlor
- » Workers will give examples of **safe practices** when working in and around the milking parlor

VOCABULARY

Hand washing	Teat dip (iodine)	Wet / Dry	Large / Small
Sink	Milking equipment	Clean / Dirty	Sick / Healthy
Soap	Needle / Syringe	Old / New	Safe / Hazard
Towel	Injection	Hot / Cold	
Udder	Disinfectants	Open / Closed	
Teat	Medications	Fast / Slow	

MATERIALS

- » Sign-in sheet
- » White board
- » Dry-erase markers and eraser
- » Milking Parlor Illustration
- » PPE

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LESSON PROCEDURE

Welcome / Review Objectives

Welcome workers to the lesson. **Ensure** all workers sign-in on the sign-in sheet.

Encourage workers to use as much English as possible during the lesson, but reassure workers that using Spanish when needed is okay.

Review Safety Content and Language Objectives with participants.

Ask workers to help set a few ground rules for the lesson to create a welcoming environment for all learners.

Write the 'Ground Rules' on the whiteboard. Suggestions include:

- » Respect each others' responses or comments
- » Turn off cell phones during the lesson
- » Do not copy the answers of others. Your responses are valuable to us. Your answers will not affect your job or pay.

Pre Assessment

Distribute the assessment to each worker.

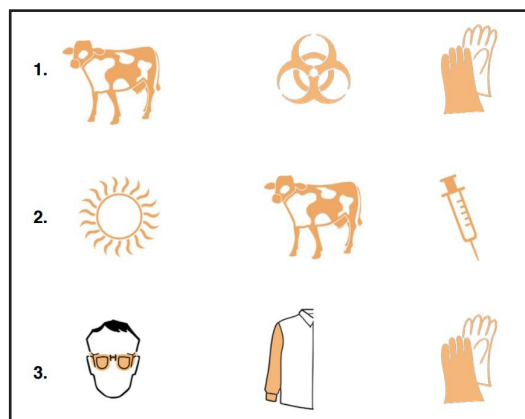
Ask workers to select the image(s) that best fits each statement.

Demonstrate to workers to select one image from the corresponding rows.

Read the following statements in English.

Repeat each statement several times. Give workers at least 30 seconds to respond to each item.

1. Circle the image that shows something to protect you in the milking parlor.
2. Circle all of the images of hazards in the milking parlor.
3. Circle the images of what can protect you from chemicals in the milking parlor.



Warm Up / Review

This warm-up activity will review some of the concepts from the previous lesson. Personal Protective Equipment (PPE) is needed for this activity.

Show workers each type of PPE (i.e.- gloves, safety goggles, long sleeves, ear plugs, etc.), one at a time.

Ask workers to use English to identify each type of PPE.

Say the type of PPE depicted in English and ask workers to repeat it with you.

Skill Building Activity: Vocabulary

This is a vocabulary building activity for common antonyms that will be useful in the workplace.

Write each set of antonyms on the whiteboard as you complete this activity.

Provide participants with a simple definition of antonyms. Use Spanish as needed to clarify the definition.

Antonyms are words that have the opposite meaning to the meaning of another word.

Give examples of antonyms in English and/or Spanish.

Convey to workers that antonyms are very helpful in workplace communication.

Write each set of the following antonyms on the whiteboard, one at a time. Use a different color marker for each antonym.

- | | | |
|-----------------|-----------------|------------------|
| » Wet / Dry | » Open / Closed | » Safe / Hazard |
| » Clean / Dirty | » Fast / Slow | » Sick / Healthy |
| » Old / New | » Large / Small | » Hot / Cold |

Say each word in English and ask participants to listen.

Ask participants to repeat back each word. Repeat this call-and-response-style exercise several times for each word, as needed.

Provide examples for each set of words (see [Example 1](#)).

Ask participants to try to think of examples of the antonyms provided or even examples of additional antonyms. (Suggest examples like Yes/ No; Up/ Down; Left/ Right)

Example 1

Wet/Dry - The floors are **wet**; My shirt is **dry**

Clean/Dirty - The parlor is **clean**; The stalls are **dirty**

Old/New - The tractor is **old**; These cows are **new**

Hot/Cold - It is **hot** inside the barn; Keep the medicine **cold**

Open/Closed - The gate is **open**; The door is **closed**

Fast/Slow - He works **fast**; I drive the skid steer **slow**

Large/Small - Cows are **large**; calves are **small**

Sick/Healthy - José is **sick** today; This cow is **healthy**

Safe/Hazard - Wearing a seatbelt is **safe**; Wet floors are a **hazard**

Skill Building Activity: Vocabulary

Distribute the Milking Parlor Illustration to all participants.

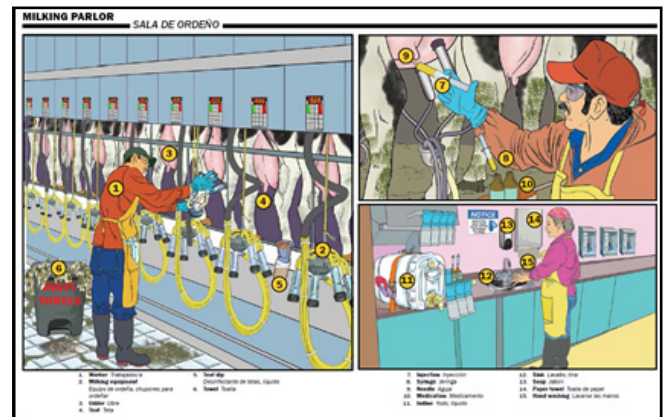
Review each vocabulary word listed on the Milking Parlor Illustration with participants.

Write each word on the whiteboard.

Say each word and ask students to listen. Provide a simple definition in English and Spanish.

Ask participants to repeat back each word. Do this call-and-response-style exercise several times for each word as needed.

Ask participants to identify each word in the Milking Parlor Illustration.



SAFETY - How to Work Safely in the Parlor

Many workers spend long hours working in the parlor. While in the parlor, workers must move fast, yet stay calm. The milking parlor may seem like a safe work area, though there are many potential hazards that can cause injury.

Write the word “hazard” on the whiteboard and **ask** workers to provide a definition of a Hazard. (Spanish is okay.)

Discuss the meaning of a hazard with workers.

Say the definition of a hazard:

A hazard is anything in the workplace that can cause injury, illness or death.

Ask participants to provide examples of hazards in the milking parlor and other areas of the farm. Encourage the use of English, though responses in Spanish are ok (see [Example 2](#)).

Instruct workers to use the Milking Parlor Illustration to help identify additional hazards in the parlor.

List hazards in the milking parlor based on workers responses and the illustration.

Explain why each example is hazardous to workers. (Use simple English, but clarify in Spanish, as needed)

Ask participants to work in pairs to brainstorm ways to prevent injuries from the hazards outlined in [Example 2](#).

Assign one to two hazards to each pair of workers.

Give workers one to two minutes to discuss their responses. Encourage workers to use the illustration to identify ways to prevent injuries.

Ask workers to share their responses. Write workers' responses on the whiteboard (See examples of responses in [Example 3](#)).

Example 2

Cows/ Animal Hazards - Can kick or step on workers; swat workers with their tails.

Chemicals - Workers can splash or come in contact with teat dip and cleaning chemicals (disinfectants).

Manure - Has bacteria that can make workers sick.

Wet floors - Can cause workers to slip and fall.

Needles - Needle sticks can cause infection or other illnesses.

Milking Equipment - Can swing and hit workers in the face.

Repetitive movements - Can cause wrist, arm and shoulder pain.

Example 3

Cows/ Animal Hazards - Working calmly around cows; avoid working directly behind cows.

Chemicals - Wear gloves, safety glasses, long sleeves (PPE), and wash hands.

Manure - Wear long sleeves, gloves, safety glasses, and wash hands.

Wet floors - Wear boots (non-slip if possible); communicate with other workers about wet floors.

Needles - Wear gloves; pay attention when using needles; properly dispose of needles.

Milking Equipment - Wear safety glasses; be aware.

Repetitive movements - Change job tasks; take a break (when possible); perform stretches to relieve muscle pain.

Wrap Up

Review with participants the **hazards** identified above, using the Milking Parlor Illustration to help demonstrate. **Encourage** workers to use English to form their own sentences.

Post Assessment

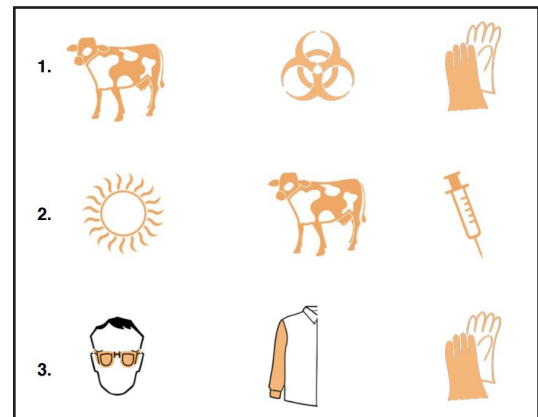
Distribute the assessment to each worker.

Ask workers to select the image(s) that best fits each statement.

Demonstrate to workers to select one image from the corresponding rows.

Read the following statements in English. Repeat each statement several times. Give workers at least 30 seconds to respond to each item.

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Evaluation

Ensure each participant completes a level one evaluation.

Read each evaluation item to participants and ask them to circle 'Yes' or 'No.'

¿Es importante para usted aprender inglés?	
Sí	No
Hoy aprendí algo que puede ayudarme a mantenerme seguro en el trabajo.	
Sí	No
Las actividades y la materia fueron útiles y relevantes para mi trabajo.	
Sí	No
El instructor estaba familiarizado con el material del entrenamiento.	
Sí	No
El instructor fue entusiasta.	
Sí	No