

STAYING SAFE AT WORK WITH PPE

Introduction:

Welcome workers to the lesson. Be sure all workers sign-in on the sign-in sheet. To create a welcoming environment for all learners, ask workers to help set a few ground rules for the lesson. Suggestions include:

- » Respect each others’ responses
- » Turn off cell phones during the lesson
- » No cheating during the pre/ post assessments – doesn’t affect your job or pay

Share with workers that the purpose of the lesson is to begin to learn English skills that will be useful at work. This introductory lesson will help the instructor gauge workers’ English skills.

Also review with workers the specific **Content Objectives** for the lesson. If possible, write these objectives on a whiteboard in the learning space. Underline key words highlighted in bold in the content objectives listed below.

Language Objectives:

- » Students will be able to recognize phonemes in English
- » Students will be able to use English to identify personal protective equipment
- » Students will be able to verbally and non-verbally respond to questions

Content Objectives:

- » Students will be able to recognize strategies to **stay safe at work**
- » Students will be able to **identify personal protective equipment (PPE)**
- » Students will be able to **link PPE with at least one work task**

VOCABULARY

OSHA	Boots (Steel toe, rubber)	Long sleeves	<u>VERBS</u>
Hazard	Ear plugs	Mask	Work
Personal Protective Equipment (PPE)	Gloves	Safety glasses	Use
Apron	Hat	Chemicals	Wear
		Cows	

MATERIALS

- » Alphabet Chart
- » Pair of gloves (one for each student)
- » Safety glasses
- » Ear plugs (one pair per student)
- » Steel toe rubber boots (or photo of boots)
- » Long sleeve shirt sleeve
- » Apron
- » Hat
- » Mask/ respirator
- » Vocabulary handout/ Listening worksheet
- » Whiteboard (hand-held) or flipchart
- » Dry Erase Markers

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LESSON PROCEDURE

Welcome / Review Objectives

Welcome workers to the lesson. Be sure all workers sign-in on the sign-in sheet.

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

Suggestions include:

- » Respect each others' responses
- » Turn off cell phones during the lesson
- » No copying during the pre/ post assessments and other activities – performance during lesson doesn't affect your job or pay
- » Try to use English as some point during the lesson

Demonstrate for participants an introduction and ask each participant to introduce themselves to the group. It's ok if participants want to use Spanish, though encourage use of English.

Example:

Hi, my name is Mike. I work for MCN.

Example:

Hi my name is Ruben. I work for Tall Grass Dairy.

Pre-Assessment

Distribute the pre-assessment worksheet to each participant

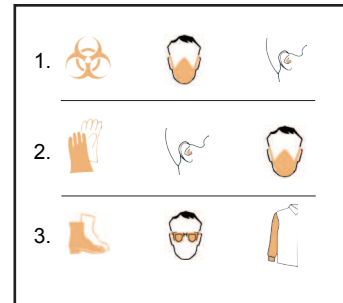
Instruct participants to circle the image that best fits each statement. (Briefly demonstrate this task to the participants.)

Give participants about 30 seconds for each statement; check with participants before advancing to the next statement.

Read the following statements in English.

Be sure to demonstrate the task, and then repeat instructions in Spanish, as needed.

1. Circle the image of the **Mask**.
2. Please circle the **Personal Protective Equipment** you should use when **milking**.
3. Circle the image of **long sleeves**.



Skill Building Activity: Listening

This is a modeling activity. Write the sets of words listed to the right on the whiteboard, one set at a time.

Instruct participants to listen for the sound that is the same in each set of words.

Say each word in the set; point to each word on the whiteboard as you say it.

Ask participants to demonstrate the sound that was the same. Encourage participants to not worry about perfect pronunciation.

Circle the letters that represent the similar sound and demonstrate the sound for participants.

Participants will likely not produce all of the sounds correctly.

This activity is merely for practice and also serves as a summative assessment of participants' English skill levels.

Cow / Now / How /ou/

Floor/ Door/ More /or/

Sat/ Hat/ Fat /at/

Milk/ Silk /ilk/

What/ Where/ When /wh/

That/ This/ Those /th/

Skill Building Activity: Listening

Distribute the handout with the grid shown to the right to each participant.

Ask participants to listen to the words you will say, paying attention to the letter sounds.

Instruct participants to put an X through the box that corresponds with the sound(s) they hear.

Review each word with participants following the activity.

Demonstrate the sounds and corresponding letters.

C	D	N	g
F	S	e	v

Cow
Barn

Gloves
Milk

Ear

Skill Building Activity: Vocabulary

Distribute a vocabulary handout sheet to each participant. The vocabulary sheet will have each word listed in English and Spanish with a short definition in *Spanish*.

Review each vocabulary word with participants.

Write each word on the whiteboard.

Say each word and ask students to listen. Provide a simple definition in English and Spanish (provided on vocabulary handout).

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

Demonstrate each word using realia and/ or images for support, as needed.

VOCABULARY *Vocabulario*

<p>Apron Delantal Protege el cuerpo de los trabajadores y trabajadoras de los químicos, venenos, y otros líquidos al trabajar o hacer otras actividades.</p> <p>Boots Botas Las botas de hule protegen a los trabajadores y trabajadoras del contacto con químicos, venenos y otros líquidos peligrosos. Las botas con punta de acero protegen los dedos de los pies de los trabajadores.</p> <p>Chemicals Químicos Productos venenosos en la granja para crear antimicrobianos, vacunas, molar graneros y plagas, y limpiar. Los químicos pueden ser volátiles (gases o gases), líquidos o gases y pueden causar daños si no se usan con seguridad.</p> <p>Cows Vacas Animales grandes que producen leche. Las vacas pueden pelear, agitar, pinar, y correar a los trabajadores y trabajadoras.</p> <p>Ear Plugs Protector de oídos Protege a los trabajadores y trabajadoras de la pérdida o sordera por ruidos fuertes.</p> <p>Gloves Guantes Protege las manos de los trabajadores y trabajadoras del contacto con químicos, venenos, bacterias y otros químicos.</p> <p>Hot Core Protege la cabeza del trabajador o trabajadora del contacto con químicos, venenos, y otros líquidos mientras trabajan o hacen otras funciones.</p> <p>Hazard Peligro Algo en el trabajo que causa lesiones, enfermedad, o muerte.</p>	<p>Long sleeves Manga larga Protege los brazos de los trabajadores y trabajadoras del contacto con venenos y otros químicos.</p> <p>Mask Mascarilla Protege a las personas de respirar gases, y vapores.</p> <p>Milk Leche La acción de sacar la leche de la vaca (leche).</p> <p>OSHA Administración de Seguridad y Salud Ocupacional (OSHA en inglés). Es la agencia del gobierno que protege la seguridad y salud de los trabajadores y trabajadoras.</p> <p>Personal Protective Equipment (PPE) Equipo de protección personal (EPP) Equipo y cosas de usar personal que protegen de los peligros.</p> <p>Safety glasses Lentes protectoras Protegen los ojos de los trabajadores y trabajadoras del contacto con los químicos y otros peligros.</p> <p>Use Usar Trabaja, trabaja (verb)</p> <p>Work Trabajar (verb) Trabajo (sustantivo) La acción de hacer algo. Operar una máquina (verb). Lugar de trabajo; casa (sustantivo).</p> <p>Wear Llevar Vestirse; Usar (verb)</p>
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Personal Protective Equipment – What is it? When do we use it?

This activity will enable workers to demonstrate and practice their new English skills. Participants will provide simple Yes/ No responses, or identify peers who have specific types of PPE.

Distribute pieces of personal protective equipment to participants, making sure each participant has a type of PPE.

Ask students to hold or where the PPE where everyone can see it.

Say the name of each piece of personal protective equipment.

Ask students to repeat the name of the PPE.

Describe a work task during which each type of PPE should be used.

Ask participants to provide examples of when they use PPE.

Explain to participants that PPE protects workers from certain hazards.

Ask participants to help you identify others who have PPE.

Demonstrate the task to participants.

Emphasize the use of the possessive verb 'to have' (have, has, had)

Example:

“These are gloves. Workers use gloves when working with chemicals. Gloves help protect workers’ hands from chemicals”

Example:

“This is an apron. Workers wear aprons when milking cows. The apron helps keep workers clean and dry when milking cows.”

Example:

“I have a pair of gloves. Show me who has gloves? Who can tell or show me: “Who has safety glasses?”

OSHA – Who is OSHA? What do they do for workers?

OSHA is the Occupational Safety and Health Administration. They are the part of the government that helps keep workers safe. Workers have the right to work in a safe and healthy place. OSHA requires employers (or farm owners) to follow certain rules to help keep workers safe. One rule is that employers (or farm owners) must provide workers personal protective equipment for free. Some of the PPE that may be required in certain work tasks in dairy include:

- » safety glasses to protect eyes from being injured from chemicals
- » ear plugs to protect against noise when using a skid steer
- » gloves to protect skin and hands from chemicals

Workers have a right to present a complaint to OSHA if their employer does not provide a safe and healthy workplace. OSHA enforces these laws on farms that have 11 or more workers, or farms that offer housing to workers.

**Emphasize workers' right to remain anonymous and that OSHA protects undocumented workers. Workers' legal status will not be jeopardized if s/he files a complaint.*

Wrap Up

Ask participants to practice English outside of the classroom, during their daily work on the dairy farm.

Suggest strategies like *saying* or *thinking* of the English words for Personal Protective Equipment when they use it on the farm.

Encourage participants to post the vocabulary sheet on their refrigerator at home or another place where they can see it on a regular basis.

Answers may include, but are not limited to the following:

Personal Protective Equipment	Long sleeves
Safety glasses	Masks (respirator)
Gloves	Labels (chemical labels)
Apron	Training
Ear plugs	OSHA
Boots (steel-toed)	

Post Assessment

Distribute the assessment worksheet to all of the students.

Tell the participants that they will circle the image that best fits each statement. The facilitator will make sure to demonstrate this task to the participants.

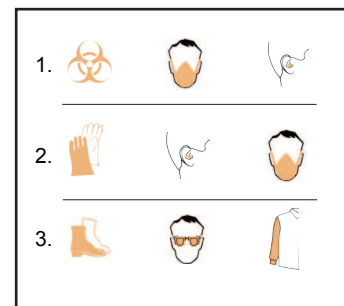
Give participants about one minute for each statement; check with participants before advancing to the next statement.

Ask participants to complete the Level One evaluation (printed on the reverse side of the post assessment.)

Read the following statements in English.

Be sure to demonstrate the task, and then repeat instructions in Spanish, as needed.

1. Circle the image of the **Mask**.
2. Please circle the **Personal Protective Equipment** you should use when **milking**.
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Evaluation

Ask participants to complete the Level One evaluation (printed on the reverse side of the post assessment.)