

TOPIC 2: Identifying Workplace Hazards

Topic Objectives

Strategic Objectives/Communication Objectives:

- To begin recognizing and recording hazardous working conditions

Language Objectives/Vocabulary on Content:

- To review the vocabulary covered in Topic 1
- To understand common job hazards
- To learn nouns that describe hazards such as **dust, chemical** and **noise**

Language Objectives/Grammar:

- To practice using prepositions
- To practice asking and answering “Wh” questions
- To practice using intensifiers

Topic Activities

Vocabulary Review

- Learners review terms they learned in Topic 1 such as **hazard, hazardous, safe** and **unsafe**

Naming Hazards

- Learners practice recognizing and naming hazards in workplace settings
- Learners practice documenting workplace hazards

Grammar Practice

- Learners describe the intensity and location of workplace hazards
- Learners ask and answer “Wh” questions

Key Vocabulary / Words to Review

- Work
- Job
- Hazard
- Hazardous
- Safe
- Unsafe
- Risk
- Dust
- Chemicals
- Noise
- Lifting
- Poison
- Danger
- Fire
- Dirty
- Noisy
- Crowded
- Air pollution
- Ventilation
- Burn
- Leaking
- Odor
- Strain
- Heavy
- Too/Very
- Next to
- Between

If a significant amount of time has passed since Topic 1 was taught, a review exercise can be a good way to ease into Topic 2.

Option 1: Hazard Mime

ELL Level: Mid-level Beginners to Intermediate

Materials: Items to simulate hazards such as: talcum powder and spray bottle with water (optional)

Time: 30 minutes

Step 1: T reviews concept of hazard from the first lesson.

Step 2: T can illustrate some types of hazards using props, such as shaking talcum powder or flour onto a surface to represent dust, squirting water from a spray bottle to represent chemical mist. T can also mime one or two hazards such as noise (hands on ears), temperature extremes (shiver or wipe brow), heavy lifting, etc.

Step 3: T asks Ls to name and mime other hazards on their jobs. List the hazards on the board for Ls to copy. (Common hazards that may come up include repetitive work, chemicals, heavy lifting, extreme temperatures, overwork and unsafe equipment.)

Note: If Ls completed the **Looking at Hazards** activity in Topic 1, T can give the Ls a copy of the hazard list they created instead of generating a new list, and then ask Ls to mime each.

Naming Hazards

Learners revisit the drawing of the ABC Garment, Inc. Factory to continue a conversation about the hazards illustrated by the drawing. When possible, comparisons should be made to the Ls real workplaces. Workers can also begin to discuss ways they might feel comfortable beginning to document the hazards on their own jobs.

Option 1: Hazard Search

ELL Level: Advanced Beginner to Intermediate

Materials: *Handout 4 – ABC Garment, Inc. Factory, Handout 5 – Inspection Checklist*

Time: 1 hr.

Step 1: T hands out new copies of *Handout 4 – ABC Garment, Inc. Factory*. T leads a discussion by asking several questions such as: “What is happening in the picture?”, “What’s wrong with this picture?”, and “Is this workplace safe or unsafe?”

Step 2: T goes around the room, asking each L to name a hazard from the picture. (Alternatively, T can turn the activity into a game by putting the class into small groups and asking them to identify as many hazards as they can in the picture. The group that identifies the most hazards wins.)

Step 3: T writes the hazards on the board.

Step 4: T passes out *Handout 5 - Inspection Checklist*. T explains the purpose of the checklist and demonstrates using it.

Step 5: Ls work in pairs or small groups to complete the inspection checklist for the ABC Garment, Inc. Factory, writing in as many additional hazards as they can.

Step 6: Each group reports back to the whole class and T leads a discussion about the hazards.

Grammar Practice

These activities build on the **Hazard Search** above by having Ls describe the hazards in the ABC Garment, Inc. Factory using more complex grammatical constructions.

Option 1: Intensifiers

ELL Level: Mid-level Beginner to Intermediate

Materials: *Handout 4 - ABC Garment, Inc. Factory*

Time: 40 min.

Step 1: T reviews the list of hazards found in the drawing and introduces the intensifiers “too” and “very” (e.g., too hot, very dirty).

Step 2: Ls practice using “too” and “very”.

Note: T can reinforce this lesson with exercises from the Ls’ grammar text.

Option 2: Prepositions & “Wh” Questions

ELL Level: Mid-level Beginner to Intermediate

Materials: *Handout 4 – ABC Garment, Inc. Factory, Handout 5 – Inspection Checklist*

Time: 45 min.

Step 1: T makes a list of prepositions of place on the board (e.g., **on**, **next to**, **between**) and demonstrates their meanings with the class.

Step 2: T asks questions about the hazards that have been recorded on the *Inspection Checklist* by the class. (e.g., “Where is the water leak?”, “Where is the locked fire exit?”, “Where is the bottle of chemicals?”)

Step 3: Ls respond with the correct prepositions (e.g., “It is **on** the ceiling”, “It is **between** the boxes and the fabric”, “It is **next to** the food”.

Step 4: Ls pair up and practice asking and answering the questions.

Notes to Teacher:

Some employers may become agitated when workers openly try to document problems on the job. If Ls want to use this checklist at their workplaces, suggest that they first talk with someone at NYCOSH or at your community organization about this action. Documenting problems is important, but ensuring that the worker is protected from retaliation is also important. No L should attempt to take on workplace problems alone. It's very risky.

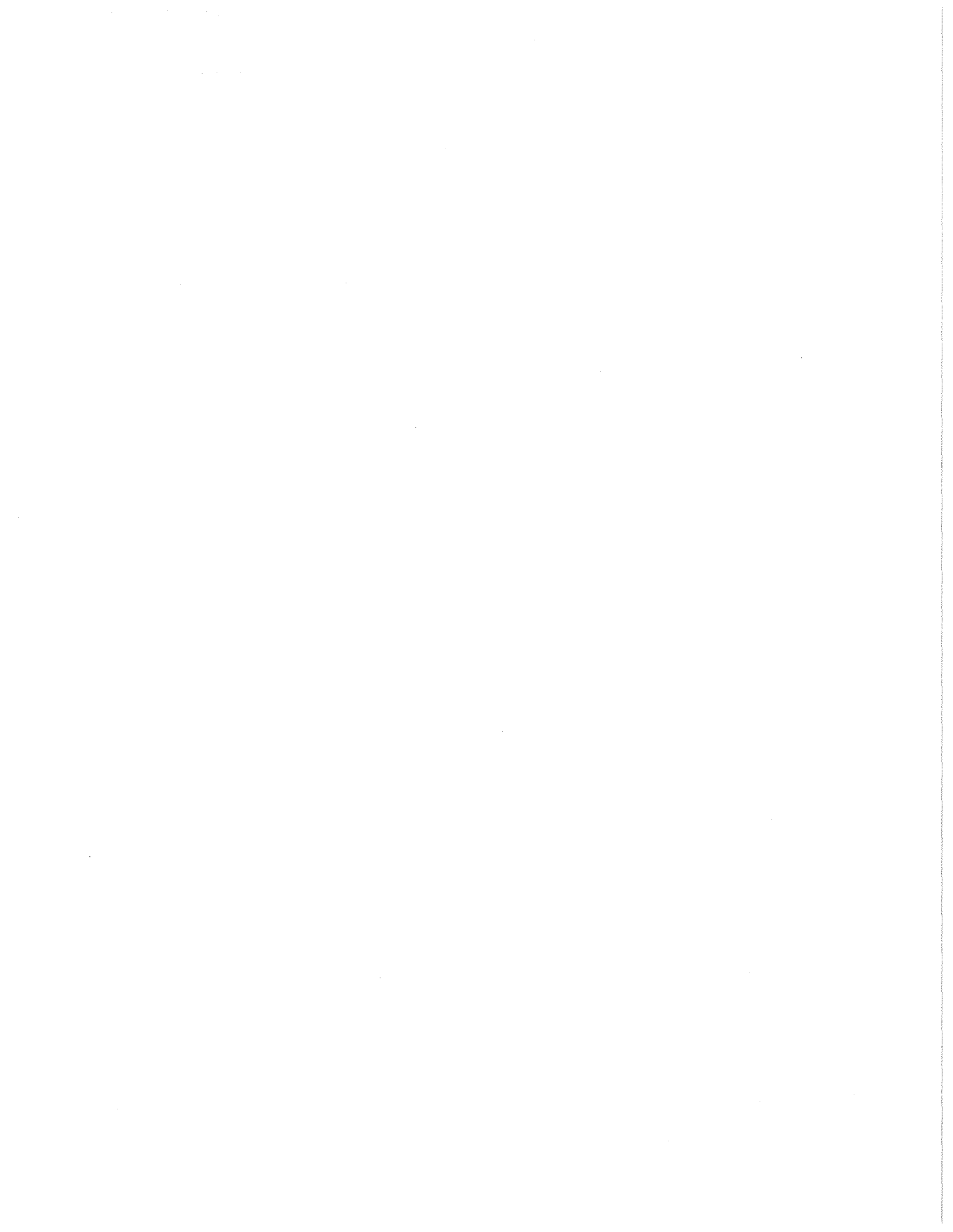
Follow-Up Activity

Ls can use the inspection checklist to assess their own workplaces. This can be done in class. Ls can try to fill out the chart by themselves, using their memories. Or, they can work in pairs interviewing each other. (Each person in their pair asks the questions of their partner. The partner reads along and checks items as applicable to their own workplace.)

T can generate a whole class discussion with oral questions such as:

- 1) How many problems did you check off on your list?
- 2) Have other workers at your workplace noticed these problems?
- 3) Would you talk with your boss about these problems? Why or why not?

END OF TOPIC 2



Topic 5: Documenting Health Effects of Hazards

Topic Objectives

Strategic Objectives/Communication Objectives:

- To introduce and practice words related to parts of the body
- To identify common work-related injuries among learners

Language Objectives/Vocabulary on Content:

- To familiarize Ls with vocabulary & expressions about symptoms: **numb, sore, tingling, swollen, ache, etc.**

Language Objectives/Grammar:

- To practice using Yes/No questions
- To practice asking and answering “Wh” questions

Topic Activities

Body Mapping

- Learners practice documenting the impact of workplace hazards on their health
- Learners begin observing patterns of injuries and illness among types of workers

Vocabulary Review

- Learners review names of body parts

Key Vocabulary / Words to Review

- Numb
- Sore
- Tingling
- Swollen
- Ache

Body Mapping

In this topic a technique used by public health educators known as “body mapping” is shown. Ls practice documenting how the hazards they experience on the job may be affecting their health. The purpose of this activity is to show graphically and at a glance the effects of hazardous exposures or job stresses on a whole group of workers.

Note to Teachers:

This activity involves volunteers placing stickers on a classmate. Some Ls may not feel comfortable either being touched or touching someone else. If no one wants to be the volunteer, then you, as the teacher (and only if you feel comfortable), can wear the stickers. If you think people are uncomfortable, then have the volunteer place the stickers on him/herself as people call out body parts.

Option 1: Live Body Maps

ELL Level: Any level of
Beginner to Intermediate

Materials: Day-Glow colored stickers

Time: 60 min.

Step 1: T asks a volunteer, "Where do you have pain or stress?" The volunteer points to a place or places on her own body and names those parts of the body.

Step 2: Then the volunteer places one or more dot stickers (provided by T) on T's body in the places where the volunteer feels pain. T then asks another volunteer with an ache, pain, or stress to place more stickers on T's body. Repeat with a third volunteer. The idea is to show patterns of health effects for the group, using one person as the "map."

If the group is a mix of different industries, T can do the following:

- T asks three volunteers to come to the front of the room. T points to the neck, shoulder, arms and hands on the first volunteer and asks class to name the body parts. Ls call out answers. T points to the back of the second volunteer and asks class to name the body part. Ls call out answers. T points to the legs and feet of the third volunteer and asks class to name the body parts.

Step 3: The class should discuss:

- What they notice about where the stickers are placed (i.e., patterns of symptoms).
- Why they think people are experiencing pain in these places.

Observations of patterns of symptoms might include:

- Domestic workers and construction workers have back pain.
- Factory workers doing assembly and grocery checkout clerks have hand, arm, shoulder problems.

Step 4:

T draws up on the board a chart with three columns labeled: NECK, SHOULDER, ARM & HAND PAIN; BACK PAIN; LEGS, FEET PAIN.

Then T asks each person in the class, one at a time, to come up to the volunteers and place their stickers on the body parts of the volunteer corresponding to places on their own bodies where they may feel pain.

- Then each person writes their job title in the appropriate column(s).
- It is likely that more than one worker will experience pain in the same general areas of the body. Ls should continue to place stickers, even if they are in the same area of the body that someone else has already identified and placed on the volunteer.
- If more than one person has the same job title and experiences pain in the same place, then T can help them make a tally with strokes (as in the example below).

NECK, SHOULDER, ARM, HAND PAIN	BACK PAIN	LEGS, FEET PAIN
Construction worker	Construction worker	Security guard
Sewer in garment factory	Landscaper	Delivery person

Then T and class look at the chart and talk about common injuries among the industries

If the class is composed of workers who do similar work,

- T can keep asking other members of the class to come up and place stickers in the appropriate place, naming the body parts. It is likely that more than one worker will experience pain in the same general areas of the body. Ls should continue to place stickers, even if they are in the same area of the body that someone else has already identified and placed on the volunteer.

Option 2: Drawing Body Maps

ELL Level: Any level of Beginner to Intermediate

Materials: Large pieces of butcher paper – 2 sheets each for each student, Colored Dot Stickers or markers

Time: 60 min.

Step 1: T reviews the parts of the body by pointing to parts on T's body and asking Ls to name them.

Step 2: T then asks where they have pain or stress or other health problems that they think are caused by their work. A couple of volunteers name the body parts where they experience symptoms, pointing them out on the diagram.

Step 3: T breaks the class into groups. (If there are enough learners who work in similar jobs or in the same industry, they can be grouped together.) Each group receives butcher paper. T tell Ls to outline a human figure, front on one sheet and back on a second sheet. Ls take turns naming where on their body they feel symptoms and placing colored dot stickers on the corresponding body parts on the diagram. It is likely that more than one worker will experience pain in the same general body area. Ls should continue to place stickers, even if they are in the same area of the body that someone else has already identified and placed on the diagram. The idea is to show patterns of health effects for the group.

Step 4: When Ls have finished, the class should then discuss:

- What they notice about where the stickers are placed (i.e., patterns of symptoms).
- Why they think people are experiencing pain in these places.

Observations of patterns might include:

- Domestic workers, construction workers and home health aides have back pain
- Factory workers doing assembly and grocery checkout clerks have hand, arm, shoulder problems.

Homework: Ache and Pain Interview

Ls can interview family members to find out whether they are experiencing any pain in relation to their work. (Less advanced Ls can ask the questions in their native language.)

This activity might be especially useful for Ls in the class who are not working, to help engage them in the curriculum. To prepare, T can help the class generate questions to ask in the interview.

Vocabulary Review

To practice the vocabulary on body parts the class can do an adaptation of “Ouch! That Hurts,” from *Jazz Chants*. Teachers can consult any *Jazz Chants* book for more directions.

Option 1: Jazz Chants

ELL Level: Mid-level Beginners to Intermediate

Materials: *Handout 10 – Ouch! That Hurts*

Time: 20 minutes

Step 1: T demonstrates by rhythmically reading the chant aloud while clapping.

Step 2: Ls read the chant in unison while clapping.

Step 3: T divides the class into two groups and asks them to recite the chant again, alternating stanzas between the groups.

Step 4: Ls should be encouraged to contribute a line spontaneously to the chant. The class, acting as a chorus, repeats a refrain.

END OF TOPIC 5

Handout 10: Ouch! That Hurts

Ouch!

What's the matter?

I can't turn my head.

Oh, that hurts, that hurts.

I know that hurts.

Ouch!

What's the matter?

I can't move my thumb

Oh, that hurts, that hurts.

I know that hurts.

Ouch!

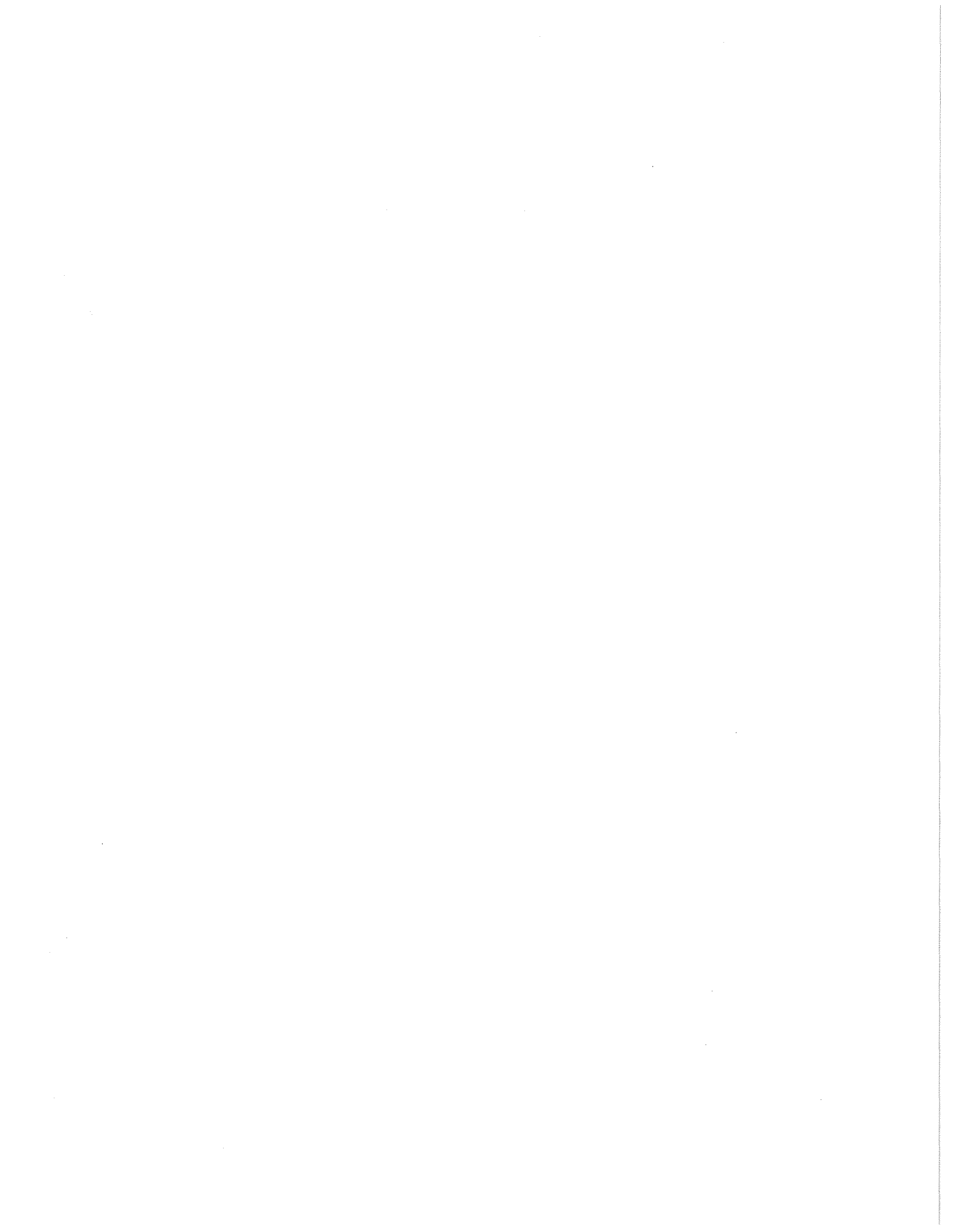
What's the matter?

I ...

Oh, that hurts, that hurts.

I know that hurts.

Adapted from *Jazz Chants* by Carolyn Graham (Oxford University Press, 1978, p.35)



Topic 7: Know Your Rights – Workers' Compensation

Topic Objectives

Strategic Objectives/Communication Objectives:

- To make Ls aware that they have a legal right to workers' compensation if they are injured on the job
- To provide basic information about the workers' compensation system
- To give Ls practice filling out authentic forms

Language Objectives/Vocabulary on Content:

- To familiarize Ls with terms such as compensation, insurance, medical bills, forms, lawyer, fill out and emergency room
- To review vocabulary on body parts introduced in earlier Topics

Language Objectives/Grammar:

- To practice regular and irregular past tense verbs

Topic Activities

What is Workers' Compensation?

- Learners explore what happens to a worker when he or she is hurt on the job
- Learners are introduced to the workers' compensation system

Grammar Practice

- Learners practice identifying past tense verbs and creating past tense sentences
- Learners practice creating Yes/No questions

Key Vocabulary / Words to Review

- Workers compensation
- Fault
- Insurance

Note to Teachers:

Injured workers typically do not have the right to sue their employer if they become injured. Instead, they can apply for workers' compensation. Workers' compensation is a no-fault system of insurance. It is supposed to provide medical care for the work-related injury or illness, partial payment of lost wages if the worker loses at least eight days of work, some other cash benefits, and job rehabilitation. Every state has a workers' compensation bureau, which is part of the state Department of Labor. In New York, the New York State Workers' Compensation Board is this agency.

Every employer is required to purchase workers' compensation insurance for all of their employees. Most workers are covered from their first day on the job. One exception is domestic workers, who are only covered if they work for the same employer for at least 40 hours/week.

Workers are covered by workers' compensation regardless of their immigration status. The Workers' Compensation Board has stated that everyone, including undocumented immigrants, is entitled to workers' compensation if injured on job. All workers, however should be advised not to answer questions about their immigration status, because this can put them at greater risk.

Although it is designed to be a no-fault insurance system, the process of applying for and receiving compensation is often quite adversarial between injured employees and their employers. It is also a lengthy, legalistic process. Workers must fill out a form to apply; a treating physician must also fill out a workers' compensation form; the employer also sends in a form. A series of hearings in court often follows, and cases are decided by judges. Emergency room doctors should, but may not, be familiar with the worker's compensation form for injuries. The New York State the Health Department has funded a network of occupational health clinics which diagnose and treat work-related injuries and illnesses. Doctors working at those clinics are experienced in dealing with the workers' compensation system. See Resource Section for details. In theory, injured workers can apply for compensation on their own, but it is the equivalent of applying for a green card--it is extremely difficult without the help of a lawyer. Workers do not have to pay for compensation lawyers. The lawyers receive a percentage of the settlement, which is determined by the judge.

For more information about workers' compensation, contact NYCOSH at (212) 627-3900 or go to the NYCOSH website at www.NYCOSH.org or see the Resource Section at the end of this manual.

What is Workers' Compensation?

Option 1: Francisco's Accident

ELL Level: Mid-Level Beginner to Intermediate

Materials: *Handout 13 A-J – Francisco's Story Boards, Handout 14 – Francisco's Accident*

Time: 60 minutes

- Step 1:** T shows the class story boards of "Francisco's Accident" (*Handout 13 A-J – Francisco's Accident Story Boards*) and asks Ls to look at pictures just to the point where Francisco is put in an ambulance. T asks Ls what they think is happening in the story. Class discussion. Then T asks Ls to predict how the story will end. More class discussion.
- Step 2:** T reads the whole story (*Handout 13 – Francisco's Accident*) aloud slowly, saying the number of each picture before reading the corresponding text. Ls listen to the story and follow along. At the end, T asks Ls if their prediction about the ending was accurate.
- Step 3:** T passes out copies of *Handout 14 – Francisco's Accident*. T puts unfamiliar vocabulary on the board and explains it: e.g., compensation, insurance, medical bills, forms, attorney, lawyer, fill out. T reads the story again. The class follows along silently. Ls call out additional vocabulary words that they don't understand as they follow along. T puts these on the board and explains them.
- Step 4:** To check comprehension, T could:
- recite lines from the story containing the vocabulary words on the board and ask Ls to say the numbers of the corresponding pictures.
 - point to various details in the pictures, asking about them, e.g., asking them to name body parts or objects.
 - ask Ls to retell the story in their own words.
- Step 5:** T asks the class if they or anyone they know has been hurt on the job, and if so, what happened. The T breaks the class into small groups to discuss the story and reactions to any experiences which may have been shared by the Ls.
- Step 6:** After the small groups report back, higher level Ls should try to discuss why the accident happened and whose fault it was, as a review of Topic 5. For less fluent Ls, T can ask Y/N questions of the class about the cause of the accident.

Follow-Up

Activity 1: Content Review

ELL Level: Mid-level Beginner to Intermediate

Materials: *Handout 13 A-J – Francisco's Accident Story Boards, Handout 14 – Francisco's Accident*

Time: 20 - 30 minutes

Step 1: Step 4 (above) can be followed up with a series of written True and False questions about the story, which T can create and Ls can work on in pairs.

Step 2: T can also prepare a one paragraph summary of the story, with key vocabulary words missing. Ls work individually or in pairs to complete the story.

Depending on the level of the class and the amount of time, T may choose to break the following exercises into two or more lessons.

Follow-Up Activity: Advanced Beginner to Advanced

Hearing the experience of an injured worker who has become disabled can have a powerful impact on learners.

T can arrange for a guest speaker from an advocacy group tell the class how and why they got injured, and why it is important to speak out about unsafe working conditions. (See Resource Section for details.)

Then the class can generate Y/N and WH questions for the speaker.

T can help the class correct the grammar mistakes in the questions afterwards.

Grammar Practice

Option 1: Past Tense

ELL Level: Advanced Beginner to Intermediate

Materials: *Handout 13 A to J – Francisco’s Accident Story Boards, Handout 14 – Francisco’s Accident*

Time: 40 minutes

Step 1: Practice using the past tense. T can ask Ls to underline all verbs in the past tense in the story, saying something like, “There are more than 25 verbs in the past tense in this story. Can you find them?”

Step 2: T can give additional practice via exercises on the past tense from textbooks. Ls can also try to write sentences in the present tense and their past tense equivalent for homework.

Option 2: Past Tense

ELL Level: Advanced Beginner to Intermediate

Materials: *Handout 13 A to J – Francisco's Accident Story Boards, Handout 14 – Francisco's Accident*

Time: 20 - 30 minutes

Step 1: Virtually all of the questions in sections E-H can be rephrased in the simple past tense. T can rephrase them orally and write them on the board. Ls can copy them.

Option 3: Yes/No Questions

ELL Level: Mid-level Beginner to Intermediate

Materials: *Handout 13 A to J – Francisco's Accident Story Boards, Handout 14 – Francisco's Accident*

Time: 20 - 30 minutes

Step 1: T can scramble the word order of the questions developed in Option 2 above. Working in pairs, Ls rewrite them in the correct order

Homework: T can ask Ls to practice creating a few Y/N questions and answering them.

END OF TOPIC 7

