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# HAZARD IDENTIFICATION TRAINING FOR RESPONDERS DOING CLEAN UP AND RECONSTRUCTION IN POST-DISASTER SETTINGS

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## AGENDA

SESSION	PAGE	TIME
1 Introductions	3	10mins
2 Hazards	4	45mins
3 Chemical Hazards	6	40mins
4 Workers' Rights, OSHA	7	30mins
5 Personal Protective Equipment	8	20mins
6 Conclusion	8	10mins





**THIS GUIDE** is for the facilitator. It is designed in a way that can be followed step-by-step with instructions on what to do.

WORD	DEFINITION
<b>OBJECTIVE</b>	– <i>Read aloud at the start of each session</i>
<b>DO</b>	– <i>Asks you to act, say or perform an action.</i>
<b>WRITE</b>	– <i>Depending on the word/sentence, write the word/sentences on the board or flipchart paper. Words that are CAPITALIZED should be written as they are</i>
<b>PREPARE</b>	– <i>Asks you to get materials, prepare the board or other items ready before or after students are working on an activity.</i>
<b>ACTIVITY</b>	– <i>Read aloud and explain the handouts/information to the students.</i>
<b>TIME</b>	– <i>Time is up. Facilitator reads/reviews the instructions of the activity and the workers’ responses.</i>
<b>START /FINISH</b>	– <i>The facilitator starts or summarizes the main topics of the session</i>
<b>NOTE</b>	– <i>Has clarifying information or other details about the activity/session.</i>

*Words in a text box can be read aloud.*

**A REMINDER FOR FACILITATORS**

- All the activities are meant to be performed in small groups (no more than 6 students per group)
- The framework of this training is flexible and should be adjusted to the level of expertise of the facilitator and learning pace of workers.
- This is NOT A SCRIPT, rather it is a foundation that can be adjusted, reduced and/or expanded according to emerging needs.



## SESSION ONE INTRODUCTIONS

**OBJECTIVE:** To create a learning space for workers to focus on workplace safety and health.

**PREPARE** Have NAME and OCCUPATION written on a flipchart paper.

**DO:** Introduce yourself and the hosting organization.

We are doing the training because\_\_\_\_\_. I want to thank you for your commitment to taking this training.  
I would like to get to know more about you before starting the training.  
**Can I ask you for your name and occupation?**

**WRITE:** The OCCUPATION of participants. If workers name an occupation that is already written down put a check-mark next to it.

Please carefully remember this list, even though the occupations are different, when we talk about workplace health and safety there are many issues that all occupations have in common and we will see why.

SESSION ENDS HERE.



## SESSION 2 CASE STUDY - STORIES FROM POST-DISASTER WORKERS

**Objective:** Workers will list and identify hazards that could be present in a post-disaster worksite.

**DO:** Explain the **Vocabulary of the Day**.

These are the terms that we will be using and will get to explore in the next few hours.

We will explore different kinds of hazards– things that can hurt you or make you sick– when you do construction/disaster clean-up work.

**DO:** Assemble class into small groups (each group should not exceed 6 workers).

**DO:** Distribute colored markers, blank sheets of paper, and tape if necessary.

**PREPARE:** Make space on the wall for workers to place their answers. Use the following chart as an example. The wall should be organized according to the categories of hazards. The order can vary. The objective is to categorize them.

**ACTIVITY:** **HANDOUTS PAGE 2 to 4 - CASE STUDY - STORIES OF POST-DISASTER WORKERS**

Ask workers if they have any questions before starting the activity.  
(15MINS)

**TIME:**

1. Groups come up to the assigned wall one at a time to put up and share the answers they came up with.
2. As the first group shares their answers, guide them about which category each hazard falls under.

<i>SAMPLE for facilitator:</i>						
GROUPS	Electrical Hazards	Slip, Trips and Falls	Chemicals	Dust	Caught-in-between	Biological
1						
2						



**DO:** As participants share their answers, record them under a HAZARD. Remember that the facilitator and/or students can add more categories.

<b>SAMPLE FOR FACILITATOR:</b>						
<b>GROUPS</b>	<b>Electrical Hazards</b>	<b>Slip, Trips and Falls</b>	<b>Chemicals</b>	<b>Dust</b>	<b>Caught-in-between</b>	<b>Biological</b>
1	Exposed Wires	Loose Cables	Clorox	Demolition Dust	Table-saw has no guards	Mold
2	Broken Table-saw	Broken Stairwells	Micro-bam	Loose Sheet Rock		Flood-water
3	Working with tools while raining	Work in Roofs	Use of generators inside			Black-waters (contains waste products)

**FINISH:** *Emphasize the following hazards: Mold, Carbon Monoxide, Cleaning Chemicals, and Safety Hazards.*

**SESSION ENDS HERE.**



### SESSION 3

## HAZARDOUS CHEMICALS

**Objective:** Workers will develop a basic awareness of health effects produced when using or working around chemicals.

Now we are transitioning from the dangers that we can see, touch, or feel to the ones that we might not be able to do so.

**ACTIVITY:** With the whole class, read **HANDOUTS Page 5 - PICTOGRAMS** (10mins)

**DO:** As participants share their answers, explain each of the pictograms.

**ACTIVITY:** Review and Explain **HANDOUTS Page 6 - HAZARDOUS CHEMICALS** (10mins)

**PREPARE:** On flipchart paper with three columns:

<i>SAMPLE FOR THE FACILITATOR</i>		
<b>Solids</b>	<b>Liquids</b>	<b>Gas</b>

**TIME:** Write the answers from each group on the charts/board.

**DO:** Review **HANDOUTS PAGE 7 - TOXICITY** and compare it with the answers from the activity of page 6.

**FINISH:** Workers must:

- Understand how chemicals enter the body
- Be aware that there are different levels of toxic chemicals
- Be able to identify health hazards while or after working with chemicals.

**SESSION ENDS HERE.**



## SESSION 4 WORKPLACE SAFETY AND HEALTH RIGHTS

**Objective:** Workers will talk about workers' rights under OSHA.

We have spent a great amount of by time pointing out the issues, the hazards that might be present during post-disaster work.

Before jumping into solutions we want to talk about workers' rights. We want to explore one essential clause that secures workplace safety and health.

**DO:** Review **PAGE 8 - WORKPLACE SAFETY AND HEALTH RIGHTS**

**DO:** Read the **GENERAL DUTY CLAUSE** and ask the class to interpret the clause. Take a few answers until workers are able to relate to the clause.

Now we are going to look for solutions

**DO:** Go back and point the list of hazards that were created on Activity 2.

We have reviewed General Duty Clause, and using your experience, we are going to look for solutions

<b>SAMPLE FOR FACILITATOR:</b>	
<b>Electrical Hazards</b>	<b>Prevention</b>
Exposed Wires	Get new cables, cover the exposed wire, use gloves
Broken Outlet Table-saw	Replace the Outlet, use gloves
Working with tools while raining	Stop the work, use gloves, use protective equipment

**TIME:** Review the answers with the group.



SESSION ENDS HERE.

## SESSION 5 PERSONAL PROTECTIVE EQUIPMENT (PPE)

**Objective:** Workers will understand the limits of PPE

A method to keep workers safe is by providing PPE.

**ACTIVITY:** HANDOUTS PAGE 9 - PERSONAL PROTECTIVE EQUIPMENT

**PREPARE:** On flipchart/board, draw a body, if possible, similar to the drawing from the activity.

**TIME:** Ask the groups to show their drawings to the rest of the class  
Then take answers from each of the groups and draw them on the board.

**FINISH:** Review HANDOUTS PAGE 10 - THINGS TO KNOW BEFORE USING PPE.

SESSION ENDS HERE.

## SESSION 6 CONCLUSION

**START:** Thank workers for their energy, time and dedication.

**DO:** Ask workers to form a circle.

How should we conclude the hour?

**DO:** If no ideas are offered, or participants differed from the objective of the activity, ask:

What did you like about the training?

**DO:** Ask if people can take turns to respond to the question.

**Note:** *This is very important and allows the students to share what they learned, while providing their feedback about how the training can be improved in the future.*

SESSION ENDS HERE.

