Before You Begin

Before beginning the presentation, review with the participants the reason why they are in this training which is for the purpose of learning ways and strategies for creating an injury-free workplace.

Some participants may wonder why creating an injury-free workplace is important to them.   You can create a discussion around this idea by asking "*Who can give me a reason why it would be important to create an injury-free workplace?*"

Reductions in injuries, accidents, and occupational hazards or illnesses leads to increased productivity and reduction in costs. It not only benefits the employer and industry, but the employee and community.

Below are examples of what some participants may share.

- Decrease of fear/anxiety on the job

- Decrease risk of job loss

- Increase in job efficacy

- Increased Profit which leads to:

    - Ability to hire new staff (increase workforce)

    - Ability to offer pay increases

    - Ability to make a contribution to the economic welfare of community

    - Increased community involvement/goodwill

- Increased Employee morale

    - Decreased anxiety of leadership/management

    - Increased productivity (positive feedback loop)

- Less turnover

- Increase in supply of goods

- Increase cost passed on to consumer

- Increase competitiveness in global market

- Potential for new customers

- Decreased medical expenses

- Decreased insurance rates

- Decreased workmen compensation costs

- Less turnover (lower hiring and training costs)

- Increased profit margin

- Timely equipment upgrades

Let's Begin

Slides 1-3

Begin the presentation by welcoming everyone and establishing the ground rules.

Sample Ground Rules:

- Everyone participates.

- Everyone listens.

- If you have an unanswered question, you write it down on post-it note and place on flip

  chart on the wall.

Slide 4

Following the establishment of ground rules, state the module objectives.

Next, have learners participate in an introductory ice breaker. Have each participant go

around the room, introduce themselves, identify what area in the poultry plant they

work and give their definition of a hazard.

After everyone has introduced themselves, proceed to Slide 5.

Slide 5

Review the definition on the screen. You can read or ask a participant to read.

Slide 6

Review the slide and refer back to the initial discussion of safety's importance.

Slide 7

After reviewing the slide, ask participants to volunteer to offer examples in each of the areas.

This is an opportunity to employ the strategy of elaboration by giving examples and discussing

applications.

Examples:

> Equipment – leaving a pallet jack in the walkway
>
> Environment –
>
> Materials –
>
> Facilities – poor lighting
>
> Processes – picking up product from floor and dumping in container instead of using a
>
> conveyor system

For a list like the one above, you can use the mnemonic learning strategy. If facilitators use

during the presentation, they first need to explain a mnemonic. An example of a mnemonic for

this would be ENJOY EATING MOMMA'S FRIED POTATOES. For a fun activity, have participants come up with their own mnemonic.

Slide 8

In order to eliminate or reduce hazards, a company first needs to identify the problems and concerns (hazards) that could cause worker injuries. Hazards are not always obvious; so in order to identify the hazard a person must first be familiar with the poultry industry, their work area and the recommended work practices.

Once hazards have been identified, they need to be evaluated for priority. It is not possible to fix everything at once. The biggest concern may often be the hazards that are most serious – those that could cause the most serious injuries or illnesses. There are times when the hazard of most concern will be the one affecting the most people. Still other times, the hazard with the highest priority is the easiest to get corrected because it can render the quickest results.

Lastly, the third step is to select the most appropriate and effective control measures for those particular hazards.

Slide 9 – Group Activity

Before beginning this activity, remind participants of the goal of creating an injury-free workplace and emphasize that fully engaging in this training activity will help improve their ability to identify hazards and make strides toward reaching the goal.

In groups, ask participants to generate a list of health and safety hazards that may occur in their work areas. Divide participants into groups of three to five participants. Once participants have been placed in groups, disseminate "Problems in Poultry" handout and review instructions. As a facilitator/trainer, it is a good idea to make yourself available during the activity in case participants have questions.

Groups should be given about 10-15 minutes (*depending on time available*) to share some of the health and safety hazards issues that have experienced in their work areas. Each group will select three issues or hazards to share with the group. Participants then reconvene, share their lists and discuss their findings. As individuals share, record the information on a flip chart. Give each group an opportunity to share, making note of any repeats.

There are several different work areas within the poultry process. Recognize that all participants may not be from the same work area. Participants from different work areas will point out different concerns. Make sure you validate and encourage all responses. If there are similarities, ask participants why they think these issues are of concern across work areas. One reason for creating some discussion after you have surveyed the group is so that participants can experience a more meaningful learning experience.

Slide 10

Review the slide.

The importance of staying informed about hazards cannot be understated. Employers and employees alike cannot be reminded enough about the direct relationship between an injury-free workplace and their quality of life. Being an informed and self-directed learner means that you seek out information that not only improves your work, but that benefits you, your workplace and your community.

Employees should never be afraid to ask questions. No one is an island unto themselves. Employers and co-workers can be great sources of information. As leadership begins to use and employ the ideas and strategies of SMART conversation – building a culture of safety and modeling the traits discussed earlier – asking the difficult questions should become a natural course of action.

In this activity, participants will pair up with a neighbor to develop a list of the kinds of information that might be found under each category mentioned above by using a worksheet that has already been prepared (Where to Look Handout). The facilitator/trainer can suggest that participants think about the kinds of information they have received which helped them identify or understand more about a particular hazard or hazards in their workplaces. If they lack experience with this, ask them what information could they receive that would help them to identify or understand more clearly about the hazards in their workplace. Give paired learners 10-15 minutes to complete this activity.

See sample chart on the following page for details. Depending on the training or work setting, the facilitator/trainer could assign the task of retrieving a particular piece of information from one of the sources discussed.

Slide 11

There are many types of hazards in poultry processing – obvious ones as well as those that are hidden – and many sources for learning about those hazards. Knowing what to ask and where to look is important for any worker striving toward the goal of an injury-free workplace. There are several sources which exist for finding information. Some of them include co-workers, the employer, government resources and other miscellaneous sources.

After reviewing slides 10 and 11, pass out the ***Where to Look*** handout. Ask participants to fill out the form with ideas of where they might find sources of information from each of the respective categories.

WHERE TO LOOK?

Co-workers	Employer	Government	Other
•Surveys	•OSHA 300 Log	•OSHA inspection data	•Manufacturers information
•Body and Hazard Mapping	•MSDS'	•OSHA web site info	•Health and Safety websites
•Asking questions	•First Aid logs	•NIOSH Hot Line info	•Trade journals
•Making Observations	•Accident/incident reports	•EPA info and data	•Health and Safety organizations
			•Health and Safety training (orientation, other online resources)
			•University studies (cooperative extensions)

Slide 12

This slide is used to transition from identifying and evaluating hazards to controlling them. Also, if time does not allow for the completion of the training, this is the point where you would stop and resume when you have more time.

Slide 13 and 14

Methods of hazard control provide the most effective way to protect workers from particular hazards. Industry has established a list of control methods to help workers and employers, effectively control hazards.

Slide 15

The best way to control a hazard is to eliminate it and remove the danger. Eliminating a hazard can be done by changing a work process in a way that will get rid of a hazard; or it could be as simple as substituting a dull knife for a sharp knife; or removing the pallet jack from a blocked walk way.

Slide 16

For example, a non-toxic (or less toxic) chemical could be substituted for a hazardous one.

Slides 17

This could include using adjustable stands; adding a machine guard; a technology to reduce noise levels; using mechanical lifting devices; or using ventilation that helps remove or reduce contaminants before they can get in the breathing zone of workers.

Slides 18

Administrative controls can include such things as: warning alarms, labeling systems, job rotation, and training.

Slides 19

Personal protective equipment is the *least* effective method for protecting workers from hazards. PPE should be used in combination with more effective ways of

hazard control.   It should never be used in place of other more effective hazard control methods.

Slide 20

Review slide.

Slide 21

Allow participants to share thoughts. Example of an answer is below.

IDENTIFY – The hazard is obviously stacking the adjustable stands.

EVALUATE – Adjustable stands or ergonomic stands are used so that people of varying heights can work at the same workstation. Someone might do this because they find it easier to use materials (stands) that are right there or readily available in the work area rather than retrieving a ladder. A discussion regarding this scenario would be that this is an unsafe practice because of the two stands stacked on top of each other are not stable and a slip/trip/fall, struck by, or sprain/strain can result.

CONTROL – Substitution would be one hierarchy of control used in this situation. Instead of stacking stands, one solution would be to get a safe-ready ladder to reach spaces not readily accessible.

Slide 22

Allow participants to share thoughts. Example of an answer is below.

IDENTIFY – Unsafe work practice.

EVALUATE – This is a very unsafe practice because the blade could cut through the meat and depending on the force being used could result in a puncture or cut to the person's face or abdomen.   Many people get in this poor/unsafe habit of "stabbing" the product because it tends to stick to the conveyor belts. The desired practice is to use the

protected non-knife/scissor hand to reach for and retrieve the product for trimming/cutting.

CONTROL – A couple of different controls could be discussed depending on how you understand it. Eliminate the dull knife and substitute or replace with sharp knife. An administrative control would be to engage in proper and safe work practices.

Slide 23

Allow participants to share thoughts. Example of an answer is below.

IDENTIFY – Improper equipment (dull knife)

EVALUATE – First, additional force can be required to both make the desired cut and to hold onto the knife itself; this added force can cause cumulative trauma disorders (injuries that get worse the more times it happens). Second, using a dull knife and applying more force to the blade can cause a person to lose control of it causing a cut or puncture wound to either the person or the worker next to them (buddy cut). Third, the use of dull knives may cause a person to become "backed up" in their production count or reasonable expectancy (number of pieces a person is reasonably expected to produce/cut/trim in a specific amount of time). This happens because as the knife becomes dulls, it doesn't cut as well. The person may become frustrated and unable to perform at the same speed. When they fall behind this presents another issue in that they are now crowding their co-workers by invading their working space making the likelihood of a "buddy cut" all the more likely or probable. These situations can be avoided to some degree by practicing good knife skills, knife steeling and sharpening techniques, and by educating workers on when and how to properly use knife steels (either ergonomic or hand).

CONTROL – A couple of different controls could be discussed depending on how you understand it. Eliminate the dull knife and substitute or replace with sharp knife. An administrative control would be to engage in proper and safe work practices.

Slide 24 – Group Activity

Slide 25 – 29 – Check for Understanding

These slides are for checking for understanding. Participants can answer questions by a show of hands or you can ask for volunteers.

Slides 30-31

Wind Up/Take Away

End the presentation by asking if any participants would like to share a top takeaway. After everyone has shared, pass out the evaluation.

Ask participants to complete the evaluation form and return. At this time it is important to obtain the participant's commitment to a follow up evaluation in approximately 30-day where you can assess if the knowledge gain in training has had any impact on their workplace or practices.

It is critical that you capture valid and reliable contact information so that you can follow up for the impact evaluation.