



Workplace Safety Training

for Employees with
Cognitive Impairments

Instructor's Workbook

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Introduction

Why this Training is Important

Washington State requires employers to provide a safe and healthy workplace for all employees. This requirement applies to all employees including those with cognitive limitations. (See WISHA Washington Industrial Safety and Health Act RCW 49.17.)

Employers must work together with their employees to identify and correct workplace hazards and improve the safety and health of their work environment. A safe and healthy work environment improves productivity and not only saves money, but also saves lives.

This Workplace Safety Training for Employees with Cognitive Limitations helps employers work together with all of their employees to learn basic safety and health rules and to recognize hazards in their workplace.

How to Use these Training Materials

These materials are intended to be used by employers and employees in the state of Washington as a practical introduction to the basics of occupational safety and health. These training materials are not intended to be used as a comprehensive, in-depth safety training program. In-depth or industry-specific training should come separately, as an addition to the training provided here.

Instructors of these materials are not required to be trained educators. However, instructors should plan to spend time preparing and teaching the materials. Lessons may be taught weekly or bi-weekly, depending upon the students' ability to learn and retain information.

1. Print out the entire Instructor's Workbook and place in a binder.
2. Print out one Student Workbook for each student and place in a small binder.
3. Instructors should plan to spend at least 15 minutes in preparation for each lesson by reviewing the Lesson Goals, performing the steps in the Instructor Preparation section and filling out the Instructor's Preparation Worksheet.
4. Prepare a teaching space with either a computer or a television and DVD player available to view the lesson video and a table for students to fill out their worksheets.
5. Instructors should plan to spend 15 or more minutes teaching each lesson. Teach each lesson as instructed in its Lesson Guide.
6. When all 16 lessons have been taught, the students may play the Ladders and Hazards wrap-up game. See instructions for game set up and how to play.

What is a Cognitive Limitation?

A cognitive limitation is anything that limits a person's ability to learn, understand or remember information. Often people with developmental disabilities, such as mental retardation or autism, have cognitive limitations. An inability to read may be considered a cognitive limitation.



Module 1:

Emergency Response and Fire Prevention

Lesson 1: What to Expect in an Emergency

GOALS

Student will, to the best of their ability:

1. Know and discuss what an emergency might look like.
2. Complete the **Worksheet: *What Does an Emergency LOOK Like?***
3. Know and discuss what an emergency might feel and sound like.
4. Complete the **Worksheet: *What Does an Emergency FEEL and SOUND Like?***

INSTRUCTOR PREPARATION

1. Review your company's emergency response procedures.
2. Review the rules for **WAC 296-24-567: *Employee Emergency Plans and Fire Prevention Plans***, online at <http://apps.leg.wa.gov/wac/default.aspx?cite=296-24-567>.
3. Complete **Instructor Preparation Worksheet**.
4. Review **Lesson Guide** and **Activities**.



Instructor Preparation Worksheet

Answer the questions below. You will need this information to instruct **Module 1: Lesson 1 — What to Expect in an Emergency.**

Name _____ Date _____

1. Who is your safety representative? Who knows what to do? Who can you ask for more information?

2. What does your alarm system sound like? What is the distinct signal that indicates that an emergency is taking place?

3. What kind of hazardous conditions exist in your workplace?

4. What kinds of emergencies might cause you to evacuate your workplace?

5. What route would you follow to exit during an evacuation?

6. Where is your evacuation safe place or designated waiting area located?

7. For your workplace, what are your specific emergency response procedures for the following kinds of emergencies? If the following emergencies occurred at your workplace, what would you do?

Fire/Explosion _____

Natural Disaster _____

Earthquake _____

Tsunami _____

Volcano _____

Other Local Natural Disaster Concerns _____

Utility Failure

Power Outage _____

Gas Leak _____

Workplace Violence (Lock Down) _____

Bomb Threat _____

Medical Emergency _____

Lesson Guide

INSTRUCTOR LESSON GUIDE

* Begin viewing video for **Module 1: Lesson 1—What to Expect in an Emergency.**

1. Discuss what an emergency might LOOK like. Ask the students what they might see going on around them in their workplace. Discuss hazardous conditions in their workplace.
 - Fire.
 - Smoke.
 - Items falling from shelves, tables and desks.
 - Cooking fires in kitchen.
 - People running.
 - Lights flashing or turning off completely.
2. Complete **Worksheet: What Does an Emergency Look Like?**
3. Discuss what an emergency might FEEL like.
 - Heat from fire.
 - Building shaking.
 - Fear, anxiety, confusion. Students may feel fear, anxiety, and/or confusion because of an emergency situation. Emergencies can be scary.
4. Discuss what an emergency might SOUND like.
 - Alarms from building.
 - Sirens from rescue vehicles.
 - People yelling.
5. Complete **Worksheet: What Does an Emergency Feel and Sound Like?**

ACTIVITIES

1. **Worksheet: What Does an Emergency Look Like?**
Students must match the words to the pictures by drawing a line to the matching picture. Instructor may read the words one at a time, allowing the students to circle the matching picture.
2. **Worksheet: What Does an Emergency Feel and Sound Like?**
Students must match the words to the pictures by drawing a line to the matching picture. Instructor may read the words one at a time, allowing the students to circle the matching picture.



What Does an Emergency Look Like?

INSTRUCTOR KEY

Name _____

Date _____

Draw a line to the picture that matches.

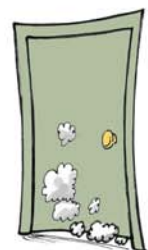
Fire Fighter

Smoke

Falling
Objects

Fire

People Running



What Does an Emergency Feel and Sound Like?

INSTRUCTOR KEY

Name _____

Date _____

Draw a line to the picture that matches.

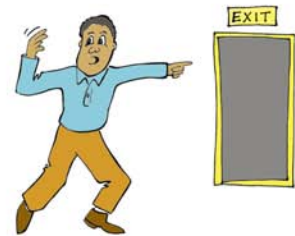
Alarms

Sirens

Shouting

Shaking

Afraid



Lesson 2: Fire Evacuation

GOALS

Student will, to the best of their ability:

1. Know and discuss what the alarms sound like in their workplace.
2. Know and discuss evacuation procedures, including, how to evacuate safely from their work area to the nearest rally point.
3. Know and discuss the location of the closest exit.
4. Know and discuss when it is safe to return to the building.
5. Participate in fire drill activity.

INSTRUCTOR PREPARATION

1. Review your company's evacuation procedures.
2. Physically walk your evacuation routes and look for hazardous conditions that may impede a quick evacuation.
3. Review the rules for **WAC 296-24: General Safety and Health Standards, Part G-1: Mean of Egress**, online at <http://apps.leg.wa.gov/wac/default.aspx?cite=296-24>.
4. Complete **Instructor Preparation Worksheet**.
5. Review **Lesson Guide** and **Activities**.



Instructor Preparation Worksheet

Answer the questions below. You will need this information to instruct **Module 1: Lesson 2 — Fire Evacuation**.

Name _____ Date _____

1. Review the kinds of hazardous conditions that exist in your workplace. If any of these conditions might block your exit, what will you do?

2. Which exit is closest to the student's work area?

3. Are there alternate exits? If so, where are they located?

4. What route would you follow during an evacuation?

5. Where is your evacuation safe place or designated waiting area?

6. How will you ensure that all students are accounted for at the safe place?

7. What will you do if a student is not accounted for at the safe place?

8. Who makes the decision to go back in to the workplace?

9. What will you do if you are unable to return to your workplace?

Lesson Guide

*Briefly review **Module 1: Lesson 1 — What to Expect in an Emergency.**

*Begin viewing video for **Module 1: Lesson 2 — Fire Evacuation.**

1. Discuss what alarms and other emergency responses will sound like.
2. Discuss what to do in the event of a fire evacuation.
 - **LEAVE IMMEDIATELY!**
Student should not wait for their instructor to lead the way!
The most important thing to emphasize is that the student should leave the workplace as quickly and as safely as possible.
 - Move quickly to the nearest exit.
 - Be quiet.
 - Listen for instructions.
During a real emergency it may be difficult to hear.
 - Move quickly to the outside rally point or designated waiting area.
3. Discuss the location of your safe place.
4. Discuss what to do while at the rally point.
 - Stay put.
 - Remain quiet.
 - Listen for instructions.
5. Discuss what to do after the evacuation.
 - Do not go back into the building until a supervisor says that it is safe to return.
6. Complete **Worksheet: Fire Evacuation.**
7. Lead students in a fire evacuation drill.
 - Demonstrate what the alarms sound like in your workplace, if possible.
 - You may want to contact your alarm monitoring company before sounding your alarm.
 - Demonstrate how to exit the building during a fire evacuation.
 - Demonstrate what to do while at the rally point.
 - Lead students back to their work area.
 - Repeat fire evacuation drill as necessary to ensure effective participation.



Lesson Guide, cont.

ACTIVITIES

1. Perform a fire evacuation drill, according to your company's policies and procedures.
2. **Worksheet: *Fire Evacuation*.**
Students must answer, either verbally or in writing, the questions listed.
3. Participate in your local fire department's fire prevention program (optional). Contact your local fire department for details.
 - Vehicle and equipment demonstrations may help to minimize some of the fear and anxiety associated with emergency actions and procedures.
 - Discuss what a firefighter looks like when wearing fire fighting gear. Firefighters dressed in their full firefighting ensemble may appear scary. Due to the gear that firefighters wear over their face, they may also be difficult to hear and to understand.
 - Reassure students that firefighters are there to help. In an emergency, if the student is trapped in the building, they must go toward the firefighter to get out safely.



Fire Evacuation

INSTRUCTOR KEY

Name _____

Date _____



1. When there is a fire, what is the most important thing to do?

LEAVE IMMEDIATELY!

2. Describe your evacuation route.

This is the evacuation route that each student will use in the event of an emergency.



3. Where is your safe place?

This is the designated outdoor meeting point that each student will report to in the event of an emergency.



4. What are three important things to do while at the rally point?

1. *STAY PUT.*

2. *BE QUIET.*

3. *WAIT for instructions.*



Lesson 3: Fire Extinguishers and Fire Prevention

GOALS

Student will, to the best of their ability:

1. Know and name who to notify in the event of a fire.
2. Know and discuss what a fire extinguisher is and where the closest fire extinguisher is located.
3. Know and discuss when using a fire extinguisher is appropriate.
4. Know and discuss who is authorized to use a fire extinguisher.
5. Know and demonstrate how to use a fire extinguisher (if appropriate).
6. Know and discuss basic fire prevention methods.
7. Complete the **Worksheet: What are the Fire Hazards?**

INSTRUCTOR PREPARATION

1. Review your company's policies regarding fire extinguishers and fire prevention.
2. Prior to teaching this lesson, instructor must be trained and familiar with the use of a fire extinguisher. Instructor must be familiar with the P-A-S-S principle (Pull-Aim-Squeeze-Sweep method). Contact local fire department for additional instruction and training tools.
3. Review the rules for **WAC 296-800-300: Summary—Portable Fire Extinguishers**, online at <http://apps.leg.wa.gov/WAC/default.aspx?cite=296-800-300> and **WAC 296-800-12005: Employee Responsibilities**, online at <http://apps.leg.wa.gov/WAC/default.aspx?cite=296-800-12005>.
4. Complete **Instructor Preparation Worksheet**.
5. Review **Lesson Guide** and **Activities**.



Instructor Preparation Worksheet

Answer the following questions. You will need this information to instruct **Module 1: Lesson 3 — Fire Extinguishers and Fire Prevention**.

Name _____

Date _____

1. Where are the fire extinguishers located?

2. Where is the closest fire extinguisher?

3. What does P-A-S-S mean?

P _____ A _____ S _____ S _____

4. What kinds of fire hazards exist in your workplace?

5. What kinds of housekeeping issues could start a fire in your workplace?

6. What kinds of housekeeping procedures do you use to minimize the risk of fire?

7. Who is responsible for good housekeeping?

8. What should a student do in the event of a fire?

Lesson Guide

* Briefly review **Module 1: Lesson 2 — Fire Evacuation.**

* Begin viewing video for **Module 1: Lesson 3 — Fire Extinguishers and Fire Prevention.**

1. Discuss the kinds of fire hazards that exist in your workplace.
 - Each workplace is different. The jobs that employees at your workplace perform and the equipment they use will vary. Clutter, gas burners and electricity are all common fire hazards. What fire hazards exist in your workplace?
 - ◆ Fuel/Solvent. ◆ Electrical Outlets. ◆ Gas Burner. ◆ Forklift Gas Bottle.
2. Complete **Worksheet: What are the Fire Hazards?**
3. Discuss the best way to prevent fires.
 - Housekeeping is the best way to prevent fires!
 - Good housekeeping prevents the accumulation of combustibles.
 - Students help to prevent fires by keeping their work area clean and free of clutter.
4. Discuss who is responsible for fire prevention.
 - Everyone is responsible for fire prevention.
 - Discuss actions that each employee can do to help prevent fires.
5. Discuss where fire extinguishers are located.
6. Discuss who is allowed to use a fire extinguisher.
 - Only employees who are certified to use a fire extinguisher may use a fire extinguisher.
 - No employee is required to use a fire extinguisher if they are uncomfortable doing so.
7. For employees who are certified to use a fire extinguisher, review the P-A-S-S Principle.
 - P: Pull the pin. Place the fire extinguisher on a hard surface before pulling the pin.
 - A: Aim nozzle at the base of the fire.
 - S: Squeeze the handles together.
 - S: Sweep the nozzle back and forth at the base of the fire.
8. Discuss when a fire is too big to be put out by a fire extinguisher.
 - A fire extinguisher can only put out fires that are smaller than an office trashcan.
 - If a fire is bigger than an office trashcan, then the fire department must be called to help put out the fire.
9. Complete **Worksheet: Find the Fire Extinguishers.**
10. Lead students in the **Worksite Fieldtrip: Where are the Fire Extinguishers?**



Lesson Guide, cont.

ACTIVITIES

1. **Worksheet:** *What are the Fire Hazards?*

Students must match the words or phrases to the pictures by drawing a line to the matching picture. The instructor may read the words or phrases one at a time, allowing the students to circle the matching picture.

2. **Worksheet:** *Find the Fire Extinguishers.*

Students must find and circle the three fire extinguishers pictured on the worksheet.

3. **Worksite Fieldtrip:** *Where are the Fire Extinguishers?*

Lead the students through their work area to physically locate the two fire extinguishers closest to the student's work area.



What are the Fire Hazards?

INSTRUCTOR KEY

Name _____

Date _____

Draw a line to the picture that matches.

Fuel or Solvents

Electrical Outlet

Gas Burner

Forklift
Gas bottle



Find the Fire Extinguishers

INSTRUCTOR KEY

Name _____

Date _____

Find and circle the three fire extinguishers in the kitchen.



Lesson 4: Earthquakes and Other Emergency Situations

GOALS

Student will, to the best of their ability:

1. Know and discuss what to do in the event of an earthquake.
2. Know and discuss the best locations within the work area that would provide cover during an earthquake.
3. Know and discuss how to “Duck, Cover and Hold.”
4. Participate in an earthquake drill activity.
5. Complete the **Worksheet: What Should You Do During an Earthquake?**

INSTRUCTOR PREPARATION

1. Review your company's emergency response procedures, focusing on earthquakes, natural disasters, utility failures and other emergency situations.
2. Review rules for **WAC 296-24-567: Employee Emergency Plans and Fire Prevention Plans**, online at <http://apps.leg.wa.gov/wac/default.aspx?cite=296-24-567>.
3. Complete **Instructor Preparation Worksheet**.
4. Review **Lesson Guide** and **Activities**.



Lesson Guide

* Briefly Review **Module 1: Lesson 3 — Fire Extinguishers and Fire Prevention.**

* Begin viewing video for **Module 1: Lesson 4 — Earthquakes and Other Emergency Situations.**

1. Discuss what an earthquake is and what happens during an earthquake.
 - Earth quickly begins to shake or rumble violently.
 - Buildings, fixtures and building contents begin to shake, roll or fall.
 - May sound like a train racing down the tracks.
 - People may be shouting and running.
2. Discuss what to do in the event of an earthquake.
 - Duck, Cover and Hold: Quickly and calmly duck under a table or desk, cover head and hold on to a fixed object or structure.
 - Stay put and wait for instructions.
 - Listen for instructions.
 - During a real emergency it may be difficult to hear.
3. Complete **Worksheet: What Should You Do During an Earthquake?**
4. Lead students in an earthquake drill.
 - Repeat earthquake evacuation drill as necessary to ensure effective participation.

ACTIVITIES

1. Perform an earthquake drill, as above and according to your company's policies and procedures.
2. **Worksheet: What Should You Do During an Earthquake?**
Students must circle the picture that demonstrates the correct way to respond during an earthquake. The instructor may describe the pictures one at a time, allowing the student to pick the correct picture.



What Should You Do During an Earthquake?

INSTRUCTOR KEY

Name _____

Date _____

Circle the picture that demonstrates the correct way to respond during an earthquake.



Duck, Cover and Hold under a desk or table.



Run through the front door.

WORKPLACE SAFETY TRAINING

Certificate of Completion

On, _____ Name _____

(Date)

(Name of Employee)

successfully completed **MODULE 1 Emergency Response and Fire Prevention** of the
Workplace Safety Training for Employees with Cognitive Impairments.

Instructor's Signature: _____

Supervisor's Signature: _____





Module 2:

Bloodborne Pathogens, OPIM and First Aid

Lesson 1: Practicing Basic Hygiene at Work

GOALS

Student will, to the best of their ability:

1. Know and discuss what basic hygiene is.
2. Know and discuss ways to practice basic hygiene at work.
3. Know and discuss the correct hand-washing techniques.
4. Complete the **Worksheet: *What is One Way to Practice Basic Hygiene at Work?***
5. Complete the **Activity: *Correct Hand-Washing Techniques***

INSTRUCTOR PREPARATION

1. Review your company's policies on basic hygiene and bloodborne pathogens.
2. Review the rules for **WAC 296-823: *Occupational exposure to bloodborne pathogens***, online at <http://apps.leg.wa.gov/WAC/default.aspx?cite=296-823> and **WAC 296-823-200: *Definitions***, online at <http://apps.leg.wa.gov/WAC/default.aspx?cite=296-823-200>.
3. Complete **Instructor Preparation Worksheet**.
4. Review **Instructor Lesson Guide** and **Activities**.



Instructor Preparation Worksheet

Answer the questions below. You will need this information to instruct **Module 2: Lesson 1— Practicing Basic Hygiene at Work.**

Name _____

Date _____

1. List four ways to practice basic hygiene.

2. Why is basic hygiene important?

3. Does your company enforce hygiene and grooming standards? If so, what is your company's policy?

4. What tasks within your workplace may require frequent hand-washing?

Lesson Guide

* Begin viewing video for **Module 2: Lesson 1 — *Practicing Basic Hygiene at Work.***

1. Discuss what basic hygiene is and ways to practice basic hygiene.
 - Ask the question, what does it mean to practice basic hygiene?
 - Clean, healthy body.
 - Well groomed.
 - Clean clothes.
 - Teeth brushed regularly.
2. Discuss why it is important to practice hygiene.
 - Keep your body healthy and strong.
 - Less trips to the doctor or dentist.
 - Basic hygiene promotes a healthy working environment.
 - Coming to work when you are sick can spread disease to co-workers.
3. Discuss ways to practice basic hygiene at work.
 - Wash hands frequently with soap and water.
 - Cover cough or sneeze.
 - Stay home when ill.
4. Discuss when students MUST wash their hands.
 - Ask the question, when is it important to wash your hands?
 - After using the restroom.
 - Before eating or touching food.
5. Complete **Worksheet: *What is One Way to Practice Basic Hygiene at Work?***
6. Practice hand-washing activity.

ACTIVITIES

1. **Worksheet: *What is One Way to Practice Basic Hygiene at Work?***
 - Use the secret code to match each picture to the correct letter.
2. Hand-washing activity.
 - Direct students to wash hands by using warm water and soap.
 - Ensure the students wash their hands for at least two minutes by singing the birthday song twice through.



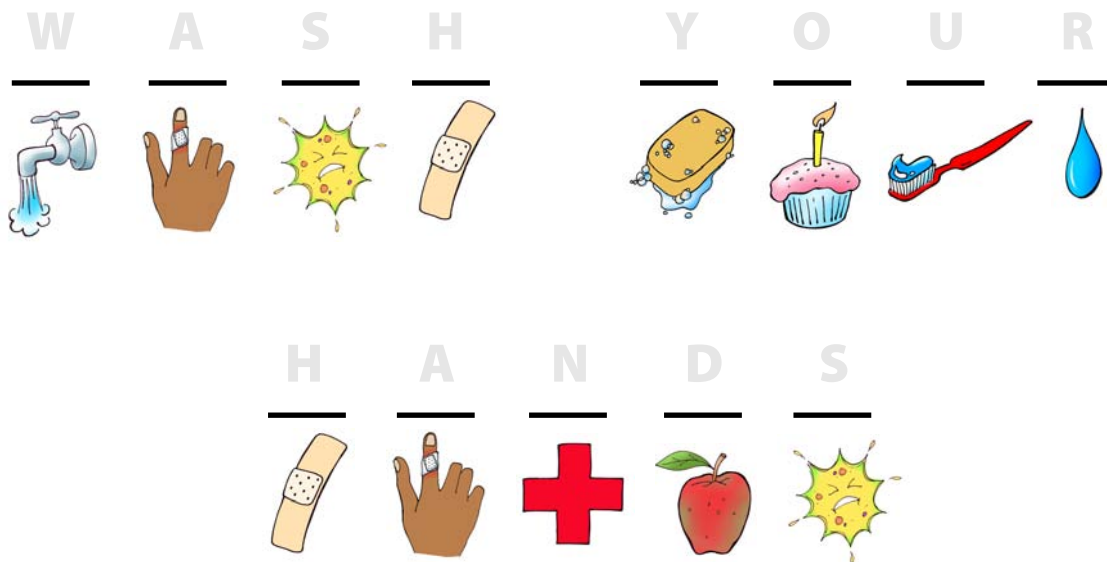
What is One Way to Practice Basic Hygiene at Work?

INSTRUCTOR KEY

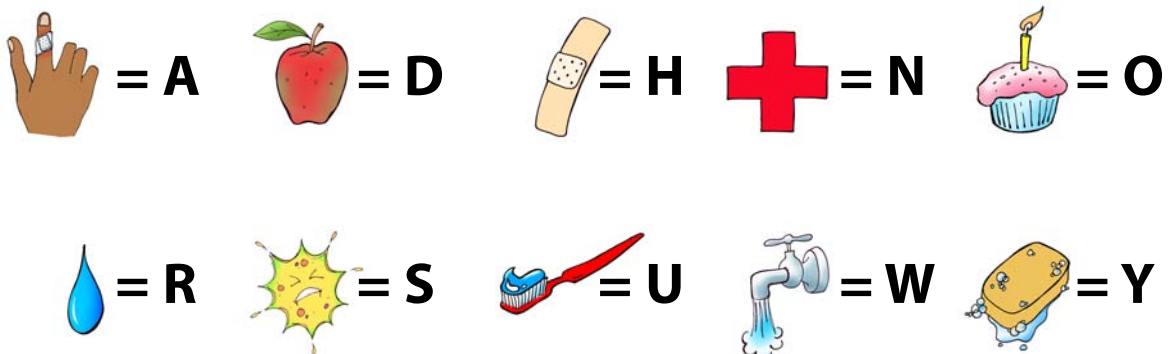
Name _____

Date _____

Use the secret code to match each picture to the correct letter.



Secret Code



Lesson 2: What are Bloodborne Pathogens and Other Potentially Infectious Materials (OPIM)?

GOALS

Student will, to the best of their ability:

1. Know and discuss what are Bloodborne Pathogens and Other Potentially Infectious Materials (OPIM).
2. Know and discuss how a person may come in contact with Bloodborne Pathogens or OPIM.
3. Know and discuss why Bloodborne Pathogens and OPIM are dangerous.
4. Know and discuss when to stay home.
5. Complete the **Worksheet: Where Do Bloodborne Pathogens and OPIM Come From?**

INSTRUCTOR PREPARATION

1. Review your company's policies on bloodborne pathogens and OPIM.
2. Review rules for **WAC 296-823: Occupational exposure to bloodborne pathogens**, online at <http://apps.leg.wa.gov/WAC/default.aspx?cite=296-823> and **WAC 296-823-200: Definitions**, online at <http://apps.leg.wa.gov/WAC/default.aspx?cite=296-823-200>.
3. Complete **Instructor Preparation Worksheet**.
4. Review **Instructor Lesson Guide** and **Activities**.



Instructor Preparation Worksheet

Answer the questions below.

You will need this information to instruct **Module 2: Lesson 2 — What are Bloodborne Pathogens and OPIM?**

Name _____

Date _____

1. What are Bloodborne Pathogens?

2. List four examples of Bloodborne Pathogens.

3. Define OPIM.

4. List four ways that a person may come in contact with Bloodborne Pathogens and OPIM.

5. What is your company's illness (stay at home) policy?

6. If an employee comes to work visibly ill or complaining of not feeling well, what should they do, and who should they notify?



Lesson Guide

*Briefly review **Module 2: Lesson 1 — *Practicing Basic Hygiene at Work.***

*Begin viewing video for **Module 2: Lesson 2 — *What are Bloodborne Pathogens and OPIM?***

1. Discuss what are Bloodborne Pathogens and OPIM.
 - Bloodborne Pathogens and OPIM are microorganisms that live in a person's bodily fluids and can cause diseases, such as:
 - ◆ Flu, H1N1.
 - ◆ HIV.
 - ◆ Hepatitis.
 - ◆ Malaria.
2. Discuss how a person may come in contact with Bloodborne Pathogens and OPIM.
 - A person may come in contact with Bloodborne Pathogens and OPIM if they touch another person's blood or bodily fluids, such as:
 - ◆ Blood from cuts and scrapes.
 - ◆ Nasal fluids from a runny nose.
 - ◆ Drool or saliva from coughing or sneezing.
 - ◆ Any fluid that comes out the body during toileting (urine and feces), or stomach fluid from vomit.
3. Discuss what might happen if a person comes in contact with Bloodborne Pathogens and OPIM.
 - Bloodborne Pathogens and OPIM can cause illness.
 - A person might be sick, even if they do not look sick.
 - If you cannot tell what kind of fluid it is, then you should assume that it is infected.
 - Coming to work when you are ill can spread diseases to co-workers quickly.
 - Touching someone who is sick can spread disease to co-workers.
4. Complete **Worksheet: *Where Do Bloodborne Pathogens and OPIM Come From?***

ACTIVITIES

Worksheet: *Where Do Bloodborne Pathogens and OPIM Come From?*

Students must match the words to the pictures by drawing a line to the matching picture. Instructor may read the words one at a time, allowing the students to circle the matching picture.



Where Do Bloodborne Pathogens and OPIM Come From?

INSTRUCTOR KEY

Name _____

Date _____

Draw a line to the picture that matches.

Toilet

Runny
Nose

Cough
Sneeze

Blood



Lesson 3: Avoiding Bloodborne Pathogens and OPIM

GOALS

Student will, to the best of their ability:

1. Know and discuss how to avoid Bloodborne Pathogens and OPIM.
2. Know and demonstrate the correct way to cover a cough or sneeze.
3. Know and discuss what to do if they come in contact with Bloodborne Pathogens and OPIM.
4. Know and discuss who to talk to about Bloodborne Pathogens and OPIM.
5. Know and discuss when to talk to a supervisor about Bloodborne Pathogens and OPIM.
6. Know and discuss when and how to use Personal Protective Equipment (PPE), if appropriate. (Optional).
7. Complete the **Worksheet: What is the Correct Way to Cover Your Cough or Sneeze?**

INSTRUCTOR PREPARATION

1. Review your company's policies on bloodborne pathogens and OPIM.
2. Review rules for **WAC 296-823: Occupational exposure to bloodborne pathogens**, online at <http://apps.leg.wa.gov/WAC/default.aspx?cite=296-823> and **WAC 296-823-200: Definitions**, online at <http://apps.leg.wa.gov/WAC/default.aspx?cite=296-823-200>.
3. Complete **Instructor Preparation Worksheet**.
4. Review **Lesson Guide** and **Activities**.



Instructor Preparation Worksheet

Answer the questions below.

You will need this information to instruct **Module 2: Lesson 3 — Avoiding Bloodborne Pathogens and OPIM.**

Name _____

Date _____

1. List four ways to avoid Bloodborne Pathogen and OPIM exposures.

_____	_____
_____	_____

2. Who in your company should be contacted if there is a Bloodborne Pathogen or OPIM exposure?

3. What are the immediate steps that must be taken to prevent the spread of exposure?

4. Describe the correct way to cover a cough or sneeze.

5. List the types of job tasks at your workplace that require employees to use Personal Protective Equipment (PPE) on a daily basis and what type of PPE would be required?

Tasks	PPE
_____	_____
_____	_____
_____	_____
_____	_____

Lesson Guide

*Briefly review **Module 2: Lesson 2 — *What are Bloodborne Pathogens and OPIM?***

*Begin viewing video for **Module 2: Lesson 3 — *Avoiding Bloodborne Pathogens and OPIM.***

1. Discuss how to avoid Bloodborne Pathogens and OPIM.
 - Do not touch blood.
 - Stay home if you are ill.
 - Stay away from people who come to work when they are ill.
 - Don't touch anything that was used by someone who is ill.
 - Cover your mouth and nose when sneezing or coughing.
 - Do not put pens, pencils or other items into your mouth.
 - Do not rub your eyes.
 - Do not chew your nails.
2. Discuss what to do if a person comes in contact with Bloodborne Pathogens and OPIM.
 - Don't touch anything.
 - Get help and immediately tell a supervisor.
 - Report every injury or illness. Even small injuries can lead to bigger problems.
 - Your supervisor will help you seek medical attention, if necessary.
3. Discuss the correct way to cover cough or sneeze.
 - Cough or sneeze into the inside of the elbow.
4. Practice coughing and sneezing the correct way.
5. Complete the **Worksheet: *What is the Correct Way to Cover Your Cough or Sneeze?***

ACTIVITIES

1. Practice covering mouth and nose when coughing and sneezing. Instruct student to cough or sneeze into their elbow. Hands and arms must be washed after coughing and sneezing.
2. **Worksheet: *What is the Correct Way to Cover Your Cough or Sneeze?***
Students must circle the picture that shows the correct way to cover a cough or sneeze.

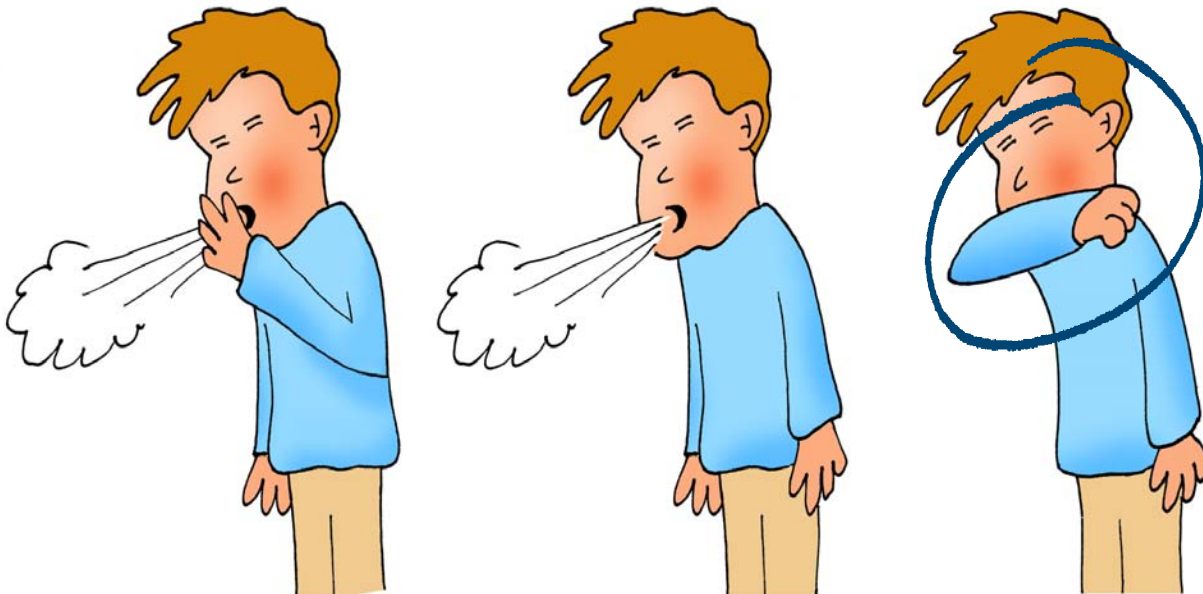
What is the Correct Way to Cover Your Cough or Sneeze?

INSTRUCTOR KEY

Name _____

Date _____

Circle the picture that shows the correct way to cover your cough or sneeze.



Lesson 4: First Aid and Medical Emergencies

GOALS

Student will, to the best of their ability:

1. Know and discuss who to notify in the event of a medical emergency.
2. Know and discuss what First Aid is.
3. Know and discuss when First Aid materials should be used.
4. Know and discuss where First Aid kits are located.
5. Complete the **Activity: Workplace fieldtrip: Find the First Aid Kits.**
6. Know and discuss who needs to be notified of injury.
7. Know and discuss the difference between a small injury and a medical emergency.
8. Know and discuss when to call for emergency response.
9. Know and discuss how emergency responders will know where to go during a medical emergency.
10. Know and discuss ways to assist during a medical emergency.
11. Complete the **Worksheet: First Aid and Medical Emergencies.**
12. Complete the **Activity: Medical Emergency Drill.**

INSTRUCTOR PREPARATION

1. Review your company's first aid policies and procedures.
2. Review rules for **WAC 296-800-150: First Aid Summary**, online at <http://apps.leg.wa.gov/WAC/default.aspx?cite=296-800-150>.
3. Complete **Instructor Preparation Worksheet.**
4. Review **Lesson Guide** and **Activities.**



Instructor Preparation Worksheet

Answer the following questions. You will need this information to instruct **Module 2: Lesson 4 — First Aid and Medical Emergencies.**

Name _____

Date _____

1. Where are the closest First Aid kits located within your workplace?

2. Who is trained and/or certified to perform First Aid in your workplace?

3. When should emergency response be called in for assistance?

4. In the event of a medical emergency, who will be responsible for calling 911 or emergency response?

5. Who must be notified if a medical emergency occurs? (Receptionist, gate guard, supervisor, etc.)



Lesson Guide

*Briefly review **Module 2: Lesson 3 — *Avoiding Bloodborne Pathogens and OPIM.***

*Begin viewing video for **Module 2: Lesson 4 — *First Aid and Medical Emergencies.***

1. Discuss who to notify of an illness or injury.
 - All injuries and illnesses, regardless of severity, must be reported to supervisor.
 - Supervisors will make determination of calling for emergency response.
2. Discuss what First Aid is and when it should be used.
 - Self-administered bandages and over-the-counter medicines are ok.
 - Treatment for injuries and illnesses.
 - Only those trained in first aid procedures are allowed to administer anything besides bandages and over-the-counter medicines.
3. Discuss where First Aid kits are located in their work area.
 - Breakroom.
 - Lunchroom.
 - Employee Locker Room.
4. Discuss what First Aid kits contain.
 - Bandages.
 - Medical Supplies.
 - Personal Protective Equipment.
5. Discuss the difference between minor injuries and medical emergencies.
 - Minor injuries.
 - ◆ Small cuts, scrapes.
 - ◆ Blisters on feet or hands.
 - ◆ Treated onsite with First Aid materials.
 - Medical emergencies.
 - ◆ Severe injuries that require medical care.
 - ◆ Require First Aid material not typically found in First Aid kits.
6. Discuss what might be considered a medical emergency.
 - Severe cuts.
 - Allergic reactions.
 - Broken bones.
 - Chest pains.
 - Seizures.
 - Choking.
 - Not breathing.



Lesson Guide, cont.

7. Discuss what to do during a medical emergency.
 - Make the co-worker comfortable, if possible and without further injury.
 - When medical response arrives, stay away.
 - Provide medical responders with information, if asked.
8. Discuss who to notify of a medical emergency.
 - Group leader.
 - Skills trainer.
 - Supervisor.
9. Complete: **Worksheet: *First Aid and Medical Emergencies***.
10. Workplace **Fieldtrip: *Find the First Aid Kits***.
11. Practice: **Medical Emergency Drill**.

ACTIVITIES

1. **Complete Worksheet: *First Aid and Medical Emergencies***.
Students must answer the questions listed either verbally or in writing.
2. **Workplace Fieldtrip: Find the First Aid Kits**
Lead the students through their work area to physically locate the nearest First Aid kit.
3. **Medical Emergency Drill**
Lead students in a role-playing activity where they respond to a medical emergency.
Suggested scenarios:
 - Choking on food.
 - Allergic Reactions.
 - Heart Attack.



First Aid and Medical Emergencies

Name _____

Date _____



1. Who should you notify if you or your co-worker is ill or is injured?



2. Where is the closest First Aid kit?



3. When did you participate in a medical emergency drill?

WORKPLACE SAFETY TRAINING

Certificate of Completion

On, _____ Name _____

(Date)

(Name of Employee)

successfully completed *MODULE 2 Bloodborne Pathogens, OPIM and First Aid*
of the Workplace Safety Training for Employees with Cognitive Impairments.

Instructor's Signature: _____

Supervisor's Signature: _____





Module 3:

Workplace Safety

Lesson 1: Chemical Hazard Communication

GOALS

Student will, to the best of their ability:

1. Know and discuss what hazardous chemicals are.
2. Know and discuss how they are used in the workplace.
3. Know and discuss hazards associated with chemicals in the workplace.
4. Know and discuss where and how they are stored and labeled.
5. Know and discuss who to contact for more information about Chemical Hazard Communication and the Material Safety Data Sheets.
6. Know and discuss what to do if a bottle or can is found without a label.
7. Complete the **Worksheet: Chemical Hazard Communication**.
8. Complete the **Worksite Fieldtrip: Find the Right to Know Station**.

INSTRUCTOR PREPARATION

1. Review your company's policies on chemical hazard communication.
2. Even consumer products, such as window cleaner or dish washing detergent, may be considered potentially hazardous if used frequently throughout the day. Be aware of the chemical products used in your workplace and how often they are used.
3. Review rules for **WAC 296-800-170: Employer Chemical Hazard Communication—Introduction**, online at <http://apps.leg.wa.gov/WAC/default.aspx?cite=296-800-170>.
4. Complete **Instructor Preparation Worksheet**.
5. Review **Instructor Lesson Guide** and **Activities**.

Instructor Preparation Worksheet

Answer the questions below. You will need this information to instruct **Module 3: Lesson 1— Chemical Hazard Communication**.

Name _____ Date _____

1. Who is responsible for maintaining the Chemical Hazard Communication Program within your workplace?

2. What are Material Safety Data Sheets (MSDS) and where are they maintained?

3. What is a hazardous chemical?

4. What job tasks require the use of chemicals? List the chemicals used.

Job Tasks

Chemicals

<hr/>	<hr/>
<hr/>	<hr/>
<hr/>	<hr/>

Lesson Guide

*Begin viewing video for **Module 3: Lesson 1 — Chemical Hazard Communication.**

1. Discuss what a hazardous chemical is.
 - A chemical that poses a physical or a health hazard.
 - Any chemical may be considered hazardous, especially if used improperly.
 - Chemicals that are used in order to perform jobs tasks.
 - Janitorial supplies such as bleaches and cleaning materials.
 - Landscaping materials such as fertilizers and insecticides.
 - Kitchen cleaning supplies such as sanitizers and cleaning products.
 - Household products that are used throughout the day are considered non-consumer and should be considered hazardous.
2. Complete **Worksheet: Chemical Hazard Communication.**
3. Discuss where hazardous chemicals are stored and how they are labeled.
 - Hazardous chemicals must be stored in the proper place, such as a janitorial closet..
4. Discuss who is allowed to use hazardous chemicals.
 - Only trained employees are allowed to use hazardous chemicals.
 - If an employee is asked to use a hazardous chemical, and that employee has not been trained, then the employee must refuse and contact their supervisor.
 - If chemical is not properly labeled, employee must refuse and contact supervisor.
5. Discuss what to do if an employee is exposed to hazardous chemicals.
 - Contact supervisor.
 - Refer to MSDS for special instructions regarding exposure to chemicals.
6. Discuss why MSDSs are important to employees.
MSDS are used to:
 - Identify product and company information.
 - Explain first aid measures.
 - Explain fire fighting measures.
 - Explain exposure controls and personal protection requirements.
7. Discuss where the MSDS binder or information is located.
 - Right to Know Station.
8. **Workplace Fieldtrip: Find the Right to Know Station.**



Lesson Guide, cont.

ACTIVITIES

1. **Worksheet: *Chemical Hazard Communication***

Students must read the sentence and circle true or false. Instructor may read the sentence for the student, allowing them to choose true or false.

2. **Workplace Fieldtrip: *Find the Right to Know Station***

While at the Right to Know Station discuss why the MSDS books are important, what information is listed, and who uses MSDSs. MSDS are used to:

- Identify product and company information.
- Explain first aid measures.
- Explain fire fighting measures.
- Explain exposure controls and personal protection requirements.



Chemical Hazard Communication

INSTRUCTOR KEY

Name _____

Date _____

Read the sentence and circle true or false.



Some job tasks require the use of hazardous chemicals.

☒ T ☐ F



Bleach is a hazardous chemical.

☒ T ☐ F



Insect spray is a hazardous chemical.

☒ T ☐ F



Gasoline is not considered a hazardous chemical.

☐ T ☒ F



Household chemicals used throughout the day are considered hazardous.

☒ T ☐ F



It doesn't really matter if cans and bottles have labels.

☐ T ☒ F

Lesson 2: Personal Safety at Work

GOALS

Student will, to the best of their ability:

1. Know and discuss what Personal Protective Equipment (PPE) is and why it is important.
2. Know and discuss what Hearing Conservation is and why it is important (if applicable).
3. Know and discuss what ergonomics is and why it is important.
4. Know and discuss proper lifting techniques and why it is important to lift properly.
5. Complete the **Worksheet: *What is the Proper Way to Lift?***
6. Complete the **Activity: *Let's Practice Proper Lifting!***

INSTRUCTOR PREPARATION

1. The intent of this lesson is to introduce the concepts of personal protective equipment, hearing loss prevention and ergonomics. These concepts are vast and complex. Employers and instructors are encouraged to pursue further education and training as needed.
2. Review your company's policies on personal protective equipment, hearing loss prevention and ergonomics.
3. Review rules for **WAC 296-800-160: *Personal Protective Equipment (PPE)—Summary***, online at <http://apps.leg.wa.gov/WAC/default.aspx?cite=296-800-160>; **WAC 296-817: *Hearing Loss Prevention (Noise)***, online at <http://apps.leg.wa.gov/WAC/default.aspx?cite=296-817>; **WAC 296-817-200: *Hearing Loss Prevention Program—Summary***, online at <http://www.lni.wa.gov/WISHA/Rules/noise/HTML/296-817-200.htm>; and ***Ergonomics***, online at <http://www.lni.wa.gov/Safety/Topics/Ergonomics/default.asp>.
4. Complete **Instructor Preparation Worksheet**.
5. Review **Lesson Guide** and **Activities**.

Instructor Preparation Worksheet

Answer the questions below.

You will need this information to instruct **Module 3: Lesson 2 — Personal Safety**.

Name _____

Date _____

1. What is PPE and why is it important?

2. In the left column, list the job tasks in your workplace that require the use of PPE.
In the right column, list the type of PPE required while performing the job task.

Job Tasks

Required PPE

_____	_____
_____	_____
_____	_____

3. If there are job tasks in your workplace that require the use of hearing protection, list protection required.

Job Tasks

Required Hearing Protection

_____	_____
_____	_____
_____	_____

4. What is ergonomics and why is it important?

5. What should an employee do if their job task or workspace is causing physical discomfort?

6. What job tasks require an employee to lift?

Instructor Preparation Worksheet, cont.

7. What is the maximum weight an employee is allowed to lift without assistance?

8. What is an employee required to do if an item is too large or too heavy to lift?

9. What is the proper way to lift?

Lesson Guide

* Briefly review **Module 3: Lesson 1 — Chemical Hazard Communication**.

* Begin viewing video for **Module 3: Lesson 2 — Personal Safety at Work**.

1. Discuss what Personal Protective Equipment (PPE) is and why it is important.
PPE is clothing or equipment worn by employees to prevent the risk of injuries. PPE includes things like:
 - Rubber gloves, safety glasses, or ear plugs, for example.
 - The kinds of PPE that an employee needs are determined by the kinds of job tasks that the employee performs. If an employee is required to wear PPE, then they must be trained in how to wear PPE correctly and safely.
 - PPE is important because it helps to prevent injuries.
2. Discuss what hearing conservation is and why it is important.
 - Hearing conservation is any protective measure, such as wearing ear plugs or ear muffs, that helps to prevent hearing loss.
 - Some work environments are loud. Hearing Conservation is important because it helps to protect employees who have to work in loud environments.
3. Discuss what ergonomics is and why it is important.
 - Ergonomics is the science of designing job tasks and workspaces that fit the human body. For example, an employee who stands while working should have a higher table that can be reached without stooping.
 - Ergonomics is important because it helps to make a workspace fit to an employee's body, so that the employee can work comfortably and without injury.
4. Discuss proper lifting techniques and why it is important to lift properly.
 - The proper way to lift an item depends upon the weight and size of the item and the ability of the employee. In general, if an item is too big or if it weighs more than 40 pounds, then an employee must ask for help.
 - Proper lifting techniques are important because they help reduce back pain and injuries.
 - Proper lifting techniques:
 - > **Consider the load.** Ask yourself the questions: How heavy is this load? Am I really able to lift this, or should I get help?
 - > **Push hips back as you squat.** Think about pushing your hips and buttocks backwards as you squat. Do not allow your buttocks to tuck under your hips as you squat.
 - > **Use your legs.** Pay attention to the muscles in your legs. As you squat, you will feel the muscles in your thighs working.

Lesson Guide, cont.

- > **Keep the natural curves in your back.** Do not force your back into a stiffly vertical position. Keep a relaxed posture without caving your chest or rolling your shoulders forward. Dangle your arms naturally toward the item.
 - > **Hold the item close to your body.** When you hold the item close to your body, you are holding close to your center of gravity, which means that it will feel lighter.
 - > **Stand up using your legs.** Think about pushing your weight up through your feet and using your thigh muscles to stand up.
5. Complete the **Worksheet: *What is the Proper Way to Lift?***
 6. Complete the **Activity: *Let's Practice Proper Lifting!***

ACTIVITIES

1. **Worksheet: *What is the Proper Way to Lift?***
Students must circle the picture that shows the proper way to lift.
2. **Activity: *Let's Practice Proper Lifting!***
Using a lightweight box, lead students in a lifting activity, where they practice lifting properly using the technique outlined in the Instructor Lesson Guide #6.

What is the Proper Way to Lift?

INSTRUCTOR KEY

Name _____

Date _____

Circle the picture that shows the proper way to lift.



Lesson 3: Thermal Extremes

GOALS

Student will, to the best of their ability:

1. Know and discuss what might happen if a person gets too hot.
2. Know and discuss what to do if a heat-related illness occurs.
3. Know and discuss what might happen if a person gets too cold.
4. Know and discuss what to do if a cold-related illness occurs.
5. Complete **Worksheet: Working in Hot or Cold Environments**.

INSTRUCTOR PREPARATION

1. Review your company's policies regarding thermal extremes, heat-related illnesses and working in hot or cold environments.
2. Review rules for **WAC 296-62-095: Outdoor Heat Exposure**, online at <http://apps.leg.wa.gov/WAC/default.aspx?cite=296-62-095>.
3. Complete **Instructor Preparation Worksheet**.
4. Review **Lesson Guide** and **Activities**.

Instructor Preparation Worksheet

Answer the questions below.

You will need this information to instruct **Module 2: Lesson 3 —Thermal Extremes**.

Name _____

Date _____

1. List job tasks that might be affected by extreme heat or cold.

2. List the job tasks that are performed in hot or cold environments that require employees to use Personal Protective Equipment (PPE) and what type of PPE would be required.

Hot Environment Tasks

Cold Environment Tasks

3. List the symptoms associated with heat-related illness.

4. List the symptoms associated with cold-related illness.

5. If applicable, what is your company's policy regarding performing job tasks in severe weather conditions? What factors are considered? For example: temperature, humidity, working conditions, airflow, etc.

6. Who determines if work must be stopped because of severe weather conditions?

Lesson Guide

* Briefly review **Module 3: Lesson 2 — Personal Safety**.

* Begin viewing video for **Module 3: Lesson 3 — Thermal Extremes**.

1. Discuss what might happen if a person gets too hot.
 - Red faced.
 - Not sweating.
 - Nauseated.
 - Dehydrated.
2. Discuss what to do to avoid heat-related illness.
 - Drink one cup of water every 15 minutes.
 - Take breaks in the shade or in a cool place.
 - Wear weather-appropriate clothing.
 - Perform outside job tasks in a cooler time of day.
3. Discuss what to do if a heat-related illness occurs.
 - Notify a supervisor immediately.
 - Move to a shaded or cool area.
 - Loosen clothing.
 - Remove coats or outer clothing.
 - Place cool cloths on forehead.
 - Dehydration may require medical attention.
4. Discuss what to do when working in a cold environment
 - Take breaks out of the cold weather or inside a building.
 - Wear weather-appropriate clothing and dress in layers.
 - Stay dry.
5. Discuss what might happen if a person gets too cold.
 - Shivering.
 - Confusion.
 - Memory loss.
 - Slurred speech.
 - Hypothermia and/or frostbite.
6. Discuss what to do if a cold-related illness occurs.
 - Notify a supervisor immediately.
 - Move to a warm area.
 - Avoid caffeinated beverages and alcohol.
 - Hypothermia requires immediate medical attention. Remove any wet clothing and cover with blankets or dry clothing.
 - Frostbite requires immediate medical attention. Do not remove clothing or rub affected area.



Lesson Guide, cont.

7. Complete **Worksheet: Working in Hot or Cold Environments.**

ACTIVITIES

Worksheet: Working in Hot or Cold Environments.

Student should fill in the blank for each sentence, then write the word in the crossword puzzle. Instructor may read the sentence aloud and/or spell out the answer for the student.



Working in Hot or Cold Environments

INSTRUCTOR KEY

Name _____

Date _____

Fill in the blank for each sentence. Then write the word in the crossword puzzle.



DOWN

1. If you work in a cold environment, then you should dress in layers.

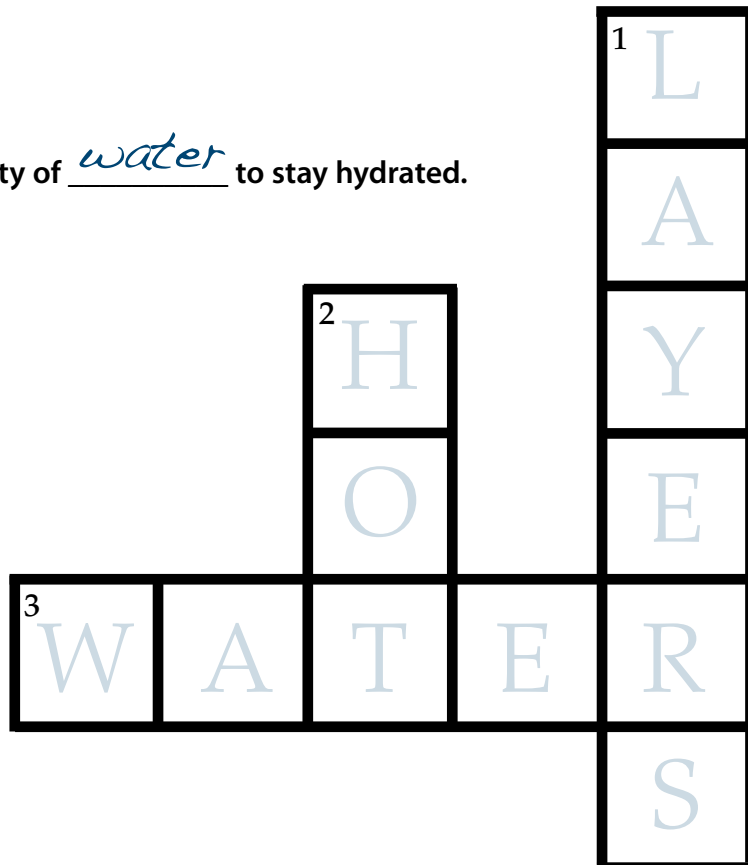


2. If you work in a hot environment, then you should take breaks in the shade.



ACROSS

3. Drink plenty of water to stay hydrated.



Lesson 4: Equipment and Machine Safety

GOALS

Student will, to the best of their ability:

1. Know and discuss what types of equipment or machinery are used in their workplace.
2. Know and discuss that only trained and authorized employees may use or operate equipment or machinery.
3. Know and discuss how to tell if the equipment or machinery is in good working order.
4. If applicable, know and discuss what kinds of equipment and machinery might have guards and why guards are important.
5. Know and discuss what a lockout/tagout device looks like and why lockout/tagout is important.
6. Know and discuss how to properly store equipment or machinery when not in use.
7. Complete **Worksheet: Equipment and Machine Safety**.

INSTRUCTOR PREPARATION WORKSHEET

1. The intent of this lesson is to introduce the student to the machinery or equipment used in their workplace and to the concepts of equipment and machine safety, machine guards and lockout/tagout. The intent of this lesson is not to instruct students on the specific use of or procedures regarding machinery or equipment used in your workplace. Employers and instructors are encouraged to pursue further education and training as needed.
2. Review your company's policies regarding equipment and machine safety including machine guards and lockout/tagout procedures.
3. Review rules for **WAC 296-806: Machine Safety**, online at <http://apps.leg.wa.gov/WAC/default.aspx?cite=296-806> and **WAC 296-803: Lockout/tagout (control of hazardous energy)**, online at <http://apps.leg.wa.gov/WAC/default.aspx?cite=296-803>.
4. Complete **Instructor Preparation Worksheet**.
5. Review **Lesson Guide** and **Activities**.

Instructor Preparation Worksheet

Answer the questions below.

*You will need this information to instruct **Module 3: Lesson 4 — Equipment and Machine Safety.***

Name _____

Date _____

1. What types of or equipment or machinery are used in your workplace?

2. What equipment or machinery requires special training or authorization to operate?

3. How can you tell if your equipment or machinery is in good working order?

4. What kinds of equipment or machinery has machine guarding?

5. Who should be notified if a piece of machinery or equipment is in need of maintenance?

6. What equipment or machinery may need to be locked out/tagged out for maintenance?

7. How is your equipment or machinery properly stored when not in use?

Lesson Guide

* Briefly review **Module 3: Lesson 3 — Thermal Extremes.**

* Begin viewing video for **Module 3: Lesson 4 — Equipment Safety and Awareness.**

1. Discuss what types of equipment or machinery are used in the workplace.
 - Box cutter.
 - Carts and bins.
 - Ladders.
 - Handtrucks.
 - Construction equipment such as saws and drills.
 - Landscaping equipment such as saws and mowers.
 - Janitorial equipment such as mops and floor buffers.
2. Discuss who is authorized to operate machinery or use the equipment in your workplace.
 - Only employees who have been trained to operate the machinery or equipment.
3. Discuss how you can tell if your equipment or machinery is in good working order, including:
 - Are there any broken pieces?
 - Are the handles sturdy?
 - Do the wheels work and roll properly?
4. If applicable, discuss what kinds of equipment or machinery have machine guards and why machine guards are important.
 - For example: paper cutter, circular saw, table saw, drill press, etc.
 - Make sure that all guards are in good working order and in place before use.
5. Discuss who to notify if equipment or machinery is broken or in need of maintenance.
 - Notify your supervisor or safety manager immediately and do not use equipment or machinery until safe to do so.
6. If applicable, discuss what lockout/tagout is and why it is important.
 - What does the lockout/tagout device at your workplace look like?
 - A lockout/tagout device shows that equipment or machinery is being serviced or repaired.
7. **Complete the Worksheet: Equipment and Machine Safety.**

ACTIVITIES

Worksheet: Equipment and Machine Safety.

Student should find and circle the words beneath the pictures. Instructor may assist students who are unable to read.



Equipment and Machine Safety

INSTRUCTOR KEY

Name _____

Date _____

Find and circle the words beneath the pictures.



forklift

lawnmower

mop

ladder

broom

bucket

lock out tag out

G	L	A	D	D	E	R	O	W	E	T	M	Y
M	L	G	W	O	L	B	O	B	R	O	O	M
R	A	A	T	D	A	U	I	U	X	A	P	S
A	W	O	P	R	W	C	H	C	R	I	N	O
D	N	R	F	O	R	K	L	I	F	T	R	H
R	M	Y	K	O	U	E	B	S	E	J	F	U
L	O	C	K	O	U	T	T	A	G	O	U	T
V	W	I	P	S	C	D	I	N	T	E	N	T
H	E	D	A	L	R	I	P	A	L	L	I	B
O	R	L	R	C	A	T	V	E	I	W	T	E

WORKPLACE SAFETY TRAINING

Certificate of Completion

On, _____ Name _____

(Date)

(Name of Employee)

successfully completed **MODULE 3 Equipment and Machine Safety** of the Workplace Safety Training for Employees with Cognitive Impairments.

Instructor Signature: _____

Supervisor's Signature: _____





Module 4:

Hazard Awareness and Workplace Violence

Lesson 1: Housekeeping Issues

GOALS

Student will, to the best of their ability:

1. Know and discuss hazard awareness associated with housekeeping issues.
2. Know and discuss methods to prevent hazards associated with housekeeping issues.
3. Know and discuss what could happen if housekeeping issues are ignored.
4. Know and discuss procedures for reporting housekeeping issues.
5. Complete the **Worksheet: W.O.O.P. What's Out of Place?**
6. Complete the **Activity: W.O.O.P. Worksite Fieldtrip.**

INSTRUCTOR PREPARATION

1. Review your company's policies on routine housekeeping procedures and hazard awareness.
2. Review rule for **WAC 296-800-220: Housekeeping, drainage and storage—Summary**, online at <http://apps.leg.wa.gov/wac/default.aspx?cite=296-800-220>.
3. See additional training curriculum: ***Staying Safe at Work: Teaching Workers with Disabilities About Health and Safety on the Job***, online at http://www.lohp.org/publications/workers_with_disabilities.html#
3. Complete **Instructor Preparation Worksheet**.
4. Review **Lesson Guide** and **Activities**.

Instructor Preparation Worksheet

Answer the questions below. You will need this information to instruct
Module 4: Lesson 1— Housekeeping Issues.

Name _____ Date _____

1. List four areas within the student's workspace that may present a risk of housekeeping issues.

_____	_____
_____	_____

2. Describe ways an employee might help prevent housekeeping issues, i.e. "clean as you go?"

3. Are housekeeping inspections currently being performed on students' workspace to ensure it is free of clutter and that equipment is in working condition? If yes, then describe how housekeeping inspections are performed.

4. If housekeeping inspections are not currently being performed, then list the job tasks and areas that might be in need of housekeeping inspections.

Job Tasks	Areas
_____	_____
_____	_____
_____	_____
_____	_____

Lesson Guide

* Begin viewing video for **Module 4: Lesson 1 — Housekeeping Issues.**

1. What does good housekeeping mean at work?
 - Being aware of your surroundings.
 - Being aware of situations that could pose a risk or safety concern.
 - Cleaning as you go.
 - Putting items in their place when not in use.
2. How can you prevent housekeeping hazards?
 - Keeping aisles and pathways clear.
 - Cleaning up spills.
 - Picking up trash and throwing it away.
 - Making sure things are properly stacked.
 - Being aware of sharp or pointy edges.
 - Ensuring items not frequently used are stored properly.
3. What could happen if you ignore or overlook housekeeping?
 - You could slip, trip or fall.
 - You could get cut or bruised.
 - You could spill chemicals and contaminate an area.
4. When should you report housekeeping issues?
 - When you see something that could hurt you or someone else.
 - If it's a small problem that can grow to be bigger problem, like a roof leak.
 - If you're uncertain, report the problem. There is no issue that's too small to report.
5. To whom should you report housekeeping issues?
 - Supervisor.
 - Group Leader.
 - Safety Manager.
9. Complete **Worksheet: : W.O.O.P. What's Out of Place?**
10. Complete the **Activity: W.O.O.P. Worksite Fieldtrip.**



Lesson Guide, cont.

ACTIVITIES

1. **Complete the worksheet: *W.O.O.P. What's Out of Place?***
Describe the photo and discuss what housekeeping issues can be seen. Discuss each question with students, allowing them to answer either verbally or in writing.
2. **Worksite Fieldtrip: *W.O.O.P. What's Out of Place?***
Lead students on a tour of the work area and look for what's out of place. Discuss housekeeping and the importance of putting items away when not in use.
Be sure to clean as you go.

W.O.O.P. What's Out of Place?

INSTRUCTOR KEY

Name _____

Date _____



1. What do you see in this picture?

Items left out in the aisle.

2. What might happen if there was an emergency and this was the path to the exit?

Someone may trip over an item or someone else and block the path.

3. What should you do about a housekeeping issue like this one?

Put items where they belong. Clean as you go.

Lesson 2: Slips, Trips and Falls

GOALS

Student will, to the best of their ability:

1. Know and discuss hazard awareness associated with slips, trips and falls.
2. Know and discuss how to prevent slips, trips and falls.
3. Know and discuss reporting procedures for injuries resulting from slips, trips and falls.
4. Complete **Worksheet: Slip, Trip or Fall?**

INSTRUCTOR PREPARATION

1. Review your company's policies on housekeeping procedures and hazard awareness with regard to slips, trips and falls.
2. Review rules for **Slips, Trips and Falls (Same Elevation)**, online at <http://www.lni.wa.gov/Safety/Topics/AtoZ/topic.asp?KWID=510>; **WAC 296-800-220: Housekeeping, drainage and storage—Summary**, online at <http://apps.leg.wa.gov/wac/default.aspx?cite=296-800-220>; and **WAC 296-24: General Health and Safety Standards**, online at <http://apps.leg.wa.gov/wac/default.aspx?cite=296-24>.
3. Complete **Instructor Preparation Worksheet**.
4. Review **Lesson Guide** and **Activities**.



Instructor Preparation Worksheet

Answer the questions below.

*You will need this information to instruct **Module 4: Lesson 2 — Slips, Trips and Falls.***

Name _____

Date _____

1. List four situations or locations where an employee may encounter a slip, trip or fall hazard.

2. What could an employee do to prevent a slip, trip or fall?

3. Does your company enforce an incident-reporting policy? If so, what is your company's policy for reporting an incident?

4. Who might an employee notify if they are injured due to a slip, trip or fall?

Lesson Guide

*Briefly review **Module 4: Lesson 1 — Housekeeping Issues**.

*Begin viewing video for **Module 4: Lesson 2 — Slips, Trips and Falls**.

1. What kinds of hazards can cause a slip, trip or fall?
 - Inclement weather (wet, ice, etc.).
 - Ladders in walkways.
 - Broken glass on the ground.
 - Bunched up rugs or mats.
 - Wet floors in bathrooms, kitchens, door entryways.
 - Electrical cords.
 - What other kinds of slip, trip or fall hazards could happen at your workplace?
2. What should you do to prevent the hazards listed above?
 - Report the hazard to your supervisor.
 - Correct the hazard.
3. What should you do if an injury does occur?
 - Report the injury to your supervisor immediately.
4. Why is it important to report hazards and injuries immediately?
 - Even minor slips, trips and falls can result in serious injuries.
 - Minor bodily injuries can become serious injury or infection.
 - Supervisors must follow-up to ensure the condition has not worsened.
5. Complete **Worksheet: Slip, Trip or Fall?**

ACTIVITIES

1. **Worksheet: Slip, Trip or Fall?**
Student should show what might happen if the hazard is not corrected by drawing a line to the consequence — slip, trip or fall.

Slip, Trip or Fall?

INSTRUCTOR KEY

Name _____

Date _____

Show what might happen if the hazard is not corrected by drawing a line to the consequence on the right.

Hazard



Consequence
Slip, Trip or Fall



Lesson 3: Blocked Pathways, Emergency Exits and Emergency Equipment

GOALS

Student will, to the best of their ability:

1. Know and discuss hazard awareness associated with blocked pathways, emergency exits and equipment.
2. Know and discuss how to prevent hazards associated with blocked pathways, emergency exits and equipment.
3. Know and discuss procedures for reporting blocked pathways, emergency exits and equipment.
4. Complete **Activity: *Find the Emergency Exit.***

INSTRUCTOR PREPARATION

1. Review your company's policies on housekeeping procedures and hazard awareness with regard to blocked pathways, emergency exits and emergency equipment.
2. Review rules for **WAC 296-800-310: *Exit Routes and Employee Alarm Systems—Summary***, online at <http://apps.leg.wa.gov/WAC/default.aspx?cite=296-800-310>.
3. Complete **Instructor Preparation Worksheet**.
4. Review **Lesson Guide** and **Activities**.

Instructor Preparation Worksheet

Answer the questions below.

You will need this information to instruct **Module 4: Lesson 3 — Blocked Pathways, Emergency Exits and Emergency Equipment**

Name _____ Date _____

1. Where are the pathways and emergency exits closest to the student's work area?

2. What might impede a quick emergency evacuation?

3. What emergency equipment is located near the student's work area? (fire extinguisher, eyewash station, first aid kit, etc.)

4. What might block access to your emergency equipment?

5. What could an employee do to prevent blocking of pathways, emergency exits and emergency equipment?

6. Who must be notified if a pathway, emergency exit or piece of emergency equipment is blocked?

7. Why is it important to report blocked pathways, emergency exits and emergency equipment?

Lesson Guide

* Briefly review **Module 4: Lesson 2 — Slips, Trips and Falls.**

* Begin viewing video for **Module 4: Lesson 3 — Blocked Pathways, Emergency Exits and Emergency Equipment.**

1. Where are pathways and emergency exits located?
2. What could block pathways and emergency exits in your workplace?
3. What could happen if pathways and emergency exits are blocked?
 - May not be able to exit quickly in an emergency.
 - Emergency responders may not be able to get in and help.
4. What kinds of emergency equipment are located near your work area?
 - Fire extinguishers
 - First aid kit.
 - Other?
5. What could block emergency equipment in your workplace?
6. What could happen if emergency equipment is blocked?
 - Fire extinguisher: Fire could spread and cause more damage.
 - First aid kit: Injury could get worse.
7. What could an employee do to prevent blocking pathways, emergency exits and emergency equipment.
 - Report the blocked pathway, emergency exit or emergency equipment to your supervisor.
 - Clear the pathway if possible.
8. Complete **Worksheet: Find the Emergency Exit.**
9. **Worksite Fieldtrip: What's in the Way?**

ACTIVITIES

1. **Worksheet: Find the Emergency Exit**
Draw a line along the striped path to find the exit.
2. **Worksite Fieldtrip: What's in the Way?**
Lead the students in a fieldtrip through their worksite, focusing on blocked pathways, emergency exits and clear access to emergency equipment.



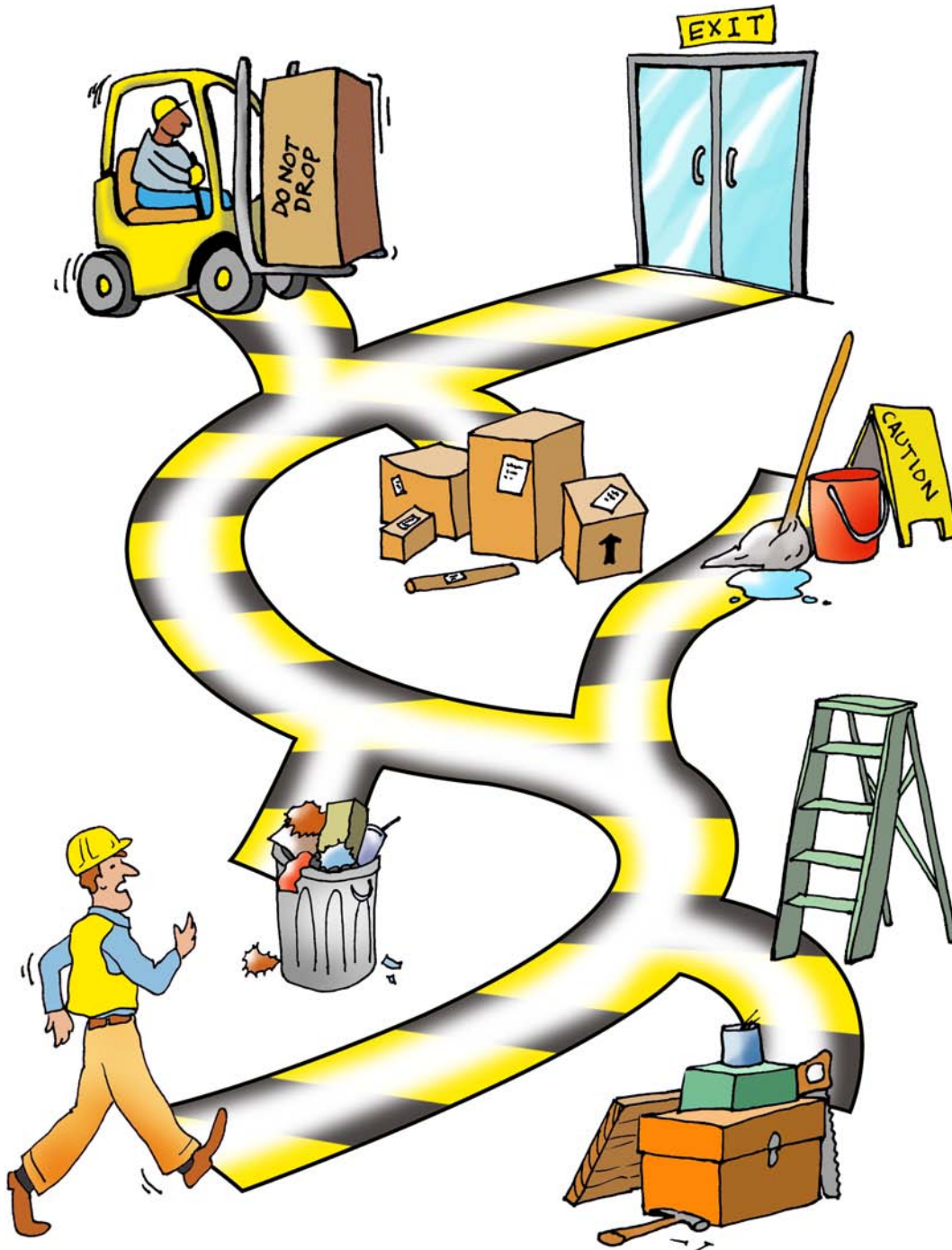
Find the Emergency Exit

INSTRUCTOR KEY

Name _____

Date _____

Follow the striped path to find the exit. Avoid the blocked pathways.



Lesson 4: Appropriate Workplace Behavior and Workplace Violence

GOALS

Student will, to the best of their ability:

1. Know and discuss appropriate workplace behavior and appropriate interaction with strangers or customers.
2. Know and discuss what to do if a coworker, a stranger or a customer acts inappropriately.
3. Know and discuss types of workplace violence.
4. Know and discuss what to do if faced with workplace violence.
5. **Complete the Worksheet: *What Would You Do?***

INSTRUCTOR PREPARATION

1. Review your company's policies regarding appropriate workplace behavior and workplace violence.
2. Review rules for ***Workplace Violence Prevention***, online at <http://www.lni.wa.gov/Safety/Topics/AtoZ/WPV/default.asp> and **WAC 296-800-140: *Accident Prevention Program***, online at <http://apps.leg.wa.gov/wac/default.aspx?cite=296-800-140>; **WAC 296-800-110: *Employer Responsibilities: Safe Workplace—Summary***, online at <http://apps.leg.wa.gov/wac/default.aspx?cite=296-800-110> and **WAC 296-832: *Late Night Retail Worker Crime Prevention***, online at <http://apps.leg.wa.gov/wac/default.aspx?cite=296-832>.
3. Complete **Instructor Preparation Worksheet**.
4. Review **Lesson Guide** and **Activities**.

Instructor Preparation Worksheet

Answer the questions below.

You will need this information to instruct **Module 4: Lesson 4 — Appropriate Workplace Behavior and Workplace Violence.**

Name _____

Date _____

1. What is your company's policy on appropriate workplace behavior?

2. If applicable, what is your company's policy on appropriate interaction with strangers or customers?

3. What is your company's policy on workplace violence?

4. What kind of situations might expose employees to inappropriate behavior or workplace violence?

5. What is your company's procedure for responding to inappropriate behavior or workplace violence?

Lesson Guide

- * Briefly review **Module 4: Lesson 3 — Blocked Pathways, Emergency Exits and Emergency Equipment.**
- * Begin viewing video for **Module 4: Lesson 4 — Appropriate Workplace Behavior and Workplace Violence.**

1. Discuss what is appropriate behavior or language with coworkers.
 - Friendly greeting.
 - Work-related conversations or interactions.
2. Discuss what information is NOT appropriate to share with coworkers, strangers and customers.
 - Your full name.
 - Medical/sensitive information.
 - Address and/or phone number.
 - Scheduled hours of work.
 - Transportation arrangements.
3. **Complete Worksheet: What Would You Do?** (Inappropriate Behavior)
4. Discuss inappropriate workplace behavior and workplace violence.
 - Inappropriate behavior or language.
 - > Using profanity.
 - > Physical advances, such as hugs or any touching except a handshake.
 - > Asking to borrow money.
 - > Taking things that do not belong to you.
 - > Judging or criticizing others.
 - Signs of anger or frustration.
 - > Red face.
 - > Loud voice.
 - > Breathing heavier than normal.
 - Aggressive behavior or language.
 - > Violent verbal outbursts.
 - > Bullying.
 - > Foul language.
 - Outward physical violence.
 - > Fist pounding.
 - > Pointing finger.
 - > Throwing or grabbing items.
 - > Shoving, hitting or pushing.
 - Escalated threats.
 - > Showing a weapon.
5. Complete **Worksheet: What Would You Do?** (Workplace Violence)



Lesson Guide, cont.

6. Discuss what to do if you experience or witness inappropriate behavior or workplace violence.
 - Notify supervisor, group leader or manager.
 - Notify parents, caregivers or case managers.
 - Call 9-1-1 or emergency responders.

ACTIVITIES

1. **Worksheet: *What Would You Do?***

Inappropriate Behavior: You work at a restaurant and a customer is asking you for personal information such your last name and what time you are scheduled to leave work today.

- How does this make you feel?
 - o You might feel anxious or confused.
 - o You might feel that the customer is just being friendly.
- What should you do?
 - o You should stay calm and move away from the customer.
 - o You may tell the customer that it is not appropriate for you to share personal information.
 - o You should tell your supervisor or manager right away.
 - o When you get home, you may also tell your parent, caregiver or a trusted friend.

2. **Worksheet: *What Would You Do?***

Workplace Violence: You are taking a break in the lunchroom at work when your coworker comes in obviously upset and grumbling under his breath. You can hear him using profanity. You notice that his face is becoming red, and he pounds his fist on the table where you are sitting.

- How does this make you feel?
 - o You might feel anxious, afraid, trapped or confused.
 - o You might feel that you need to help your coworker.
 - o You might feel frustrated or angry.
 - o You might feel that your coworker is angry with you.
 - o You might want to argue or fight with your coworker.
- What should you do?
 - o You should stay calm and move away from your coworker.
 - o You should tell your supervisor or manager right away.
 - o When you get home, you may also tell your parent, caregiver or a trusted friend.

What Would You Do?

INSTRUCTOR KEY

Name _____

Date _____

Inappropriate Behavior:

You work at a restaurant and a customer is asking you for personal information such as your last name and what time you are scheduled to leave work today.



1. How does this make you feel?

You might feel anxious or confused. Or you might feel that the customer is just being friendly.

2. What should you do?

Stay calm and move away from the customer. Tell the customer that it's not appropriate for you to share personal information. Tell your supervisor or manager right away. When you get home, tell your parent, caregiver or trusted friend.

What Would You Do?

INSTRUCTOR KEY

Name _____

Date _____

Workplace Violence:

You are taking a break in the lunchroom at work when your co-worker comes in obviously upset and grumbling under his breath. You can hear him using profanity. You notice that his face is becoming red, and he pounds his fist down on the table where you are sitting.



1. How does this make you feel?

Anxious, afraid, trapped, confused, frustrated or angry. You may feel that you need to help your coworker or that your coworker is angry with you. You may want to argue or fight with your coworker.

2. What should you do?

Stay calm and move away from your coworker. Tell your supervisor right away. When you get home, tell your parent, caregiver or trusted friend.

WORKPLACE SAFETY TRAINING

Certificate of Completion

On, _____ Name _____

(Date)

(Name of Employee)

successfully completed MODULE 4 Hazard Awareness and Workplace Violence of the
Workplace Safety Training for Employees with Cognitive Impairments.

Instructor Signature: _____

Supervisor's Signature: _____



Ladders and Hazards Game Instructions

GAME SET UP

1. Print out the game board (p.90) and the game pieces and number strips (p.91) on heavy paper or card stock.
2. Print out the trivia cards (pp. 92-99) double-sided on heavy paper or card stock.
3. Cut out the games pieces and number strips along the dotted lines. Fold each piece in half.
4. Put the number strips in a pile or in a cup. Or you may use a six sided die.
5. Cut out the trivia cards along the dotted lines. Shuffle the trivia cards and place in a pile next to the game board.
6. Each player may select a safety cone game piece and place their game piece on START.

HOW TO PLAY

1. Decide who goes first by selecting a number strip or rolling a die. The player with the highest number goes first.
2. Player draws a trivia card and answers the question. If the player does not know the answer, they may read the answer out loud. Instructor may read the card for the player.
3. Player draws again from the number strips or rolls a die and moves the corresponding number of spaces.
4. If a player lands at the bottom of a ladder, they move up the ladder, advancing more quickly.
5. If a player lands on a hazard, they are set back to the picture that shows the consequence.
6. Play moves to the next person on the right, with each player drawing a trivia card and answering the question, selecting a number strip or rolling a die, and moving their game piece.
7. Keep playing until a player reaches FINISH.



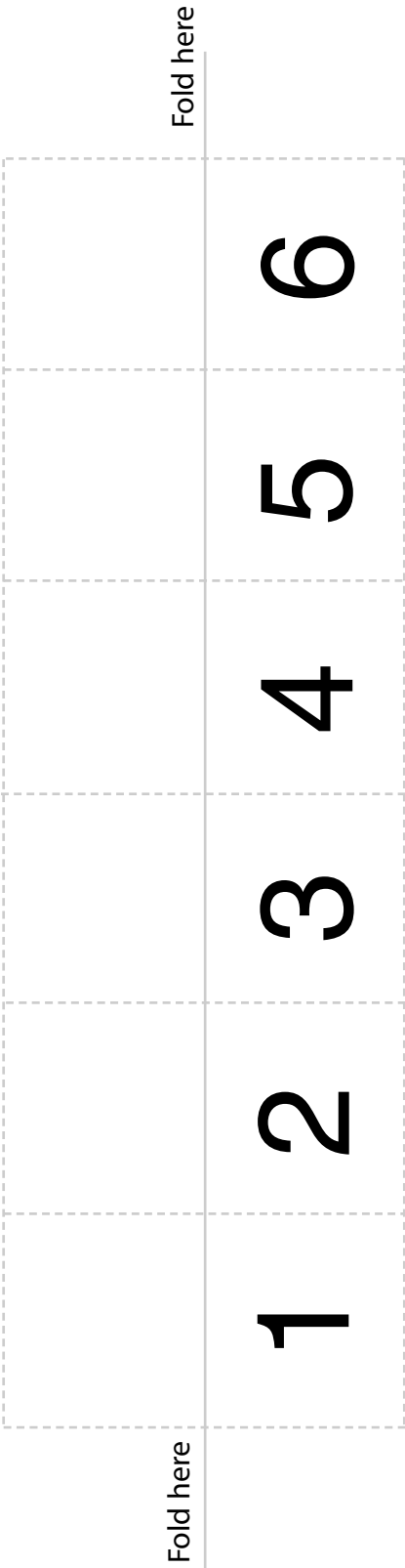
Finish



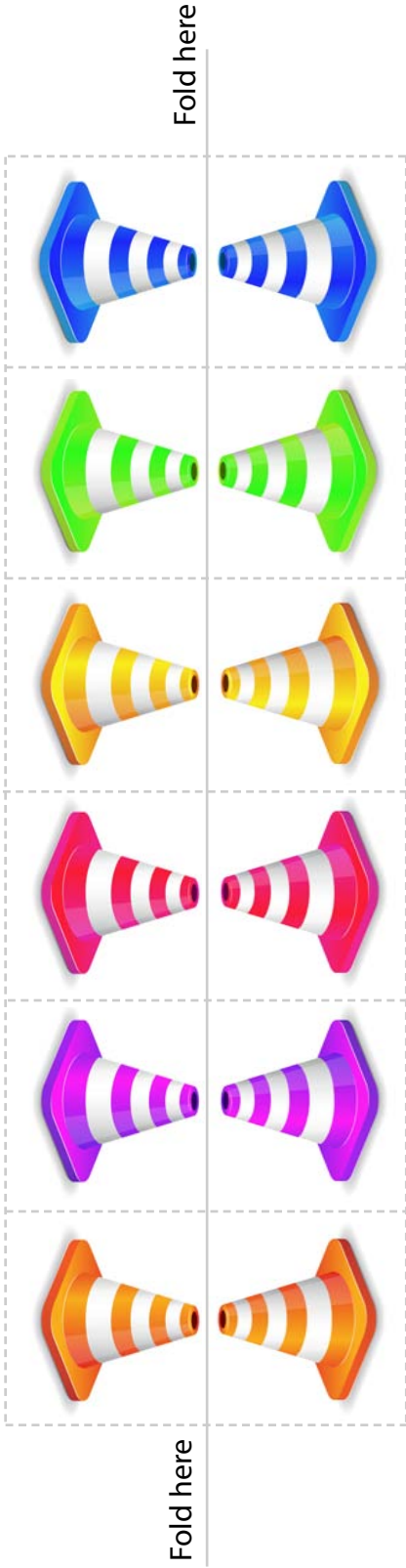
Start



Ladders and Hazards Game Pieces



Cut Along the dotted lines



Cut Along the dotted lines



Question:

What kind of emergencies can happen in your workplace?

Answer:
Fires, earthquakes, power outages and others kinds of emergencies.

Question:

If you have to evacuate, what is the most important thing to do?

Answer:
Leave immediately! Do not wait for your instructor to lead the way.

Question:

What kinds of things might you see during an emergency?

Answer:
Fire, smoke, falling objects, people running, fire fighters and other things

Question:

Where is the nearest exit?

Answer:
Site specific answer.

Question:

What kinds of things might start a fire?

Answer:
Heat, electrical outlets, power cords, bare light bulbs, gas, kitchen stoves and other things

Question:

Where is your outside safe place?

Answer:
Site specific answer.

Question:

What is the most important thing to do during an earthquake?

Answer:
Duck, Cover and Hold under a desk or table

Question:

Where is the closest fire extinguisher?

Answer:
Site specific answer.



Question:

What is one way to practice good hygiene at work?

Answer:
Wash your hands.

Question:

What is the correct way to cover your cough or sneeze?

Answer:
Cough or sneeze into your elbow.

Question:

What are bloodborne pathogens?

Answer:
Bloodborne pathogens are germs that live in a person's body and cause diseases, such as the flu and other diseases.

Question:

Where is your first aid kit located?

Answer:
Site specific answer.

Question:

Where do bloodborne pathogens come from?

Answer:
Bloodborne pathogens come from a person's blood and other bodily fluids, such as fluid from a runny nose or fluid that comes out of the body when toileting.

Question:

What kinds of minor injuries might need first aid?

Answer:
Paper cuts or other small cuts, small scrapes, blisters and other minor injuries.

Question:

What should you do if you touch someone's blood?

Answer:
Do not touch anything and tell your supervisor right away.

Question:

What is a medical emergency?

Answer:
Medical emergencies are severe injuries that require medical care, such as severe cuts, broken bones, chest pain or other severe injuries.



Question:

What is a hazardous chemical?

Answer:
A hazardous chemical is any chemical that may cause a physical or health hazard, such as insect spray, gasoline, cleansers and other chemicals.

Question:

What is the proper way to lift?
Describe or demonstrate.

Answer:
Consider the load, push hips back as you squat down, use your legs, keep the natural curves in your back and stand up using your legs.

TRUE or FALSE:

It doesn't really matter if cans and bottles have labels.

Answer:
False. All cans and bottles that contain chemicals must be properly labeled.

TRUE or FALSE:

If you work in a hot environment, then it is important for you to drink plenty of water to stay hydrated.

Answer:
True.

Question:

Where is your MSDS binder located?

Extra Credit: Move ahead one space if you know what MSDS stands for.

Answer:
Site specific answer. MSDS stands for Material Safety Data Sheet.

Question:

What is one kind of machinery or equipment used in your workplace?

Answer:
Some examples are box cutters, carts and bins, ladders, forklifts and other kinds of machinery or equipment.

Question:

What is one kind of PPE?

Extra Credit: Move ahead one space if you know what PPE stands for.

Answer:
Rubber gloves and hard hats or two kinds of PPE. PPE stands for Personal Protective Equipment.

TRUE or FALSE:

Anyone can use any kind of machinery or equipment whenever they want to.

Answer:
False. Only employees who have been trained may use machinery or equipment.



Question:

What does good housekeeping mean at work?

Answer:
Being aware of your surroundings, cleaning as you go and putting things away when not in use.

Question:

What might happen if the path to an emergency exit is blocked?

Answer:
You might not be able to get out fast and emergency responders, like fire fighters, might not be able to get in.

Question:

What kinds of hazards can cause a slip, trip or fall?

Answer:
Wet floors, broken glass, bunched up rugs, electrical cords and other hazards.

TRUE or FALSE:

Friendly greetings and work-related conversations are appropriate ways to communicate with your coworkers.

Answer:
True.

Question:

How can you prevent slips, trips and falls?

Answer:
Keep aisles and pathways clear, clean up spills right away, clean as you go and put items away when not in use.

Question:

What kind of information is NOT appropriate to share with customers or strangers?

Answer:
Personal information such as your full name, address, phone number, work schedule or other kinds of personal information.

Question:

Where are your emergency exits located? List at least two exits.

Answer:
Site specific answer.

TRUE or FALSE:

If someone is getting a red face, talking loudly or breathing heavier than normal, then they might be getting angry.

Answer:
True.