

INTRODUCCIÓN a la ERGONOMÍA para CONSERJES
Currículo de Inglés Vocacional
Plan de Clase

INTRODUCTION TO ERGONOMICS FOR JANITORS
VESL Curriculum
Class Plan

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Scope

UNIT ONE	<ul style="list-style-type: none"> ● What is Ergonomics? ● Recognizing 'human wellbeing' and the 'work environment' to understand their relationship.
UNIT TWO	<ul style="list-style-type: none"> ● How to identify ergonomic risk factors? ● How do ergonomic risk factors at work affect janitors' physical and mental wellbeing?
UNIT THREE	<ul style="list-style-type: none"> ● What is the goal of Ergonomics and how does it help prevent injuries and illnesses? ● Preventive steps workers and employers can and should take based on OSHA regulations.

Materials

- ✓ Lesson Plan
- ✓ PowerPoint Presentation
- ✓ Participant Workbook
 - Factsheets
 - Worksheets

Credits

UCLA-Labor Occupational Safety and Health (LOSH) Program

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NOTE TO FACILITATOR

Preparing to teach this module

The **overall goal of this curriculum is to help janitors develop competencies** that will enable them to take action to prevent injuries and illnesses caused by unhealthy ergonomic conditions at work.

We define these competencies as the know-how that allows a person **to act purposefully and effectively in specific situations. In this case, to act in a way that is self-protective and preventive when faced with working conditions that threaten their safety and health.**

Basically, and as examples, workers should be enabled and encouraged to:

- Analyze a task they perform to identify ergonomic hazards and come up with preventive solutions.
- Implement immediate changes, or report the issue to a supervisor, union representative, or doctor.
- Make a co-worker aware of long term effects of what may seem like tolerable discomfort.

Each unit, factsheet and worksheet is built to achieve **two objectives –that participants understand something and are able to apply it in any relevant situation.** The overall learning process is based on the following **principles** and **strategies**:

ONE: Start and maintain a conversation!

In regular conversation, we tailor what we say and how we say it based on who we are talking to and what we want to accomplish. This is even more important in the type of persuasive communication that seeks to produce learning.

Imagine someone trying to teach you something you already know (like teaching you how to swim and urging you to go in the water) without seeking to answer questions you may have. Imagine that person assuming you understand issues that you have not encountered before, or about which you have a strong, different opinion.

Thus, as in any good conversation, **introduce the topic and get a sense of what people *know, think and feel*** about the issues to be addressed in the class.

Ex.: Do you know or have you ever heard of ergonomics? What do you do when confronted with risks? How do you deal with pain?

Throughout, **build on what you learn about the group**, ask open-ended questions, pose a problem, or point to an image to foregrounds an issue and get people to think and express their opinions.

Ex.: “What have you done for your wellbeing lately?” What do you know about OSHA and about how regulations protect workers’ safety and health? Why do you think we use a balance to symbolize ergonomics?

Next, **listen attentively and take notes-to-self. You have to remain in-tune.**

What issues or themes came up? Do participants expect, or think that it is possible to have their needs and limits considered in the organization of their work?

TWO: Think together, out-loud!

More than disseminating information, an educator teaches how to process information, and how to derive specific lessons from experiences.

Overall, this curriculum is about how to balance self-care and job performance. So, what do you think is at stake? What challenges does anyone face in trying to do this? And what specific challenges do the participants in the class face? *Back to our previous example, you may be teaching someone to swim across a river neither of you has crossed before.*

There are things that you and the participants will learn together as you connect new ideas and perspectives you are sharing with the lived experiences of individuals and the group as a whole.

You may be introducing U.S. laws and regulations that define workers' and employers' roles, rights and responsibilities to low-wage workers, particularly immigrant workers, who do not know about such laws and their application. But other concepts, such as how 'prevention requires getting to the root of a problem,' are tied to human experience. We all "know" the latter. **To engage and apply both types of knowledge requires re-cognition or re-thinking, which is achieved through good examples, discussions and demonstrations.**

In sum, moving from passive to active learning is about getting new information to make sense and be relevant for the learner. This takes foregrounding challenges that may get in the way (such as fear), taking advantage of available resources (culture) and considering strategies appropriate for the specific context. **The shared goal of educator and student is to see problems with new lenses.** This process involves a mental exercise to develop new skills. It is also about arriving together at what effectively explains and addresses a specific situation.

THREE: Practice new ways of feeling, thinking, talking and acting!

You are tasked with creating opportunities for participants to practice skills they will need to internalize and perform regularly.

Thinking skills

- ✓ How to process information that challenges one's previous take on issues without losing face?
Demonstrate that not knowing is Ok; it is the point of departure we all share and it takes us in pursuit of a richer, healthier life.
- ✓ The best learning happens when we are aware that we are thinking and of what we are thinking. Model the effort to be conscientious of whether a particular take on issues may be prejudicial to others or to the natural environment.
- ✓ Encourage participants to analyze their working conditions, assess risks, and come up with ways to balance work and health, in this case wellbeing and efficiency, by using examples, considering others' perspectives, finding patterns, playing roles, moving back and forth in time.

Language skills

The goal of this curriculum is NOT fluency. It is that participants will be able to use the legal and technical languages necessary to perform specific actions to prevent injury and illness in their workplace.

- ✓ **Create a ‘multilingual’ classroom.** That is, take advantage of the communicative competencies of adult learners in their native and vernacular languages as the basis for gaining proficiency in English. **Pair up familiar images or words with new meanings or words. Embrace Spanglish.**
- ✓ **Destigmatize mistakes and accents to develop participants’ voices.** Unselfconscious participation is necessary to achieve adult educational goals. Tie culture and *accents* to lived experiences and celebrate them. Allow for new knowledge to be created by anyone! Build meaning by using words as tools for expressing ideas and experiences with increasing accuracy; transitioning from one language to the other. Encourage humor as long as it is not used to shame anyone.

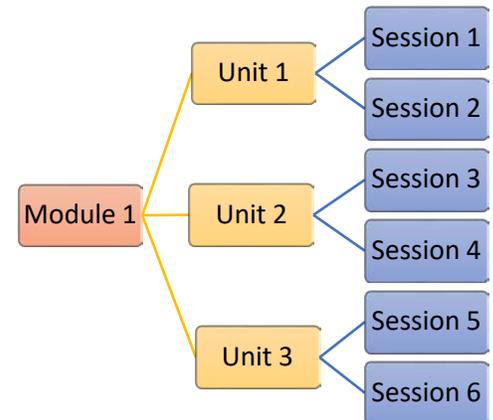
Social skills

- ✓ Emphasize the value of asking questions, of reaching out, speaking out and trying out, even if it is a bit scary. **Learning takes courage.**
- ✓ **Make sure to model what learning is like.** It is joyous. It allows us to learn from and connect to others, to understand a complex world, and to add meaning to our lives
- ✓ **Recognize different experiences and the perspectives they engender. Learning is adjusting what we know from individual experience to consider what common experience and other knowledges tell us.** This is the bedrock of a more objective understanding of issues, including the identification of internal and shared biases and shortcomings, as well as resources for preventive action.
- ✓ **It is your responsibility to create a safe, encouraging and enabling learning environment.** The relationship between facilitator and participants is crucial. **To learn is to grow**, which means to stretch beyond what we know. This can be painful for any adult.

There are useful ways to think about being an adult educator: You can think of yourself as a **translator**, as a **scaffold**, as a **tour guide**, a **traffic guide**. **You bring much to the experience participants will have!** As a guide, you are making choices about what people see or don’t see, and where do they go. As a scaffold, as a translator, **you are granting or denying access.** You have power. Use it responsibly.

How to use the materials for teaching this module

For each session, there is content and methods you must understand well. There is also the context, unique to each situation and each day, you must be prepared for and alert. **This curriculum was written to be taught in short 45-60min sessions in unionized workplaces.** We sought to include complete conceptual “units” and activities in each session. However, we encourage additional time for dialogue and practice. Finally, if you did not participate in a *Training of Trainers*, contact UCLA-LOSH for training or support materials. Here is some key information about this curriculum:



- ✓ Please **study** the PowerPoint to become familiar with the content of the curriculum. Research anything you don't feel competent with. Though the content is basic, you are expected to guide others as they learn these concepts, so you should know the terrain well enough to bring everyone home safely. **Pay attention to the content the images contribute and reinforce.**
- ✓ Please **study** this Lesson Plan and figure out how it all works together. Find **slides**, know how much of the content is covered in the **factsheets**; practice completing the **worksheets**. Pay particular attention to the **objectives** of each unit and figure out how each activity relates to the **meanings** you hope participants will **take away**, as well as the **skills** you aim for participants to **gain** and continue to **practice**.
- ✓ Participation is your goal and an indication that the session went well. When preparing, think of how you will pose questions. **For example, have you ever had a conversation about the fact that humans have mental and physical limits? What do YOU think about this idea? How would you start that conversation?** How about, *“have you ever thought of the fact that we humans have limits? What limits do you think you have? How much can we lift for example? How about mental limits?”*
- ✓ Participants will receive a workbook or separate worksheets. The **worksheets support the activities** to be done during the short sessions, or can be used to continue to practice at home (homework). Be clear about the skill to be practiced in each activity (worksheet) and share its goal and reasoning with the group.
- ✓ The **factsheets include definitions and vocabulary** to be used in completing the worksheets. **Repeat words often and help them “fit in” situations and experiences.**
- ✓ **Repetition** is important in learning. It helps to establish patterns and structure each session the same way. Also, **bring everyone's attention to the vocabulary of learning**, and make sure everyone feels comfortable talking about objectives, paired activities, etc.
- ✓ Some activities such as coming up with a ‘Collective Agreement,’ are meant to build a safe learning environment. Introduce it to the group during your first session and remind them as necessary.

Unit One – What is Ergonomics?

UNIT ONE OBJECTIVES

At the end of this unit participants will:

- ✓ **Say, read and write** what Ergonomics means to them.
- ✓ **Say, read and write** at least one action that helps them obtain and maintain wellbeing in their work environment?

Session 1

SCOPE	TIME
<ul style="list-style-type: none"> • What is Ergonomics? • Re-cognizing ‘human wellbeing.’ 	45 min

Description of Activity	Materials & Notes	Time
<p>Welcome and Introductions</p> <ol style="list-style-type: none"> 1. Greet everyone and introduce the topic. Share the objectives, scope, concepts, vocabulary and skills targeted in the session. 2. Do an icebreaker if needed, not only to bring people together but also to get everyone relaxed. Do a ‘collective agreement,’ which is meant for the group to define the rules of the game. It is an opportunity to encourage participation while at the same time identifying the roles of the facilitator and participants as well as any boundaries that must be respected. This is not time wasted. It establishes an important foundation that saves time later. 	<p>ON the PPT – In Spanish and English: Slide #1 - Module Title page Slide #2 - Unit Title page Slide #3 - Unit Objectives Slide #4 - “Collective Agreement” Ex. <i>We will care for each other and have fun while we learn!</i>”</p> <p>Throughout, read out-loud and ask participants to read with you, in Spanish, in English; even if it is one word! Stop to repeat key words. Talk about words, their meaning and sound as you explain key concepts.</p>	5 - 10 min
<p>What is Ergonomics?</p> <ol style="list-style-type: none"> 1. Ask if anybody knows what is ergonomics. If someone knows, listen and relate to the definition in this module. If nobody knows, tell the class this is what they will learn in this short training. 	<p>In Slide #5 and on Factsheet #1 <i>What is Ergonomics?</i></p> <p>In Spanish: <i>“Vamos a descifrar esta definición: ¿Que nos dice la ergonomía sobre ser humano? La ergonomía considera el bienestar humano. Es decir, la satisfacción de sus necesidades y el respeto</i></p>	5 min

Description of Activity	Materials & Notes	Time
<p>2. Then read the definition and tell the class: <i>Let’s break down or unpack this definition. First, what does ergonomics say about ‘human beings’? Ergonomics is concerned with human wellbeing, with meeting the needs and respecting the limits of the person at work. What do you think about this?</i></p>	<p><i>por sus límites en el lugar de trabajo ¿Qué piensan ustedes de esto?”</i></p>	
<p>Understanding Ergonomics: Human Wellbeing</p> <ol style="list-style-type: none"> 1. Ask participants what they -or people in general- need to be well. Wait for answers. You can choose between writing answers, or reading the PPT slide. Then, lead the group in categorizing human needs into physical, mental and social. 2. Ask participants to choose what limits must be considered for human wellbeing, and wait for answers. You can choose between writing answers, or reading the PPT slide. 3. Invite the group to consider the definition of wellbeing: the physical, mental and social resources that must be acquired and protected for people need to be well; that is <i>“healthy and prosperous.”</i> 4. Ask participants to work in pairs to say and/or write one thing they have done recently or that they need to do to be well. Was it a need met or a limit respected? 	<p>Slide #6 and Factsheet #2 <i>What is human wellbeing?</i></p> <p>Slides #7-9 and Factsheet #2 <i>Human Needs</i> Slide #10 – Types of human needs: Social, Physical and Mental</p> <p>Slide #11 and Factsheet #2 <i>Human Limits</i> Slide #12 –Types of human limits: Physical and Mental</p> <p><u>Paired Activity</u> Slide #13 Use Worksheet #1 and Factsheet#2 (vocabulary)</p>	<p>30 min</p>
<p>Evaluation and Closing</p> <ul style="list-style-type: none"> - Ask participants to please say and write three things they need to be well at work in a simple sentence. 	<p>Slide #14 Worksheet #2</p>	<p>5 min</p>

Session 2

SCOPE	TIME
<ul style="list-style-type: none"> • What is Ergonomics? • Re-cognizing the ‘work environment.’ 	45 min

Description of Activity	Materials & Notes	Time
<p>Welcome and Introductions</p> <ol style="list-style-type: none"> 1. Greet everyone and introduce the topic. Share the objectives, scope, concepts, vocabulary and skills targeted in the session. 2. Do an icebreaker if needed, not only to bring people together but also to get everyone relaxed. 3. Do a ‘collective agreement,’ which is meant for the group to define the rules of the game. It is an opportunity to encourage participation while at the same time identifying the roles of the facilitator and participants as well as any boundaries that must be respected. This is not time wasted. It establishes an important foundation that saves time later. 	<p>ON the PPT – In Spanish and English:</p> <p>Slide #15 – Unit / Session Title page Slide #16 - Unit Objectives Slide #17 - “Collective Agreement” Ex. <i>We will care for each other and have fun while we learn!</i>”</p> <p>Throughout, read out-loud and ask participants to read with you, in Spanish, in English; even if it is one word! Stop to repeat key words. Talk about words, their meaning and sound as you explain key concepts.</p>	5 - 10 min
<p>What is Ergonomics?</p> <ul style="list-style-type: none"> - Ask if anybody knows what is ergonomics. If someone knows, listen and relate to the definition in this module. If nobody knows, tell the class this is what they will learn in this short training. 	<p>Slide #18 and Factsheet #1 <i>What is Ergonomics?</i></p> <p>In Spanish: <i>“Vamos a descifrar esta definición: ¿Que nos dice la ergonomía del ser humano? La ergonomía considera el bienestar humano. Es decir, la satisfacción de sus necesidades y el respeto por sus límites en el lugar de trabajo ¿Qué piensan ustedes de esto?”</i></p>	5 min
<p>Understanding Ergonomics: The Work Environment</p> <ul style="list-style-type: none"> - Ask participants, what do we mean when we talk of an environment? Share the definition of ‘an environment.’ 	<p>Slides #19-20 and Factsheet #1 <i>What is an environment?</i> <i>A work environment?</i> <i>A system?</i></p>	30 min

Description of Activity	Materials & Notes	Time
<ul style="list-style-type: none"> - Then ask the group to identify what makes up a work environment. Wait for answers. You can choose between writing answers, or reading the PPT slide. - Show elements that constitute the work environment organized according to categories: people (roles, rights, responsibilities; objects (machines, tools, materials, buildings, PPE); work organization (schedules, assignments, work policies and procedures, services). - Ask participants to work in pairs to say and write three things that are part of their work environment. Is there an element of their work environment that worries them? Which one? 	<p>Slides #21-22 List of what makes up a work environment</p> <p>Slide #23 <u>Categories</u> People, Objects, Work Organization</p> <p>Slide #24 and Factsheet #1 (vocabulary) List of elements of the participants' work environment.</p> <p><u>Paired Activity</u> On Worksheet #3 <i>¿Qué elementos forman parte de su ambiente de trabajo?</i> <i>¿Algún elemento en particular que le preocupe?</i></p>	
<p>Evaluation and Closing</p> <ol style="list-style-type: none"> 1. Now, the class reconsiders the definition of ergonomics: <i>The study of the interaction between humans and their work environment.</i> 2. Participants are asked to say and write the definition of ergonomics in their own words. 	<p>Slide #25 and on Worksheet #4 In Spanish: <i>¿Qué entiende Usted por ergonomía?</i> <i>¿Cómo le explicaría a alguien de qué se trata?</i></p>	5 min

Unit Two -- Understanding Ergonomic Risk Factors

UNIT TWO OBJECTIVES

At the end of this unit, participants will:

- ✓ **Say, read and write** what are ergonomic risk factors.
- ✓ **Assess ergonomic risk factors and recognize their effects** on their minds and bodies.

Session 3

SCOPE	TIME
• Identifying Ergonomic Risk Factors	45 min

Description of Activity	Materials & Notes	Time
<p>Welcome and Introductions</p> <ol style="list-style-type: none"> Greet everyone and introduce the topic. Share the objectives, scope, concepts, vocabulary and skills targeted in the session. Do an icebreaker if needed, not only to bring people together but also to get everyone relaxed. Do a ‘collective agreement,’ which is meant for the group to define the rules of the game. It is an opportunity to encourage participation while at the same time identifying the roles of the facilitator and participants as well as any boundaries that must be respected. This is not time wasted. It establishes an important foundation that saves time later. 	<p>ON the PPT – In Spanish and English:</p> <p>Slide #26 – Unit/Session Title page Slide #27 - Unit Objectives Slide #28 - “Collective Agreement” Ex. <i>We will care for each other and have fun while we learn!</i>”</p> <p>Throughout, read out-loud and ask participants to read with you, in Spanish, in English; even if it is one word! Stop to repeat key words. Talk about words, their meaning and sound as you explain key concepts.</p>	5 - 10 min
<p>Identifying risk factors - Body Mapping</p> <p>Step 1 Where <i>does</i> it hurt at the end of the day?</p> <ol style="list-style-type: none"> Explain that workers can learn about hazards in their workplace by paying attention to symptoms they may have. Ask participants to think about recent pain or discomfort they have had at work or after work. Each participant should mark his/her 	<p>STEP 1 Slide #29 and Worksheet #5 <i>¿Ha sentido algún dolor o molestia durante o después del trabajo esta última semana? ¿Qué ha sentido?</i></p> <p>Slides #30-32 and Worksheet #6 Body Map - (Body silhouette front/back) <i>“¿Dónde le duele?”</i></p>	15 min

Description of Activity	Materials & Notes	Time
<p>symptoms on the 'body map' on their worksheet.</p> <p>Creating a Collective Body Map</p> <p>3. Draw or print a body figure on a flipchart page or poster to mark the symptoms participants share.</p>	<p><i>Por favor indíquelo en su hoja de trabajo.</i></p> <p>On flipchart page or poster Body Map (Body silhouette front/back) <i>¿Dónde sienten dolor o molestias los y las conserjes?</i></p> <p>Use Factsheet #3 <i>List of symptoms associated with ergonomic injuries/illnesses</i></p>	
<p>Step 2 What tasks, equipment or practices may be causing these symptoms?</p> <p>1. Place a blank flipchart page next to the body map. Then, lead the class in “reading” the map, and together create a list of the tasks or equipment with which participants associate the pain or discomfort they have identified. Share sample list on PPT to help with vocabulary in English and Spanish.</p>	<p>STEP 2 Slide #33 and Factsheet #3 List of tasks janitors perform. <i>“¿Qué tareas realizan los conserjes?”</i></p>	15 min
<p>Evaluation and Closing</p> <p>– Ask participants to work in pairs connect symptoms they have with tasks they perform.</p>	<p>Slide #34 and on Worksheet #7</p>	5 min

Session 4

SCOPE	TIME
<ul style="list-style-type: none"> • How do ergonomic risk factors affect janitors’ physical and mental wellbeing at work? 	45 min

Description of Activity	Materials & Notes	Time
<p>Welcome and Introductions</p> <p>4. Greet everyone and introduce the topic. Share the objectives, scope, concepts, vocabulary and skills targeted in the session.</p> <p>5. Do an icebreaker if needed, not only to bring people together but also to get everyone relaxed.</p> <p>6. Do a ‘collective agreement,’ which is meant for the group to define the rules of the game. It is an opportunity to encourage participation while at the same time identifying the roles of the facilitator and participants as well as any boundaries that must be respected. This is not time wasted. It establishes an important foundation that saves time later.</p>	<p>ON the PPT – In Spanish and English:</p> <p>Slide #35 - Unit / Session Title page Slide #36 - Unit Objectives Slide #37 - “Collective Agreement” Ex. <i>We will care for each other and have fun while we learn!”</i></p> <p>Throughout, read out-loud and ask participants to read with you, in Spanish, in English; even if it is one word! Stop to repeat key words. Talk about words, their meaning and sound as you explain key concepts.</p>	5 - 10 min
<p>Step 3</p> <p>Understanding Ergonomic Risk Factors</p> <p>1. Begin by doing a short presentation. First, indicate that there are working conditions that increase the demand of certain tasks on workers’ body and mind. Mention that when it comes to ergonomics, this refers to the intensity or effort of the task combined with its duration and frequency.</p>	<p>Slides #38-43. Factsheets #4 and #5 Ergonomic Risk Factors List of ergonomic risk factors plus the definition of them.</p> <p>Slides #44-49 <i>“¿Por qué le duele a los conserjes?”</i> (Pairing: tasks and ergonomic risk factors)</p>	30 min

Description of Activity	Materials & Notes	Time
<p>2. Share the definitions of ergonomic risk factors and clarify by providing and asking for examples. Then go through the images of tasks on the PPT and ask participants to identify the ergonomic risk factors they observe in each task.</p>		
<p>Evaluation and Closing</p> <ul style="list-style-type: none"> - Ask participants to work in pairs to identify risk factors present in some of the tasks they perform. 	<p>Slide #50 Use Worksheet #8 <i>Identifying Ergonomic Risk Factors in tasks janitors perform</i></p> <p>Use Factsheets #3, 4, 5 <i>List of symptoms janitors experience and tasks janitors perform.</i> <i>List of Ergonomic Risk Factors</i></p>	5 min

Unit Three -- Applying Ergonomics: Safe and Healthy Work Practices

UNIT THREE OBJECTIVES

At the end of this unit, participants will:

- ✓ **Identify** solutions to eliminate ergonomic risk factors
- ✓ **Identify** rights and responsibilities of workers and employers.
- ✓ **Say, read and write** actions workers and employers should take to prevent ergonomic injuries and illnesses.

Session 5

SCOPE	TIME
<ul style="list-style-type: none"> • What is the goal of ergonomics? 	45 min

Description of Activity	Materials & Notes	Time
<p>Welcome and Introductions</p> <p>7. Greet everyone and introduce the topic. Share the objectives, scope, concepts, vocabulary and skills targeted in the session.</p> <p>8. Do an icebreaker if needed, not only to bring people together but also to get everyone relaxed.</p> <p>9. Do a ‘collective agreement,’ which is meant for the group to define the rules of the game. It is an opportunity to encourage participation while at the same time identifying the roles of the facilitator and participants as well as any boundaries that must be respected. This is not time wasted. It establishes an important foundation that saves time later.</p>	<p>ON the PPT – In Spanish and English:</p> <p>Slide #51 – Unit/Session Title page Slide #52 - Unit Objectives Slide #53 - “Collective Agreement” Ex. <i>We will care for each other and have fun while we learn!”</i></p> <p>Throughout, read out-loud and ask participants to read with you, in Spanish, in English; even if it is one word! Stop to repeat key words. Talk about words, their meaning and sound as you explain key concepts.</p>	5 - 10 min
<p>1. Ask participants if they know or have a sense of what is the role of ergonomics. Tell them the objective of the class will be learning what the goal of ergonomics is.</p> <p>2. Share with participants the goal of ergonomics and say that in this training the</p>	<p>Slides # 54-55 On Factsheet #7 <i>What is the goal of Ergonomics?</i></p> <p>Slides #56-57</p>	15 min

Description of Activity	Materials & Notes	Time
<p>group is going to break down what this means.</p> <ol style="list-style-type: none"> 1. Share the definitions of optimization and efficiency. You may ask participants to read, in Spanish, in English; even if it is one word! Talk about words, their meaning, sound, as you explain concepts. 2. Ask participants to work in pairs to choose the ergonomically correct choice in a list of statements about the goal of ergonomics. 	<p>On Factsheet #7 <i>What is optimization? What is efficiency?</i></p> <p>On PPT Slides #58-60. On Worksheet #9</p>	
<p>How the occupational safety and health (OSH) laws and concepts help define best practices.</p> <ol style="list-style-type: none"> 1. <i>“What does the law say?”</i> Ask participants to join you in reading a segment of the General Duty Clause about the prevention of injuries and illnesses in the workplace. If time allows, participants could get into pairs to read what the law tells us, and exercise their memory by filling-in the blank. 	<p>Slides #61-62.</p> <p><i>“OSH Act of 1970</i></p> <p>SEC. 5. Duties <i>(a) Each employer –</i> <i>(b) Each employee –</i></p>	15 min
<p>Evaluation and Closing</p> <ul style="list-style-type: none"> – Ask participants to work in pairs to identify risk factors present in some of the tasks they perform. 	<p>Slide #63 Use Factsheet #8 Complete Worksheet #10 <i>Fill in the Blank</i></p>	5 min

Session 6

SCOPE	TIME
<ul style="list-style-type: none"> • What actions should workers and employers take to prevent ergonomic injuries and illnesses. 	45 min

Description of Activity	Materials & Notes	Time
<p>Welcome and Introductions</p> <ol style="list-style-type: none"> 1. Greet everyone and introduce the topic. Share the objectives, scope, concepts, vocabulary and skills targeted in the session. 2. Do an icebreaker if needed, not only to bring people together but also to get everyone relaxed. 3. Do a ‘collective agreement,’ which is meant for the group to define the rules of the game. It is an opportunity to encourage participation while at the same time identifying the roles of the facilitator and participants as well as any boundaries that must be respected. This is not time wasted. It establishes an important foundation that saves time later. 	<p>ON the PPT – In Spanish and English:</p> <p>Slide #64 - Unit Title page Slide #65 - Unit Objectives Slide #66 - “Collective Agreement” Ex. <i>We will care for each other and have fun while we learn!</i>”</p> <p>Throughout, read out-loud and ask participants to read with you, in Spanish, in English; even if it is one word! Stop to repeat key words. Talk about words, their meaning and sound as you explain key concepts.</p>	5 - 10 min
<p>Effective Ergonomic Solutions</p> <ol style="list-style-type: none"> 1. Tell the class, “What does ergonomics teach us? Share with the class the solutions proposed by ergonomics. Tell the class that they will apply their knowledge of the law and of Ergonomics to solve the situation of a janitor. 	<p>Slide #67 and Factsheet #9 Ergonomic Solutions</p>	5 min
<p>Case Study</p> <ol style="list-style-type: none"> 1. Read a case for the class. Tell participants to get in pairs to come up with preventive solutions employers/supervisors and workers can and apply to prevent ergonomic injuries and illnesses for the 	<p>PPT Slide #68 and on Worksheet #11 Case study (Story can be put on slides if <u>time allows for a collective reading</u>).</p>	30 min

Description of Activity	Materials & Notes	Time
<p>worker in the story. On their worksheet, they must:</p> <ol style="list-style-type: none"> a. Identify the tasks and the ergonomic risk factors that are present. b. Come up with a <u>solution</u> that optimizes the janitors' wellbeing AND makes his/her performance of that task more efficient. <p>2. Remember that the best ergonomic solutions fit the work to the worker, and not the worker to the work. Read with participants why it is important to learn about ergonomics.</p>	<p>Slide #69 Closing – The value of knowing about Ergonomics</p>	
<p>Evaluation and Closing</p> <p>Ask participants to say or write:</p> <ol style="list-style-type: none"> 1. Something of value they learned. 2. A change they may plan to make in the way they perform their work. 3. and whether they have any questions or comments. <p>These will tell you about whether you accomplished your objectives.</p>	<p>On PPT Slide #70 Blank paper and pens/pencils</p>	<p>5 min</p>

References:

- International Ergonomics Association (IEA) Website; accessed August 6, 2015.
- California Worker Occupational Safety and Health Training and Education Program curriculum.
- Merriam-Webster Online Dictionary, International Ergonomics Association Website; accessed August 6, 2015.