



Occupational Health & Safety Training

CENTER-BASED EARLY CARE & EDUCATION WORKERS

Peer Educator Training Guide

The Labor Occupational Health Program at UC Berkeley, the Occupational Health Branch of the CA Department of Public Health, and the CA Department of Industrial Relations provided technical assistance with this curriculum.





ABOUT THIS TRAINING GUIDE

This training guide is intended for use by Early Care and Education (ECE) peer educators to train other employees in center-based and school-based programs about important work-related health and safety issues. This guide includes the information and resources necessary to facilitate workshops that help ECE workers build their understanding of how to protect themselves from work-related hazards.

Using adult learning theory concepts and interactive activities, this guide will enable peer educators to engage groups of approximately 10-20 participants in workshops designed to take, on average, two and a half hours. It is recommended that the workshops are presented in one language rather than bilingually.

Workshops focus on health promotion and work-related hazards commonly found in ECE programs and offer practical ways to prevent or reduce hazards. Work-related hazards include anything that can potentially cause harm to ECE workers. Specifically addressed in this guide are physical and safety hazards, biological hazards, toxic chemicals and stress.

WORKSHOP GOALS

By the end of the workshop, participating ECE providers will be able to:

1. Identify potential work-related hazards related to physical and safety hazards, biological hazards, toxic chemicals and stress, in ECE school and center-based settings.
2. Describe at least two ways to prevent work-related injuries and illnesses.
3. Explain how to identify safer cleaning product alternatives allowed under state licensing and environmental rating scales.
4. Identify ways to reduce work-related stress.
5. Describe basic health and safety rights of ECE workers.

ABOUT THE PEER EDUCATOR PROGRAM

This training was created by the Service Employees International Union Early Educator Training Center (SEIU - SETC), with technical assistance from the Occupational Health Branch of the California Department of Public Health. Revisions have been made by the California Commission on Health and Safety and Workers' Compensation along with the Labor Occupational Health Program at UC Berkeley. The purpose of this program is to empower ECE workers to lead efforts that create healthier and safer ECE work environments.

ABOUT THE ORGANIZATION OF THE GUIDE

This guide is divided into the following sections:

1

PRE-WORKSHOP PREPARATION

This section includes information on how to prepare the materials and set up the learning environment before conducting the workshop.

2

WELCOME AND OVERVIEW

This section provides a sample script to use to welcome participants to the workshop and explain the purpose and goals of the training.

3

IDENTIFYING WORK-RELATED HAZARDS

Through the workshop activities, this section allows participants to share and build on their expertise while learning and practicing new skills. Each activity includes instructions, a sample script and a list of needed materials. The sections are as follows:

Introduction: Identifying work-related hazards

Section 1: Injury prevention

Section 2: Illness prevention

Section 3: Use of toxic chemicals and alternatives

Section 4: Reducing and preventing stress

Section 5: Aggressive behavior in young children

Section 6: Workers' rights and responsibilities

4

CLOSING AND EVALUATION

At the end of the workshop, those in attendance will complete an evaluation and feedback form to document what was learned, what went well, and how to improve future workshops. A similar form may be provided for trainers in order to provide feedback and suggestions for improvement.



PRE-WORKSHOP PREPARATION

PRE-WORKSHOP PREPARATION

Materials Needed for the Workshop

- Name badges
- Markers, pens/pencil
- Sign In Sheets
- Workshop Certificates
- Family Feud Game Chart
- Tape
- Cards, paper or sticky notes to cover the Family Feud Game Chart
- Family Feud buzzers or bells
- Four boxes or dolls that can be used for lifting demonstrations
- Matching game pictures (see Appendix 2)
- Box with equipment for safe dilution and cleaning: gloves, eye protection, long-sleeve clothing, spray bottle, funnel, and measuring spoons
- Sets of two empty cleaning product bottles for small groups (3-4 sets, depending on size of class)
- Bingo game boards (1 for each participant) (see Appendix 2)
- Bingo game pieces (10 for each participant)
- Prize (optional; 1 for each winning board)
- Flip chart paper
- Watch/stopwatch to time activities
- Pre-made charts for Workshop Goals, Agenda, Group Agreement, Introductions, "Bus Stop" List for questions and Family Feud Game Board. You may prepare these charts by hand using flip chart paper or have them professionally printed and can even laminate them to use with dry erase markers. Try to make the charts large enough so that they are visible to participants from across the room.

Copies Needed for the Workshop (See Appendices):

- Participant Evaluation and Feedback Form
- HANDOUT 1: Musculoskeletal Injury Prevention
- HANDOUT 2: Preventing Injury
- HANDOUT 3: Illnesses (Infectious Diseases)
- HANDOUT 4: Preventing Illness Safely
- HANDOUT 5: Bleach: If You Use It, Use It with Care
- HANDOUT 6: Use Safer Alternatives: Protect Yourself and Others
- HANDOUT 7: Stress Prevention for ECE Workers
- HANDOUT 8: Health and Safety Rights
- HANDOUT 9: Additional Resources

WORKSHOP GOALS

By the end of the workshop, participants will:

1

Identify potential work-related hazards related to physical and safety hazards, biological hazards, toxic chemicals and stress, in ECE school and center-based settings.

2

Describe at least two ways to prevent related injuries and illnesses.

3

Explain how to identify safer cleaning product alternatives that are allowable under state licensing and environmental rating scales.

4

Identify ways to reduce work-related stress.

5

Describe basic health and safety rights of ECE workers.

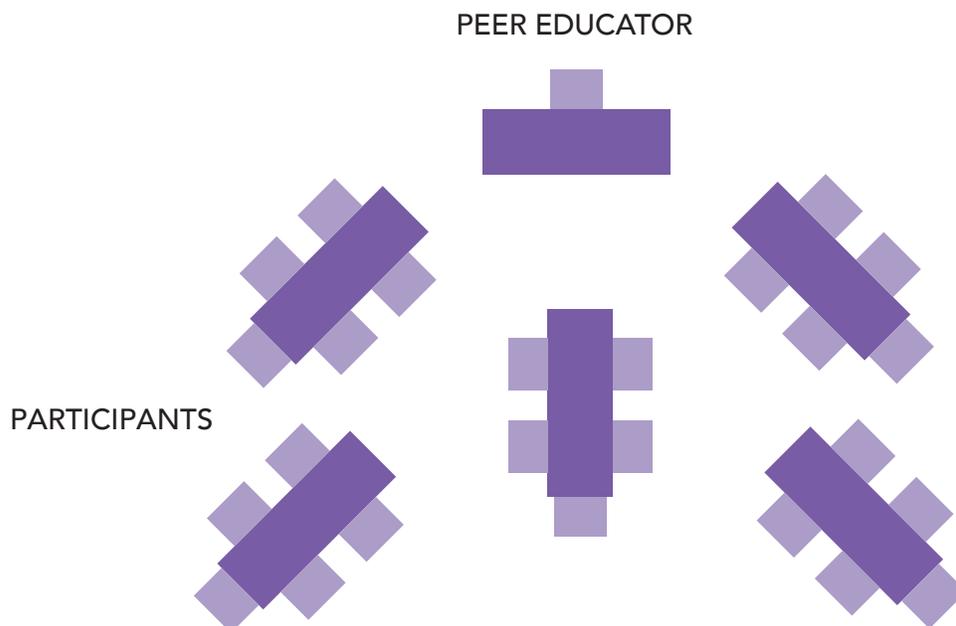
WORKSHOP AGENDA

| | |
|--|--------|
| Welcome and Overview | 20 min |
| Introduction to Work-Related Hazards | 15 min |
| Section 1: Injury Prevention | 15 min |
| Section 2: Illness Prevention | 20 min |
| Break | 5 min |
| Section 3: Use of Toxic Chemicals and Alternatives | 20 min |
| Section 4: Reducing and Preventing Stress | 15 min |
| Section 5: Aggressive Behaviors in Young Children (optional) | 10 min |
| Section 6: Workers' Rights and Responsibilities | 15 min |
| Closing and Evaluation | 15 min |

Total time: 2 hrs 20 min (2 hrs 30 min with optional section)

SETTING UP THE ROOM

This training contains several group activities. It is recommended that the tables are placed to promote active discussion and collaboration so that participants can work in small groups (see diagram below).



PEER EDUCATION WORKSHOP SITE VISIT – CHECKLIST

1. Amenities

- Ability to display banners/signage/directional signs
- Any restrictions to displaying training posters, signs, etc. on walls

2. View the space/facility and consider the following

- Access (How easy is it to find?)
- Adequate room size and capacity to hold workshop
- Flexibility to adjust room layout/tables
- Visual obstructions within the room
- Adequate indoor lighting
- Ability to control natural light
- Limited noise distractions in hallways/behind walls

3. Food and beverage

- Food and/or beverages to be served
- Facility rules about food and beverages on-site
- Food/beverage storage and placement
- Delivery time



WELCOME & OVERVIEW

MATERIALS NEEDED:

- Sign-In Sheet
- Name Badges
- Markers
- Chart 1: Goals
- Chart 2: Agenda
- Flip chart paper for writing group agreements and for the "Bus Stop."
- Laminated chart or flip chart: Introductions



Time: 20 Minutes

INSTRUCTIONS

1. As participants arrive, invite them to sign in and make their own name badge.
2. Post on the wall: Goals, Agenda, Group Agreements, Introductions, and Bus Stop charts. (The Bus Stop is where we will write down questions that come up during discussions that we will need to come back to later.)
3. Welcome participants to the workshop.
4. Peer educators introduce themselves.
5. Point out restrooms, parking lot, procedures in case of an emergency and any other logistics.
6. Review workshop Goals and Agenda.
7. Have participants introduce themselves. Add up years of experience.
8. Set Group Agreements.
9. Transition to the next section.

SUGGESTED SCRIPT

WELCOME PARTICIPANTS TO THE WORKSHOP

- Welcome to the Occupational Health and Safety Workshop for Early Care and Education (ECE) workers in center-based and school-based programs. I am excited to have you here today so we can learn together about different occupational health and safety issues related to the important work of caring for children.
- This workshop has been designed to help empower ECE workers, such as yourselves, with the information and knowledge you need to keep yourselves healthy and safe.
- My name is _____ and I am an ECE worker at _____.
- Before we review the agenda for today, I'd like to take care of a few housekeeping items. The bathroom is located in _____ and parking is in _____. In the event of an emergency, please note the exits and follow these procedures to evacuate safely: _____
- We have snacks available; please feel free to help yourselves.
- Now that we've gotten the housekeeping items out of the way, let's review the goals and agenda for the training today. Our goals are that by the end of the training, you will be able to:
 - Identify potential work-related hazards in ECE school and center-based settings related to physical and safety hazards, biological hazards, toxic chemicals and stress.
 - Describe at least two ways to prevent work-related injuries and illnesses.
 - Explain how to identify safer cleaning product alternatives that are allowable under state licensing and environmental rating scales.
 - Identify ways to reduce work-related stress.
 - Describe basic health and safety rights of employees.

ICE BREAKER ACTIVITY

- Let's take a few minutes to get to know one another. As you can see here, we have a flip chart with the following questions: Your name, a favorite hobby or special skill, and the number of years you have worked in child care. Let's go around the room and have each of you share this information with the group. I'll write your responses on this chart.

WELCOME & OVERVIEW

- To summarize, what we have learned about this group, we have ____ years of experience in child care in this room.

SET GROUP AGREEMENTS

- Finally, let's set some group agreements. Here is a start: One person speaks at a time; we respect each other; we turn off cell phones; we have fun. Are there others you would add?



INTRODUCTION: IDENTIFYING WORK-RELATED HAZARDS

TRAINING OBJECTIVE FOR THIS SECTION:

PARTICIPANTS WILL BE ABLE TO:

- Define “hazards”
- Describe four types of hazards in school and center-based child care facilities: biological hazards; toxic chemicals; physical and safety hazards; and stress

MATERIALS NEEDED:

- Family Feud Game Board/Chart
- Bus Stop Chart
- Tape
- Sheets of paper to cover the answers on the Game Board
- Buzzers or bells

PEER EDUCATOR RESOURCES:

Major Worker Health Hazards for Child Care (Appendix B of Caring for Our Children resource, <http://nrckids.org/CFOC>)



Time: 15 Minutes

INSTRUCTIONS

1. Prepare the "Family Feud" game board so that the squares with the correct answers are covered with paper. When you play the game, have a handout for yourself showing where the answers are located in the game board squares.
2. Explain that we are now going to play the game "Family Feud" to learn about hazards in the workplace. Explain that for the purposes of today's game, while there may be many correct answers to the questions about work-related hazards, this game only awards points for a limited number of "top" answers.
3. Ask participants to form two groups by counting off by 1 or 2.
4. After the two groups are formed, ask each team representative the corresponding question on the script. Explain that they must allow you to read the question completely before answering.
5. As the groups provide "right" answers, remove the paper covering the square to show the answers. Record the points on a flip chart or white board.
6. The group with the most correct answers wins. Distribute prizes to the winning team first, then the other team.
7. Add any questions that can be addressed later to the "Bus Stop" flip chart sheet.
8. Transition to the next section.

SUGGESTED SCRIPT

INTRODUCE THIS SECTION

- As teachers and caregivers, your primary focus is on the children. But today, we are going to focus on your health and safety at work. Health and safety issues that affect workers like you are called "work-related" or "occupational" hazards. A hazard is something that can cause an injury or illness. Let's play a game to see how much you already know about the health and safety hazards you may face while working with children in your classroom or center.

CONDUCT THE FAMILY FEUD GAME

- How many of you have seen the game "Family Feud" on television? We will play a similar game, where teams are asked questions about the different kinds of health and safety issues that come up in a child care setting.
- We are going to form two teams. For each round, a representative from each team will come up front. I will read a question about one of the categories of hazards. The goal is to provide examples of the hazards that fall into that category. The team representative that presses the buzzer first can give an answer. If that answer is on my list of correct answers, the representative's whole team can continue providing answers together. The round ends when all the answers for that category have been uncovered, or the team has provided an answer that is not on the board. If an answer not on the board is called out, the other team gets a turn, after which the round ends. Each correct answer is worth a point and the team with the most correct answers wins.
- Please count off: call out 1 or 2. Then, all the 1s will gather on one side of the room, and all the 2s will gather on the other side of the room. Each team should select one of their members to come up to start off the first round.

INTRODUCTION: IDENTIFYING WORK-RELATED HAZARDS

- I will now read the first question. Please wait until I have read the question completely before answering. All questions are about child care settings. OK, let's play.

Round 1: What are some of the bodily fluids, also called biological hazards, that carry illness?

Round 2: What are some of the physical and safety hazards that can injure the body or affect the musculoskeletal system?

Round 3: What are some types of products that may affect workers because of the chemicals they contain?

Round 4: What are some of the situations or conditions that can cause feelings of stress?

FAMILY FEUD GAME

| BIOLOGICAL | PHYSICAL | CHEMICAL | STRESS |
|------------|--|---------------------------------|---|
| Vomit | Lifting objects or children | Bleach | Not earning enough, low pay |
| Feces/poo | Using inappropriate footwear (shoes without rubber soles or cushioned support) | Pesticides | Challenging behaviors from children |
| Snot/mucus | Using child-sized furniture/chair | Disinfectants other than bleach | Heavy workload (staffing shortages, too much paperwork) |
| Blood | Slipping, falling, tripping due to cords, loose rugs, etc. | Air freshener | Few breaks, long hours |

FAMILY FEUD GAME: ANSWERS

BIOLOGICAL

- Vomit
- Feces/poo
- Snot/mucus
- Blood

PHYSICAL

- Lifting objects or children
- Using inappropriate footwear (shoes without rubber soles, cushioned support)
- Using child-size furniture/chair
- Slipping, falling, tripping due to cords, loose rugs, etc.

CHEMICAL

- Bleach
- Pesticide
- Disinfectants other than bleach
- Air freshener

STRESS

- Not earning enough, low pay
- Challenging behaviors
- Heavy workload, staffing shortages, too much paperwork
- Few breaks, long hours



SECTION 1: INJURY PREVENTION

TRAINING OBJECTIVE FOR THIS SECTION:

PARTICIPANTS WILL BE ABLE TO:

- Identify ways to prevent work-related injuries

MATERIALS NEEDED:

- HANDOUT 1: Musculoskeletal Injury Prevention
- HANDOUT 2: Preventing Injury
- Four boxes or dolls for lifting



Time: 15 Minutes

INSTRUCTIONS

1. Introduce this section and summarize the main messages in HANDOUT 1: Musculoskeletal Injury Prevention.
2. Demonstrate proper lifting techniques using a box or doll.
3. Ask participants to form two lines and ask them to practice correctly lifting a box or doll. Remind participants that if they already have an injury they should be mindful of their own medical needs.
4. Review HANDOUT 2: Preventing Injury. Invite participants to find a partner and take 2 minutes to discuss which techniques for preventing injury they would like to try in their setting.
5. Address any previous questions from the "Bus Stop" or add new questions to the flip chart sheet.
6. Transition to the next section.

SUGGESTED SCRIPT

INTRODUCE THIS SECTION

- Now we will explore work-related physical and safety hazards. As part of caring for children, there are activities you may be doing daily or conditions in your center that may lead to injury. During the "Family Feud" activity, we identified some of these hazards. During this section, we will explore actions we can take to prevent these injuries.
- Please take a look at HANDOUT 1: Musculoskeletal Injury Prevention. The most common work-related injuries for ECE workers are injuries to the back, upper limbs, neck, and lower limbs. These injuries are connected to the musculoskeletal structure, which includes spinal discs, nerves, tendons and muscles. Physical activities such as lifting, pushing, pulling or carrying heavy objects place ECE workers at risk for these injuries.

DEMONSTRATE PROPER LIFTING TECHNIQUES AND CONDUCT ACTIVITY

- I'm going to demonstrate how to lift properly, and then each of you will give it a try. See how I stand close to the object with my feet apart. I use my stomach muscles to balance while I squat down, bending at the knees. My back is straight and chin is parallel to the floor. I hold the object tightly and close to my body while lifting. I lift slowly and smoothly. We need to recognize that it may not always be easy to follow proper lifting techniques, for example, if you have a squirming child. In these cases, you may need to ask for help. Please take a look at Page 2 of HANDOUT 1 for instructions on how to lift safely.
- Please form two lines, one in front of each box or doll. Remember, if you have a preexisting injury, be mindful of your medical needs and do not do anything you believe would cause additional harm.

REVIEW HANDOUT

- Now that we have practiced proper lifting techniques, I would like to invite a volunteer to read aloud HANDOUT 2: Preventing Injury.
- At this time, I'd like you to find a partner. Take two minutes to discuss with each other what steps you plan to take to make sure you don't hurt your back or other parts of your musculoskeletal system when you return to work.
- Let's now hear from a few of you. What steps do you plan to take to avoid injuries at work?



SECTION 2: ILLNESS PREVENTION

TRAINING OBJECTIVE FOR THIS SECTION:

PARTICIPANTS WILL BE ABLE TO:

- Identify potential illnesses (infectious diseases) common in school or center-based child care
- Know how to prevent illness through effective cleaning, sanitizing and disinfecting techniques

MATERIALS NEEDED:

- Flip chart paper
- Markers
- HANDOUT 3: Illnesses (Infectious Diseases)
- HANDOUT 4: Preventing Illness
- Matching game: Pictures of objects and words related to cleaning, sanitizing, and disinfecting



Time: 20 Minutes

INSTRUCTIONS

1. Ask participants to share what common illnesses they have gotten, or worry about getting, while working with the children in their care.
2. Write responses on a flip chart page.
3. Remind participants that licensing requires there be at least one director or teacher at each center who has completed the state-approved preventative health and safety practices training.
4. Refer to HANDOUT 3: Illnesses (Infectious Diseases). Review and emphasize that bodily fluids may carry infectious disease. Emphasize the importance of handwashing to prevent illness.
5. Refer to HANDOUT 4: Preventing Illness Safely. Emphasize that they don't need to sanitize and disinfect everything. Remind participants to check with their program supervisor for specifics on when to clean, sanitize or disinfect. Rules can vary depending on the program type (for example, Title 22, Title 5, Head Start, etc.) and whether they are assessed using tools such as the Early Childhood Environment Rating Scale (ECERS). If available, you may want to bring a copy of the program's specific regulations for staff to have as a resource.
6. Have participants count off by 1, 2, 3, and 4 to form four small groups. Hand out a set of game cards and a set of cards with the words CLEAN, SANITIZE or DISINFECT. Ask participants to match the words CLEAN, SANITIZE, and/or DISINFECT to the correct picture. Come back together as a large group to share the correct answers.
7. Address any previous questions from the "Bus Stop" or add new questions to the flip chart sheet.
8. Transition to the next section.

SUGGESTED SCRIPT

INTRODUCE THIS SECTION AND ASK ABOUT EXPERIENCE WITH ILLNESS

- We have discussed how to prevent injury while working in an ECE setting. Now we will explore how to prevent illness. What are some of the common illnesses you have gotten, or worry about getting, while working with the children in your care?
- As you know, licensing requires there be at least one director or teacher at each center who has completed the state-approved preventative health and safety practices training. As employers, ECE programs are required to provide workplace health and safety training for employees who work with children. If you may come into contact with blood or other potentially infectious material (OPIM) resulting from the performance of your job, then your employer must provide training on blood borne pathogens and offer you the Hepatitis B vaccine. Since you may already be familiar with best practices for preventing illness, today's workshop will only review a few key points.

REVIEW HANDOUTS

- Let's review HANDOUT 3: Illnesses (Infectious Diseases) to refresh our memories about the bodily fluids that might carry infectious disease. Handwashing is very important because the most common way disease is transmitted are through contaminated hands.
- We can also prevent infectious diseases by sanitizing and disinfecting. Please look at HANDOUT 4: Preventing Illness Safely.

PROVIDE OVERVIEW OF WHEN TO SANITIZE OR DISINFECT

- We don't need to sanitize and disinfect everything. Cleaning is enough for many things, and soap and water are very safe products to use. However, please remember that you should check with your program supervisor for specifics on when to clean, sanitize, or disinfect. Rules can vary slightly depending on the program type (for example Title 22, Title 5, Head Start, etc.) and whether your center is assessed using tools such as the Early Childhood Environment Rating Scale (ECERS).

CONDUCT SMALL GROUP ACTIVITY

- To explore this topic more, we are going to play a matching game. Please form small groups by counting off 1, 2, 3, or 4. Each group will have a set of game cards. The cards have pictures on them such as a melting popsicle which has not been licked; a window out of the reach of children; a spoon and fork; and a changing table. Each group also has cards with the words clean, disinfect or sanitize. Take a minute to match the correct word or words to each picture.
- Now that you've matched the words, let's come back together to see how many correct answers each group has.

Picture of a dripping popsicle. The popsicle has not been licked and is dripping over a table.
– **CLEAN**

Picture of a dirty window, which is out of the reach of children.
– **CLEAN**

Picture of a dirty spoon and fork.
– **CLEAN then SANITIZE**

Picture of a changing table.
– **CLEAN then DISINFECT**



SECTION 3: USE OF TOXIC CHEMICALS AND ALTERNATIVES

TRAINING OBJECTIVE FOR THIS SECTION:

PARTICIPANTS WILL BE ABLE TO:

- Identify safer alternatives to toxic cleaning products
- Explain which products are allowable under state licensing and environmental rating scales

MATERIALS NEEDED:

- HANDOUT 5: Bleach: If You Use It, Use It With Care
- HANDOUT 6: Use Safer Alternatives
- Box with equipment for safe dilution and cleaning: gloves, eye protection, long-sleeve clothing, spray bottle, funnel, and measuring spoons.
- Set of two empty cleaning product bottles for each small group: 1 with appropriate label (preferably a recommended alternative) and 1 without an appropriate label



Time: 20 Minutes

INSTRUCTIONS

1. Ask participants to form two or three small groups with their neighbors to discuss how cleaning products have affected their health. The small groups will have 3 minutes for discussion. Then ask the groups to come back together and ask a few volunteers to share how cleaners have affected their health.
2. Refer to HANDOUT 5: Bleach If You Use It, Use It with Care. Have the box with the equipment for safe dilution accessible but placed so participants cannot see contents. Ask the group what tools or supplies they need to safely dilute the bleach. As participants call out the correct answers, place the objects on the table (gloves, eye protection, long-sleeve clothing, spray bottle, funnel, and measuring spoons).
3. Review how to dilute bleach correctly, and note that Title 22 allows the use of alternatives to bleach. Explain that the environmental rating scales mention using bleach, but programs can use alternatives. Explain that products used in ECEs must have an EPA number on them. This means they have been evaluated.
4. Refer to HANDOUT 6: Use Safer Alternatives. Explain that there are safer alternatives they can use to sanitize and disinfect.
5. Break into small groups of four or less and pass out 2 empty bottles of cleaning products to each group. Ensure all tables have the 2 empty bottles of cleaning products. Ask participants to review the labels to identify which product is acceptable for use. They should look for the product with the EPA number, labeled as a sanitizer or disinfectant, and has instructions for use, including dilution if needed. As a large group, ask the tables which product is acceptable to use and to share what they learned after reviewing each product.
6. Address any previous questions from the "Bus Stop" or add new questions to the flip chart sheet.
7. Transition to the next section.

SUGGESTED SCRIPT

INTRODUCE THIS SECTION

- We talked about using sanitizers and disinfectants to prevent the spread of illnesses.
- Many products, such as bleach, are harmful. It is important to use them safely and to consider using safer alternatives, when possible. Other products or substances that may affect your health include carpet shampoos, furniture cleaners, air fresheners, art materials, lead, mold and even latex.
- Your employer has to provide you with training and information about any chemicals you use. This is required by Cal/OSHA, which is the agency that enforces workplace health and safety laws in California.

CONDUCT AND DEBRIEF SMALL GROUP ACTIVITY

- At your small tables, you have 3 minutes to share how cleaning products have affected your health. After your discussion, we will come back together to hear how some of you have been affected by cleaning products.

REVIEW HOW TO USE BLEACH SAFELY

- The most common cleaning product in ECE centers is chlorine bleach.
- Many of you are probably using bleach solutions to sanitize and disinfect. It is easy to understand why bleach is used, because it is inexpensive and effective for reducing the spread of illnesses. However, there are growing concerns about its safety, so it is important to use it with care.

SECTION 3: USE OF TOXIC CHEMICALS AND ALTERNATIVES

- Let's take a minute to review how to use bleach safely. What supplies do we need to safely dilute bleach? (Let people respond). Here are some examples of things we need: gloves, eye protection, long-sleeve clothing, spray bottle, funnel, and measuring spoons. Always follow instructions on the bottle.
- If full-strength bleach is ever used, your facility is required to have an ANSI-compliant emergency eyewash station available so that you can use it to flush your eyes if bleach ever splashes into them. This means a self-contained eyewash station, not just a personal eyewash bottle. It is much better to dilute bleach than to use full strength.
- Safely diluting bleach requires that we read the bottle's instructions.
- Let's turn to HANDOUT 5: Bleach If You Use It, Use It with Care. Notice where the EPA number is listed on the label. Child Care centers may only use products that have an EPA number listed on them. The EPA number stands for the Environmental Protection Agency number and indicates that the product has been reviewed, contains the ingredients it claims to, and if sold as a sanitizer or disinfectant, is actually effective for that purpose.

REVIEW SAFER ALTERNATIVES TO BLEACH

- Some of your centers may already be aware that Title 22 allows the use of alternatives to bleach. Also, the environment rating scales mentions using bleach, but programs can use alternatives (according to the *Caring for Our Children* guide used to develop the ECERS standards). You may want to talk to your employer about using a bleach alternative.
- Let's review HANDOUT 6: Use Safer Alternatives, which demonstrates there are safer alternatives you can use to sanitize and disinfect.

CONDUCT ACTIVITY READING PRODUCT LABELS

- Now let's get into small groups. I'm going to pass out two cleaning products. Please read the labels and identify which product is acceptable for use in child care settings. Then we will come back together and share. Remember that you are looking for the product with the EPA number, labeled as a sanitizer or disinfectant and with instructions for use.
- Let's report back. Which product did you choose and why?
Answer: The product selected should say sanitizer or disinfectant and there should be an EPA number on it, and there should be instructions for use on it.
- For ECE centers, the product used must be an approved product. You can't just use any "green product." The product must be registered with the EPA, it must say that it is a sanitizer or a disinfectant, and it must be used in the way the manufacturer says it must be used.
- Let's move to our next topic for today, stress prevention.



SECTION 4: REDUCING AND PREVENTING STRESS

TRAINING OBJECTIVE FOR THIS SECTION:

PARTICIPANTS WILL BE ABLE TO:

- Describe ways to reduce work-related stress

MATERIALS NEEDED:

- Flip chart paper
- Markers
- HANDOUT 7: Stress Prevention



Time: 15 Minutes

INSTRUCTIONS

1. Invite the small groups at each table to answer the question, "What are some of the conditions or situations that tend to make you feel stressed out in your role as an ECE worker?" and have one of the group members write them on flip chart paper. Then, have them mark with a star (*) three stressors that they would like to share with the larger group.
2. Go around the room and have small groups share the 3 stressors they identified. Let them know stress is serious and a major cause of physical, emotional and mental health problems for ECE workers.
3. Refer to HANDOUT 7: Stress Prevention.
4. Let them know that at the end of the workshop, you will talk about how to get more involved in local community groups and their union, if they have one, to address stressful conditions by advocating and organizing.
5. Discuss the need for self-care.
6. Lead the group in a relaxation exercise, such as the one described in the script below. Emphasize prior to the activity, that each person may have their own way of de-stressing and it's important to find your own and practice it regularly.
7. Address any previous questions from the "Bus Stop" or add new questions to the flip chart sheet.
8. Transition to the next section.

SUGGESTED SCRIPT

INTRODUCE THIS SECTION AND CONDUCT THE SMALL GROUP ACTIVITY

- Let's talk about work-related stress. Stress is serious and a major cause of physical, emotional and mental health problems for ECE workers.
- You have 5 minutes to talk with the other folks at your tables and answer the question, "What are some of the conditions or situations that tend to make you feel stressed out in your role as an ECE worker?"
- Each table has a flip chart and markers to jot down your ideas. Please put a star (*) next to 3 stressors you want to share with the larger group.
- Let's go around the room and have each group share their 3 starred stressors.
- Look at Handout 7. The list at the top of Page 1 includes many of the same stressors you mentioned. Are there any that we didn't talk about that you think are important? The bottom of the page includes common symptoms of stress that you can look at on your own time.

REVIEW WAYS TO ADDRESS AND MANAGE STRESS

- Let's turn to addressing and managing stress. Look at Page 2 of Handout 7.
- The changes your employer can make by improving working conditions are the most important ways to reduce your stress. These are listed in the first section of the page.
 - (If workers have a union) We will talk more at the end of this workshop on how to get involved in your union to advocate and organize for changes like these.
 - (If workers do not have a union) It is possible for you and your coworkers to advocate and organize to motivate your center to make these changes. If you have concerns about your workplace or are interested in advocating for change, you can seek help from a local community-based organization -- such as a legal aid or other organization that supports workers' concerns.

SECTION 4: REDUCING AND PREVENTING STRESS

Taking care of ourselves also helps reduce the harmful effects of stress. Taking care of ourselves needs to be a top priority in order to be able to take care of others. Please read through the ideas listed on Handout 7 under the section, Take Care of Your Physical and Mental Health. Circle one idea that you would like to try.

- Now we will try out a relaxation exercise. You might have your own way of relaxing, such as prayer, meditation, doing art, listening to music, reading, etc. This is just a quick example to try out. If you liked this exercise, you can find more on YouTube.
 1. Close your eyes.
 2. Notice your breath flowing in and out through your nose.
 3. Breathe slowly, counting to five as you breathe in, and to five again as you breathe out. Continue.
 4. Visualize one of your favorite places and imagine yourself there, happy. (For example a beach, waterfall, garden, etc.)
 5. After a few minutes, slowly return your breathing to normal and open your eyes.



SECTION 5: AGGRESSIVE BEHAVIOR IN YOUNG CHILDREN

TRAINING OBJECTIVE FOR THIS SECTION:

PARTICIPANTS WILL BE ABLE TO:

- Know how to get help and protect yourself if a child has aggressive outbursts

MATERIALS NEEDED:

- None



Time: 10 Minutes

INSTRUCTIONS

1. Explain that injuries can also be caused by child behaviors, and that staff can be injured even if a child does not intend to hurt them.
2. Read a scenario about an injury caused by an aggressive outburst. Prompt discussion with a few questions and answers. Use the answers in the script as guidelines for discussion.
3. Refer to the resource, "Aggressive Behavior in Young Children." The link is included on Handout 9 - Additional Resources, in Appendix 1.
4. Address any previous questions from the "Bus Stop" or add new questions to the flip chart sheet.
5. Transition to the next section.

SUGGESTED SCRIPT

INTRODUCE THIS SECTION

Sometimes a child who has an aggressive outburst can injure a teacher, assistant or other staff person. This can happen even if the child does not intend to hurt anyone.

INTRODUCE AND CONDUCT LARGE GROUP ACTIVITY

- I'm going to read a scenario to you and ask some questions afterwards. Here is the scenario:

Tammy teaches in a classroom with two other teachers. One day, during an art project, a four-year-old girl named Sarah gets frustrated while using scissors to cut out a drawing. Sarah starts to cry. Tammy says kindly, "Sarah, why are you crying? What's the matter?" Sarah cries more loudly and stomps her feet but does not speak. Tammy takes the scissors out of Sarah's hands and puts them on the table. Tammy gently asks again, "Did something happen? Do you need help?" Instead of answering, Sarah reaches out and scratches Tammy's arms. Tammy says, "Sarah, no scratching. That hurts me." Sarah cries even more loudly, grabs the scissors from the table and throws the scissors in Tammy's face. The scissors scratch Tammy's face, just missing her eye.
- I'm going to ask you a few questions about this scenario:

Question: What are the injuries in this scenario?

Answer: There are scratches on Tammy's arms and a scratch on Tammy's face. There is also a "near miss" – the scissors almost injured Tammy's eye.

Question: What did Tammy do RIGHT in this scenario?

Answer: She spoke kindly to Sarah and tried to offer help. She took the scissors out of Sarah's hand. She tells Sarah "no scratching" and tries to set clear boundaries.

Question: Let's say that this is the first time Sarah has had an aggressive outburst. Is there anything that Tammy could have done to prevent the injuries?

Answer: She could have asked one of the other teachers for help. She could have placed the scissors out of reach.

Tammy should report the scratches and the near miss to her supervisor. The preschool should also follow its policies for reporting the incident to Sarah's parents.

Question: Let's say that Sarah has had many of these aggressive outbursts in the past. What else can Tammy do?

Answer: Tammy, the other teachers, and Sarah's parents should meet to debrief. They can identify the triggers for Sarah's outbursts and intervene earlier, before Sarah starts to cry. The teachers and her parents can encourage Sarah to ask for help. When Sarah makes progress, the teachers can use praise to reinforce safe and respectful behavior. The teachers should be consistent in how they manage behavior.

If the behavior is serious and/or frequent enough, the teachers may want to recommend that Sarah see a health care provider or behavior specialist.

- Aggressive outbursts can happen from time to time. Although you cannot prevent every outburst, you can take steps to reduce the likelihood of an injury. To find out more, there are tips and resources in the factsheet, "Aggressive Behavior in Young Children." The link is included on Handout 9 - Additional Resources, in Appendix 1. Although it is geared more towards school-age children and those with special needs, there are tips which may be useful to you.



SECTION 6: WORKERS' RIGHTS AND RESPONSIBILITIES

TRAINING OBJECTIVE FOR THIS SECTION:

PARTICIPANTS WILL BE ABLE TO:

- Describe the basic health and safety rights and responsibilities of employees

MATERIALS NEEDED:

- Bingo game boards (1 for each participant) (see Appendix 2)
- Bingo game pieces: can be paper clips, dried beans, etc. (12 pieces for each participant)
Prizes (optional): candy, apple, or other small prize (1 for each winning game board)
- HANDOUT 8: Health and Safety Rights: Facts for California Workers



Time: 15 Minutes

INSTRUCTIONS

1. Explain that we are going to play a Bingo game to learn about workers' rights and responsibilities.
2. Pass out the Bingo game boards and game pieces. There are 10 different game boards but you can make copies of the game boards so that you have one for each participant. The winning game board is #2, so be sure to pass out at least one copy of game board #2. Each participant should receive at least 12 game pieces.
3. Explain the rules.
4. To play, read each bingo question and ask people to raise their hands to answer. Either confirm or share the correct answer. Read the full answer and explanation in the script below.
5. Provide the winner with a prize.
6. Refer to HANDOUT 8: Health and Safety Rights.
7. Address any remaining questions from the "Bus Stop" flip chart sheet.
8. Transition to the next section.

SUGGESTED SCRIPT

INTRODUCE THIS SECTION AND THE BINGO GAME

- Today, we have talked about different workplace hazards that can affect your health as an ECE worker. As employees, you have rights. This includes the right to a healthy and safe workplace.
- We are going to play a game called Bingo to learn about your rights as a worker. I'm going to give each person a Bingo game board and 12 game pieces. Put one piece on the "free space" in the middle.
- Each square has an answer to a question about health and safety rights. I am going to read a question and ask a volunteer to tell us the answer. I will confirm the correct answer. If you see the correct answer on your board, you will cover it with a game piece. The first person to get five in a row yells out "Bingo" and wins. You can win by getting five in a row horizontally, vertically or diagonally. Not everyone will have every answer on their board.

PLAY BINGO

- Ready to play? Let's begin (answers on participant Bingo boards in bold below):
1. **Question:** By law, who is responsible for providing a safe and healthy workplace?

Answer: The employer. Employers must provide their employees with work and workplaces that are safe and healthy. As an employee, you have the right to be protected from hazards.

SECTION 6: WORKERS' RIGHTS AND RESPONSIBILITIES

2. Question: In California, every employer must have a safety program to protect employees. What is the name of this safety program?

Answer: **The Injury and Illness Prevention Program or IIPP.** According to the IIPP regulations, employers have to identify hazards and protect workers from the hazards. Employers must also provide training about workplace hazards when employees start their jobs and whenever there is a new hazard

3. Question: So far, we have talked about two different health and safety rights. First, employees have the right to be protected from hazards. Second, employees have the right to know about and receive training about the hazards. What is a third health and safety right that employees have?

Answer: **Reporting a hazard or a safety concern.** Employees have the right to report hazards and safety concerns to the employer and to the state agency, Cal/OSHA. You have the right to speak up and take action to improve your health and safety at work without losing your job or being punished

4. Question: To what California state agency can employees report hazards?

Answer: **Cal/OSHA.** Cal/OSHA is the state agency that enforces workplace safety and health laws. You can file a complaint with Cal/OSHA by phone, fax, mail, or online. You can choose not to give your name, but your complaint may be given lower priority. If you do give your name, Cal/OSHA will keep your name confidential. Depending on the situation, Cal/OSHA may call or write a letter to the employer, conduct an onsite inspection, interview workers or issue citations as appropriate.

5. Question: To review, employees have several key health and safety rights. Employees have the right to be protected from hazards. Employees have the right to know about hazards. Employees have the right to report hazards. Yes or No: Do undocumented workers have all of these rights?

Answer: **YES.** In California, all workers, regardless of immigration status, have health and safety rights.

6. Question: What is it called when employers punish workers for exercising the right to speak up about hazards?

Answer: **Retaliation.** It is illegal for employers to retaliate against employees for exercising their health and safety rights. An employer cannot fire, demote, threaten, or otherwise punish an employee for speaking up about a hazard, filing a complaint, taking part in a Cal/OSHA inspection, or exercising any other health and safety right.

7. Question: An employee who has a work-related injury or illness can receive workers' compensation benefits. What can workers' compensation pay for?

Answer: **Medical treatment and lost wages.**

8. Question: True or False: You are not entitled to workers' compensation benefits if it was your fault you got hurt at work.

Answer: **FALSE.** You can receive workers' compensation benefits no matter who was at fault for the injury or illness.

SECTION 6: WORKERS' RIGHTS AND RESPONSIBILITIES

9. **Question:** When should your employer give you a workers' compensation claim form if you are injured at work?

Answer: **Within one working day.** After learning that you are hurt, the employer is supposed to give you a claim form in no more than one working day.

10. **Question:** True or False: It is illegal for an employer to retaliate against a worker for reporting an injury or for filing a workers' compensation claim.

Answer: TRUE. It is illegal for employers to retaliate against employees for exercising their right to workers' compensation.

- To summarize, employees have the right to be protected from workplace hazards, the right to know about hazards and the right to report hazards. Employees who have a work-related injury or illness have the right to workers' compensation benefits.
- Employers must also visibly display Cal/OSHA's health and safety poster, which describes employers' responsibilities in providing safe and healthy workplaces, workers' rights and responsibilities, and district and area office contact information. Handout 9 lists Cal/OSHA's website where you can find a copy of this poster.
- As an employee, you also have responsibilities.
 - You must follow state health and safety laws and safety rules set by your employer.
 - You should report any hazards, work-related injuries or illnesses, or defective equipment to your employer immediately.
 - If it is a serious hazard, tell your co-workers immediately.
- If you have concerns or questions about your rights, you can get help from your union, if you have one, or from a community-based organization. You can also find out more about your health and safety rights in Handout 8.



CLOSING AND EVALUATION

MATERIALS NEEDED:

- HANDOUT 9: Additional Resources
- Participant Evaluation and Feedback form (see Appendix 4)



Time: 15 Minutes

INSTRUCTIONS

1. Thank everyone for participating in the workshop. Ask them to turn to HANDOUT 9: Additional Resources. Explain that they may find the lists helpful in getting more information about some of the topics covered.
2. Ask participants to go around the room and share one thing they learned in the training that they will use to be safe and healthy at work.
3. Peer educators or union staff make announcements about next training dates, etc.
4. Give participants 5 minutes to complete the Participant Evaluation and Feedback form.
5. Remind participants that if they have not signed the sign-in sheet, they should do so now.
6. As each person turns in their Participant Evaluation form, give them their certificate of completion.
7. Adjourn.

SUGGESTED SCRIPT

INTRODUCE THE SECTION

- We have now come to the last topic on our agenda. Thank you again for participating in today's workshop.
- Please turn to HANDOUT 9 : Additional Resources. This handout lists many of the resources we discussed today.
- Before we finish, we want to understand what you took away from this training. Let's take a moment to go around the room and share one thing you learned in the training that you will use to be safe and healthy at work.

ASK PARTICIPANTS TO COMPLETE THE EVALUATION FORM

- Finally, I'd like to request that you take a few minutes to complete the Participant Evaluation and Feedback form (see Appendix 4). Your responses will help us understand what worked well with this workshop and where we might make some improvements.

APPENDIX 1

HANDOUT 1

MUSCULOSKELETAL INJURY PREVENTION



- The most common work-related injuries for ECE workers are injuries to the back, arms, neck, legs and feet. These injuries are connected to the musculoskeletal structure, which includes spinal discs, nerves, tendons and muscles.
- Physical activities such as lifting, pushing, pulling or carrying heavy objects place ECE workers at risk for these injuries.
- Common risk factors in ECE environments for ECE workers include: heavy lifting and carrying (for example, lifting children), sitting on the floor or in child-size chairs with insufficient or no back support, kneeling, squatting and reaching to a variety of heights.

PROPER LIFTING AND CARRYING TECHNIQUES ARE ONE WAY TO PREVENT INJURY!

The number one injury in child care is back injury.

HANDOUT 1 - Page 2

Frequent lifting can cause pain and injuries, especially of the shoulders and back. Neck and knee injuries from lifting, kneeling, or squatting may also occur. When you feel pain, you need to address it right away before it gets worse:

- In order to prevent injury, change your workspace or how you are doing things at work.
- See a doctor as soon as possible about body pain that won't go away, in order to prevent lasting damage which may require surgery.



Photo: Cal/OSHA factsheet

Proper lifting techniques include the following:

- Plan ahead, take your time and make sure you have enough room to do the lift. This will make lifting objects or carrying children easier on the body.
- Stand firmly and close to the child or object being lifted with your feet shoulder-width apart.
- Tighten your stomach muscles to help you stay in balance while you squat down, bending at the knees. Keep your back straight and chin parallel to the floor.
- Avoid lifting objects or children using stiff legs or bending at the waist.
- Make sure you have a secure grip on the child or object before lifting.
- Keep the child or object close to your body as you lift.
- Slowly lift using your legs. Avoid twisting or making jerking motions, which place strain on muscles, ligaments and joints and may contribute to injury.
- Use slow and smooth movements.
- To put objects or a child down, follow the same steps in reverse order.

***Sitting on the floor: sit with backs against a wall
or some other firm base of support.***

HANDOUT 2

PREVENTING INJURY



- 1 Diaper at the correct height. Use a changing table with steps for small children so you don't have to lift the child.

If children are standing during a diaper change, arrange for them to be at an elevated height while the adult sits in an adult-sized chair to diaper.

Arrange the diaper changing area so that your supplies are within reach and you don't have to twist or reach for items.



- 2 Take care of your physical health and stretch frequently during the day.



- 3 Try to move often rather than staying in one position for long periods. When the children are dancing or playing, join in.



- 4 Wear proper footwear.



- 5 Use adult-sized furniture with back support rather than sitting in child-sized furniture.



- 6 Get help in lifting heavy objects or children, if needed.

If you have back or shoulder pain, it is better not to lift.

HANDOUT 3

ILLNESSES (INFECTIOUS DISEASES)

Infectious organisms are spread in a variety of ways:

- Contact with body fluids (urine, stool, saliva, nasal discharge, eye discharge, blood, secretions from cuts or skin sores)
- Direct skin-to-skin contact
- Touching an object that has germs or live organisms on it (for example: a door knob)
- Droplets of body fluids, such as those that come from sneezing and coughing that travel through the air.



*The most
common way
illness is spread
in child care
settings:*

**CONTAMINATED
HANDS!**

HANDOUT 4

PREVENTING ILLNESS SAFELY

**You don't have to sanitize and disinfect everything!
Only as needed.**

| TERM | DEFINITION | PRODUCT |
|---|--|---|
| <p>CLEAN</p> | <p>To remove dirt and sticky film by scrubbing, washing, wiping and rinsing. (Must be done before sanitizing or disinfecting.)</p> | <p>Soap, running water, and microfiber cloths or paper towels</p> |
| <p>SANITIZE (Kills 99.9% of germs)</p> | <p>To destroy enough germs to reduce the risk of becoming ill from contact.</p> <p>Recommended for food surfaces, and when required by regulations and standards.</p>  | <p>Bleach</p> <p>SaniDate (Safer Alternative)</p> |
| <p>DISINFECT (Kills nearly 100% of germs)</p> | <p>To destroy nearly all germs when applied to hard, non-porous surfaces.</p> <p>Disinfect:</p> <ul style="list-style-type: none"> • Toilets, changing tables, bathroom • Surfaces that have had blood and other potentially infectious body fluids like vomit, urine and feces on them. • See Title 22 California Code of Regulations.  | <p>Bleach</p> <p>Oxivir (Safer Alternative)</p> <p>Alpha-HP Multi-Surface Cleaner (Safer Alternative)</p> |

Modified from Caring for Our Children and the California Child Care Health Program at cchp.ucsf.edu

HANDOUT 5

BLEACH: IF YOU USE IT, USE IT WITH CARE!

WARNING LABEL states: DANGER WARNING!! May cause eye and skin damage. It can also cause or worsen asthma. Symptoms include wheezing, chest tightness, cough and shortness of breath.



SAFEST PROCEDURE FOR USING BLEACH:

1. **Read the label.** Must have an EPA number and instructions on how to dilute to sanitize/disinfect



2. **Safe Dilution Guidelines:**

- Open windows and doors to let in fresh air and, if possible, turn on a fan
- Make a fresh bleach dilution daily
- Follow the dilution instructions on the label
- Wear gloves, full body clothing and eye protection
- Use a funnel
- Add bleach to water rather than water to bleach to cut fumes
- Label the bottle with contents and the date mixed.

3. **Spray or use away from children**

4. **Store away from children.** Bleach solution is not required to be locked, just out of reach.

5. **If full-strength bleach is ever used,** the facility is required to have an ANSI-compliant emergency eyewash station available so that employees can use it to flush their eyes if bleach ever splashes into them. This means a self-contained eyewash station, not just a personal eyewash bottle.

HANDOUT 5 - Page 2

DO YOU HAVE TO USE BLEACH? NO, YOU DON'T!

Title 22 allows the use of products other than bleach.

ECE regulations are not specific as to which cleaning products should be used.

Commercial disinfecting solutions, including one-step cleaning/disinfecting solutions, may be used in accordance with label directions. (Title 22 for Child Care Centers: Sec 101438.1 f)

Environment Rating Scales (ECERS, ITERS) refer to the use of bleach, but it is actually fine to use alternatives. Caring for Our Children, which is a collection of national health and safety standards in child care maintained by the National Resource Center for Health and Safety in Child Care and Early Education, says:

A product that is not chlorine bleach can be used in a child care setting if:

- It is registered with the EPA
- It calls itself a sanitizer or disinfectant on the label
- Is used in accordance with the manufacturer's instructions

Some licensing analysts, trainers and quality rating staff may not be aware that there are safer alternatives or that these safer alternatives are permissible.

Refer to Title 22 California Code of Regulations and/or Caring for Our Children: National Health and Safety Performance Standards (<http://nrckids.org/CFOC>).

HANDOUT 6

USE SAFER ALTERNATIVES: PROTECT YOURSELF AND OTHERS

REMEMBER! THE PRODUCT YOU USE SHOULD:

- Have an EPA number
- Describe itself somewhere on the label as a sanitizer or disinfectant
- Have instructions for use, including dilution if needed
- Always be kept out of the reach of children

In general, you want to limit your exposure to any type of cleaner, sanitizer or disinfectant. Disinfectants are considered pesticides and generally are designed to kill living organisms. These are three products that are considered safer alternatives to bleach:



Oxivir® TB

Use:

Diaper Changing Tables
Sinks
Toilets
Activity Tables

www.Quill.com
800-982-3400

www.officemax.com
800-463-3768

www.waxie.com
800-995-4466



SaniDate® RTU Hard Surface Sanitizer

Use:

Food Contact Surfaces
Non-mouthed Toys

www.enviroselects.com
877-358-1299



Alpha-HP® Multi-Surface Disinfectant Cleaner, RTD

Use on Infant/Toddler
Rooms:
Floors
Sinks
Toilets

www.amazon.com

From San Francisco Asthma Task Force's 2013 Update: Bleach-free Disinfection and Sanitizing for Child Care, January 2013; www.sfgov.org/asthma

HANDOUT 7

STRESS PREVENTION FOR ECE WORKERS

COMMON SOURCES OF STRESS IN ECE PROGRAMS

- Staff/child ratio
- Number of hours working with children
- Break time
- Staff meeting
- Lack of social support
- Lack of professional support and recognition
- Salaries and benefits
- Lack of clear job expectations
- Difficult child behaviors
- Unsafe working conditions.

RECOGNIZE THE PHYSICAL SIGNS AND SYMPTOMS OF STRESS

- Sore neck, shoulders, and back
- Upset stomach
- Headaches
- Sleep disturbances, insomnia
- Fatigue
- Boredom, low morale, etc.
- Self-medicating with alcohol, caffeine and other drugs
- Loss of appetite
- Irritability
- Difficulty concentrating

HANDOUT 7 - Page 2

ADVOCATE AND ORGANIZE FOR BETTER WORKING CONDITIONS

- **Fair wages** that recognize and value the ECE workers' skills and knowledge
- **Benefits** such as paid-time off, health insurance, and retirement
- **Fair policies and procedures** regarding schedules, job responsibilities, and promotions
- **Working conditions** including having sufficient staff, break rooms, well-maintained physical surroundings
- **Professional development** to allow for growth and advancement



TAKE CARE OF YOUR PHYSICAL AND MENTAL HEALTH

Practice Self-care by Living a Healthy Lifestyle

- Eat healthy foods
- Exercise as part of your daily routines (YouTube.com: type "Instant Recess")
- Try to schedule a regular 10-min walk every day. When kids are dancing or playing, join in
- Get enough rest and sleep

Practice Stress Management

- Learn relaxation techniques (YouTube.com: type "Relaxation Exercise for Stress," or "Mindfulness Exercise")
- Take advantage of work breaks and, if possible, take time off when you need it
- Develop a support network of ECE workers and child development professionals
- Use adult-sized furniture, instead of child-sized furniture, for comfort and safety
- Organize fellow workers and advocate for policies to reduce stressful conditions

HANDOUT 8



Department of Industrial Relations
Cal/OSHA

Christine Baker, Director
Juliann Sum, Cal/OSHA Chief

JUNE 2015

Health & Safety Rights: Facts for California Workers



Photo Credits: Bob Gumpert

The State of California, Division of Occupational Safety and Health—better known as “Cal/OSHA”—is working to assure you have a safe and healthful workplace. Read this fact sheet to understand your basic rights and learn what you can do to help keep your job safe.

HANDOUT 8, Page 2

Employers' Program to Prevent Injuries and Illnesses

California law requires your employer to have an effective injury and illness prevention program (IIPP) that includes training and instruction on safe work practices and an effective system for your employer to communicate with you and your coworkers. (See page 4 for more information about IIPP requirements.) You should actively participate in the training provided by your employer, learn how to recognize health and safety hazards, and inform your employer about any hazards you discover. Your employer must have a system to encourage reporting hazards without fear of retaliation and must correct hazards in a timely manner.

Cal/OSHA Enforcement

You have the right to file a complaint about a workplace hazard with Cal/OSHA, the state agency that investigates and enforces health and safety requirements in California workplaces. If you choose to give your name, Cal/OSHA will keep your name confidential, unless you request otherwise. To file a complaint, call the Cal/OSHA district office serving the location of your job. To find the right district office, use one of these options:

- Go online and follow [instructions for filing a complaint](#). Or go to [Cal/OSHA's home page](#) at www.dir.ca.gov/dosh, and link to "File a workplace safety complaint."
- View [a map showing Cal/OSHA district offices and the counties they serve](#). Or go to [Cal/OSHA's home page](#) at www.dir.ca.gov/dosh, link to "Locations - Enforcement offices," and then link to "map of the Cal/OSHA Enforcement regional and district offices."
- By phone, call 1-866-924-9757, press or say "2" for Cal/OSHA, then enter or say the zip code of your job site.

Information you should provide to district office staff:

- When you call Cal/OSHA, the information you provide may be critical to the success of Cal/OSHA's investigation of the hazard. You should give the staff person the following information:
- Name and address of your employer. Include the job site address if it is different from the mailing address.
- Where the hazard is located at the job site. Example: "The table saw in room 12."
- When the hazardous operation or condition occurs. Example: "We use this solvent to clean every Friday afternoon."
- Description of the hazard. You do not need to know the legal requirements. You only need to state the problem. Examples: "Bad brakes on forklift," or "no fall protection."

Investigation

Cal/OSHA investigates complaints of hazards in different ways. Sometimes, the fastest and most effective way is for Cal/OSHA to notify the employer and require the employer to correct the hazard. Other times, Cal/OSHA conducts an on-site inspection.

On-site inspection

When Cal/OSHA conducts an on-site inspection, the inspector arrives without advance notice.

- Upon arrival, the inspector holds an opening conference with the employer and union (if there is one) to explain the purpose of the inspection and how it will be conducted.
- The inspector walks around the site, observes hazards, interviews employees and supervisors, reviews written records, and takes measurements and photographs as necessary.
- A representative of the employer and a representative authorized by the employees may walk around with the inspector.
- You have the right to be interviewed in private without the employer present. The Cal/OSHA inspector will make every effort to arrange for interpreter services if needed.
- You may ask the inspector to give you his or her business card so you can contact the inspector away from your job.
- The inspector may visit the site again to collect further information, especially if the inspector needs to speak with employees who were not available during the first visit.

After the inspection:

Information that Cal/OSHA collects during the inspection may show that your employer violated health and safety requirements. If this happens, one or more citations will be issued to your employer. Cal/OSHA issues citations to employers only, not to employees. If you gave your contact information when you filed the complaint, Cal/OSHA will send you a letter describing the results of the inspection. Your employer must "abate," or correct, the violations by a specified deadline. You may contest the abatement date by filing an appeal 15 days after the citations are issued. But if the employer appeals a citation, abatement may not happen until after the appeal is resolved. You may participate in any appeal filed by the employer by filing a motion to be added as a party in the appeal process. In any case where Cal/OSHA issues citations, the employer must post in the workplace a copy of the citations, a description of how the hazards have been corrected, and a copy of any appeal that is filed. You may also call Cal/OSHA to request a copy of the results of the inspection, including any citations.

HANDOUT 8, Page 3

Right to Refuse Hazardous Work

In addition to filing a complaint, you have the right to refuse hazardous work. It is illegal for your employer to punish you for refusing to perform hazardous work if both of the following are true:

1. Performing the work would violate a Cal/OSHA health or safety regulation.
2. The violation would create a “real and apparent hazard” to you or your coworkers.

When these conditions are met, you have the right to refuse to perform the work. But before you refuse, you should take the following steps:

- Tell your supervisor about the hazard and ask that it be corrected.
- Explain that you are willing to continue working if the hazard is corrected or you are assigned other work that is safe.
- State that you believe a health or safety regulation is being violated.
- Contact your union shop steward, if you have one.

If the problem is not fixed, call Cal/OSHA and file a complaint.

Protection Against Retaliation

It is also illegal for your employer to threaten, discharge, demote, or suspend you for reporting hazards to your employer, filing a complaint with Cal/OSHA, or otherwise exercising your rights to a safe and healthful workplace. If your employer discriminates or retaliates against you for exercising these rights, you have the right to file a complaint with the California Labor Commissioner, also called the Division of Labor Standards Enforcement. The Labor Commissioner may be able to recover wages owed to you and help you get your job back. In most cases, you must file your complaint within six months of the retaliation.

View [a listing of Labor Commissioner offices](#) and contact the office nearest your workplace. Or go to the

[Labor Commissioner’s home page](#) at www.dir.ca.gov/dlse, and link to “Contact Us.” By phone, call 1-866-924-9757, press or say “1” for the Division of Labor Standards Enforcement, then enter or say your zip code.

Employee Rights to Documents and Records

You have the right to receive copies of written information about hazards in your workplace.

Exposure Records and Medical Records: You may access exposure records that show your own exposure to toxic substances and harmful physical agents as well as exposures to other employees doing similar work. Your employer must provide you the records within 15 days after receiving your written request. Exposure records include environmental workplace monitoring, biological monitoring results, and safety data sheets. You may access medical records if you are the subject of the records or have the subject’s written consent. Medical records include medical questionnaires and histories, examination results, medical opinions and diagnoses, descriptions of treatment and prescriptions, first aid reports, and employee medical complaints.

Safety Data Sheets: These sheets contain information about hazardous chemicals in your workplace. Your employer must keep these sheets readily accessible and must provide them to you upon request. Electronic access is allowed as long as there are no barriers to immediate access.

Records of Occupational Injury or Illness: You have the right to receive copies of the following records: Log of Work-Related Injuries and Illnesses (Form 300); Annual Summary of Work-Related Injuries and Illnesses (Form 300A); and Injury and Illness Incident Report (Form 301) describing an injury or illness that happened to you. In most industries, your employer must provide you copies by the end of the next business day.

Written Health and Safety Plans: You have the right to review your employer’s written plans for certain Cal/OSHA-required programs, such as hazard communication, respiratory protection, and permit-required confined space entry procedures.

Photo Credit: Bob Gumpert



Cal/OSHA Information

For more information about your health and safety rights, go to [Cal/OSHA’s home page](#) at www.dir.ca.gov/dosh. You can also call 1-866-924-9757, press or say “2” for Cal/OSHA, then enter or say your zip code to find the district office serving your job location.

HANDOUT 8, Page 4

Requirements for an employer's injury and illness prevention program

All California employers must create and carry out an effective program to meet the requirements of Cal/OSHA's Injury and Illness Prevention Program (IIPP) regulation. The employer's IIPP must be in writing and must specify in concrete terms the employer's ongoing activities in each of the following areas:

- **Responsibility:** Name or job title of the person or persons authorized and responsible for implementing the program.
- **Compliance:** Written system for ensuring compliance with safe and healthy work practices.
- **Communication:** System for communicating in a form readily understandable by employees about safety and health matters. This can include meetings, trainings, postings, written communications, and a labor-management safety and health committee. Employers must encourage employees to report hazards without fear of reprisal. An employer using a labor-management committee to communicate health and safety matters with employees must meet certain requirements specified in the IIPP regulation.
- **Hazard Assessment:** Procedures for identifying and evaluating workplace hazards, including periodic inspections.

- **Accident or Exposure Investigation:** Procedure for investigating occupational injuries and illnesses.
- **Hazard Correction:** Methods and procedures to correct unsafe or unhealthy working conditions in a timely manner.
- **Training and Instruction:** Effective program for instructing employees on general safe work practices and hazards specific to each job assignment, in a language that the employees can understand.
- **Recordkeeping:** Written documentation of the steps taken by the employer to establish and implement the IIPP.

The specific requirements for an IIPP are in the [California Code of Regulations, title 8, section 3203](#). Or go to the [home page of the Department of Industrial Relations](#) at www.dir.ca.gov, link to "Laws & Regulations," link to "California Code of Regulations - Title 8," link to "Cal/OSHA," and then search for "3203."

Use [Cal/OSHA's educational tools to help employers create an effective IIPP](#). Or go to [Cal/OSHA's home page](#) at www.dir.ca.gov/dosh, and under "Educational Materials," link to "Consultation eTools." See also links to model IIPPs at the top of the web page that displays the [California Code of Regulations, title 8, section 3203](#).

Photo Credit: Bob Gumpert



You have the right to a safe and healthful workplace regardless of whether you have papers to work legally in the United States.

Note: We are not US Immigration and Customs Enforcement (ICE), and we do not ask for or report your immigration status.



HANDOUT 9

ADDITIONAL RESOURCES

CHILD CARE RESOURCES

Title 22 Regulations for Child Care Centers:

<http://www.cdss.ca.gov/inforesources/Letters-Regulations/Legislation-and-Regulations/Community-Care-Licensing-Regulations/Child-Care>

Caring for Our Children: National Health and Safety Performance Standards:

<https://nrckids.org/CFOC>

For guidance on sanitizers and disinfectants, please refer to **Appendix J, Selecting an Appropriate Sanitizer or Disinfectant**

2013 Update: Bleach-free Disinfection and Sanitizing for Child Care

(San Francisco Asthma Task Force): <https://sfgov.org/asthma/child-care-settings>

Green Cleaning, Sanitizing and Disinfecting: A Toolkit for Early Care and Education, University of California, San Francisco School of Nursing 2013.

https://cerch.berkeley.edu/sites/default/files/green_cleaning_toolkit.pdf

Aggressive Behavior in Young Children: A Health & Safety Note from the California Childcare Health Program:

https://cchp.ucsf.edu/sites/g/files/tkssra181/f/Aggressive_EN_090607.pdf

U.S. ENVIRONMENTAL PROTECTION AGENCY (EPA) PESTICIDE REGISTRATIONS

EPA Product registrations:

<http://iaspub.epa.gov/apex/pesticides/f?p=PPLS:1>

EPA List of Disinfectants Registered Against Public Health Bacteria and Viruses:

<https://www.epa.gov/pesticide-registration/selected-epa-registered-disinfectants>

CALIFORNIA OCCUPATIONAL SAFETY & HEALTH ADMINISTRATION (CAL/OSHA)

Health & Safety Rights: Facts for California Workers:

<https://www.dir.ca.gov/dosh/documents/health-and-safety-rights-for-workers.pdf>

Employer guidelines on the rules regarding communicating about hazards:

“Guide to the California Hazard Communication Regulation”:

https://www.dir.ca.gov/dosh/dosh_publications/hazcom.pdf

Cal/OSHA poster, Safety and Health Protection on the Job:

https://www.dir.ca.gov/dosh/dosh_publications/shpstreng012000.pdf

Cal/OSHA ergonomics poster, Work Smarter, Not Just Harder:

https://www.dir.ca.gov/dosh/dosh_publications/Erg_ChildCare.pdf

APPENDIX 2

Appendix 2 - Matching Game

Make four sets of cards. Each set should include:
1) all four game cards with pictures and 2) Twelve (12) word cards



Melting popsicle that has not been licked



Dirty window out of reach of children



Dirty dishes



Changing table

Clean

Clean

Clean

Clean

Appendix 2 - Matching Game

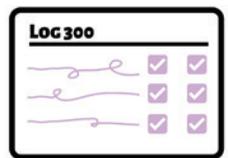
Make four sets of cards. Each set should include:
1) all four game cards with pictures and 2) Twelve (12) word cards

| | |
|-----------|-----------|
| Sanitize | Sanitize |
| Sanitize | Sanitize |
| Disinfect | Disinfect |
| Disinfect | Disinfect |

APPENDIX 3

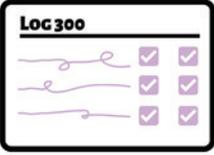
BINGO GAMEBOARD #1

B I N G O

| | | | | |
|--|---|--|--|---|
|  <p>CAL/ OSHA</p> |  <p>7:00 pm</p> |  <p>EPA</p> | <p>Division of Labor Standards Enforcement</p> |  <p>YES</p> |
|  <p>the employer</p> |  <p>stress</p> |  <p>1 working day</p> |  <p>Assess Hazards</p> |  <p>poor computer workstations</p> |
|  <p>Closed toe shoes</p> |  <p>Retaliation</p> |  <p>free space</p> |  <p>ear plugs</p> |  <p>Log 300</p> |
|  <p>safety data sheet</p> |  <p>lifting</p> |  <p>Dept of Fair Employment and Housing</p> |  <p>9:00 pm</p> |  <p>medical treatment and lost wages</p> |
|  <p>cleaning products</p> |  <p>reporting a hazard or safety concern</p> |  <p>TRUE</p> |  <p>FALSE</p> |  <p>babysitting</p> |

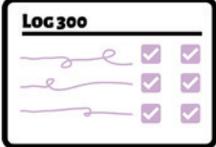
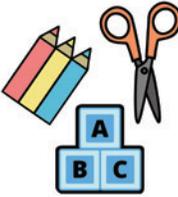
BINGO GAMEBOARD #2

B I N G O

| | | | | |
|---|--|---|---|---|
|  medical treatment and lost wages |  reporting a hazard or safety concern |  5:00 am | Injury and Illness Prevention Program |  gloves |
|  CAL/ OSHA |  the employer |  YES |  1 working day |  Sick Leave |
|  7:00 pm |  Dept of Fair Employment and Housing |  free space | Division of Labor Standards Enforcement |  Closed toe shoes |
|  12:30 pm |  Union |  Minimum wage |  TRUE |  stress |
|  Retaliation |  safety data sheet |  Log 300 |  EPA |  FALSE |

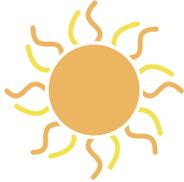
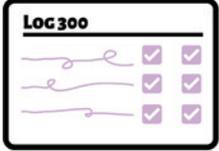
BINGO GAMEBOARD #3

B I N G O

| | | | | |
|---|---|--|--|--|
|  <p>medical treatment and lost wages</p> |  <p>reporting a hazard or safety concern</p> |  <p>12:30 pm</p> | <p>Division of Labor Standards Enforcement</p> |  <p>YES</p> |
|  <p>cleaning products</p> |  <p>Log 300</p> |  <p>special clothing</p> |  <p>TRUE</p> |  <p>Sick Leave</p> |
|  <p>stress</p> |  <p>Adult-sized furniture</p> |  <p>free space</p> |  <p>18 hours</p> |  <p>Dept of Fair Employment and Housing</p> |
|  <p>Assess Hazards</p> |  <p>safety data sheet</p> |  <p>school supplies</p> |  <p>babysitting</p> |  <p>7:00 pm</p> |
|  <p>the employer</p> |  <p>5 hours</p> |  <p>FALSE</p> |  <p>CAL/ OSHA</p> |  <p>Union</p> |

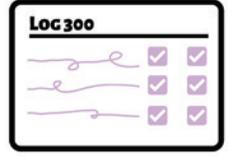
BINGO GAMEBOARD #4

B I N G O

| | | | | |
|--|---|---|--|---|
|  <p>CAL/ OSHA</p> |  <p>safety data sheet</p> |  <p>the employer</p> |  <p>cleaning products</p> |  <p>lifting</p> |
|  <p>YES</p> |  <p>Retaliation</p> |  <p>TRUE</p> |  <p>medical treatment and lost wages</p> | <p>Division of Labor Standards Enforcement</p> |
|  <p>heat</p> |  <p>Log 300</p> |  <p>free space</p> |  <p>9:00 pm</p> |  <p>Adult-sized furniture</p> |
|  <p>Dept of Fair Employment and Housing</p> |  <p>1 working day</p> |  <p>storytime</p> |  <p>5:00 am</p> |  <p>reporting a hazard or safety concern</p> |
|  <p>7:00 pm</p> |  <p>special clothing</p> |  <p>Union</p> |  <p>NO</p> |  <p>stress</p> |

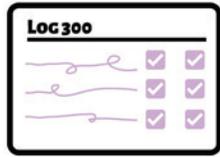
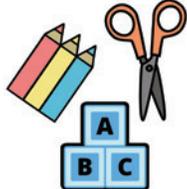
BINGO GAMEBOARD #5

B I N G O

| | | | | |
|---|--|---|---|--|
|  <p>Union</p> |  <p>Retaliation</p> |  <p>YES</p> |  <p>7:00 pm</p> |  <p>the employer</p> |
|  <p>babysitting</p> |  <p>safety data sheet</p> |  <p>Closed toe shoes</p> |  <p>FALSE</p> |  <p>Dept of Fair Employment and Housing</p> |
| <p>Division of Labor Standards Enforcement</p> |  <p>medical treatment and lost wages</p> |  <p>free space</p> |  <p>TRUE</p> |  <p>reporting a hazard or safety concern</p> |
| <p>Injury and Illness Prevention Program</p> |  <p>EPA</p> |  <p>Assess Hazards</p> |  <p>safety glasses</p> |  <p>Log 300</p> |
|  <p>lifting</p> |  <p>stress</p> |  <p>cleaning products</p> |  <p>NO</p> |  <p>1 working day</p> |

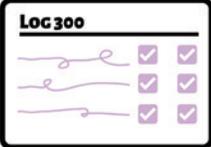
BINGO GAMEBOARD #6

B I N G O

| | | | | |
|--|---|--|---|---|
|  <p>stress</p> |  <p>poor computer workstations</p> |  <p>Adult-sized furniture</p> |  <p>Union</p> |  <p>YES</p> |
|  <p>Sick Leave</p> |  <p>special clothing</p> |  <p>TRUE</p> |  <p>Assess Hazards</p> |  <p>safety data sheet</p> |
|  <p>Dept of Fair Employment and Housing</p> |  <p>FALSE</p> |  <p>free space</p> |  <p>CAL/ OSHA</p> |  <p>EPA</p> |
|  <p>Log 300</p> |  <p>1 working day</p> |  <p>7:00 pm</p> |  <p>cleaning products</p> |  <p>medical treatment and lost wages</p> |
|  <p>babysitting</p> | <p>Division of Labor Standards Enforcement</p> |  <p>school supplies</p> |  <p>the employer</p> |  <p>reporting a hazard or safety concern</p> |

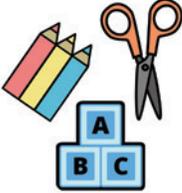
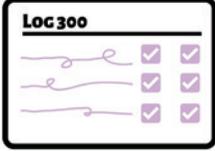
BINGO GAMEBOARD #7

B I N G O

| | | | | |
|---|--|---|---|--|
|  <p>medical treatment and lost wages</p> |  <p>Dept of Fair Employment and Housing</p> |  <p>1 working day</p> |  <p>Log 300</p> |  <p>YES</p> |
|  <p>reporting a hazard or safety concern</p> |  <p>TRUE</p> |  <p>gloves</p> | <p>Division of Labor Standards Enforcement</p> |  <p>safety data sheet</p> |
| <p>Injury and Illness Prevention Program</p> |  <p>Union</p> |  <p>free space</p> |  <p>storytime</p> |  <p>CAL/ OSHA</p> |
|  <p>Retaliation</p> |  <p>Assess Hazards</p> |  <p>the employer</p> |  <p>NO</p> |  <p>Closed toe shoes</p> |
|  <p>EPA</p> |  <p>heat</p> |  <p>poor computer workstations</p> |  <p>10:00 pm</p> |  <p>Adult-sized furniture</p> |

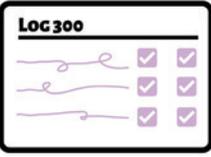
BINGO GAMEBOARD #8

B I N G O

| | | | | |
|---|--|---|---|---|
|  medical treatment and lost wages |  school supplies |  Union |  Log 300 |  poor computer workstations |
|  EPA |  Dept of Fair Employment and Housing |  babysitting |  cleaning products |  safety data sheet |
|  Adult-sized furniture |  FALSE |  free space | Injury and Illness Prevention Program |  reporting a hazard or safety concern |
|  Retaliation | Division of Labor Standards Enforcement |  CAL/ OSHA |  9:00 pm |  TRUE |
|  YES |  safety glasses |  Minimum wage |  the employer |  lifting |

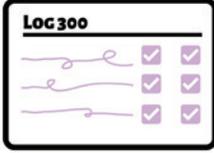
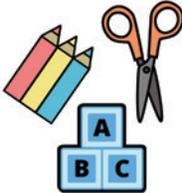
BINGO GAMEBOARD #9

B I N G O

| | | | | |
|---|--|--|---|--|
| <p>Injury and Illness Prevention Program</p> |  <p>FALSE</p> |  <p>cleaning products</p> | <p>Division of Labor Standards Enforcement</p> |  <p>YES</p> |
|  <p>safety data sheet</p> |  <p>something that can hurt you or make you sick</p> |  <p>poor computer workstations</p> |  <p>12:30 pm</p> |  <p>school supplies</p> |
|  <p>Sick Leave</p> |  <p>Adult-sized furniture</p> |  <p>free space</p> |  <p>special clothing</p> |  <p>EPA</p> |
|  <p>5 hours</p> |  <p>reporting a hazard or safety concern</p> |  <p>TRUE</p> |  <p>CAL/ OSHA</p> |  <p>Retaliation</p> |
|  <p>Log 300</p> |  <p>NO</p> |  <p>medical treatment and lost wages</p> |  <p>the employer</p> |  <p>Union</p> |

BINGO GAMEBOARD #10

B I N G O

| | | | | |
|--|---|--|--|--|
|  the employer |  Log 300 |  cleaning products |  Sick Leave |  YES |
|  school supplies |  TRUE |  babysitting |  EPA |  Dept of Fair Employment and Housing |
|  stress | Division of Labor Standards Enforcement |  free space | Injury and Illness Prevention Program |  Union |
|  Retaliation |  lifting |  safety data sheet |  reporting a hazard or safety concern |  7:00 pm |
|  CAL/ OSHA |  medical treatment and lost wages |  FALSE |  ear plugs |  Adult-sized furniture |

APPENDIX 4

OCCUPATIONAL HEALTH & SAFETY TRAINING

Participant Evaluation and Feedback

Thank you for participating in the Occupational Health & Safety Training for Center-Based Early Care and Education Workers. We hope it was useful. Your feedback is important as we strive to improve future trainings. Your answers will not be shared with others. Thank you for your time!

1. NOW that you have completed the class:

| How confident are you in doing the following? | Not at all confident | A little bit confident | Fairly confident | Very confident |
|---|--------------------------|--------------------------|--------------------------|--------------------------|
| a) Identify work-related hazards (physical, biological, toxic chemicals, stress) at ECE centers or schools. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| b) Prevent work-related injuries and illnesses | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| c) Identify safer cleaning product alternatives | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| d) Reduce work-related stress | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| e) Describe ECE workers' rights | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

2. Please think back to BEFORE you took this class:

| How confident were you in doing the following? | Not at all confident | A little bit confident | Fairly confident | Very confident |
|---|--------------------------|--------------------------|--------------------------|--------------------------|
| a) Identify work-related hazards (physical, biological, toxic chemicals, stress) at ECE centers or schools. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| b) Prevent work-related injuries and illnesses | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| c) Identify safer cleaning product alternatives | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| d) Reduce work-related stress | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| e) Describe ECE workers' rights | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

3. Overall, how satisfied were you with today's training?

Very Dissatisfied
 Somewhat Dissatisfied
 Neutral
 Somewhat Satisfied
 Very Satisfied

4. What was the best/most useful part about today's training?

5. What would make future trainings even better/more useful?

6. What other topics would you be interested in exploring at future trainings?

Peer Educator Training Guide

The Labor Occupational Health Program at UC Berkeley, the Occupational Health Branch of the CA Department of Public Health, and the CA Department of Industrial Relations provided technical assistance with this curriculum.

