

4402

**Employee Safety Orientation:
Starting Out Right**

Quiz

Table of Contents

Introduction.....	2
Program Overview.....	3
Putting on the Training Program	5
Training Materials.....	6
Program Preparation.....	7
Video Lengths	8
Final Preparation.....	9
Conduct Your Training Session	10
Training Tips.....	37
Learning Exercise.....	40
Employee Safety Orientation	44
Training Record.....	44

Introduction

For most people starting a new job can be confusing and even a bit stressful. There's a lot to learn ranging from where the break room is to how to sign up for benefits to learning the new job itself. While no one expects a new employee to remember everything right away, it is important to make safety an immediate job priority.

This program is designed to be used with the "Employee Safety Orientation" Video and Student Handout. When used together, these materials help you conduct a complete training session for new employees that set safety expectations at your company.

Program Overview

Training is an effective way to make sure all new employees understand why safety is so important on the job. The benefits of a good employee safety orientation program include:

- Safer and more confident workers
- Fewer injuries
- More efficiency on the job

This program is broken into modules that cover these nine job safety topics:

1. Personal Protective Equipment with sub-sections on:
 - Hearing Protection
 - Hand Protection
 - Head Protection
 - Eye Protection
 - Foot Protection
 - Respiratory Protection
2. Material Handling
3. Slips, Trips and Falls
4. Forklifts and Pedestrians
5. Hazard Communication
6. Lockout-Tagout
7. Bloodborne Pathogens
8. Emergency Response
9. Injury Reporting

You may present all of the modules or just cover those that pertain to the work your new employees will be doing.

You will use the Video, Student Handout and this guide to conduct the training. The training session will make references to the Student Handout help emphasize key points.

Learning Exercise

At the end of the training session, participants will be asked to complete a Learning Exercise designed to check their basic safety knowledge and identify areas where additional training may be necessary. The Learning Exercise is included on the CD as a Microsoft® Word document. You may use all of the questions on it or edit it to match the modules you are presenting

Student Handout

The Student Handout is theirs to keep. It includes information on all the modules in this program. Even if you don't present all the modules, the information in the handout can be valuable for participants and others they choose to share it with.

Putting on the Training Program

Training is an important way to make sure all new employees understand how to work safely on the job.

Participants who complete the entire program will be able to:

- Describe why safety in your workplace is a top priority
- Recognize potential safety hazards in their daily work
- Select and use the correct Personal Protective Equipment (PPE)
- Lift and move loads without getting injured
- Demonstrate techniques to prevent slips, trips and falls
- Work safely around forklifts
- Understand how to read chemical labels and Safety Data Sheets
- Recognize equipment that has been locked and tagged
- Protect themselves from blood borne pathogens
- Take proper action during an emergency situation
- Report an injury promptly

Everyone learns in a different way. Some employees may learn quickly from the video and classroom discussion while others may need more time and attention. Take time to answer all questions and clarify the information covered.

Personalize the session by using examples that are specific to your organization. Remind participants that the Student Handout is a reference tool that they can use after the session and share with others as they wish.

Be sure to keep accurate records of all safety training. Identify the following:

- The employees involved
- The date
- The instructor
- The information covered

Training Materials

The Training session uses a combination of materials and media. This Instructor Guide is intended to be used with the “Employee Safety Orientation” video and Student Handout. While conducting the session, you’ll also use classroom activities to emphasize information introduced in the video.

The Instructor’s Guide contains the following symbols to help you conduct the session:



This symbol indicates that you should show the video.



This symbol indicates that you should use the flipchart or whiteboard.



This symbol indicates that you should ask a question.



This symbol indicates that you should add specific information about your organization.



This symbol indicates that you should conduct an activity.



This symbol indicates that you should make reference to a handout.



This symbol indicates a note for the instructor.

Program Preparation

The best way to ensure a successful training session is to be fully prepared. Here are some important preparation steps:

1. Review all program materials thoroughly.
2. Decide which modules you will present. Make notes of examples or discussion questions which pertain to your company's employees. Anticipate questions that participants are likely to ask.
3. Identify the location of the room in which you will conduct the training. Ideally, the room should be quiet, well ventilated, and well lit.
4. Schedule the session and send out notices to managers and participants. Always follow-up to verify meeting time and location.
5. Assemble the following materials (some are optional depending on your presentation plans and the safety topics you will be covering):
 - TV and DVD player
 - DVD
 - Student Handouts
 - Pencils/Pens, flipchart, markers
 - Copies of the Learning Exercise (found at the end of this guide)
 - Safety Data Sheets (one per participant)
 - Sample Chemical Labels (one per participant)
 - Personal Protective Equipment
 - Sample reporting forms or other required paperwork used at your workplace
6. Read through the Learning Exercises. You may want to add additional questions to an exercise that are specific to your organization.
7. Consider how you want to present the Learning Exercises. The purpose of a Learning Exercise is to check for understanding. It can be used as part of a group discussion, completed in small groups, or filled out by individuals. It is not recommended that the exercise be used as a test.
8. Practice presenting the program.

Video Lengths

The Program Videos have been broken into individual video modules and may be presented based on the information covered during the Employee Orientation session. You may customize the training or add additional information based on your specific location needs.

Topic	Video Length
1. Introduction	3:20
2. Personal Protective Equipment (Total)	8:25
○ Hearing Protection	1:00
○ Hand Protection	1:55
○ Head Protection	:55
○ Eye Protection	1:20
○ Foot Protection	:56
○ Respiratory Protection	2:13
3. Material Handling	2:28
4. Slips, Trips and Falls	4:49
5. Forklifts and Pedestrians	2:38
6. Hazard Communication	5:31
7. Lockout-Tagout	3:13
8. Bloodborne Pathogens	3:35
9. Emergency Response	4:19
10. Injury Reporting	2:02
11. Closing	1:13

Final Preparation

Here are some final steps to help you prepare for conducting the training session:

1. Reconfirm the location.
2. Prepare all materials, and test the TV and DVD equipment with the video at least 1 hour before the session. This will allow time for any last-minute maintenance of the equipment.
3. Have the word “Employee Safety Orientation” displayed on a flipchart or whiteboard. This will focus participants on the topic to be discussed.
4. Write “What to Watch for” points on the next page of the flipchart or on the whiteboard. This list will include the names of all the modules you will be presenting. This will help participants follow along.

Conduct Your Training Session

Welcome & Introduction

Welcome the participants to the training session.



Show flipchart or whiteboard with “Employee Safety Orientation” displayed.

Describe the topics on the agenda:

- Introduction
- “Employee Safety Orientation” Video
- Safety Specifics for Your Job
- Learning Exercise

Explain that

- Safety is a priority in our organization
- The facility, equipment, tools, supplies and the procedures for every job here were created with safety in mind
- There are lots of things in place to keep you safe
- But unless you take personal responsibility for your safety you could put yourself in danger



Have the modules you are going to show written on the “What to Watch for” flipchart or whiteboard

Explain that you are going to show a video on many different safety topics. Direct participants’ attention to the flipchart or whiteboard listing the modules you going to show and ask for participants to look for information on those topics.



You may show all video modules at one time and then discuss all the topics. Or, you may show and discuss each module separately. This instructor manual is organized by module for your convenience.



Show the Video module(s)



ASK: Does anyone have any questions about the video?

Respond to questions

MODULE: PPE - Hearing Protection



Use this next section if you are presenting training on Hearing Protection.

Have the type of hearing protection used at your workplace available to demonstrate.



ASK: When should you use hearing protection?



Write responses on the flip chart or whiteboard.



Describe any incidents that have occurred at your facility that caused an employee to suffer a hearing loss.

Explain

- Noise-induced hearing loss is the number one occupational disability
- Over time hearing loss can get worse
- Hearing loss is permanent, but it is preventable
- Follow the 3-foot rule: If you have to raise your voice so some someone at arm's length away can hear you then you need to wear hearing protection

Show the hearing protection you use at your workplace and **Demonstrate** how to use it correctly.



Explain

- Use your hearing protection every time you do your job
- Ask for help if you don't know how to use it or if it needs to be replaced

MODULE: PPE - Hand Protection



Use this next section if you are presenting training on Hand Protection.

Have the types of gloves used at your workplace available to show.



ASK: What are some times when you'll want to wear gloves?



Write responses on the flip chart or whiteboard.



Describe any incidents that have occurred at your facility that caused an employee to suffer a hand injury because they weren't wearing the right gloves.

Explain

- Most injuries to hands are because workers are not wearing gloves or are wearing the wrong glove for the job.
- Get the right glove based on the work you are doing
 - Lightweight gloves work well to keep your hands clean around oil, paint, grease or detergents
 - Cloth gloves protect you from abrasion
 - Cut-resistant gloves are best when working with sharp objectives like sheet metal
 - Heat-resistant gloves need to be the right material for the temperatures you encounter
 - Chemical require special gloves for the exact chemicals you are working with – ask your supervisor to make sure you have the right glove
- Make sure it fits properly – not too tight or loose
- Replace the gloves at the first sign of wear
 - If the glove gets a tear, hole, sticky or discolored replace it



Show the types of gloves the employees will be using

Explain

- Use gloves every time your hands could be at risk
- Ask for help if you don't know which gloves to use or if your gloves need to be replaced

MODULE: PPE - Head Protection



Use this next section if you are presenting training on Head Protection.

Have a sample hard hat used at your workplace available for demonstration.



ASK: When should you wear a hard hat?



Write responses on the flip chart or whiteboard.



Describe any incidents that have occurred at your facility that when some didn't wear a hard hat.

Explain

- If something can fall on your head, you must wear a hard hat
- The shell and the suspension in the hat are designed to absorb the blow
- Make sure your hat fits comfortably – you can adjust the suspension to make the hat fit better
- Always wear the hat with the suspension adjustment in the back
- Reverse the suspension if you have to wear the hat backwards to do your job
- Keep your hat clean and make sure stickers aren't covering up damage



Show the type of hard hat you use at your workplace.

Demonstrate how to wear it correctly and how to adjust the suspension.

Explain

- How to obtain a hardhat at your company
- Wear your hard hat every time something could fall on your head
- Ask for help if you don't know how to fit it properly or if it needs to be replaced

MODULE: PPE - Eye Protection



Use this next section if you are presenting training on Eye Protection.

Have the type of eye protection used at your workplace available for demonstration.



ASK: When should you wear eye protection?



Write responses on the flip chart or whiteboard.



Describe any incidents that have occurred at your facility that caused an employee to lose vision because they weren't wearing eye protection.

Explain

- Wear eye protection whenever there is a chance something could get in your eyes
- Safety glasses with side shields have impact-resistant lenses and come in many styles and sizes
- Wear the right kind of protection for the work you do
- Make sure your glasses are tinted if you work near welding or cutting
- Wear welding goggles or helmet with the correct filters if you are welding or cutting
- Use goggles if there are heavy concentrations of vapors or mists or if things could splash on your face
- Add a face shield over your safety glasses or goggles to protect your face.



Show the eye protection you use at your workplace.

Demonstrate how to use it correctly.

Explain

- Use your eye protection every time there is a chance something could get in your eyes
- Ask for help if you can't find eye protection that fits you or if it needs to be replaced

MODULE: PPE - Foot Protection



Use this next section if you are presenting training on Foot Protection.

Have the type of foot protection used at your workplace available for demonstration.



ASK: When kind of foot protection do you think you should wear?



Write responses on the flip chart or whiteboard.



Describe any incidents that have occurred at your facility that caused an employee to get injured because they weren't wearing proper footwear.

Explain=

- Wear steel-toe shoes or boots to protect your toes if something can fall onto or roll into your toes
- Wear shoes or boots with puncture resistant soles if you could step on anything sharp
- Wear shoes or boots with soles that grip if you could slip
- Wear liquid-proof boots to keep your feet dry
- Wear chemical-resistant boots if you work with specific chemicals
- Replace when they are worn or damaged



Show the footwear you use at your workplace.

Explain

- How to obtain safety shoes at your workplace and what type of reimbursement play you may have
- Wear the right footwear every time you are on the job
- Ask for help if you can't find eye protection that fits you or if it needs to be replaced

MODULE: PPE - Respiratory Protection



Use this next section if you are presenting training on Respiratory Protection.

Have the type of respiratory personal protective equipment used at your workplace to show.



ASK: When should you wear respiratory personal protective equipment?



Write responses on the flip chart or whiteboard.



Describe any incidents that have occurred at your facility that caused a worker to be injured because they weren't using respiratory personal protective equipment.

Explain

- Respirators protect you from contaminants in the air
- Before you can use a respirator you must have a health assessment done to determine if you can use one safely
- After you are cleared, your supervisor will provide you with the right type of respirator and make sure you properly trained
- Your training will cover how to wear it, how to check the seals, how to maintain it and how to wear it correctly



Show the type of respirators you use at your workplace



Respiratory Protection requires additional training and fit testing. If employees need to wear respirators, be sure to schedule training and fit testing before they are assigned to wear a respirator.

Explain

- Use your respirator every time you do your job if there could be contaminants in the air
- Ask for help if you are unsure of how to use a respirator or if it needs to be repaired or replaced.

MODULE: Material Handling



Use this next section and slides #10, #11, #12 and #13 if you are presenting training on Material Handling.



ASK: How do you know if it's safe to lift or move something?



Write responses on the flip chart or whiteboard.



Describe any incidents that have occurred at your facility that caused an injury because someone lifted or moved something unsafely.

Explain

- It's easy to get hurt when you move something
- That's why it's important to use good body mechanics whenever you have to lift, push or pull something heavy

Safe Lifting

Explain

- Before trying to lift anything check the weight to see if you can handle it
- If you can't, get help or use a tool like a hand cart, hoist or pallet jack.
- If you can, use these good body mechanics:
 - Keep your feet shoulder width apart
 - Keep the load close to your body
 - Keep your back arched, head up, bend at the knees
 - Lift using your legs in one smooth motion

Working from a Pallet

Explain

- If you are lifting or lowering materials onto a pallet:
 - Straddle the pallet corner with your feet
 - Keep the load close to your body
 - Keep your back arched, head up, bend at the knees
 - Lift using your legs in one smooth motion
- To change directions, turn your whole body by shifting your feet

Body Positioning

Explain

- How much stress and strain your job puts on your body depends on what position you put yourself in
- When you sit or stand to work, avoid bending over as much as possible
- Adjust your workstation if you can
- If you stand or sit in the same position for a long time, move, stretch or get up and walk a little
- If you have to use a lot of force, ask your supervisor if there is a different way to do the work or ask about using a tool or piece of equipment to make it easier
- To keep from getting hurt, be aware of how you do your job and use the best tool or technique to avoid strain

MODULE: Preventing Slips, Trips and Falls



Use this next section and slides #14, #15 and # 16 if you are presenting training on Preventing Slips, Trips and Falls.



ASK: What are some things that could cause you to slip, trip or fall on the job?



Write responses on the flip chart or whiteboard.



Describe any incidents that have occurred at your facility that caused a severe injury when someone slipped, tripped or fell?

Explain

- Most slips and trips happen when we are simply walking from one place to the next
- Most slips are caused by unknowingly walking on slippery conditions like water, grease, oil or even sand or dirt on the floor
- Tripping is most likely to happen when you don't notice something like an uneven floor surface, an electrical cord or a hose on the floor or a forgotten tool
- The best way to avoid a slip or trip is to stay aware of your surroundings, wear proper footwear and clean up or remove a hazard as soon as you spot it.

Preventing Falls from Trucks

Explain that it's an easy way to hit your head, wrench your back or blow out your knee when getting in and out of a truck

- Before stepping into your truck make sure the ground or running board aren't slippery
- Before getting out, look down at the ground to see what you are about to step onto
- Always back out of the truck
- Make sure you are maintaining three points of contact as you get in or out of the truck. That means three of your

four limbs are always gripping or firmly planted on a solid surface

Preventing Falls from Ladders

Explain that falls from ladders can be very dangerous and cause severe injuries. To prevent falls from ladders...

- Be sure you have set up ladder up on a firm, flat surface that is not slippery
- Position the ladder so you are facing your work
- An extension ladder must be positioned so the base of the ladder is 1 foot away from the structure for every four feet of height
- Climb slowly and avoid carrying tools; have a co-worker hand them up to you or use a hand line to raise them up
- Maintain three points of contact at all times
- Don't reach to do your work; get down and move the ladder

Explain that whenever you see a potential slip, trip or fall hazard, fix it immediately if you can do it safely or let your supervisor know so it can get taken care of.

MODULE: Working Safely Around Forklifts



Use this next section if you are presenting training on Working Safely Around Forklifts.



ASK: Why is important to assume that a forklift driver can't see you?



Write responses on the flip chart or whiteboard.



Describe any incidents that have occurred at your facility that caused a serious injury when a pedestrian was hit by a forklift.

Explain that many people are injured in forklift accidents – and oftentimes, they weren't the driver. The best way to stay safe is to stay out of the way of a forklift.

- Always assume that the driver can't see you because he probably can't – he/she has a load, checking paperwork and concentrating on his work – not always looking for you!
- When walking in areas where forklifts are working, use safety mirrors and listen for warning alarms to stay aware
- Stop – make eye contact with the driver and wait for him to signal you to go ahead
- Never stand under a forklift load – you never know when it could fall directly on you
- Stay aware and always yield the right of way to the forklift

MODULE: Hazard Communication



Use this next section and slides #18, #19, #20 and #21 if you are presenting training on Hazard Communication.

Have sample Chemical Label and Safety Data Sheet to hand out – one per participant



ASK: What can happen if there is a chemical or hazardous materials accident?



Write responses on the flip chart or whiteboard.



Describe the types of chemicals that are typically used in your company.

Explain

- Our company has a detailed Hazard Communication program which includes training on working with hazardous materials
- That training covers what hazards you face, how to use the right PPE and what to do if there is accidental exposure
- If you will work with hazardous materials, ask your supervisor about how to receive that training
- Two important parts of the training cover Chemical Labels and Safety Data sheets which we will talk about now



Handout the **Sample Chemical Label** you brought with you

Chemical Labels

Explain that all chemicals contain a label with important information. The five key things that are on the label to help you know what you are working with and how to work safely are:

1. Product Identifier – what is this chemical
2. Signal words – *Danger* is for severe hazards and *Warning* is for less severe hazards

3. Hazard Statement – what kind of harm could the chemical cause
4. Pictograms – a symbol that tells us about the hazards
5. Precautionary Statement – what do we need to do to be safe around this chemical

Pictograms

Explain that there are nine unique Pictograms that all manufacturers use as part of the Globally Harmonized System of classification of chemical – often called GHS. A chemical can have one or more hazards so you may see more than one pictogram on a label.

Here what each pictogram means going from left to right in each row of the slide on the screen now:

- The first one is a health hazard that might affect your organs or cause long-term health effects
- The one in the top center row with the flame means you're dealing with a flammable material
- The last one in the top row – the flame over the "O" means it could cause organic materials to combust
- The first one in the middle row is an exclamation point which means it is an irritant or skin sensitizer
- The middle pictogram is a gas cylinder so you know you are dealing with gases under pressure
- On far right middle is an exploding bomb for explosives, self-reactives and organic peroxides.
- On the bottom left we have two test tubes for corrosives that can eat away skin or equipment
- The tree and fish pictogram tells you the product is environmentally toxic
- Finally the skull and crossbones is for acute toxicity. You need to know what you are doing and keep this material off of your body.



Hand out the Sample Safety Data Sheets you brought with you

Safety Data Sheets

Explain that you can find out the most detail about a material from its Safety Data Sheet. Each sheet has 16 sections:

- The first three sections give you information the name of the product, it's hazards and a list of ingredients
- Section four covers first aid measures and tells you want to do immediately, what delayed health effects there might be and when to seek medical help
- Section five talks about what to do if there is a fire
- Section six tells what to do if there is an accidental spill, leak or release
- Section seven gives information on how to safely handle and store the material
- Section eight describes permissible exposure limits are and what personal protective equipment to use
- Finally sections nine through 16 give more details on the chemical, health and environmental information, proper disposal and other regulatory information

Explain that if you need more information than what is on the product label, ask your supervisor for a copy of the Safety Data Sheet.

MODULE: Lockout-Tagout



Use this next section and if you are presenting training on Lockout-Tagout.

Have some types of locks and tags used at your workplace to show.



ASK: Why do we use Lockout-Tagout procedures?



Write responses on the flip chart or whiteboard.



Describe any incidents that have occurred at your facility that because someone ignored a lockout-tagout situation.

Explain that we use lockout-tagout procedures to protect our maintenance and service technicians and to protect you.

- Lockout-tagout does two things:
 - The lock protects against accidentally restarting equipment or controls the unintentional release of energy by keeping a switch, valve or disconnect in the off position.
 - The tag lets people working nearby know that the equipment is shut down for a specific reason and they shouldn't try to restart the equipment.
- Some people are authorized to lockout and tag out – they are called “authorized” employees and they are the only people who can shut down, lockout and tagout equipment for service
- Some people are affected by a lockout-tagout and are called “affected” employees – most likely the people who use the equipment or work near it.
- If you see a lock device or tag, don't try to use the equipment
- Ask your supervisor for direction on what to do if this impacts your work



Show locks and a tags used at your facility.

Read what the tag says.

Explain

- Only an authorized employee can remove the tag and lock device
- This person will let you know when you can safely start to use the equipment again.

MODULE: Bloodborne Pathogens



Use this next section if you are presenting training on Bloodborne Pathogens.

Have the type of single-use gloves used at your workplace to show.



ASK: Why is it dangerous to be in contact with someone else's blood?



Write responses on the flip chart or whiteboard.



Describe any incidents that have occurred at your facility that caused someone to become infected because of bloodborne pathogens.

Explain the following:

- Pathogens are bacteria and viruses that can be found in blood and other body fluids that can cause disease
- The most common are HIV and Hepatitis B or C
- Unless you are specifically trained and designated to provide first aid, avoid situations where someone else's blood could get into your body through your eyes or nose, through a cut, rash or cracks in dry skin.
- To protect yourself, be aware, use personal protective equipment and be smart.
- If there is an accident with the potential for blood, ask yourself: "Is it wet and is it mine?" If it's wet and it's not your blood – take precautions to keep the blood off of you.
- Tell your supervisor if you think you might have been exposed



Show the single-use gloves or other equipment available at your workplace.

Demonstrate how to use them safely.

Blood Exposures

Explain the following:

- If the blood got on you, wash thoroughly with soap and warm running water and rinse well, then dry with a clean towel.
- If you can't wash immediately, use a hand-sanitizer but get washed up as soon as possible.
- Always report the incident to your supervisor.
- If someone else's blood was only on your intact skin, *this is not considered an exposure*.
- If someone else's blood came in contact with an opening on your skin, or in your eyes, nose or mouth, or you were punctured by a blood-contaminated sharp object, you will be referred to a medical evaluation and testing.

MODULE: Emergency Response



Use this next section if you are presenting training on Emergency Response.

Have the type signs or signals used at your workplace to demonstrate.



ASK: What are some emergency situations you think could happen here at this facility?



Write responses on the flip chart or whiteboard.



Describe any emergencies that have occurred at your facility that were handled perfectly or poorly.

Explain that emergencies are unexpected events like fires, tornadoes and accidents that can cause damage and injuries.

- The best way to handle an emergency is to be prepared: know where the exits are, know evacuation routes, know where to gather outside of the building so you can be accounted for and know where the closest shelters are.
- Know what the alarms, signals and broadcast announcements mean and what to do when you hear one.
- Know who to contact if there is a fire, accident or medical emergency
- Stay calm during the emergency
- Unless you are trained to handle an emergency or fight a fire – don't try to be a hero – instead sound the alarm and get help.



Demonstrate or describe the emergency signs and warning alarms used at your facility.

Explain the following:

- Storm evacuation and shelter locations
- Fire evacuation and meeting spots
- Medical emergency or accident reporting procedures
- Who to contact and how to make the contact

MODULE: Injury Reporting



Use this next section if you are presenting training on Injury Reporting.

Have the type of reporting forms used at your workplace to show.



ASK: Why is it important to report all injuries or near misses?



Write responses on the flip chart or whiteboard.

Explain that it's important to report all injuries no matter how minor, because even these can have unforeseen outcomes like infections.

- Near misses should be reported so the situation can be investigated to see if the right safety systems are in place so something like what nearly happened to you, won't happen to someone else.
- If you do get injured, first get medical attention immediately.
- Next notify your supervisor so a report can be filed.
- Make notes of details in case you get asked about the incident later – it's easy to forget.
- Don't let anyone clean up the scene or move things until and investigation is conducted.



Show any forms the employee may be asked to fill out.

Explain any specific procedures you have for reporting injuries or incidents at your facility.

MODULE: CLOSE



Use this next section to end your session.



ASK: What's the most important thing you learned today?



Write responses on the flip chart or whiteboard.

Safety is your First Priority

Explain

- We have lots of things in place to keep you safe
- We need your help in always being safety aware and in looking potential safety hazards
- Always let your supervisor know if something seems unsafe – not matter how small



Distribute the Student Handout

Explain that it provides more information about Employee Safety and reviews what was covered in the training session. It's theirs to keep and refer to.



ASK: Are there any questions? Any words of wisdom or safety lessons that anyone would like to share?

Listen to responses

Learning Exercise



The Learning Exercise is provided as a Microsoft® Word document on the program CD-ROM. You may edit it to include only those questions that apply to the modules you presented. The questions are presented in the same order as the modules included in this Instructor Guide.



Distribute the learning exercise (found at the end of this Instructor Guide).

Explain that this is a learning exercise, not a test.

Provide answers to the learning exercise after participants have completed it. (Answers to the learning exercise are found at the end of this Instructor Guide.) Have participants self-grade the exercise and turn it in. Keep the learning exercises in a file for future reference.



Participants who answered less than 80% of the questions correctly may not have comprehended the training. Additional one-on-one training may be necessary.

Close

Review any questions or comments that have been brought up during the class.

Discuss any follow-up activities you have planned.



Ask if there are any questions.

Thank participants for their attention, and remind them that it is their responsibility to make safety their top priority every single time they are doing their job.

Remind them that the Handout they've received contains additional information and encourage them to read through it.

End the session.



Following the session, make sure that the Employee Training Record is brought up to date, noting the participants' names, job titles, date of training, and instructor's name.

Training Tips

Conducting a Successful Training Session

When conducting a training session, your goal is to communicate the information and have the participants understand and apply the information to their jobs. In order to help you reach this goal, here are some suggestions for conducting a successful training session:

- Recognize and allow for differences in participants' backgrounds, needs and learning abilities.
- Make sure participants understand the training objectives.
- Allow participants to take an active role in their learning.
- Use guiding comments such as
 - "That's a good point."
 - "What do the rest of you think?"
 - "Can you tell me more?"
 - "Who has a different point of view?"
- Relate the information in the training session to real-life experiences. Use examples from your workplace to help participants connect the information to their activities.
- Proceed from simple concepts to more complex.
- Review and summarize at the end of the session using the session objectives.
- Set a time schedule and monitor it throughout the session. Discussions and practice make the session longer, depending on the number of participants.
- If you are asked a question that you can't answer, don't be afraid to say "I don't know, but I will find out the answer for you."

Using Questions

One of the most effective training tools you can use is a question. You can use questions to:

- Kick off a discussion
- Start the group thinking about a topic
- Collect data from participants
- Get all participants involved
- Change the direction of the discussion
- Identify conclusions and summarize a discussion

The following types of questions can be used to direct and stimulate group discussions:

- *Overhead*: This type of question is typically used after any introductory remarks and is directed to the entire group. Its purpose is to provoke discussion and elicit responses from as many members as possible.
- *Direct*: This type of question is the opposite of the overhead question. It's aimed at a specific individual, such as someone who appears timid or inattentive, to draw that individual into the discussion. This type of question can also be used to bring a rambling discussion back to the point or to draw out special information from a particular group member.
- *Reverse*: This type of question allows you to avoid giving a personal opinion in response to a group member's question. For example, if a participant asks you a question to which you don't want to give your opinion, you may turn the question around by asking:
 - "What does that term mean to you?"
 - "How does that make you feel?"
 - "What would you do?"

Reverse questions elicit background and promote group discussion

- *Follow-up*: This type of question is designed to expand the discussion or lead the group toward the session's objectives.

Handling a Difficult Group

Occasionally you will get a group that is difficult to handle. Here are a few ideas on how to work with this type of group to help them understand and apply the information.

- If your group is quiet or unresponsive, allow time for participants to "warm up." In this case, ask non-threatening questions that are easy to answer.
- If your group won't stop discussing, commend participants for their high level of participation and then tell them that it's time to move on.
- If you have a group of "fighters," encourage those participants who strongly disagree on an issue to think of ways to resolve the disagreement.

Handling Difficult Participants

To keep the session productive and on target, here are some methods for dealing with some types of difficult participants.

- An overly helpful participant who jumps in with a response to every question may prevent others from becoming involved. Make a special effort to engage other participants in the exercise.
- A participant who won't be budged from his or her opinions can be asked to accept the group consensus for the moment and then assured that you will be glad to discuss his or her point of view later.
- A participant who points out the worst in every idea but seldom offers an alternative can be acknowledged politely but passed over for other opinions.
- An overly talkative participant can be put back on track by restating the relevant points or by pointing out (with a smile) that the person is a bit "off the subject."
- A reserved participant can be drawn out by asking him or her a direct question and then following the response with a sincere compliment.
- A daydreamer can be brought back to attention by asking him or her an easy question or restating earlier remarks and asking for his or her opinion.

Learning Exercise

Directions: Answer each of the following questions by circling “True or False”.

- | | | | |
|------|-------|-----|---|
| True | False | 1. | Being risk aware means doing a safety assessment every time you do your job. |
| True | False | 2. | The number one occupational disability is noise-induced hearing loss. |
| True | False | 3. | Good quality cloth gloves are the best choice for any job requiring hand protection. |
| True | False | 4. | It’s okay to keep things in the space between your head and the hard hat shell. |
| True | False | 5. | If you’re welding or cutting operations, you need to wear welding goggles or a helmet with approved protective filters. |
| True | False | 6. | Steel-toed shoes and boots will protect the <i>bottom</i> of your feet from puncture wounds. |
| True | False | 7. | It’s important to have a health screening before using any type of respirator. |
| True | False | 8. | Facial hair like beards and mustaches can prevent a respirator from sealing properly. |
| True | False | 9. | It’s okay to not use personal protective equipment, if what you have to do is simple and quick. |
| True | False | 10. | Personal protective equipment needs to be replaced or repaired when it wears out. |
| True | False | 11. | When moving materials, the first thing to do is to check the weight to see if you can move it safely by yourself. |
| True | False | 12. | Stretching throughout the day is a good way to prevent stress and strain on your body. |
| True | False | 13. | Most slips, trips and falls are caused by slippery conditions, hazards in your path or wearing improper footwear. |
| True | False | 14. | It’s okay to reach out to the side to do work while on a ladder as long as you feel safe. |
| True | False | 15. | Always assume that a forklift driver can’t see you and doesn’t know you are in the vicinity. |
| True | False | 16. | The first place to find out about a chemical you are working with is to read the label. |
| True | False | 17. | A pictogram is a symbol with a red diamond-shaped border that tells about the hazards of a material. |

- | | | | |
|------|-------|-----|---|
| True | False | 18. | Detailed information about a material is available on a Safety Data Sheet. |
| True | False | 19. | A lock device on a piece of equipment protects against accidentally restarting equipment that needs service. |
| True | False | 20. | If equipment has a tag on it, it's okay to restart the equipment if you need it to do your work. |
| True | False | 21. | Only authorized employee can put locks and tags on equipment. |
| True | False | 22. | You will never be informed when the service work is completed. |
| True | False | 23. | Using a hand-sanitizer to clean up blood or other body fluids that get on your skin is just as good as washing with soap and water. |
| True | False | 24. | One protection against bloodborne pathogens is to properly wear single-use gloves. |
| True | False | 25. | Three ways to deal with an emergency situation is by knowing what to do, where to go and who to call for help. |
| True | False | 26. | Be a hero first and try to handle an emergency situation yourself before calling for help. |
| True | False | 27. | Minor injuries like a finger cut should always be reported. |
| True | False | 28. | Near miss accidents don't need to be reported. |
| True | False | 29. | Any safety concern you have should always be reported to your supervisor. |
| True | False | 30. | Safety is your first priority. |

Name: _____	
Company: _____	
Date: _____	Trainer's Name: _____

Answers to Learning Exercise

- | | | |
|-------|-----|---|
| True | 1. | Being risk aware means doing a safety assessment every time you do your job. |
| True | 2. | The number one occupational disability is noise-induced hearing loss. |
| False | 3. | Good quality cloth gloves are the best choice for any job requiring hand protection. |
| False | 4. | It's okay to keep things in the space between your head and the hard hat shell. |
| True | 5. | If you're welding or cutting operations, you need to wear welding goggles or a helmet with approved protective filters. |
| False | 6. | Steel-toed shoes and boots will protect the <i>bottom</i> of your feet from puncture wounds. |
| True | 7. | It's important to have a health screening before using any type of respirator. |
| True | 8. | Facial hair like beards and mustaches can prevent a respirator from sealing properly. |
| False | 9. | It's okay to not use personal protective equipment, if what you have to do is simple and quick. |
| True | 10. | Personal protective equipment needs to be replaced or repaired when it wears out. |
| True | 11. | When moving materials, the first thing to do is to check the weight to see if you can move it safely by yourself. |
| True | 12. | Stretching throughout the day is a good way to prevent stress and strain on your body. |
| True | 13. | Most slips, trips and falls are caused by slippery conditions, hazards in your path or wearing improper footwear. |
| False | 14. | It's okay to reach out to the side to do work while on a ladder as long as you feel safe. |
| True | 15. | Always assume that a forklift driver can't see you and doesn't know you are in the vicinity. |
| True | 16. | The first place to find out about a chemical you are working with is to read the label. |
| True | 17. | A pictogram is a symbol with a red diamond-shaped border that tells about the hazards of a material. |

- | | | |
|-------|-----|---|
| True | 18. | Detailed information about a material is available on a Safety Data Sheet. |
| True | 19. | A lock device on a piece of equipment protects against accidentally restarting equipment that needs service. |
| False | 20. | If equipment has a tag on it, it's okay to restart the equipment if you need it to do your work. |
| True | 21. | Only authorized employees can put locks and tags on equipment. |
| False | 22. | You will never be informed when the service work is completed. |
| False | 23. | Using a hand-sanitizer to clean up blood or other body fluids that get on your skin is just as good as washing with soap and water. |
| True | 24. | One protection against bloodborne pathogens is to properly wear single-use gloves. |
| True | 25. | Three ways to deal with an emergency situation is by knowing what to do, where to go and who to call for help. |
| False | 26. | Be a hero first and try to handle an emergency situation yourself before calling for help. |
| True | 27. | Minor injuries like a finger cut should always be reported. |
| False | 28. | Near miss accidents don't need to be reported. |
| True | 29. | Any safety concern you have should always be reported to your supervisor. |
| True | 30. | Safety is your first priority. |

Employee Safety Orientation Training Record

Facility	Department	Date
<i>Employee Name & Employee Identification Number (Please print)</i>	<i>Job Title (Please print)</i>	<i>Employee Signature</i>
Name:		
ID:		
Name:		
ID:		
Name:		
ID:		
Name:		
ID:		
Name:		
ID:		
Name:		
ID:		
Name:		
ID:		
Name:		
ID:		
Signature Of Trainer		

Employee Safety Orientation Student Handout

Safety is Your Top Priority

The company has many safety safeguards in place to make sure you stay safe at work. But unless everyone makes safety their top priority, all the equipment, processes and tools in the world won't do much good to keep you from getting hurt on the job.

This handout provides basic safety guidelines to:

- Help you be aware of potential safety risks
- Give you information and advice on how to stay safe
- Reduce your chance of getting hurt

Be Safety Aware

The best way to stay safe is to do a safety assessment every time you do something, not just the first time. Doing a safety assessment means being aware of hazards by looking around your work area from all directions, seeing what's there and asking yourself some basic questions:

- Is there something I could trip on?
- Could I slip or fall?
- Is what I have to move heavy?
- Could I strain my back?
- Could something swing around and hit me, fall on me or knock me over?
- Do I really know how to use this tool, operate this equipment or use these materials?
- Do I need help with this job?

After you do your assessment, ask yourself: *what's the worst thing that can happen if I don't do something about what I'm seeing?*

If the answer is *I could get hurt or a co-worker could get hurt* then fix the situation immediately if you know how to do it safely. If you can't do it yourself or don't know how, get help. If you are not **completely** comfortable with what's going on, talk to your supervisor.

Get in the habit of doing a safety assessment every day.

Personal Protective Equipment (PPE)

In your job you might need to wear Personal Protective Equipment or PPE. PPE protects parts of your body from hazards. You need to know what you need to wear, when you need to wear it and how to use it to stay safe.

Most importantly you need to... *wear it every single time* you do your job. The one time you don't, is the one time you could get hurt.

Hearing Protection

Over time, hearing loss can get worse and become permanent. Use the 3-foot rule to determine if you need to wear hearing protection:

If you have to **raise your voice** so someone at arm's length away can hear you, the noise level is too high and you need to wear hearing protection.

There are two types of hearing protection:

1. Ear plugs
2. Earmuffs

Make sure the protection you wear fits well and is comfortable. Replace it at the first sign of wear.

Hand Protection

To protect your hands:

- Wear the right gloves for the job
- Get the right fit – not too tight or too loose
- Replace the gloves at the first sign of wear

Job	Gloves
Keep hands clean around paint, oil, grease or detergents	Light weight work gloves
Protect hands from abrasion	Cloth work gloves
Dealing with sharp objects like sheet metal or splinters	Cut-resistant work gloves
Keep hands from getting burned	Heat-resistant gloves
Protect hands from chemicals	Gloves that are rated for the chemical you are using

Ask your supervisor for help if you aren't sure which gloves to wear.

Head Protection

If something can fall on your head, you need to wear a hard hat.

- Make sure it fits comfortably and won't fall off if you lean over
- Adjust the suspension for a good fit
- Keep the suspension adjustments in the back of the hat
- If you have to wear your hat backwards, reverse the suspension
- Don't wear a ball cap under the hard hat
- Keep the hat clean and don't cover damage with stickers

Replace the hard hat at the first sign of damage.

Eye Protection

Safety glasses, goggles and shields protect your eyes from flying debris, splashing chemicals, radiant energy, glare and intense light. Choosing the right type of protection for the job hazards you face is important.

Job Hazard	Eye protection
Debris, dust, particles in the air	Safety glasses with side shields
Welding or torch cutting	Welding helmet or goggles with correct tint for type of welding
Nearby welding or torch cutting	Tinted safety glasses
Heavy concentration of particles in the air or chemicals that could splash	Goggles that fit tight to the face
Flying debris or splashing chemicals	Face shield over safety glasses

Replace eye protection that is scratched, damaged or doesn't fit properly.

Foot PPE

Foot protection keeps your feet safe from things falling on them, stepping on sharp objects, getting wet and from falling on slippery surfaces. Choosing the right type of protection for the hazards you might encounter is important.

Job Hazard	Foot protection
Things falling, dropping or rolling on your toes	Steel-toed boots or shoes
Stepping on sharp objects	Boots with puncture-resistant soles
Slippery, greasy, wet floors	Boots or shoes with gripping soles
Working in water	Liquid-proof boots
Working with corrosive chemicals	Boots rated to be resistant to those specific chemicals

Replace footwear as soon as you see signs of wear or if they get damaged.

Respiratory Protection

Anytime you work in areas that have contaminants in the air such as chemicals, dusts, debris, vapors and mists, you need to wear respiratory protection. Your employer will:

- Have you complete a health screening to make sure you are able to safely use respiratory protection
- Tell you what type of protection to wear
- Train you on how to wear and use it safely
- Instruct you on how to maintain, clean and store it safely

Making sure it seals tight on your face is important. Men with facial hair may need to change to a clean-shaved fashion style.

Always do the following every time you use a respirator:

- Only use the respirator designated for the type of airborne hazard in the workplace.
- Inspect your respirator before every use.
- Fit check the seal every time you put on a respirator.
- Replace your respirator according to your company's change schedule.
- Maintain your respirator according to the manufacturer's instructions.
- Store your respirator in a clean location.

Material Handling

It's important to know how to move heavy materials correctly so you don't get hurt. Using good body mechanics to lift, push and pull reduces stress on your body and minimizes your chance of getting injured.

Check the weight of everything before you try to lift it. Get help or use a tool like a handcart, a hoist or a pallet jack if it is too heavy for you

When you can lift something:

- Keep your back arched, head up and bend at the knees
- Lift using your legs in one smooth motion
- To change directions, turn your whole body by shifting your feet

When you are lifting or lowering something onto a pallet:

- Straddle the pallet corner with your feet
- Keep your back arched, head up and bend at the knees
- Lift using your legs in one smooth motion
- To change directions, turn your whole body by shifting your feet

Avoid bending over to do your work, instead try to adjust the work surface to a more comfortable height. Also remember to move or stretch on a regular basis, switch to different tasks for a while and to use the right tools for the job to avoid too much body stress.

Preventing Slips, Trips and Falls

Most slips, trips and falls are caused by slippery conditions, hazards in your path or wearing improper footwear.

When walking:

- Take your time and be aware of the surface you are walking on
- Take small steps and avoid accelerating or changing directions quickly when surfaces are wet or slippery
- Clean up any spills or debris such as packaging or trash
- Mark and report hazards such as a broken tile or hole in the floor
- Move or report tripping hazards such as electrical cords, hoses or boxes
- Wear slip-resistant soled shoes or boots

When getting out of a truck:

- Look down at the ground to know what you are stepping on to that could be slippery or uneven
- Maintain three points of contact – three of your four limbs are firmly planted or gripping a solid surface

When working on a ladder:

- Set up the ladder on a solid, even surface
- Position the ladder so you are facing your work
- Use the 4 to 1 rule for extension ladders – the base of the ladder is 1 foot away from the structure for every 4 feet of height
- Climb slowly and maintain three points of contact
- Avoid carrying tools up the ladder – use a hand line, a tool belt or have a co-worker hand them up to you

If you ever notice a situation where anyone could slip, trip or fall, fix it immediately if you can do it safely or let your supervisor know so it can get taken care of.

Working Safely Around Forklifts

Forklifts are heavy pieces of equipment that can cause serious injuries and even death when they accidentally hit someone, tip-over or lose a load.

When working around a forklift *always* assume that the **forklift driver can't see you and doesn't know you are in the area.**

- Never step out in front of a moving forklift– stop, make eye-contact with the operator and wait for him or her to signal that it is okay for you to pass
- Check both ways when crossing a traffic aisle
- Use safety mirrors to check around blind corners
- Listen for warning alarms or horns
- Never stand under a load

Give the right of way to a forklift to stay safe.










Hazard Communication

If you work with chemicals, you need to be able to read a chemical label and a Safety Data sheet so you can stay safe.

All chemicals must have a manufacturer's label that includes:

1. Name of the product and the name of the manufacturer or supplier
2. Shipping name, shipping numbers and part numbers
3. An emergency phone number
4. A signal word and a hazard statement
5. One or more pictograms along with a precautionary statement

There are 9 pictograms. The pictograms show what kind of hazards a chemical has.

Health Hazard 	Flammables 	Oxidizers 
Irritant 	Gases Under Pressure 	Explosives 
Corrosives 	Environmental Toxicity 	Acute Toxicity 

Most of the information you need will be on the product label. If you need or want more detailed information ask to see a Safety Data Sheet. Your company is required to keep a Safety Data Sheet for every chemical used in the facility and you have a right to ask to see one at any time. Ask your supervisor if you need one.

Here is an overview of each section:

Section 1—Product Identification: This section includes the product name, the part number the Chemical Abstracts Service or CAS number, synonyms or other common names for the product, a short product description and the product type. Section 1 also tells what the product is used for and provides the name of the supplier, the supplier name, address and an emergency telephone number.

Section 2—Hazard Identification: This section provides information on the hazard classification which includes the GHS signal word (Danger or Warning), one or more pictograms and the hazard statements. Section 2 also details the Precautionary Statements which include information on Prevention, Response, Storage, Disposal and any other hazards.

Section 3—Composition and Ingredients: This section identifies the ingredients contained in the product including any impurities and stabilizing additives. The section will show the Chemical Name, Common Names and Synonyms, CAS Number and other unique identifiers.

Section 4—First-aid Measures: This section shows all of the first aid measures for eye contact, inhalation, skin contact and ingestion. The first aid section also includes details on immediate and delayed health effects and provides information on when to seek medical help.

Section 5—Fire-fighting Measures: This section includes recommendations for fighting a fire involving the chemical. Information includes what to do if there is a fire, how to extinguish the fire, what could happen if the chemical burns and what equipment and special precautions fire-fighters must take.

Section 6—Accidental Release Measures: This section provides information on what to do if the chemical spills, leaks or is released, how to contain and clean up the released chemical, what emergency procedures to follow and what experts should be brought in to help.

Section 7—Handling and Storage: This section gives information on safe handling processes, protective measures to take to minimize the risk of the chemical spilling or being released and recommendations for safely storing the product.

Section 8—Exposure Controls and Personal Protection: This section describes the permissible exposure limits to the product, what engineering controls need to be taken and what personal protection equipment is required for workers.

Section 9—Physical and Chemical Properties: This section details the product's physical and chemical properties including information on the product's appearance, color, odor and viscosity. Other important information might be the product's flash point—the temperature that the product will burn; the vapor density—how heavy the vapors are compared to air; the upper and lower explosive limits—the percentage range in air that the product will burn; and the pH—pH below 2 or above 12 can cause burns to skin, clothing and can be corrosive to materials in the work place.

Section 10—Stability and Reactivity: This section tells if the chemical can be unstable and cause reactions. It defines what reactions can be and what conditions to avoid to prevent reactions.

Section 11—Toxicological Information: This section describes what health effects that exposure to the product can cause. It defines how the product can get into the body, and the symptoms and effects of exposure.

Section 12—Ecological Information: This section provides information on what impact the product can have on the environment. It may affect water, air and soil quality.

Section 13—Disposal Considerations: This section tells how to safely dispose the product, ways to recycle or reclaim the chemical and what to do with used and empty containers.

Section 14—Transport Information: This section gives information on how to ship and transport the chemical by road, air, rail or sea so it remains stable and properly contained.

Section 15—Regulatory Information: This section covers any other additional regulatory information that may be required for certain products that isn't covered in any other section of the Safety Data Sheet.

Section 16—Other Information: This last section will include information such as abbreviations or acronyms used in other sections, it lists when the Safety Data Sheet was created or revised and any important changes that were made from previous versions.

Lockout-Tagout

Lockout-Tagout protects you and our maintenance and service technicians from being hurt by powered equipment that is being repaired or serviced.

- Locks prevent the accidental starting of equipment or they control the unintentional release of hazardous energy by keeping a switch, valve or disconnect in the off position
- Tags tell workers that the equipment is shut down for a specific reason
- Only *Authorized* workers may lockout, tagout and restart equipment
- Do not remove a lock, tag or lockout device
- Do not try to restart any equipment with a lock device or a tag on it even if it appears that the service work is complete

If you need to use equipment that is in lockout-tagout mode, contact your supervisor for direction on what to do.

Bloodborne Pathogens

Pathogens are viruses and bacteria in blood that can give you a disease. The most common are HIV, Hepatitis B and Hepatitis C. All have serious long-term effects. These pathogens from someone else's infected blood can get into your body through your nose, mouth, a cut, sore, rash or even dry, cracked skin.

There are three ways to protect yourself from the hazards of bloodborne pathogens:

1. Be aware – always assume that everyone's blood or body fluids are infected
2. Use personal protection – single use gloves can help keep you safe
3. Be smart – if you touched any blood or body fluids:
 - Immediately rinse cuts, sores or cracked skin with a flood of clean water
 - Thoroughly wash the area with soap and warm running water, rinse well and dry with a clean towel
 - If you don't have soap and water, use a hand-sanitizer, but as soon as you can wash up
 - Report the incident to your supervisor

Emergency Response

A workplace emergency is an event that requires immediate action. The best way to handle an emergency is to be prepared:

- Know what to do when you hear an emergency alarm, horn, bell, flashing light or other signal
- Know evacuation routes, exits and meeting places or shelters to report to after leaving the building
- If you aren't trained to be an emergency responder, know how to call for help
- Stay calm
- Warn others of the situation if you are the first to recognize the emergency
- Follow directions of safety leaders and emergency responders
- If someone is hurt, call for help – do not move the person unless they are in physical danger
- Don't leave shelters or re-enter the facility until you have been given an "all clear" signal
- For fires, first pull an alarm and then get out of the building – don't try to fight the fire unless you are trained by your employer to do so

Follow all company procedures, stay calm and follow directions from your supervisor for the specific emergency.

Reporting Injuries

Report all injuries no matter how small and report all near misses so the company can investigate and make sure proper safety procedures are in place so the incident won't happen again.

If you or a co-worker gets injured:

- Get medical attention immediately
- Notify your supervisor
- Don't tamper with the accident scene
- Make notes so you can remember the details later
- Complete any required forms or reports

Always report any injuries, incidents or close calls so work can be done to make sure something similar doesn't happen to someone else.

Employee Safety Tips

- Make safety your first priority
- Do a safety assessment *every time* you do your job
- Follow safety procedures *every time* you do your job
- Wear Personal Protection Equipment *every time you* do a job that requires it
- Immediately mark a safety hazard so others notice it
- Tell your supervisor about any safety hazard so it can be fixed
- Ask for help if you are ever unsure of anything

Employee Safety Orientation: Starting Out Right

REVIEW QUIZ

Name _____ Date _____

Directions: Answer each of the following questions by circling "True or False".

- | | | | |
|------|-------|-----|---|
| True | False | 1. | Being risk aware means doing a safety assessment every time you do your job. |
| True | False | 2. | The number one occupational disability is noise-induced hearing loss. |
| True | False | 3. | Good quality cloth gloves are the best choice for any job requiring hand protection. |
| True | False | 4. | It's okay to keep things in the space between your head and the hard hat shell. |
| True | False | 5. | If you're welding or cutting operations, you need to wear welding goggles or a helmet with approved protective filters. |
| True | False | 6. | Steel-toed shoes and boots will protect the <i>bottom</i> of your feet from puncture wounds. |
| True | False | 7. | It's important to have a health screening before using any type of respirator. |
| True | False | 8. | Facial hair like beards and mustaches can prevent a respirator from sealing properly. |
| True | False | 9. | It's okay to not use personal protective equipment, if what you have to do is simple and quick. |
| True | False | 10. | Personal protective equipment needs to be replaced or repaired when it wears out. |
| True | False | 11. | When moving materials, the first thing to do is to check the weight to see if you can move it safely by yourself. |
| True | False | 12. | Stretching throughout the day is a good way to prevent stress and strain on your body. |
| True | False | 13. | Most slips, trips and falls are caused by slippery conditions, hazards in your path or wearing improper footwear. |
| True | False | 14. | It's okay to reach out to the side to do work while on a ladder as long as you feel safe. |

- | | | | |
|------|-------|-----|---|
| True | False | 15. | Always assume that a forklift driver can't see you and doesn't know you are in the vicinity. |
| True | False | 16. | The first place to find out about a chemical you are working with is to read the label. |
| True | False | 17. | A pictogram is a symbol with a red diamond-shaped border that tells about the hazards of a material. |
| True | False | 18. | Detailed information about a material is available on a Safety Data Sheet. |
| True | False | 19. | A lock device on a piece of equipment protects against accidentally restarting equipment that needs service. |
| True | False | 20. | If equipment has a tag on it, it's okay to restart the equipment if you need it to do your work. |
| True | False | 21. | Only authorized employee can put locks and tags on equipment. |
| True | False | 22. | You will never be informed when the service work is completed. |
| True | False | 23. | Using a hand-sanitizer to clean up blood or other body fluids that get on your skin is just as good as washing with soap and water. |
| True | False | 24. | One protection against bloodborne pathogens is to properly wear single-use gloves. |
| True | False | 25. | Three ways to deal with an emergency situation is by knowing what to do, where to go and who to call for help. |
| True | False | 26. | Be a hero first and try to handle an emergency situation yourself before calling for help. |
| True | False | 27. | Minor injuries like a finger cut should always be reported. |
| True | False | 28. | Near miss accidents don't need to be reported. |
| True | False | 29. | Any safety concern you have should always be reported to your supervisor. |
| True | False | 30. | Safety is your first priority. |

ANSWERS TO THE REVIEW QUESTIONS

- 1 TRUE
- 2 TRUE
- 3 FALSE
- 4 FALSE
- 5 TRUE
- 6 FALSE
- 7 TRUE
- 8 TRUE
- 9 FALSE
- 10 TRUE
- 11 TRUE
- 12 TRUE
- 13 TRUE
- 14 FALSE
- 15 TRUE
- 16 TRUE
- 17 TRUE
- 18 TRUE
- 19 TRUE
- 20 FALSE
- 21 TRUE
- 22 FALSE
- 23 FALSE
- 24 TRUE
- 25 TRUE
- 26 FALSE
- 27 TRUE
- 28 FALSE
- 29 TRUE
- 30 TRUE