Introduction:
The purpose of the lesson is to begin to learn English skills that will be useful at work and to equip workers with steps to follow in emergency situations. This lesson will build upon the language skills and content workers learned during the last lesson.

Language Objectives:
» Workers will learn useful verbs for communicating emergencies
» Workers will be able to form ‘wh’ questions

Safety Content Objectives:
» Workers will identify procedures to follow in case of emergency
» Workers will understand the information included on safety data sheets

VOCABULARY

<table>
<thead>
<tr>
<th>Injury</th>
<th>Safety Data Sheet</th>
<th>Who</th>
<th>Why</th>
</tr>
</thead>
<tbody>
<tr>
<td>Label</td>
<td>In Case of Emergency</td>
<td>What</td>
<td>How</td>
</tr>
<tr>
<td>Danger</td>
<td>OSHA</td>
<td>Where</td>
<td>This / That / Those</td>
</tr>
<tr>
<td>Spill</td>
<td></td>
<td>When</td>
<td></td>
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</tbody>
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MATERIALS

» Sign-in sheet
» White board
» Dry-erase markers and eraser
» Emergency Illustration
» ‘Wh’ Questions Chart
» Useful Verbs Chart
» Safety Data Sheet
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 write the farm’s contact information in case of an emergency. Read the following statements in English. Repeat each statement several times. Give workers at least 30 seconds to respond to each item.

1. Write the name of this farm
2. Write the address of this farm
3. Write the name of the farm owner
4. Write the phone number of your supervisor or farm owner

Warm Up / Review

Distribute the Emergency Illustration to participants. Review each vocabulary word listed on the Emergency 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 Emergency Illustration.
**Skill Building Activity: Useful Verbs**

*Distribute* the Useful Verbs chart to workers.  
*Review* each verb listed on the chart with participants.  
*Say* each word and ask students to listen. Use the icons on the chart to assist in defining each verb.  
*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 the verb associated with each icon on the Useful Verb chart.

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**Skill Building Activity: Grammar ‘Wh’ Questions**

*Say* the following to introduce the next activity:

> Communicating with other workers, supervisors, and farm owners is very important. Sometimes you may need someone to help you. Other times someone may need to ask you for something. The next two activities will help us learn how to ask for information.

*Display* the ‘Wh’ Questions chart for participants.  
*Review* the five ‘wh’ questions with participants, making note of the corresponding Spanish term to support understanding.  
*Say* each word and ask participants to repeat each word with you.  
*Explain* to participants that pronunciation of the /wh/ can be difficult for Spanish speakers.  
*Remind* participants that difficulty in pronunciation is ok. Also note that sometimes the /wh/ is realized as a /w/ and in other cases realized as /h/ [whole, who].  
*Provide* examples of ‘wh’ questions. Ask workers questions to help enforce the meaning of each word (see Example 1).  
*Use* the verbs from the Useful Verb chart to help form questions with workers (also see Example 1).

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**Example 1**

- “Who milks cows?”
- “Where do you milk the cows?”
- “How did he get hurt?”
- “What spilled?”
- “When do you feed the cows?”
- “Why should you wear gloves?”
**ACTIVITY - Follow Emergency Procedures**

**BACKGROUND:** Workers should know what to do and who to call in case of emergencies on the farm. This next section will reinforce the farm’s emergency procedures and teach workers the most important information to relay to emergency responders.

**Explain** to participants that the next section will address what to do and who to call in case of emergency.  
**Ask** participants to provide examples of emergencies of the farm (see Example 2).  
**Write** “In Case of Emergency” on the white board.  
**Ask** participants to use the Emergency illustration to identify the three steps workers should take in case of emergency.  
**Say** each step out loud and write each step on the white board.  
**Ask** participants to repeat after you. Explain each concept in Spanish:

1. Call 911  
2. Administer First Aid  
3. Inform your supervisor

**Review** the general contact information that workers must provide to emergency responders. Use the ¡Prepárese! section of the Emergency Illustration to guide responses.  
**Ensure** that workers have the correct contact information for their farm.  
**Ask** participants if they have ever experienced an emergency situation on the farm.  
**Encourage** workers to talk about their experience and how they responded to it.  
**Use** ‘Wh’ Questions and Useful Verbs during the activity (i.e. What happened? When did it happen? Who got hurt? How did they get hurt? Where were you?).  
**Brainstorm** with participants additional responsibilities in case of emergency.  
**Write** responses on the white board (see Example 3).

### Example 2
A worker is pinned or kicked by a cow and is badly injured.  
A skid steer or tractor rolled over and a worker is injured or trapped.  
A fire or gas leak on the farm.  
An exposure to a dangerous chemical.

### Example 3
Stay calm.  
Speak slowly on the phone with 911 responders.  
Be prepared with information such as address, farm name, condition of the victim, cause of the emergency.  
Always call 911 immediately if a person is unconscious, bleeding excessively, trapped, has breathing problems or convulsions.  
Have the Safety Data Sheet nearby if a chemical caused the emergency.

**SAFETY - Understanding the Safety Data Sheet**

**BACKGROUND:** Workers can learn about the risks of chemicals through the label on the product, the Safety Data Sheet (SDS), and by attending trainings. The SDSs offer more information than the label of the product.

**Display** a Safety Data Sheet to participants.  
**Explain** to workers that Safety Data Sheets or SDSs have more detailed safety information than labels.  
**Explain** to workers that Safety Data Sheets are required by law to be available to workers.  
**Ask** participants to identify where the SDSs are located on the farm.  
**Highlight** key information for workers on the SDS (use Spanish as needed), including:

- Personal protective equipment (PPE) and measures
- First aid procedures
- Emergency phone number
- Handling and exposure controls
- Chemical properties
- Health hazard data
Wrap Up - Review of Emergency Procedures

Ask participants to identify the three steps workers should take in case of emergency.
Say each step out loud.
1. Call 911
2. Administer First Aid
3. Inform your supervisor

Post Assessment

Distribute the assessment to each worker.
Ask workers to write the farm’s contact information in case of an emergency
Read the following statements in English.
Repeat each statement several times. Give workers at least 30 seconds to respond to each item.
1. Write the name of this farm
2. Write the address of this farm
3. Write the name of the farm owner
4. Write the phone number of your supervisor or farm owner

Evaluation

Ensure each participant completes a level one evaluation.
Read each evaluation item to participants and ask them to circle ‘Yes’ or ‘No.’