

# **Workplace Health and Safety ESOL Curriculum**

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Massachusetts Worker Education Roundtable, ©2005



To use with the

*Workers Rights Pilot Curriculum*  
Health and Safety Module  
By the Labor Extension Programs of  
the University of Massachusetts

To download this curriculum, go to [www.umass.edu/roundtable](http://www.umass.edu/roundtable).

# Workplace Health and Safety ESOL Curriculum

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## **Introduction**

### **What is this curriculum?**

This curriculum is designed to help ESOL students (English for Speakers of Other Languages) learn about and exercise their workplace health and safety rights.

The curriculum uses learner-centered activities that engage students in discussion, elicit and build on their experiences and encourage critical analysis and strategies. Teachers can use these lessons to create a *participatory* curriculum with students, in which teachers and students analyze issues that they have identified together, and develop strategies to address them.

We have designed lessons for low-intermediate to intermediate level ESOL students who speak, read and write some English but still need to learn many basic English skills. Teachers of beginning or advanced ESOL students and teachers of Adult Basic Education (ABE) can adapt lessons to meet their students' levels and needs.

This curriculum is based in part on the Health and Safety Module of the *Workers Rights Pilot Curriculum* by the University of Massachusetts Labor Extension Program (2003). We have designed lessons that make the *Pilot Curriculum* module's information more accessible to ESOL students (and others), and give students language practice using module content. Activities like worker stories, vocabulary review, grammar practice, dialogues, body maps and coworker interviews help students learn about their workplace health and safety rights, and also learn and practice the language they need in order to understand these rights and exercise them.

### **How can you use this curriculum?**

We have designed lessons and activities that can satisfy a range of student skill levels. Lessons include brainstorming and discussions, reading, writing, vocabulary and grammar practice. While lessons are sequential and build on each other, you may create a different lesson order based on your class's needs. For example, you may choose to start the unit with body maps (Lesson 10), the scenario (Lesson 9) or a health and safety discussion (Lesson 4), rather than the worker story (Lesson 1).

Many lessons include catalyst activities designed to raise students' issues and concerns and help them develop strategies to address these issues. So while you can teach this curriculum from beginning to end, it is more likely that your class will take off in a different direction at some point, to follow up on health and safety issues that have surfaced during class work. Teacher notes after each lesson list activity tips and variations, as well as ideas for next steps and follow up.

While we have created lessons that address some of the content in the *Workers Rights Pilot Curriculum* Health and Safety Module, our curriculum is by no means exhaustive. We hope that you will create your own lessons and activities to build on the lessons we have designed. You can also use this curriculum as a model to create your own lessons and activities for other *Pilot Curriculum* Modules.

Discussing and taking action on workplace health and safety issues can bring risks for workers. You and your students should talk about potential benefits and risks of discussing workplace health and safety issues in class, and of taking action outside the classroom.

### **What is the U. Mass. *Workers Rights Pilot Curriculum*?**

The *Workers Rights Pilot Curriculum* is designed for trainers and other staff of unions and community-based organizations who need to inform workers of their basic rights under Massachusetts law. The curriculum targets workers new to the workforce or re-joining it, young workers and immigrant workers, both documented and undocumented.

*Workers Rights Pilot Curriculum* contains nine modules: Introduction to workers basic legal protections on the job; Minimum Wage; Child Labor; Overtime; Protection from Discrimination; Health and Safety Protection and Workers' Compensation; Family and Medical Leave; Unemployment Insurance; and Unions and the Right to Organize.

While the *Pilot Curriculum* provides information in a straightforward and simple format, it hasn't been designed specifically for non-native speakers of English. Our *Workplace Health and Safety ESOL Curriculum* provides lessons oriented toward that population. It can also serve as a model for teachers who want to adapt or create lessons based on other *Pilot Curriculum* modules.

### **What is the Massachusetts Worker Education Roundtable?**

The Massachusetts Worker Education Roundtable is a statewide network of unionists, educators and labor-management education programs. Our mission is to promote and provide high quality education programs for Massachusetts union members. To this end we are involved in policy around workplace learning, and we provide technical assistance to unions and their employer partners who are interested in establishing learning programs at the workplace. We also provide professional development opportunities for educators in workplace education, particularly those teaching in unionized workplaces.

We work closely with the Massachusetts AFL-CIO and are members of the national Association of Joint Labor-Management Education Programs. We also participate in discussions of policy and practice in the adult education and workforce development

communities, in such venues as the Massachusetts Coalition for Adult Education and the Massachusetts Workforce Alliance.

Our focus is on basic skills, including adult basic education, English for Speakers of Other Languages, computer literacy and GED preparation. Some programs in the network offer other classes such as career ladders, technical training, leadership skills, communication skills or writing. While most of our programs serve incumbent workers at their place of work, some also work with unemployed workers, dislocated workers or offer classes at the union hall or in the community.

To find out more about the Roundtable and to view and download our *Workplace Health and Safety ESOL Curriculum*, visit [www.umass.edu/roundtable](http://www.umass.edu/roundtable)

### **Who is the author of this curriculum?**

Jenny Lee Utech has fifteen years of experience teaching adult ESOL and basic skills and developing curricula, at both labor-management workplace and community-based programs. She has also served as director of two programs, one a labor-management workplace program and the other a community-based program. Over the years Jenny has developed and taught a variety of workshops and courses for workplace educators at SABES (the System for Adult Basic Education Support in Massachusetts), NETWORK (the annual conference of the Massachusetts Coalition for Adult Education – MCAE), and the AFL-CIO Working for America Institute's Professional Development Day.

As an educator and trainer, Jenny works to provide a forum for people to critically examine issues and problems, develop strategies and skills, and take action to address the issues. She bases her teaching on the principles of Brazilian educator Paulo Friere, for whom literacy learning was a context for critical thinking, and literacy a tool for addressing problems and creating social change.

### **What is the University of Massachusetts Labor Extension Program?**

The U. Mass. Labor Extension Program is a statewide effort, based in the U. Mass. campuses at Amherst, Boston, Dartmouth, and Lowell, to provide training and education to workers, their unions, and other workers' organizations. The focus of the program is on strengthening these organizations, increasing activism, and building the skills necessary to effectively advocate for the needs and concerns of the workforce.

The Labor Extension Program (LEP) helps unions and other worker organizations to fully and effectively represent an increasingly diverse membership, to train a new generation of union leaders to face the challenges of the future, and to prepare all workers, organized and unorganized to exercise their full rights in the work place and the community.

LEP offers programming in a variety of formats for individual unions, central labor councils, and union members, including short courses, seminars, conferences, and special programs on a broad range of subject areas. LEP contracts with unions to custom design programs for their members, officers and staff. LEP also offers open enrollment programs that anyone may attend for a small fee. Finally, LEP provides assistance and support to labor organizations in the development and delivery of their own educational programs.

To find out more about the U. Mass. Labor Extension Program and to view and download the *Workers Rights Pilot Curriculum*, visit [www.cpcs.umb.edu/lep](http://www.cpcs.umb.edu/lep).

## **Curriculum Outline**

**Lesson 1. Francisca's Story** – Students read and discuss a worker's story about health and safety on the job.

**Lesson 2. Students' Stories** – Students discuss and write about their experiences with health and safety at work.

**Lesson 3. What are Health and Safety Hazards?** – Students discuss the difference between health hazards and safety hazards at work, practice identifying hazards as health or safety hazards, and learn and practice related vocabulary.

**Lesson 4. Health and Safety Discussion** – Students discuss their experiences with workplace health and safety hazards, and identify worker rights and responsibilities, and employer responsibilities, for health and safety at work.

**Lesson 5. What is OSHA?** – Students review basic information about what OSHA (Occupational Safety and Health Administration) is and does, and practice related vocabulary.

**Lesson 6. Worker Rights Under OSHA** – Students review worker rights and employer responsibilities under OSHA.

**Lesson 7. The Union Contract** – Students examine workplace health and safety information in union contracts.

**Lesson 8. Grammar Practice** – Students practice grammar points using workplace health and safety information, and review health and safety information from previous lessons.

**Lesson 9. A Scenario** – Students identify workplace health and safety hazards and rights in a typical workplace scenario, and strategies for dealing with workplace health and safety hazards.

**Lesson 10. Body Maps** – Students identify specific areas of their bodies where they experience work-related pain and health problems. Students link their work-related symptoms to health and safety hazards at their work sites.

**Lesson 11. Coworker Interviews** – Students practice using a coworker interview to gather workplace health and safety information from coworkers. Students collect, collate, and analyze workplace health and safety information from coworkers. Students discuss strategies for addressing health and safety problems at work.

## Lesson 1. Francisca's Story

### Objective

- Read and discuss a worker's story about health and safety on the job.

### Materials

- Flip chart paper, magic markers and masking tape to record students' ideas.
- Discussion questions (below) written on flip chart paper.
- Handout 1. Francisca's Story.
- Handout 2. Francisca's Story – Yes or No.
- Handout 3. Francisca's Story – Questions.
- Handout 4. Francisca's Story – Missing Words.
- Handout 5. Francisca's Story – Vocabulary Practice.

### Activities

#### Part 1 – Francisca's Story

1. Tell students that you will read a story about one worker's experience with health and safety on the job. Give students copies of Handout 1 and review any vocabulary from the story if needed.
2. Read the story together with students. Let students read silently for themselves first, and let them ask any questions about words or phrases they don't understand. Then practice reading the story with students. (See Teacher Notes).
3. Ask students some quick questions about the story orally to make sure that they have understood story content. (For example: What was Francisca's job? What happened to her? Why? What did she do about it? Why did they test her blood? How did the test come back?)
4. Ask students to complete Handouts 2, 3, 4 and 5. (You may want to give some of these handouts for homework.) You can also create other language practice activities. (See Teacher Notes.)

#### Part 2 – Discussion

1. Lead a whole-class discussion using the questions below. For some classes, it may work well to post the questions on flip chart paper and record students' answers.



For other classes, you may want to ask students to discuss the questions in small groups first, and then share their ideas with the whole class:

- What are the problems Francisca had in this story?
- Why did her accident happen?
- How did Francisca handle the accident?
- If you were Francisca, what would you do in her situation? Why?

## Teacher Notes

**Activity tips and variations.** Francisca's Story (Handout 1) provides valuable language practice, but it is also intended as a catalyst, to help students start to think about their own experiences with health and safety on the job. For higher-level readers, the story can be a springboard for higher-level language work (responding to the story in writing, writing their own stories). Lower-level readers will need more time to work through the story text and Handouts 2 – 5.

You may want to start with only the first paragraph of Handout 1. (Give students a copy of Handout 1 with paragraphs two through four blanked out). After reading the first paragraph, ask students to discuss Francisca's situation: What happened? Why did it happen? What could/should Francisca do in this situation? What would you do in this situation? Has anything like this ever happened to you at work? What did you do? Then read the rest of the story, and adapt your Part 2 discussion questions as needed.

To practice reading the story with students, you can read out loud for the whole class, ask the whole class to read out loud with you, have students read to each other in pairs, or do whatever works for your class. In addition to, or instead of Handouts 2 – 5 (especially for higher-level readers / writers), you can provide further language practice by asking students to write their own questions for the story, share them and make a class list of questions, and then write answers to some or all of the questions. You can have students write letters to Francisca. You can cut the story into strips, pair up students and ask them to order the strips. You can create grammar exercises using sentences or verbs from the story.

If Handout 1 is at too high a reading level for your class, you can adapt and use it in many ways. For example, you can read the story out loud for students and ask them to tell it back to you orally while you write up key sentences. You can divide students in to small groups and ask each group to read part of a story, or enlarge text on the photocopier, cut it up and ask each student to work with one sentence of the story. Or, you can simply read the story out loud and discuss it orally, using it as a catalyst but not for reading or writing practice.

**Next steps.** If you choose to record students' ideas during your Part 2 discussion, you can type them up and use them in future classes for language work and further discussion. For example, you can ask students to read back their own comments, respond to other students' comments orally or in writing, or fill in missing words.

Francisca's story (Handout 1) is a catalyst intended to start students thinking about and discussing their own experiences with health and safety on the job. Depending on what surfaces during your discussion of the story you may want to follow up by strategizing with students about a particular health and safety problem, consulting the union contract, or researching more information about students' particular work site(s). See Lessons 2 and 4 for discussion questions designed to elicit students' experiences with health and safety on the job.

Handout 1 is excerpted and adapted from Santos, F. (2002). Sea Urchins, Needles and Gloves. In *Working Writers V: A Literary Collection by the Students of the Worker Education Program*, 27. Boston: Worker Education Program/SEIU Local 2020.

## Lesson 2. Students' Stories

### Objective

- Discuss and write about our experiences with health and safety at work.

### Materials

- Flip chart paper, magic markers and masking tape to record students' ideas.
- Writing paper for students.

### Activities

1. Lead a whole-class discussion using the questions below. For some classes, it may work well to post the questions on flip chart paper and record students' answers. For other classes, you may want to ask students to discuss the questions in small groups first, and then share their ideas with the whole class:
  - What is your experience with health and safety at work? (Have you, or someone you know, ever had an accident at work? What happened? How did you/they handle it? How does your job affect your health?)
  - What are the hazards (dangers) in your job?
2. After students have had a chance to share their stories, give everyone writing paper and ask them to write their stories. You can use the discussion questions above as writing prompts. (See Teacher Notes.)

### Teacher Notes

**Activity tips and variations.** If you choose to record students' ideas during your discussion (step 1 above), you can type them up and use them in future classes for language work and further discussion. For example, you can ask students to read back their own comments, respond to other students' comments orally or in writing, or fill in missing words.

Instead of writing their own stories, lower-level writers can write simple sentences using the words, phrases or ideas that the class has generated about their experiences with health and safety on the job. Students can also complete sentences, for example, "My job is safe because ..." "My job is not safe because ..." "The safest part of my job is ..." "The most dangerous part of my job is ..." "During work, I feel ... because ..." Or, you can lead the class in writing a whole-class story (or whole-class sentences or

phrases) using the Language Experience Approach as you move through the discussion questions in step 1. You can also ask individual students to dictate their stories to you.

If they are comfortable doing so, students can write their stories on flip chart paper after writing and revising them on writing paper). You can use the flip chart stories in Lesson 3. You can type up the stories to use in Lesson 3, and also use them for reading, vocabulary and grammar practice.

**Next steps.** If students raise particular workplace health and safety problems during this lesson, you and your students can brainstorm strategies for approaching the problems, discuss where and how to find out more information about the problems, consult the union contract, or invite a union representative or other guest to visit the class and discuss the problems.

Discussing and taking action on workplace health and safety issues can bring risks for workers. You and your students should talk about potential benefits and risks of discussing workplace health and safety issues in class, and of taking action outside the classroom.

## Lesson 3. What are health and safety hazards?

### Objectives

- Discuss the difference between health hazards and safety hazards at work.
- Practice identifying hazards as health or safety hazards.
- Practice health and safety hazard vocabulary.

### Materials

- Definitions of *safety* hazards and *health* hazards from the Handout “What Are Workplace Hazards?” (from *Workers Rights Pilot Curriculum*) written on flip chart paper.
- Health and safety hazard vocabulary words from the Handout “What Are Workplace Hazards?” (from *Workers Rights Pilot Curriculum*) written on writing paper, large index cards or large Post-Its (one word per sheet/card/Post-It). (See Teacher Notes.)
- Blank writing paper, large index cards or large Post-Its.
- Students’ stories from Lesson 2 and/or their responses to Lesson 2 discussion questions (written on flip chart paper or typed up).
- One sheet of flip chart paper labeled “Safety Hazards,” and four sheets labeled with the four types of Health Hazards – “Stress,” “Physical,” “Chemical, and “Biological”.
- Handout “What Are Workplace Hazards?” (from *Workers Rights Pilot Curriculum*).
- Handout 6. Health and Safety Hazard Vocabulary Practice.

### Activities

#### Part 1 – Definitions of health and safety hazards

1. Post the following definitions of a health hazard and a safety hazard (from the Handout “What are Workplace Hazards?”) and review the definitions with the class. As you explain the definitions, explain any vocabulary needed. Refer back to any examples of workplace safety or health hazards that students mentioned during previous class discussions (Lesson 2, step 1, or other discussions):

#### **Safety** hazards:

- Cause accidents and injuries
- Cause immediate harm
- May cause broken bones, cuts, bruises, sprains or electrocutions

#### **Health** hazards:

- Cause disease or illness

- Disease may take years to develop
- Examples of diseases are cancer, heart disease, loss of hearing, or reproductive problems.

### **Part 2 – Identifying health and safety hazards**

1. Post the vocabulary words that you have prepared up on the board or spread them out on the table. (See Teacher Notes.)
2. Introduce the vocabulary words one at a time. Make sure everyone understands the meanings of the words. You can ask students for simple definitions, examples or synonyms and write these next to the vocabulary words as needed (or ask students to write them). (See Teacher Notes.)
3. Now post the flip chart sheets labeled Safety Hazards (one sheet) and Health Hazards (four sheets – one each for stress, physical, chemical, biological). Make sure students understand the categories.
4. Choose a few sample hazard vocabulary words and post them yourself onto the appropriate flip chart sheet categories.
5. Ask students to post the remaining hazard vocabulary words onto the flip chart sheet categories where they think the words belong (safety hazards, or one of the four types of health hazards – stress, physical, chemical, biological). (See Teacher Notes.)
6. After all the hazards are posted, review them with the class. Move any hazards that have been posted in the wrong category and explain why.
7. Ask students to complete Handout 6 on their own or in pairs (students match each word with its definition by drawing a line from the word to the definition).

### **Part 3 – Health and safety hazards from students' experiences**

1. Post students' stories and/or responses to discussion questions (from Lesson 2) (or hand them out) and review them with the class.
2. Ask students to identify the health and safety hazards in each story or in the responses to discussion questions. Then ask students to write these hazards on writing paper, index cards or Post-It's (one hazard per sheet, card or Post-It). (See Teacher Notes.)

3. Ask students to decide which types of hazards these are and post each one onto the appropriate flip chart sheet.

## Teacher Notes

**Activity tips and variations.** The main goal of this activity is to add to students' knowledge of what health and safety hazards are, and learn and practice vocabulary for naming hazards. It's not important for students to categorize all the hazards "correctly". In fact, some of the hazards may fall under more than one category, depending on the circumstances or work site.

**Health hazards (vocabulary)** from the Handout "What Are Workplace Hazards?" (from *Workers Rights Pilot Curriculum*) (for Part 2, step 2): **Stress** – speed-up, boring work, repetitive work, supervisor-worker problems, worker-worker problems. **Physical** – noise, heat or cold, dusts, vibration, radiation, lifting, dampness, repetitive motion. **Chemical** – gases, dusts, cleaners, acids, heavy metals, vapors or fumes, smoke. **Biological** – contagious diseases, insects, dirty conditions.

**Safety hazards (vocabulary)** from the Handout "What Are Workplace Hazards?" (from *Workers Rights Pilot Curriculum*) (for Part 2, step 2): flammable materials, unguarded machines, unsafe ladders or scaffolding, explosive materials, poor housekeeping, unsafe trenches, exposed wires, sparks, too much overtime, slippery floors, blocked exits.

Depending on your students' levels and needs, the introduction of the hazard vocabulary words (Part 2, step 2) may simply be a quick review. Or you may need to spend one or more class sessions introducing, practicing and reviewing the vocabulary. You can create vocabulary flash cards, cloze exercises or other activities to help students practice the vocabulary. You can use all the vocabulary words or select some, depending on your group.

You can ask students to work as a whole class, in small groups, pairs or individually to post the hazard vocabulary onto the appropriate flip chart sheet categories (safety hazards, or one of the four types of health hazards – stress, physical, chemical, biological) (Part 2, step 5).

When you ask students to identify health and safety hazards in their own stories (Part 3, step 2), you can do this as a whole class, or ask students to work in small groups or pairs. Students can underline or circle hazards (either on flip-chart sized stories or typed up stories), and then you can go over them with the whole class. Students can work with all of the stories, a few, or just one (their own or someone else's).

When you ask students to write the hazards from their stories onto index cards or Post-its (Part 3, step 2), divide up the hazards so that each student only has to do a few.

Depending on your students' levels, you can give students the Handout "What Are Workplace Hazards?" (from *Workers Rights Pilot Curriculum*) at the end of this lesson, or just use it for yourself as a resource.

**Next steps.** You can type up the posted hazards from students' own stories (Part 3) and give them to students as a record of class work. For further vocabulary practice with these hazards, you can create flash cards, cloze exercises, matching exercises or other activities.

**Note:** Lessons 3, 5, 6 and 9 are based on content from the Health and Safety Module of the *Workers Rights Pilot Curriculum* by the University of Massachusetts Labor Extension Program (2003). To download the Handout "What Are Workplace Hazards?" (from *Workers Rights Pilot Curriculum*) or other parts of the *Pilot Curriculum*, go to [www.cpcs.umb.edu/lep](http://www.cpcs.umb.edu/lep).

An excellent resource for worker rights in Massachusetts is Schwartz, Robert M. (2000). *Your Rights on the Job: A Practical Guide to Employment Laws in Massachusetts*. Quincy, MA: Labor Guild of Boston. ISBN: 0-9611038.



## Lesson 4. Health and Safety Discussion

### Objectives

- Discuss our experiences with health and safety at work.
- Discuss examples of workplace health and safety hazards.
- Identify worker rights and responsibilities, and employer responsibilities, for health and safety at work.

### Materials

- Flip chart paper, magic markers and masking tape to record students' ideas.
- Discussion questions (below) written on flip chart paper.

### Activities

1. Post and ask the following questions and record students' ideas on flip chart paper. (If you have done Lessons 2 and/or 3, you can skip the first two questions and focus your discussion on the last three questions):
  - What is your experience with health and safety at work? (Have you, or someone you know, ever had an accident at work? What happened? How did you/they handle it? How does your job affect your health?)
  - What are some health and safety hazards at your job? (What are some health and safety hazards for other jobs – construction, factory, hospital, or office work?)
  - What rights do you have for health and safety at work?
  - What responsibilities do you have?
  - What responsibilities does your employer have?

### Teacher Notes

**Activity tips and variations.** This activity gives students the chance to share their experiences and knowledge of health and safety hazards and rights. If you haven't done Lessons 2 and/or 3, you should give students ample time to share and discuss their experiences with health and safety at their jobs (the first two discussion questions). If students have already discussed and/or written about their experiences during Lessons 2 or 3, focus your discussion in this Lesson on what students think and know about their health and safety rights and responsibilities, and their employers' responsibilities.

There are no "correct" answers to these discussion questions. The goal is to help students brainstorm what they think and know about the topic. Students will have the chance to learn about OSHA laws (Occupational Safety and Health Administration) in

Lessons 5 and 6, and what a union contract says about workplace health and safety (Lesson 7). If students have already mentioned workplace health and safety rights and responsibilities during previous lessons, build on what students have mentioned and adapt the discussion questions above as needed.

For examples of **workplace health and safety hazards** see the Handout “What Are Workplace Hazards?” (from *Workers Rights Pilot Curriculum*) and Lesson 3 Teacher Notes. For examples of **worker rights**, see Handouts 7, 9 and 10 (Lessons 5 and 6). **Worker responsibilities** might include wearing safety gear provided by the employer, and following directions for chemical or machine use. **Employer responsibilities** might include giving workers proper training, providing adequate safety gear, labeling dangerous chemicals, and posting signs for hazards.

**Next steps.** Save the student responses that you record during this lesson. You will use them again in Lesson 6. If you haven’t done Lesson 2, you can ask students to talk and write about a time they, or someone they know, had a problem with health and safety at work. You can type up and use these stories for further language practice or as catalysts for more discussion (see Lesson 2 Teacher Notes.)

## Lesson 5. What is OSHA?

### Objectives

- Review and discuss basic information about what OSHA (Occupational Safety and Health Administration) is and does.
- Practice vocabulary related to OSHA information.

### Materials

- Flip chart paper, magic markers and masking tape to record students' ideas.
- The definition of OSHA ("What is OSHA") from Handout 7 written on flip chart paper.
- Handout 7. What is OSHA?
- Handout 8. OSHA – Yes or No.

### Activities

1. Write "Occupational Safety and Health Administration" on the board or on flip chart paper. Ask students what OSHA is and does and write up their responses.
2. Then post the definition of OSHA from Handout 7 and review it with the class:

#### What is OSHA?

- OSHA is the Occupational Safety and Health Administration.
  - OSHA was created by the Occupational Safety and Health Act.
  - OSHA protects workers from health and safety hazards in the workplace and on the job.
3. Tell students that the class will read a little information about OSHA. Give students copies of Handout 7 and review any vocabulary from the handout if needed.
  4. Read Handout 7 together with students. Let students read silently for themselves first, and let them ask any questions about words or phrases they don't understand. Then practice reading the handout with students. (See Lesson 1 Teacher Notes for ideas on reading in class).
  5. Ask students some quick questions about the handout orally to make sure that they have understood story content. (For example: What does OSHA do for workers? Which workers does OSHA protect? Which workers are not protected by OSHA?)
  6. Ask students to complete Handout 8. You can also create other activities to help students learn and practice Handout 7 information. (See Teacher Notes.)

7. Discuss the following questions with students:

- Are you covered by OSHA at your job?
- Why or why not?

### Teacher Notes

**Activity tips and variations.** The main goal of this activity is to give students a broad-brush picture of what OSHA is, what it does and what it covers. If students already have some knowledge of OSHA, build on this knowledge as you read Handout 7 with the class. Handout 8 provides vocabulary and reading practice and also reinforces Handout 7 content.

Handout 7 is adapted from information in the Handout “Your OSHA Rights” (from the *Workers Rights Pilot Curriculum*). We have adapted the information to make it more accessible for ESOL students. For more advanced classes, however, you may choose to use the *Pilot Curriculum* handout as is.

**Next steps.** If students have experience with OSHA, you can build a discussion around their experiences by asking when, why and how they have learned about or contacted OSHA. You can write students’ discussion points on flip chart paper, type them up and bring them into the next class for further discussion or language practice. You can ask students to write about their OSHA experiences. You can type up and use these stories for further language practice or as catalysts for more discussion or research into health and safety at students’ work sites.

**Note:** Lessons 3, 5, 6 and 9 are based on content from the Health and Safety Module of the *Workers Rights Pilot Curriculum* by the University of Massachusetts Labor Extension Program (2003). To download the handout “Your OSHA Rights”, or other parts of the *Pilot Curriculum*, go to [www.cpcs.umb.edu/lep](http://www.cpcs.umb.edu/lep).

An excellent resource for workers rights in Massachusetts is Schwartz, Robert M. (2000). *Your Rights on the Job: A Practical Guide to Employment Laws in Massachusetts*. Quincy, MA: Labor Guild of Boston. ISBN: 0-9611038.

## Lesson 6. Worker Rights Under OSHA

### Objective

- Review worker rights and employer responsibilities under OSHA.

### Materials

- Flip chart paper, magic markers and masking tape to record students' ideas.
- Students' responses to Lesson 4 discussion questions (worker rights, worker responsibilities, employer responsibilities) on flip chart paper.
- Handout 9. Worker Rights Under OSHA.
- Handout 10. Employer Responsibilities Under OSHA.
- Handout 11a. OSHA Sentence Halves (front halves)
- Handout 11b. OSHA Sentence Halves (back halves) (Copy Handouts 11a and 11b onto two colors of paper, one for front halves and one for back halves, and cut into strips.)
- Handout 11c. OSHA Sentences (whole).

### Activities

#### Part 1 – Worker rights and employer responsibilities under OSHA

1. Post students' responses to Lesson 4 discussion questions (worker rights, worker responsibilities, employer responsibilities) and review them with the class. Tell students that you will come back to this information later in the lesson.
2. If you haven't done Lesson 4, post and ask these questions and record students' ideas on flip chart paper:
  - What rights do you have for health and safety at work?
  - What responsibilities do you have?
  - What responsibilities does your employer have?
3. Tell students that the class will read about worker rights and employer responsibilities under OSHA. Give students copies of Handout 9 and review any vocabulary from the handout if needed.
4. Read Handout 9 together with students. Let students read silently for themselves first, and let them ask any questions about words or phrases they don't understand. Then practice reading the handout with students. (See Lesson 1 Teacher Notes for ideas on reading in class).

5. Ask students some quick questions about the handout orally to make sure that they have understood handout content. (For example: What records do workers have the right to see? When can workers refuse dangerous work?)
6. Repeat steps 3 through 5 for Handout 10.

### **Part 2 – Rights and responsibilities sentence practice**

1. Divide students into pairs. Explain that students will review and practice Handout 9 and 10 content by matching sentence halves (using sentences from those handouts).
2. Give each pair a set of front sentence halves and back sentence halves (Handouts 11a and 11b cut into strips) and show students how to match front halves with back halves.
3. After pairs finish matching their sentence halves, give them copies of Handout 11c and ask them to check their work. Pairs can also practice reading sentences to each other, or copy sentences they had trouble with. You can also create other activities to help students learn and practice the information from Handouts 9 and 10. (See Teacher Notes.)

### **Part 3 - Comparing OSHA rights with students' brainstorm**

1. Go back to the students' responses to Lesson 4 discussion questions (worker rights, worker responsibilities, employer responsibilities) that you posted at the beginning of this lesson (Part 1, step 1).
2. Ask students to compare what they have learned about worker rights and employer responsibilities under OSHA, with the ideas they named in Lesson 4.
3. Depending on what students named during Lesson 4, you can add or change information as students compare. (See Teacher Notes.)

### **Teacher Notes**

**Activity tips and variations.** As you read Handouts 9 and 10 with students, you can ask them what experience they have with these worker rights and employer responsibilities. For example, where is the OSHA poster located in their workplaces? Where does the employer post summaries of job-related injuries and illnesses? Has anyone ever refused to do a dangerous job, and under what circumstances?

Handouts 9 and 10 contain lots of information and some fairly high-level vocabulary. Depending on your students' levels and needs, you may want to spend more than one class period reading and reviewing these handouts, or simplify them.

Part 3 is an open-ended activity designed to help students connect what they already know about their rights and employers' responsibilities to the "official" information in Handouts 9 and 10. Depending on what students discussed during Lesson 4, and what their work sites are like, you can handle this activity in different ways. For example, you can go over the ideas generated during Lesson 4 point by point as a whole class, and identify which OSHA rules apply to each (or not). Or you can divide students into small groups, give them typed copies of Lesson 4 discussion notes, and ask them to find which OSHA rules apply, and circle them. Or you can divide students' Lesson 4 discussion ideas into things covered under OSHA and rules specific to particular work sites. Or you can simply discuss students' Lesson 4 ideas in general, and circle or highlight a few key ideas and connect them to the information in Handouts 9 and 10.

In Lesson 7, students have the chance to compare OSHA rules (Handouts 9 and 10) to health and safety information in their union contracts. You may want to save some comparisons for that lesson, when students will have looked at their union contracts.

Handouts 9 and 10 are adapted from the Handout "Your OSHA Rights" (from *Workers Rights Pilot Curriculum*). We have adapted the information to make it more accessible for ESOL students. For more advanced classes, however, you may choose to use the *Pilot Curriculum* handout as is, or as a review after students have worked with Handouts 9 and 10.

**Next steps.** You can create additional activities to help students learn and practice the information from Handouts 9 and 10. For example, you can create cloze exercises using sentences from the handouts. You can write questions about handout information on cards, and have students work in pairs to ask each other the questions and answer them in their own words.

The class can research the history of accidents, complaints or OSHA citations at their workplaces. If students are union members, the class should explore what their union contract(s) says about health and safety on the job (see Lesson 7).

**Note:** Lessons 3, 5, 6 and 9 are based on content from the Health and Safety Module of the *Workers Rights Pilot Curriculum* by the University of Massachusetts Labor Extension Program (2003). For more information on OSHA, download the handouts "Your OSHA Rights" and "Occupational Safety and Health Act in a Nutshell" from the Pilot Curriculum. To download handouts or other parts of the Pilot Curriculum, go to [www.cpcs.umb.edu/lep](http://www.cpcs.umb.edu/lep). See also the Schwartz book (Lesson 3 Teacher Notes).

## Lesson 7. The Union Contract

### Objectives

- Examine workplace health and safety information in students' union contract(s).
- Practice locating information in a union contract.

### Materials

- Flip chart paper, magic markers and masking tape to record students' ideas.
- Discussion questions for Parts 1 and 3 (below) written on flip chart paper.
- Either your own worksheet developed from your students' union contract (see Handout 12 for examples of worksheet questions);
- Or Handout 12. Union Contract Health and Safety Information.
- Either students' union contracts (ask students to bring them to class), or photocopies of relevant sections on health and safety from students' union contracts;
- Or Handout 13. Union Contract Pages.
- Text of Handouts 9 and 10 (from Lesson 6) written on flip chart paper (if needed) (or students' copies of these handouts).

### Activities

#### Part 1 – Discussion

1. Post and ask these questions and record students' ideas on flip chart paper:
  - What does your union contract say about health and safety at work?
  - How do you know or find out about what is in the contract?
  - How does (can) the union help its members with health and safety problems at work?

#### Part 2 – The union contract

1. Ask students to take out their union contracts (or give students photocopies you have made of relevant health and safety sections from their contracts, or give students Handout 13).
2. If students are unfamiliar with their contract, give them a few minutes to flip through it and see how it's organized (table of contents, numbered sections with headings).
3. Give students the contract worksheet you have prepared, or Handout 12, and go over it with the class.



4. Ask students work individually or in pairs to complete the worksheet you have prepared (or Handout 12). For some classes, it may work well to have students complete some of the worksheet (for example, Handout 12 “Table of Contents”) and then review the answers with the whole class before students do the rest.

### **Part 3 – Comparing the union contract and laws under OSHA**

1. Post and ask these questions and write students’ ideas on flip chart paper:
  - How much of the health and safety information in your contract did you already know? How did you find out about it?
  - What didn’t you know? Why not?
  - What workplace health and safety rights does the union contract give you?
2. Post the your flip chart-sized Handouts 9 and 10, or ask students to take out their copies of these handouts, and review the handout information with students.
3. Post and ask these questions and make lists on flip chart paper (or ask students to circle items on their handouts):
  - Which rights in the union contract are also rights under OSHA?
  - What other rights does the union contract give you (that are not under OSHA?)
  - If you didn’t know about these rights before now, how can you find out more?

### **Teacher Notes**

**Activity tips and variations.** This activity’s main goal is to help students become familiar with what their union contract says about workplace health and safety. Use Handout 12 as a model for creating your own worksheet from students’ contract. If students come from various work sites and some or all are unionized, you can create a worksheet specific to each contract (students complete the worksheet for their contract), or a worksheet that is broad enough to use for various contracts (all students complete the same worksheet). Or, you can use Handouts 12 and 13 first (for practice) and then ask students to work with their own contracts using a worksheet you created.

If students are already familiar with the workplace health and safety information in their contract, you can leave out Part 2 above, and adapt Part 1 and Part 3 discussion questions. Many union contracts are booklet-sized and use small print. For some groups, it may help to enlarge relevant sections of students’ contracts on the photocopier, and make copies for students to use in class.

See Lesson 6 Teacher Notes for other ideas how to compare information in students' union contracts with OSHA rules and regulations.

**Next steps.** You can type up students' responses to Parts 1 and 3 discussion questions and bring them into the next class for further discussion or language practice. You can create a yes/no worksheet, cloze exercises, flash cards or other activities to help students review their union contract information and practice related vocabulary.

Students can prepare questions for their union representative and invite the representative to visit their class. If students know about health and safety violations (of their union contract) at their work site(s), they can brainstorm strategies for contacting the union, getting more information and acting on the violations.

Discussing and taking action on workplace health and safety issues can bring risks for workers. You and your students should talk about potential benefits and risks of discussing workplace health and safety issues in class, and of taking action outside the classroom.

## Lesson 8. Grammar Practice

### Objectives

- Practice grammar points using workplace health and safety information.
- Review health and safety information from previous lessons.

### Materials

- Handout 14 a. Have to or Don't Have to
- Handout 14b. Has to or Doesn't Have to
- Sentences from Handouts 14a and 14b written on flip chart paper (if needed).

### Activities

1. Write up examples of the use of Have to / Don't Have to and Has to / Doesn't Have to on the board and review them with the class. You can use examples from Handouts 14a and 14b or your own examples.
2. Give students Handouts 14a and ask them to complete the handout individually or in pairs.
3. Review the answers for Handout 14a with the whole class. Then repeat steps 1 and 2 for Handout 14b.

### Teacher Notes

**Activity tips and variations.** The goal of this lesson is to help students practice grammar using the workplace health and safety information covered in Lessons 5, 6 and 7. You can also create grammar practice activities from information gathered during class discussions (from your typed discussion notes), from students' health and safety stories, from Francisca's Story (Handout 1), or from other lessons.

**Next steps.** Additional grammar practice based on the information from Lessons 5, 6 and 7 could include question formation with have to or has to (Do employers have to --? Does the hospital have to---?); the use of Must; and verb practice (protect, inspect, enforce, make, give, keep, obey, tell, let, put, punish).

## Lesson 9. A Scenario

### Objectives

- Identify hazards and rights in a typical workplace health and safety scenario.
- Identify strategies for dealing with workplace health and safety hazards.

### Materials

- Discussion questions (below) written on flip chart paper.
- Handout 15a. The Safety Net.
- Handout 15b. The Safety Net Part 2.
- Handout “Facilitator Answer Sheet for Scenario #1” (from *Workers Rights Pilot Curriculum*).

### Activities

#### Part 1 – Reading the scenario

1. Tell students that you will read a dialogue between two workers who are discussing a safety problem at work. Give students copies of Handout 15a and review any vocabulary from the story if needed.
2. Read Handout 15a together with students. Let students read silently for themselves first, and let them ask any questions about words or phrases they don't understand. Then practice reading the story with students. Students can take turns reading the dialogue in pairs for the class.
3. Post and ask these questions and write students' responses on flip chart paper:
  - Why is this situation dangerous? What are the safety hazards?
  - What OSHA rights can Mario and Juan use in this situation?
  - What would you do in this situation?
  - What could Mario and Juan do now?
4. After you have listed students' responses, make sure your lists of safety hazards and rights include the information from the Handout “Facilitator Answer Sheet for Scenario #1” (from *Workers Rights Pilot Curriculum*). Add any missing information to your lists.

#### Part 2 – Responding to the scenario

1. Divide students into pairs and give each pair copies of Handout 15b.

2. Ask students to work in pairs to create a follow up dialogue to the “Safety Net” dialogue in Handout 15a. Students should create, write out and then practice their dialogues with their pair partners.
3. When pairs have finished their dialogues, ask volunteer pairs to perform their dialogues for the whole class. After each performance, invite students to comment and ask questions about the dialogues.

## Teacher Notes

**Activity tips and variations.** Handout 15a uses the content from the Handout “Responding to Health and Safety Problems on the Job: Worksheet for Scenario #1” (from *Workers Rights Pilot Curriculum*), turned into a dialogue. Using a dialogue provides speaking practice and brings the scenario to life for students. However, you may want to use Scenario #1 from the *Pilot Curriculum* as is, or adapt it slightly, instead of using Handout 15a. You can also use the other scenarios and/or the pictures of workplace health and safety hazards from *Workers Rights Pilot Curriculum*, instead of, or in addition to, Handout 15a. Depending on your class, you may want to create a simplified version of the Handout “Facilitator Answer Sheet for Scenario #1” (from *Workers Rights Pilot Curriculum*) (particularly the information on refusing dangerous work) to go over with students, give the handout as is to students, or simply use it for yourself as a resource.

The dialogues that students create using Handout 15b will vary, but can include refusing to do the work after calling OSHA, and asking the foreman for alternative assignments. Be sure to cover the “requirements” for refusing dangerous work covered in the Handout “Facilitator Answer Sheet for Scenario #1” (from *Workers Rights Pilot Curriculum*) during this lesson. If students are union members, you can ask them to create dialogues between Mario and/or Juan and a union representative.

It’s best to work from students’ own experiences of health and safety problems at work. Instead of using Handout 15a, you and your students can use one or more of students’ health and safety stories from Lesson 2, or students’ stories from class discussions, to create your own dialogues or scenarios. If students’ bring up current health and safety problems on the job that haven’t been resolved, the class can develop strategies for addressing these problems.

**Next steps.** Students can practice placing a call to OSHA, or convincing other co-workers to join them in speaking to the foreman. If students are unionized, they should discuss how to involve the union in the scenario.

Discussing and taking action on workplace health and safety issues can bring risks for workers. You and your students should talk about potential benefits and risks of discussing workplace health and safety issues in class, and of taking action outside the classroom.

**Note:** Lessons 3, 5, 6 and 9 are based on content from the Health and Safety Module of the *Workers Rights Pilot Curriculum* by the University of Massachusetts Labor Extension Program (2003). To download the Handout “Facilitator Answer Sheet for Scenario #1” (from *Workers Rights Pilot Curriculum*) for this lesson, or other parts of the *Pilot Curriculum*, go to [www.cpcs.umb.edu/lep](http://www.cpcs.umb.edu/lep).

An excellent resource for worker rights in Massachusetts is Schwartz, Robert M. (2000). *Your Rights on the Job: A Practical Guide to Employment Laws in Massachusetts*. Quincy, MA: Labor Guild of Boston. ISBN: 0-9611038.

## Lesson 10. Body Maps

### Objectives

- Identify specific areas of our bodies where we experience work-related pain and health problems.
- Link our work-related symptoms to health and safety hazards at our work sites.

### Materials

- Body maps (Handouts 16a and 16b) drawn onto two sheets of flip chart paper.
- Discussion questions (below) written on flip chart paper.
- Handout 16a. Body Map (front).
- Handout 16b. Body Map (back).
- Small and large sticky dots to stick on individual and flip-chart-sized Body Maps (of one color or multiple colors, depending on your class). (See Teacher Notes).

### Activities

1. Give students Handouts 16a and 16b (Body Maps) and small sticky dots.
2. Ask students to think about pain, rashes, numbness, headaches and other symptoms they suffer from that are caused by the work they do.
3. Ask students to stick a dot onto each area of their body maps (Handouts 16a and 16b) where they suffer work-related symptoms (for example, on the back for back pain, on the head for headaches).
4. When students have finished sticking dots onto Handouts 16a and 16b, give them large sticky dots and ask them to place the large dots on the flip-chart-sized Body Maps (front and back), in the same body areas that they have marked on their individual maps.
5. When students have finished sticking their large dots on the large maps, ask them to take turns pointing out and explaining their dots to the group. (For example, “I put a dot on the hands because the cleaning chemicals we use give me a rash.”)
6. Post and ask these questions and record students’ responses on flip chart paper:
  - Look at the body map. Which symptoms are most common? Why?
  - Which symptoms are least common? Why?
  - What does this map tell us about our jobs? About our health and safety as workers?

## Teacher Notes

**Activity tips and variations.** This lesson is designed to give students a vivid visual image of how their jobs affect their health and safety. You can use this lesson as a lead-in to having students interview their coworkers (Lesson 11), as the initial catalyst activity for the whole health and safety curriculum unit (before or instead of Lessons 1 and/or 2), or as a lead-in or follow-up activity to students own stories (Lesson 2).

If students work in various work sites, or various departments at the same work site, you can use different-colored dots for each department or work site. Or you can create one flip-chart-sized Body Map (front and back) for each department or work site. Or, you can use one color each for the various types of health and safety hazards (safety hazards and the four types of health hazards - stress, physical, chemical, biological).

For psychological symptoms like stress, students can mark the body map head and then explain why they feel stress.

**Next steps.** You can generate a list of body and symptom-related vocabulary for students learn and practice. You can also label body parts on the body maps (Handouts 16a and 16b) and use them to help students learn body-related vocabulary. The class can create a chart that lists each symptom they marked on the body maps, what causes it, and what kind of health or safety hazard it is (physical, chemical, biological, etc.). You and your students can brainstorm next steps and strategies for dealing with symptoms and problems identified during this lesson.

This lesson is adapted from an activity created for the Training Institute for Spanish-Speaking Health and Safety Workplace Advocates held at SEIU Local 285 in 1997. The idea for this activity came from Susan Moir.



## Lesson 11. Coworker Interviews

### Objectives

- Practice using a coworker interview to gather workplace health and safety information from coworkers.
- Collect, collate, and analyze workplace health and safety information from coworkers.
- Discuss strategies for addressing health and safety problems at work.

### Materials

- Flip chart paper, magic markers and masking tape to record students' ideas.
- Flip chart-sized Body maps from Lesson 10.
- Discussion questions (below) written on flip chart paper.
- Handout 17 symptoms and body parts checklists written on flip chart paper (or copied onto an Overhead Projector sheet).
- Handout 17. Coworker Interview.

### Activities

#### Part 1 – Coworker interview

1. Post your flip chart-sized body maps from Lesson 10 and ask students to help you review the main symptoms and problems identified during that lesson. (If you have not done Lesson 10, you can refer back to students' stories about workplace health and safety from previous lessons.)
2. Explain that students will interview their coworkers to find out what health and safety problems coworkers have in their jobs.
3. Post your flip chart (or Overhead Projector) checklists of symptoms and body parts from Handout 17. Explain that students will use these parts of the Coworker Interview to ask coworkers about symptoms and check them off. Go through the items on the checklists with the class, so that everyone understands how to check off the items when they interview coworkers.
4. Ask students what else they would like to ask their coworkers about health and safety on the job. Write their ideas for questions on flip chart paper. With the whole class, finalize these questions and add them to the "Additional Questions" section of your flip chart or Overhead Projector version of Handout 17.
5. Photocopy Handout 17 with students "Additional Questions" added.

6. Divide students into pairs and ask pairs to practice interviewing each other.

### **Part 2 – Conducting coworker interviews**

1. Lead a whole-class discussion using the questions below. Use the questions to brainstorm any changes students want to make to the Coworker Interview (Handout 17), tips and strategies for interviewing coworkers, and a plan for conducting interviews.
  1. How did your practice interviews go?
  2. What do you think of the Coworker Interview (Handout 17)? (Is it too long or detailed? Do the checklists and the Additional Questions elicit the information we want?)
  3. What changes should we make to the Coworker Interview (if any)?
  4. What are some tips or strategies for interviewing coworkers? (When and where should you interview coworkers? Who should you interview? How should you explain the interview and its purpose?)
  5. How can we make sure that all information collected will be kept confidential and anonymous?
2. After the class has discussed the interview tool and developed a plan to interview coworkers, revise Handout 17 as needed and give students enough copies to conduct all the interviews planned.
3. As students are interviewing coworkers (during the next few weeks or months), do periodic check-ins with the class to hear how interviews are going, and revise the interview tool or plans as needed.

### **Part 3 – Analyzing information from coworker interviews**

1. When students have finished interviewing their coworkers, ask them to bring their interview sheets (Handout 17) to class.
2. Gather the information collected onto your flip-chart-sized or Overhead Projector version of Handout 17, or onto one clean copy of Handout 17. (See Teacher Notes.)
3. Ask students to look at the collated information. Post and ask these questions and record students' responses on flip chart paper:
  - Which symptoms are most common? Why?
  - What does this information tell us about our health and safety at work?
  - What should we do with this information? What can we do about the symptoms and problems we found?

## Teacher Notes

**Activity tips and variations.** This lesson is an example of an action that students can take together to research health and safety problems at work. The lesson works best if all students work at the same work site, but you can also use it for classes with workers from several workplaces.

You can adapt this lesson based on your group's literacy levels, language abilities and work situations. For example, if all students marked certain symptoms on the Body Map (Lesson 10), your group may want to create a symptoms checklist for those symptoms only. For a group with lower-level literacy skills, you may want to shorten the Handout 17 symptoms and body parts check lists, or create Additional Questions that allow a yes/no response (so students won't have to record whole-sentence answers).

**Additional questions** might include: What other symptoms or pain do you have from your job? Do your coworkers experience similar symptoms or problems? What have you done about the symptoms or problems? What health and safety training have you gotten on this job? What equipment do you use to protect yourself on the job (gloves, eye goggles, ear plugs, hard hat)? Do you have the protective equipment that you need? If you don't, why not? Have you had an accident at this job? How did it happen? How long were you out of work? How did the accident affect you or coworkers?

Depending on your students' levels and needs, you can handle the collecting of interview results (Part 3, step 2) as a whole-class activity, or ask students to do it in small groups or pairs (with the interviews they completed) and then report their results to the class. As each group or pair reports, they (or you) can add their results to a whole-class tally.

**Next steps.** The coworker interview is an open-ended activity that allows students to develop strategies for addressing their workplace health and safety issues. Strategies and next steps will vary depending on your students. If students are unionized, they may want to invite their union representative to class to discuss interview results. If students' work site has a Health and Safety Committee, students could prepare and make a presentation on interview results to the committee. Students can make a plan to speak with coworkers about going to supervisors with interview results, and practice what they will say to supervisors. Students can review OSHA rules and regulations from previous lessons and decide how OSHA might be involved.

Interviewing each other and other coworkers provides students with ample opportunities for speaking and grammar practice. Before, during and after Lesson 11,

students can work on asking and answering questions, and learning and practicing verbs and phrases that describe body areas and symptoms.

It is best if the idea of interviewing coworkers comes from students. You can invite students to brainstorm various ideas for getting health and safety information from coworkers (chatting during breaks, meeting after work at someone's home), and see which ideas they are most comfortable taking on.

Discussing and taking action on workplace health and safety issues can bring risks for workers. For example, workers might get into trouble for attempting to interview coworkers or talk with them about work-related health and safety problems. You and your students should talk about potential benefits and risks of discussing workplace health and safety issues in class, and of taking action outside the classroom. You should familiarize yourself with students' workplaces, union contracts, and jobs before you consider doing coworker interviews.

This lesson is adapted from an activity created for the Training Institute for Spanish-Speaking Health and Safety Workplace Advocates held at SEIU Local 285 in 1997. The idea for this activity came from Susan Moir.

## **Other activity ideas**

As students share their knowledge and experiences of health and safety issues at their workplaces, you can use activities like the ones below to help students get more information and take action on these issues.

### **Obtain and examine MSDS sheets**

Employers must keep Material Safety Data Sheets (MSDS) on chemicals used by workers on the job. If students talk about problems with chemicals, the class can make a plan for obtaining MSDS information on these chemicals. MSDS sheets are often written in complicated, technical language, but the class can practice skimming the sheets and locating key information. If students discover that the employer is not storing or using chemicals correctly, or has not provided workers with the necessary safety gear for handling chemicals (gloves, masks), the class can create strategies for approaching the employer and addressing the problems.

### **Examine workplace precaution signs**

If students want to discuss precaution signs posted on the job, the class can get copies of the signs, or tour the work site and write down information from posted signs. The class can use the signs for language work, and discuss whether or not the employer has trained workers on posted precautions or provided necessary safety gear. If students discover that the employer has not posted enough information, or has not provided training or proper equipment, the class can brainstorm strategies for dealing with this.

### **Practice making accident reports**

Part of dealing with health and safety on the job is knowing what to do if an accident happens, and how to write up an accident report. Students can share their experiences with workplace accidents and reporting. The class can review the work site's procedures for responding to accidents and filing reports. If there have been problems with these procedures in the past, the class can create strategies for improving them.

### **Create risk maps of students' work sites**

To explore workplace health and safety hazards and risks in more depth, students can create risk maps of their work sites. Risk mapping involves drawing a map of the work site and labeling risks in each area. Students can draw their maps on sheets of flip chart paper and use large sticky dots to mark the various risks and hazards at their jobs. You can use different colors of sticky dots for each type of hazard (biological, chemical, etc.).

## Handouts

1. Francisca’s Story	p. 37
2. Francisca’s Story – Yes or No	p. 38
3. Francisca’s Story – Questions	p. 40
4. Francisca’s Story – Missing Words	p. 41
5. Francisca’s Story – Vocabulary Practice	p. 43
❖ Handout “What Are Workplace Hazards?” (from <i>Workers Rights Pilot Curriculum</i> )*	*
6. Health and Safety Hazard Vocabulary Practice	p. 44
7. What is OSHA?	p. 46
8. OSHA – Yes or No	p. 48
9. Worker Rights Under OSHA	p. 50
10. Employer Responsibilities Under OSHA	p. 51
11a. OSHA Sentence Halves (front halves)	p. 52
11b. OSHA Sentence Halves (back halves)	p. 54
11c. OSHA Sentences (whole)	p. 56
12. Union Contract Health and Safety Information	p. 58
13. Union Contract Pages	p. 60
14a. Have to or Doesn’t Have to	p. 63
14b. Has to or Doesn’t Have to	p. 64
15a. The Safety Net	p. 65
15b. The Safety Net, Part 2	p. 66
❖ Handout “Facilitator Answer Sheet for Scenario #1” (from <i>Workers Rights Pilot Curriculum</i> )*	*
16a. Body Map (front)	p. 67
16b. Body Map (back)	p. 68
17. Coworker Interview	p. 69

\* To download these handouts or other parts of the *Workers Rights Pilot Curriculum*, go to [www.cpcs.umb.edu/lep](http://www.cpcs.umb.edu/lep).

## Handout 1. Francisca' Story

I had a job at Massachusetts General Hospital. I worked in the emergency room. I changed needle boxes. One Saturday, I started to change the needle boxes in my area. When I finished, I went to put the boxes in the trash room and I saw one box open. I picked up the box to close it, but I didn't notice a needle sticking out. The needle stabbed me and went through my glove and my hand.

I walked until I saw a nurse. I told her that the needle stabbed me. She stopped what she was doing and took care of me. The same day, she took my blood to do a test on it. Then she gave me a shot and some pills. The pills made me dizzy and gave me an upset stomach.

The next day, I got up and went to work. When I took my medicine, I felt very dizzy and my legs felt numb. So I went to the doctor again. She gave me a paper so that I could stay home for two days.

They tested me for HIV. The test came back negative, and I felt so happy. The gloves had not protected me from the needle stick, but I was lucky and I was O.K. Now I feel better.

Adapted from Santos, F. (2002). Sea Urchins, Needles and Gloves. In *Working Writers V: A Literary Collection by the Students of the Worker Education Program*, 27. Boston: Worker Education Program/SEIU Local 2020.

## Handout 2. Francisca's Story – Yes or No

### Francisca's Story

- |   |     |    |
|---|-----|----|
| 1. Francisca worked at Massachusetts General Hospital.    | Yes | No |
| 2. Francisca worked in the emergency room.                | Yes | No |
| 3. Francisca worked as a nurse.                           | Yes | No |
| 4. Francisca changed needle boxes.                        | Yes | No |
| 5. When she picked up a needle box, a needle stabbed her. | Yes | No |
| 6. Francisca walked until she found a nurse.              | Yes | No |
| 7. The nurse didn't take care of Francisca.               | Yes | No |
| 8. The next day, Francisca got up and went to work.       | Yes | No |
| 9. Francisca felt very good at work that day.             | Yes | No |
| 10. The medicine made Francisca feel dizzy.               | Yes | No |
| 11. The gloves protected Francisca from the needle stick. | Yes | No |
| 12. The HIV test for Francisca came back negative.        | Yes | No |



**Handout 2, page 2. Francisca's Story – Yes or No****Your experience, Yes or No**

- |   |     |    |
|---|-----|----|
| 1. I work in a hospital.                                | Yes | No |
| 2. I work in the emergency room.                        | Yes | No |
| 3. I change needle boxes for my job.                    | Yes | No |
| 4. I use gloves for my job.                             | Yes | No |
| 5. I have had an accident at work.                      | Yes | No |
| 6. There is a nurse at my job to take care of problems. | Yes | No |

## **Handout 3. Francisca's Story – Questions**

### **Francisca's Story**

1. What was Francisca's job?
2. How did Francisca hurt herself at work?
3. What did Francisca do after she hurt herself?
4. Why was Francisca's accident at work so serious?
5. What could happen at Francisca's workplace to make it safer for workers?

### **Your Experience**

1. What is your job?
2. Have you or a co-worker ever hurt yourself at work? How?
3. What happened after this accident at work? How did you handle it?

## Handout 4. Francisca' Story – Missing Words

I had a job at Massachusetts General Hospital. I worked in the \_\_\_\_\_ room. I changed \_\_\_\_\_ boxes. One Saturday, I started to change the needle boxes in my area. When I finished, I went to put the boxes in the \_\_\_\_\_ room and I saw one box open. I picked up the box to close it, but I didn't notice a needle sticking out. The needle \_\_\_\_\_ me and went through my glove and my hand.

I walked until I saw a \_\_\_\_\_. I told her that the needle stabbed me. She stopped what she was doing and took \_\_\_\_\_ of me. The same day, she took my \_\_\_\_\_ to do a test on it. Then she gave me a shot and some pills. The pills made me \_\_\_\_\_ and gave me an upset stomach.

The next day, I got up and went to work. When I took my \_\_\_\_\_, I felt very dizzy and my legs felt \_\_\_\_\_. So I went to the \_\_\_\_\_ again. She gave me a paper so that I could stay home for two days.

**Handout 4, page 2. Francisca' Story – Missing Words**

They tested me for \_\_\_\_\_. The test came back \_\_\_\_\_  
and I felt so happy. The gloves had not \_\_\_\_\_ me  
from the needle stick, but I was \_\_\_\_\_ and I was O.K.  
Now I feel better.

Adapted from Santos, F. (2002). Sea Urchins, Needles and Gloves. In *Working Writers V: A Literary Collection by the Students of the Worker Education Program*, 27. Boston: Worker Education Program/SEIU Local 2020 (formerly Local 285).

## Handout 5. Francisca's Story – Vocabulary Practice

stabs	upset
gloves	negative
nurses	lucky
blood	medicine
pills	emergency

1. Pills are one kind of \_\_\_\_\_.
2. If a needle goes into your hand, it \_\_\_\_\_ your hand.
3. Francisca was \_\_\_\_\_ because her blood test came back negative.
4. In a hospital, \_\_\_\_\_ help people who are sick.
5. Francisca worked in the \_\_\_\_\_ room.
6. We use \_\_\_\_\_ to protect our hands.
7. When Francisca took the \_\_\_\_\_, they gave her an upset stomach.
8. If you don't have HIV, the blood test comes back \_\_\_\_\_.
9. If your stomach is \_\_\_\_\_, you don't feel good.
10. When the needle stabbed Francisca, they tested her \_\_\_\_\_ for HIV.

## Handout 6. Safety Hazards Vocabulary Practice

- |                        |   |
|------------------------|---|
| 1. flammable materials | ladders are not safe or are in bad condition            |
| 2. unguarded machines  | workers are too tired because of too many hours of work |
| 3. unsafe ladders      | materials that can explode easily                       |
| 4. explosive materials | machines with no protection                             |
| 5. poor housekeeping   | materials that catch fire fast                          |
| 6. exposed wires       | floors are wet; you can slip and fall                   |
| 7. sparks              | they can start a fire                                   |
| 8. too much overtime   | there is something in front of the exit                 |
| 9. slippery floors     | wires are showing or sticking out                       |
| 10. blocked exits      | work areas are dirty and this is not healthy            |

**Handout 6, page 2. Health Hazards Vocabulary Practice**

- |                        |                                     |
|------------------------|-------------------------------------|
| 1. speed up            | chemicals for cleaning              |
| 2. boring work         | they can smell bad                  |
| 3. repetitive work     | carbon monoxide, for example        |
| 4. dampness            | flies, cockroaches or other bugs    |
| 5. repetitive motion   | you have to work faster             |
| 6. gases               | work that is not interesting        |
| 7. cleaners            | flu, tuberculosis, AIDS             |
| 8. vapors or fumes     | doing the same job over and over    |
| 9. contagious diseases | something is not completely dry     |
| 10. insects            | doing the same motion over and over |

## **Handout 7. What is OSHA?**

### **What is OSHA?**

- OSHA is the **O**ccupational **S**afety and **H**ealth **A**dministration.
- OSHA was created by the Occupational Safety and Health Act.
- OSHA protects workers from health and safety hazards in the workplace and on the job.

### **What does OSHA do?**

1. OSHA makes legal standards to protect workers' health and safety on the job.
2. OSHA enforces the standards.
3. OSHA inspects workplaces to make sure they are safe.
4. OSHA gives employers information to make workplaces safe and healthy.
5. OSHA enforces workers' rights to make complaints to OSHA, without punishment by their employer.
6. OSHA makes procedures for reporting and record keeping to keep track of job-related injuries and illnesses.

Adapted from the Handout "Your OSHA Rights" in the *Workers Rights Pilot Curriculum*, University of Massachusetts Labor Extension Program, 2003, [www.cpcs.umb.edu/lep](http://www.cpcs.umb.edu/lep).



## **Handout 7, page 2. What is OSHA?**

### **Who is protected by OSHA?**

- Most workers are protected by OSHA, but not all workers.
- Workers who are not protected or covered by OSHA are:
  1. Workers in workplaces that have 5 workers or fewer.
  2. Workers for the State, county and city governments in Massachusetts.
  3. Workers in workplaces that are regulated by another federal agency (like mining or seafaring).
  4. Workers who are self-employed.
  5. Workers who are employed by the federal government.

Adapted from the Handout "Your OSHA Rights" in the *Workers Rights Pilot Curriculum*, University of Massachusetts Labor Extension Program, 2003, [www.cpcs.umb.edu/lep](http://www.cpcs.umb.edu/lep).

## Handout 8. OSHA – Yes or No

### OSHA

- |  |     |    |
|--|-----|----|
| 1. OSHA protects workers from health and safety hazards.                     | Yes | No |
| 2. OSHA makes legal standards to protect workers.                            | Yes | No |
| 3. OSHA inspects workplaces to make sure they are safe.                      | Yes | No |
| 4. OSHA protects all workers.  | Yes | No |
| 5. OSHA protects state, county and city workers in Mass.                     | Yes | No |
| 6. OSHA gives employers information about workplace health and safety.       | Yes | No |
| 7. OSHA protects workers who are self-employed.                              | Yes | No |
| 8. Workers have the right to complain to OSHA.                               | Yes | No |
| 9. OSHA makes procedures to keep track of injuries and illnesses on the job. | Yes | No |
| 10. OSHA protects workers who are employed by the federal government.        | Yes | No |
| 11. OSHA protects workers in workplaces that have 5 workers or fewer.        | Yes | No |
| 12. OSHA protects workers in mining or seafaring.                            | Yes | No |
| 13. OSHA is the Occupational Health and Safety Administration.               | Yes | No |

**Handout 8, page 2. OSHA – Yes or No****My experience – Yes or No**

- |   |     |    |
|---|-----|----|
| 1. I work in a workplace that has 5 workers or fewer.       | Yes | No |
| 2. I work for the state, county or city government in Mass. | Yes | No |
| 3. I work in a federal agency.                              | Yes | No |
| 4. I am self-employed.                                      | Yes | No |
| 5. I am employed by the federal government.                 | Yes | No |
| 6. I am protected by OSHA.                                  | Yes | No |
| 7. I have the right to make a complaint to OSHA.            | Yes | No |

## **Handout 9. Worker Rights Under OSHA**

1. Workers have the right to a workplace that has no known hazards. This is called the “General Duty” clause.
2. Workers have the right to ask for and get information from their employer about health and safety hazards on the job.
3. Workers have the right to see their medical records or exposure records from work.
4. Workers have the right to see copies of OSHA regulations about their workplace.
5. Workers have the right to look at their employer’s records of injuries and illnesses that have happened at work.
6. Workers have the right to refuse dangerous work if they believe, with reason, that they could be seriously hurt or killed immediately, and they have asked the boss to eliminate the danger, and there is no safer way to do the job.
7. Workers have the right to make a complaint to OSHA about dangerous conditions on the job. OSHA will not show workers’ names to their boss.
8. Workers have the right to be protected from punishment by their employers for using their rights under OSHA.

Adapted from the Handout “Your OSHA Rights” in the *Workers Rights Pilot Curriculum*, University of Massachusetts Labor Extension Program, 2003, [www.cpcs.umb.edu/lep](http://www.cpcs.umb.edu/lep).

## **Handout 10. Employer Responsibilities Under OSHA**

1. Employers have to provide a workplace that has no known hazards.
2. Employers have to obey all OSHA regulations.
3. Employers have to put up the OSHA “Job Safety and Health” poster where all workers can see it.
4. Employers have to tell OSHA about any workplace accident that kills a worker or sends 5 or more workers to the hospital. They have to tell OSHA within 8 hours.
5. Employers have to keep records of job-related injuries and illnesses. Every year in February, they have to put up a summary of job-related injuries and illnesses from the past year.
6. Employers have to let a worker representative go with the OSHA inspector during an inspection.
7. Employers have to put up a notice of any OSHA citations at or near the place where the violations happened. The notice has to stay up for at least 3 days, or until the violation is corrected.
8. Employers have to correct hazards within the time period set by OSHA in a citation.
9. Employers cannot punish workers for using their OSHA rights.

Adapted from the Handout “Your OSHA Rights” in the *Workers Rights Pilot Curriculum*, University of Massachusetts Labor Extension Program, 2003, [www.cpcs.umb.edu/lep](http://www.cpcs.umb.edu/lep).

## **Handout 11a. OSHA Sentence Halves (front halves)**

Workers have the right to a workplace that has ...

Cut sentences into strips.....

Workers have the right to ask for and get information from their employer ...

.....

Workers have the right to see their medical records ...

Workers have the right to see ...

Workers have the right to look at their employer's records of ...

Workers have the right to refuse ...

Workers have the right to make a ...

Employers have to obey ...

Employers have to put up the OSHA "Job Safety and Health" poster ...

**Handout 11a, page 2. OSHA Sentence Halves (front halves)**

Employers have to tell OSHA about any workplace accident that..

Cut sentences into strips.....

Employers have to keep records of ...

Every year in February, employers have to ...

Employers have to let a worker representative ...

Employers have to put up a notice of any OSHA citations at ...

Employers have to correct hazards ...

Employers cannot punish workers ...

## **Handout 11b. OSHA Sentence Halves (back halves)**

... no known hazards.

**Cut sentences into strips**.....

... about health and safety hazards on the job.

.....

... or exposure records from work.

... copies of OSHA regulations about their workplace.

... injuries and illnesses that have happened at work.

... dangerous work if they believe that they could be seriously hurt or killed immediately.

... complaint to OSHA about dangerous conditions on the job.

... all OSHA regulations.

... where all workers can see it.



**Handout 11b, page 2. OSHA Sentence Halves (back halves)**

... kills a worker or sends 5 or more workers to the hospital. They have to tell OSHA within 8 hours.

**Cut sentences into strips.....**

... job-related injuries and illnesses.

... put up a summary of job-related injuries and illnesses from the past year.

... go with the OSHA inspector during an inspection.

... or near the place where the violations happened.

... within the time period set by OSHA in a citation.

... for using their OSHA rights.

**Handout 11c. OSHA Sentences (whole)**

Workers have the right to a workplace that has ... no known hazards.

Workers have the right to ask for and get information from their employer ... about health and safety hazards on the job.

Workers have the right to see their medical records ... or exposure records from work.

Workers have the right to see ... copies of OSHA regulations about their workplace.

Workers have the right to look at their employer's records of ... injuries and illnesses that have happened at work.

Workers have the right to refuse ... dangerous work if they believe that they could be seriously hurt or killed immediately.

Workers have the right to make a ... complaint to OSHA about dangerous conditions on the job.

Employers have to obey ... all OSHA regulations.

Employers have to put up the OSHA "Job Safety and Health" poster ... where all workers can see it.

Adapted from the Handout "Your OSHA Rights" in the *Workers Rights Pilot Curriculum*, University of Massachusetts Labor Extension Program, 2003, [www.cpcs.umb.edu/lep](http://www.cpcs.umb.edu/lep).

**Handout 11c, page 2. OSHA Sentences (whole)**

Employers have to tell OSHA about any workplace accident that ... kills a worker or sends 5 or more workers to the hospital. They have to tell OSHA within 8 hours.

Employers have to keep records of ... job-related injuries and illnesses.

Every year in February, employers have to ... put up a summary of job-related injuries and illnesses from the past year.

Employers have to let a worker representative ... go with the OSHA inspector during the inspection.

Employers have to put up a notice of any OSHA citations at ... or near the place where the violations happened.

Employers have to correct hazards ... within the time period set by OSHA in a citation.

Employers cannot punish workers ... for using their OSHA rights.

Adapted from the Handout "Your OSHA Rights" in the *Workers Rights Pilot Curriculum*, University of Massachusetts Labor Extension Program, 2003, [www.cpcs.umb.edu/lep](http://www.cpcs.umb.edu/lep).

## Handout 12. Union Contract Health and Safety Information

### Contract Table of Contents

On what page can you find information about . . .

Grievance procedures? \_\_\_\_\_

Hours of work and overtime? \_\_\_\_\_

Earned time? \_\_\_\_\_

Family and Medical Leave Act? \_\_\_\_\_

Health and welfare? \_\_\_\_\_

Committees? \_\_\_\_\_

Skim each of the sections and pages above. Which section is specifically about worker health and safety? \_\_\_\_\_

### Health and Safety Committee (union contract pages 44 – 45)

**Section 1.** What does the hospital have to provide?

**Section 2.** Who has to be on the Health and Safety Committee?

What topics can the committee meet about (3 examples)?

## **Handout 12, page 2. Union Contract Health and Safety Information**

**Section 2.** What happens to recommendations from the Health and Safety Committee? What other committee looks at the recommendations?

**Section 3.** If the union asks, what results will the Hospital provide?

**Section 4.** What can workers do with their complaints about unsafe or unhealthy working conditions?

Can the Hospital punish a worker who complains about unsafe or unhealthy working conditions?

**Section 5.** What kind of training does the Hospital have to provide?

**Section 6.** If workers ask for it, what does the Hospital have to provide for workers going to the parking lot?

**Section 7.** What does Section 7 mean?

## Handout 13. Union Contract Pages

ARTICLE		PAGE
	<b>Agreement &amp; Preamble</b> .....	1
Article I	Employee Representative Recognition ..	1-2
Article II	Union Security .....	2-3
Article III	Non-Discrimination .....	3-4
Article IV	Probationary Period .....	4-5
Article V	Grievance Procedure .....	5-9
Article VI	Seniority .....	9-11
Article VII	Temporary Service, Postings, Job Postings and Transfers .....	11-13
Article VIII	Hours of Work and Overtime .....	13-16
Article IX	Shift and Weekend Differentials and On-Call Pay .....	16-17
Article X	Discipline and Discharge .....	18
Article XI	Management Rights .....	18-19
Article XII	Layoff and Recall .....	19-23
Article XIII	Personnel Files .....	23
Article XIV	Union Business .....	23-26
Article XV	Bulletin Boards/Union Information .....	26-27
Article XVI	Holidays .....	27-28
Article XVII	Earned Time and Extended Sick Leave ..	28-32
Article XVIII	Bereavement Leave .....	32-33
Article XIX	Jury Duty .....	33-34
Article XX	Military Reserve Duty .....	34
Article XXI	Vacation Requests .....	34-35
Article XXII	Family and Medical Leave Act and Maternity/Paternity and Adoptive Leave ..	35-37
Article XXIII	Tuition Reimbursement .....	37-38
Article XXIV	Health and Welfare .....	38-42
Article XXV	Pension Plans .....	42-44
Article XXVI	Committees .....	44-46
Article XXVII	No Strikes and No Lockouts .....	47-48
Article XXVIII	Successorship .....	48
Article XXIX	Miscellaneous .....	48-50
Article XXX	Legality/Stability of Agreement .....	50
Article XXXI	Wages .....	51-60

Excerpted from Collective Bargaining Agreement between Boston Medical Center and Local 285, Service Employees International Union, AFL-CIO/CLC and American Federation of State, County and Municipal Employees, AFL-CIO, Council 93. October 1999-September 2002.

## Handout 13, page 2. Union Contract Pages

An otherwise eligible employee who is not regularly scheduled to work one thousand (1,000) hours a year but does actually work one thousand (1,000) hours in a year may, on the employee's anniversary date, request to receive a BMC contribution for that year. Such an employee must contribute 2% of base pay for the year in order to receive the Hospital's contribution.

Section 3. Employees who were formerly employees of DH&H on June 30, 1996, who became employees of BMC on July 1, 1996, and who were vested participants in the State Boston Retirement Plan (i.e., General Laws Chapter 32) on June 30, 1996, or who will have ten (10) years of service with BMC (combined with DH&H service) on or before September 30, 1997, shall be eligible to participate in the defined benefit and Section 403(b) plan ("the Vested Plan" as negotiated between the parties) described in the plan document in accordance with the requirements of that plan.

Section 4. Pension plans shall be interpreted in accordance with their respective plan documents.

### ARTICLE XXVI COMMITTEES

#### (A) HEALTH AND SAFETY COMMITTEE

Section 1. The Hospital will endeavor to provide a safe and healthy workplace.

Section 2. The Hospital and the Union(s) agree to establish a health and safety committee composed of one bargaining unit member from each union and an equal number of members from management, including the chair of the Hospital Safety Committee. The Committee shall meet to consider and develop recommendations on health and safety matters including, but not limited to such topics as: infectious diseases, chemical hazards, security and physical safety, radiation, and any related educational issues associated with these concerns. All conclusions reached by the health and safety committee and recommendations of that committee shall be forwarded to and considered by the Hospital Safety Committee.

Section 3. Upon reasonable written request from the

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Union(s), the Hospital will provide the results of air quality testing it conducts.

Section 4. Complaints with respect to allegedly unsafe or unhealthy working conditions shall be brought to the attention of the employee's supervisor and/or the Hospital Safety Committee. No employee shall face retribution for reporting health or safety concerns.

Section 5. The Hospital agrees to address technological change by providing bargaining unit members with training, including training on special precautions and safety features during the introduction and implementation of substantive new technology in the workplace.

Section 6. The Hospital will provide employees with escorts and/or rides to Hospital parking lots upon request. In addition, the Hospital will provide employees with transportation to points where public transportation is available at the end of the evening shift and the beginning of the night shift.

Section 7. Nothing in this Article shall be subject to arbitration.

#### (B) JOINT LABOR MANAGEMENT COMMITTEE

The Medical Center agrees to establish a Joint Labor Management Committee. The purpose of this Committee is to maintain an open dialogue with all employees and discuss matters of mutual agreement. To this end, up to twelve (12) bargaining unit members in total, from Unified, Guards and Skilled Maintenance Contracts, SEIU LPNs, & RNs, will be afforded the opportunity to participate in these meetings. The meeting will take place every other month and last for one (1) hour, unless otherwise indicated.

The meeting will be conducted by the Vice President of Human Resources or her/his designee who will set the agenda with the input of the Union. The Unions agree to notify the Vice President in writing of what bargaining unit members will attend these meetings. It is understood that these meetings will not address grievances.

Subject to operating needs and one-week notice of release time, bargaining unit members on the Joint Labor Management Committee covered by this Agreement shall be provided paid time off from regularly scheduled work

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Excerpted from Collective Bargaining Agreement between Boston Medical Center and Local 285, Service Employees International Union, AFL-CIO/CLC and American Federation of State, County and Municipal Employees, AFL-CIO, Council 93. October 1999-September 2002.

## Handout 13, page 3. Union Contract Pages

schedules equivalent to time spent in attendance at the Joint Labor Management Committee Meetings.

### (C) STAFFING COMMITTEE

The Medical Center agrees to hold quarterly meetings with the bargaining unit members to discuss concerns regarding significant staffing changes. It shall be comprised members of BMC management and up to ten (10) bargaining unit members. No issues related to staffing will be discussed unless:

- 1) It has been brought, in writing, to the attention of the Department Manager;
- 2) The Department Manager has had the opportunity to address the issue; and
- 3) The Department Manager is available for the meeting.

It is understood that this committee is advisory in nature and shall have no authority to bind BMC. The provisions of this Article shall not be the subject of grievance or arbitration.

### (D) TRAINING AND EDUCATION COMMITTEE

The Medical Center and the Union recognize the importance of training and education programs for career advancement, and seek here to establish mechanisms for generating such programs and their implementation. Accordingly, effective January 1, 1999, the parties agree to establish a Joint Training and Education Committee for all members of the Unified, LPN, SEIU RN, Guards and Skilled Maintenance Contracts.

During the period of January 1, 1999, to September 30, 1999, twenty-thousand dollars (\$20,000.00) to fund training and education programs to assist bargaining unit members (the Unified, LPN, SEIU RN, Guards and Skilled Maintenance Contracts) in acquiring job knowledge and technical skills necessary for job retention and advancement.

The Joint Training and Education Committee shall have representatives from all current and all historical bargaining units and an equal or lesser amount of management representatives. The Committee shall meet to discuss education and training opportunities for bargaining unit employees. Bargaining unit employees shall be released from work with pay to attend committee meetings.

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## ARTICLE XXVII NO STRIKES AND NO LOCKOUTS

Section 1. For the duration of this Agreement, the Union(s), its officers, agents, representatives, and members shall not in any way, directly or indirectly, authorize, cause, assist, encourage, participate in, ratify, or condone any strike, sit-down, sit-in, slow-down, cessation, or stoppage of work, boycott, picketing, or other interference with, or interruption of work at any of the Hospital's operations. Any employee who aids and abets or engages in conduct violating this Article shall be subject to discipline or discharge by the Hospital without recourse to Article V -Grievance and Arbitration, except on the issue of his/her participation in such violation. In addition to any other liability, remedy, or right provided by applicable law or statute, should such a strike, sit-down, sit-in, slow-down, or stoppage of work, boycott, picketing or other interference with, or interruption of the operations of the Hospital occur, the Union(s) within twenty-four (24) hours of a request by the Hospital shall:

- (a) Publicly disavow such action by the employees.
  - (b) Advise the Hospital in writing that such action by the employees has not been called or sanctioned by the Union.
  - (c) Notify employees of its disapproval of such action and instruct such employees to cease such action and return to work immediately.
  - (d) Post notices on the Union bulletin boards advising that it disapproves such action.
- Section 2. In consideration of this no strike pledge by the Union, for the duration of this Agreement the Hospital shall not lock out its employees.
- Section 3. In the event of an alleged violation of this Article, the aggrieved party shall not be required to adhere to the grievance and arbitration procedures of Article V of this Agreement. The aggrieved party may institute special arbitration proceedings regarding such violation by telegraphic notice thereof to the other party and to the American Arbitration Association which shall, immediately upon receipt of such telegraphic notice,

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Excerpted from Collective Bargaining Agreement between Boston Medical Center and Local 285, Service Employees International Union, AFL-CIO/CLC and American Federation of State, County and Municipal Employees, AFL-CIO, Council 93. October 1999-September 2002.



**Handout 14a. Have to or Don't Have to**

1. Employers \_\_\_\_\_ provide a workplace that has no known hazards.
2. Employers \_\_\_\_\_ obey all OSHA regulations.
3. Employers \_\_\_\_\_ put up the OSHA "Job Safety and Health" poster where all workers can see it.
4. Employers \_\_\_\_\_ tell OSHA about a minor workplace accident that involves only 1 or 2 workers.
5. Employers \_\_\_\_\_ keep records of job-related injuries and illnesses.
6. Employers \_\_\_\_\_ put up a summary of job-related injuries and illnesses every month.
7. Employers \_\_\_\_\_ let a worker representative go with the OSHA inspector during an inspection.
8. Employers \_\_\_\_\_ fix any violations within 3 days.
9. Employers \_\_\_\_\_ fix violations within the time period set by OSHA.
10. Employers \_\_\_\_\_ let workers make complaints to OSHA, without punishing them.
11. If workers refuse to do dangerous work, employers \_\_\_\_\_ accept the refusal.
12. If workers ask for it, employers \_\_\_\_\_ give them information about health and safety hazards on the job.

## Handout 14b. Has to or Doesn't have to

1. The hospital \_\_\_\_\_ provide a safe and healthy workplace.
2. The hospital \_\_\_\_\_ set up a health and safety committee with the union.
3. The committee \_\_\_\_\_ have equal numbers of representatives from the union and hospital management.
4. The committee \_\_\_\_\_ meet every week.
5. The committee \_\_\_\_\_ talk about health and safety issues like infectious diseases, chemical hazards or radiation.
6. The committee \_\_\_\_\_ give its recommendations to the Hospital Health and Safety Committee.
7. The committee \_\_\_\_\_ fix any health and safety violations within 3 days.
8. If the union asks for it, the hospital \_\_\_\_\_ provide the results of air quality tests.
9. If a worker has a health and safety complaint, the worker \_\_\_\_\_ give the complaint to the union / management health and safety committee.
10. The hospital \_\_\_\_\_ give workers training on special precautions and safety features of any new technology.
11. The hospital \_\_\_\_\_ give workers a ride home if they ask for it.

## Handout 15a. The Safety Net

*Mario and Juan work for a construction company. The company is constructing a new building. The company has hung a net to catch any falling parts during construction. During their break, Mario and Juan start to talk about a dangerous situation . . .*

**Juan:** You know the net that the company hung up there?

**Mario:** Yeah. They hung it up to catch stuff that falls during construction.

**Juan:** Well, did you notice that it has some holes?

**Mario:** You're kidding. That's no good!

**Juan:** Last week, a big piece of metal fell through a hole and hit Mike. He was really hurt. And yesterday, somebody up on the building dropped a hammer. It fell through a hole in the net and almost hit me!

**Mario:** Did you tell the foreman?

**Juan:** Of course. I asked him to get a new net. But he just told me to stay away from the areas under the holes.

**Mario:** But we have to go into those areas for our work! We can't just stay away from them.

**Juan:** I know. I'm afraid that something else is going to fall through the holes.

**Mario:** If that happens, somebody else could really get hurt! What do you think we should do?

Created from content in the Handout "Your OSHA Rights" in the *Workers Rights Pilot Curriculum*, University of Massachusetts Labor Extension Program, 2003, [www.cpcs.umb.edu/lep](http://www.cpcs.umb.edu/lep).

## **Handout 15b. The Safety Net, Part 2**

*Imagine that you are Mario and Juan. You decide to go together to talk the foreman again about the holes in the net. What will you say to the foreman? What will the foreman say? Or, You decide to talk to your union representative. What will you say? What will the union representative say? Write your dialogue below.*

**Mario + Juan:**

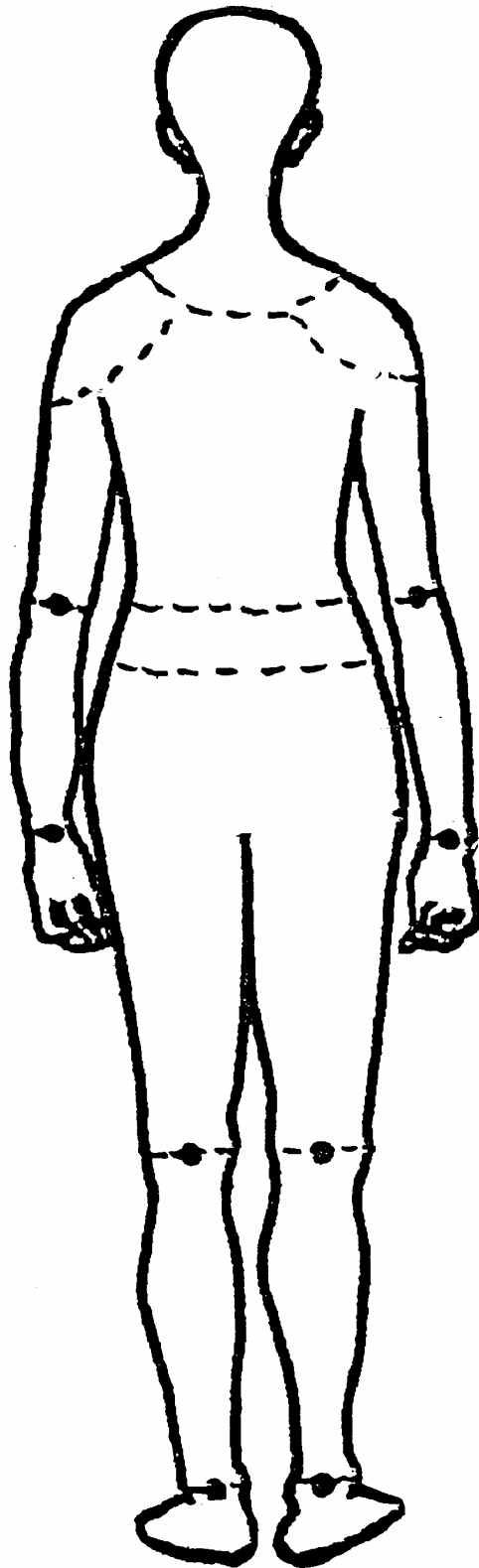
**Foreman:  
(Or Union Representative)**

**Mario + Juan:**

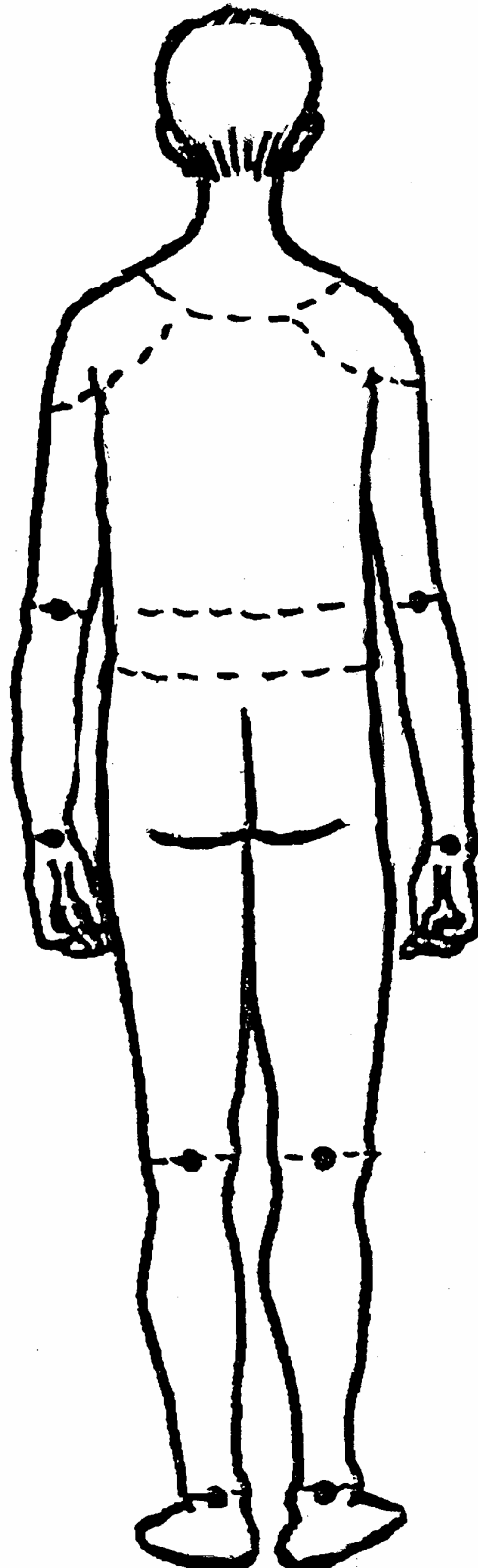
**Foreman:  
(Or Union Representative)**

**Etc.**

## Handout 16a. Body Map (front)



## Handout 16b. Body Map (back)



## Handout 17. Coworker Interview

**Work site:** \_\_\_\_\_ **Department:** \_\_\_\_\_  
**Position:** \_\_\_\_\_ **Date:** \_\_\_\_\_

Below is a list of symptoms. Which symptoms do you experience during your workday and with what frequency?

	<u>never</u>	<u>sometimes</u>	<u>frequently</u>
headaches	___	___	___
irritated or burning eyes	___	___	___
irritation in your nose	___	___	___
irritation in your throat	___	___	___
ringing ears	___	___	___
persistent cough	___	___	___
chest pains	___	___	___
difficulty breathing	___	___	___
frequent colds	___	___	___
itching skin or skin rashes	___	___	___
stomachaches	___	___	___
dizziness	___	___	___
nausea	___	___	___
vomiting	___	___	___
backache	___	___	___
weakness	___	___	___
fatigue or drowsiness (sleepiness)	___	___	___
cuts, bruises or scratches	___	___	___

## Handout 17, page 2. Coworker Interview

	<u>never</u>	<u>sometimes</u>	<u>frequently</u>
burns	—	—	—
strained or sprained muscles	—	—	—
anxiety or nervousness	—	—	—
depression	—	—	—

Have you experienced discomfort or pain in:

	<u>pain</u>	<u>tingling</u>	<u>numbness</u>
neck	—	—	—
shoulders	—	—	—
arms	—	—	—
forearms	—	—	—
wrists	—	—	—
hands	—	—	—
back	—	—	—
waist	—	—	—
hips/buttocks	—	—	—
thighs	—	—	—
knees	—	—	—
calves	—	—	—
ankles	—	—	—
feet	—	—	—



## **Handout 17, page 3. Coworker Interview**

### **Additional Questions**

*What else would you like to ask your coworkers about health and safety on the job?  
Write questions below.*

This interview is adapted from an activity created for the Training Institute for Spanish-Speaking Health and Safety Workplace Advocates held at SEIU Local 285 in 1997. The idea for this activity came from Susan Moir.

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