

MODULE 3

SAFE ANIMAL HANDLING AND THE HOLDING AREA

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 animal handling and working in the holding area. This lesson will build upon the language skills and content workers learned during the last lesson.

Language Objectives:

- » Workers will demonstrate an understanding of **numbers in English**
- » Workers will **use adverbs** to describe **how to work safely with cattle**

Safety Content Objectives:

- » Workers will **identify hazards of working with dairy cattle**
- » Workers will demonstrate an **understanding of the blind spot and the flight zone**
- » Workers will **identify safe practices to help prevent injuries** in the holding area

VOCABULARY

Skid steer

Bucket

Ear plugs

Manure

Lock

Wet floor

Blind spot

Flight zone

Pusher

Slowly

Calmly

Gently

Quietly

Patiently

Fresh cow

Gate/Crowd gate

Escape route

MATERIALS

- » Sign-in sheet
- » White board
- » Dry-erase markers and eraser
- » Ten cows sheet
- » Cow ear tags
- » Holding Area Illustration
- » Animal Handling Illustration
- » Numbers chart

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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 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.

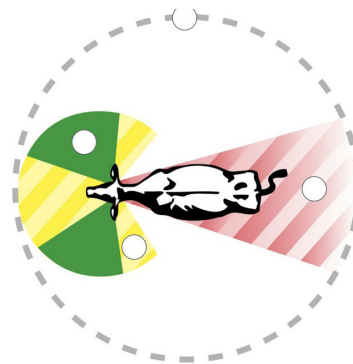
Ask workers to select the image(s) that best fits each statement.

Read the following statements in English. Explain in Spanish if necessary.

1. Mark the circle in the Blind Spot with the number 1
2. Mark the circle in the Flight Zone with the number 2
3. Mark the circle where the cow can see well with the number 3

Demonstrate the task to workers.

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



Warm Up / Review

Counting in English is important for communication in the parlor and with animal handling. Most, if not all, workers can count in Spanish. This activity will help workers count in English.

Display the Numbers Chart and introduce the activity.

Tell participants that the Warm Up activity will be practice for counting in English.

Distribute cow ear tags to workers.

Count from 1 - 10 in English and ask the participants to count with you.

Use one of the 'Ten Cows' sheets to demonstrate as you count.

Show participants a second 'Ten Cow' chart.

Count from 11 - 20 in English and ask the participants to count with you.

Show participants the Numbers Chart listing 10 - 100.

Say each number and ask participants to repeat the numbers with you. (Use Spanish as needed to support).

Demonstrate how to count from 20 - 29.

Explain that numbers in Spanish follow a similar pattern to numbers in English (beyond 15).

Practice counting in tens with participants using the Ten Cows sheets.

Display varying numbers of sheets and ask participants to tell you how many cows there are (see [Example 1](#)).

Explain that their cow ear tags will be used to identify different numbers.

Ask workers to raise their ear tag if it contains the numbers you call (see [Example 2](#)).

Example 1

Display 2 Ten Cows sheets "How many cows do I have?" Twenty (20).

Display 4 Ten Cows sheets "Ok, now I am adding twenty more. Now how many cows do I have?" Forty (40).

Example 2

"Does anyone have the number 9 on their ear tags?"

"Does anyone have the number 50 on their ear tags?"

"Does anyone have the number 24 on their ear tags?"

"Does anyone have the number 13 on their ear tags?"

Skill Building Activity: Vocabulary

Distribute the Holding Area Illustration to participants.

Review each vocabulary word listed on the Holding Area 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 Holding Area Illustration.



SAFETY - How to Work Safely in the Parlor

BACKGROUND: Many workers spend long hours working with and alongside of cows in different parts of the dairy. Animal-handling practices are often inherited from watching others and from workers' own experiences on farms. Too often, this results in unsafe animal handling practices. Dairy cattle are generally colorblind, have poor depth perception, and are extremely sensitive to contrasts and changes from light to dark. Cattle are extremely sensitive to noise, have territorial instincts, and develop individual behavior patterns such as kicking. While moving and otherwise handling cattle, workers must account for these animal traits and sensitivities while working efficiently and calmly. Bulls are particularly dangerous, territorial and unpredictable. There are many potential hazards that can cause injury when working with cattle, including but not limited to struck-by or crushed-by hazards from cattle. Good hygiene practices are important along with engineering controls that restrict animal access and provide protection to workers.

Introduce the next section on working safely with cattle to participants.

Ask participants to provide examples of working with/handling cattle (see [Example 3](#) for potential responses).

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

Review the meaning of a hazard with workers.

Say the definition of a hazard:

Example 3

Moving cattle between barns
Bringing cattle to the holding area to be milked
Moving cattle to feeding areas
Milking in the parlor
Work in maternity areas
Moving cattle to perform chores like cleaning stalls/ beds

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

Ask participants to provide examples of hazards when working with cattle. Encourage the use of English, though responses in Spanish are ok.

Instruct workers to use the Holding Area Illustration to help identify additional hazards when working with cows.

Review animal handling hazards based on workers responses and the illustration.

Examples of hazards can include:

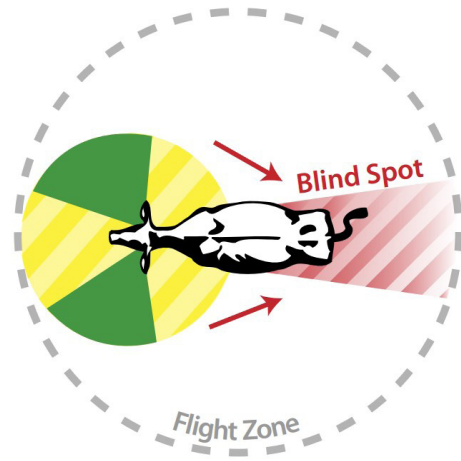
- » **Crushed-by hazards** - Cows and bulls can step on, ram and pin workers against walls, gates, and steel rails. Workers can also get crushed between animals.
- » **Struck-by hazards** - Cows can kick workers or strike workers with their head and bodies in the holding area and other confinement areas. Also, workers can be struck-by moving gates in these areas.
- » **Bulls** - Bulls are dangerous and unpredictable. Working with bulls requires training and experience. Workers should minimize or eliminate their contact with bulls and never handle bulls alone.
- » **Manure** - Manure has bacteria that can make workers sick.
- » **Bacteria and Animal Diseases** - Workers come into contact with a lot of bacteria and other pathogens on a daily basis. Workers can get zoonotic illnesses, ringworm, and other illnesses from cattle.
- » **Wet floors** - Slip hazards; workers often handle cattle in areas with wet floors.
- » **Needles** - Needle sticks can cause infection or other illnesses.
- » **Repetitive movements** - Can cause wrist, arm, back and shoulder pain.

The Blind Spot and Flight Zone

Distribute the Animal Handling Illustration to each group.
Write “Blind Spot” on the whiteboard.
Ask participants to help explain what the blind spot is. Expand on the definition of the blind spot for participants as needed.

“The blind spot is the area behind a cow where she cannot see you”

Explain that cows have a panoramic field of vision; they can see on each side, and to the front, but cannot see directly behind them.
Use the Animal Handling Illustration to support this concept.
Ask workers to provide examples of what a cow might do if a worker were in the blind spot.
 Examples can include: *Kick, Get nervous or excited, Become stressed*



Write “Flight Zone” on the whiteboard.

Ask participants to help explain what the Flight Zone is. Expand on the definition of the flight zone for participants as needed.

“The flight zone is a cow’s personal space or comfort zone. Cows, just like people, enjoy/prefer some personal space. A cow’s flight zone may vary, depending on age, familiarity with the handler, past experiences, and other variables.”

SAFETY - More on Safe Animal Handling

INTRODUCTION: Along with understanding animal behavior, it is important for workers to understand how to prevent cows from being stressed. Cows that are stressed and/ or excited can kick, charge, or ram workers. During the next activity, workers will use adverbs to brainstorm ways to limit animal stress and prevent injury from animals.

Write “stress” on the whiteboard.
Ask participants to help explain what stress is.
Brainstorm with workers sources of stress in cows.
Use adverbs to describe ways in which workers can prevent stress in cows
Write responses on the whiteboard, underlining any adverbs.
Use the chart on the right to guide your discussion.

Sources of stress	What workers can do
Loud noises, yelling, banging	Work <i>quietly</i> , speak <i>calmly</i> to cows
Rapidly approaching, startling, rushing	Approach <i>slowly</i> , speak <i>calmly</i> when approaching, work <i>patiently</i>
Hitting, slapping, or punching cattle	Use low stress handling practices; touch <i>gently</i> and speak <i>calmly</i> when in the blind spot
Approaching/working in the blind spot	Avoid blind spot; approach <i>slowly</i> cattle from the side or front; allow cattle to face you
Fresh cow; limited exposure to workers	Work <i>calmly</i> , <i>quietly</i> , and <i>patiently</i> ; use safe animal handling practices described above; be aware of larger flight zone

Wrap Up

Ask participants to identify hazards and ways to prevent injury when working with cows. Use the Holding Area Illustration to help identify hazards.

List workers' responses on the whiteboard.

Discuss how workers can prevent injuries and illness for each hazard identified (see [Example 4](#)).

Example 4

Crushed-by hazards - Be aware of gates; identify escape routes; wear personal protective equipment (steel-toed boots)

Struck-by hazards - Avoid the blind spot; work calmly around cattle

Bulls - Avoid working alone around bulls; identify escape routes

Manure - Practice good hygiene; wash hands frequently and wear personal protective equipment (gloves, safety glasses)

Bacteria and Animal Diseases - Practice good hygiene; wash hands frequently and wear personal protective equipment (gloves, safety glasses)

Wet floors - Slip hazards; walk carefully and slowly in slippery areas

Needles - Wear PPE; use proper disposal facilities

Repetitive movements - Take breaks; stretch

Post Assessment

Distribute the assessment to each worker.

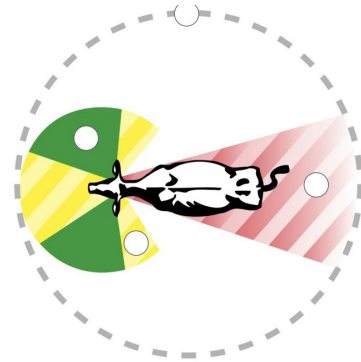
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Demonstrate the task to workers.

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



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