

FOCUS ON TOMORROW

RESEARCH FUNDED BY WORKSAFEBC

WorkSmart: A Warehouse Safety Video and Curriculum for Employees with Developmental Disabilities

November 2008

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RS2007-IG06



WORKING TO MAKE A DIFFERENCE

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Final Report: Focus On Tomorrow Innovation At Work Grant 2007

WorkSmart: A Warehouse Safety Video and Curriculum for
Employees with Developmental Disabilities.

Submitted By: Kirsti Inglis
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November 26th 2008

1. Summary of Key Findings

- There are over 300,000 working aged adults with disabilities in British Columbia (Workablesolutionsbc.ca, 2008).
- According to Statistics Canada, there are around 109,000 working-aged persons with developmental disabilities in Canada (Statistics Canada, 2002)
- According to Wilson et al. (2006) 33 per cent of adults with developmental disabilities participate in the workforce and the average working age of people from this population is younger than other groups, with around 38 per cent in the 15 to 34 age range.
- Research finds that employees with disabilities are equally as safe as typical employees and yet persons with developmental disabilities are often over looked and under utilized by employers (Hawthorne, 2008)
- As a result of a current labour shortage in British Columbia and several movements to diversify the workforce by 2010, many employers are looking to non traditional labour pools.
- Employees with developmental disabilities are often employed in entry level unskilled service or warehouse positions.
- According to WorksafeBC.com young employees in entry level positions are at a heightened susceptibility to workplace injury (Young Worker FAQ, 2008)
- A review of the current WorkSafeBC library and current available community training tools revealed that while there are several training tools for youth, there are few training materials that meet the unique learning needs of employees with developmental disabilities.
- Many of the videos and training materials reviewed included jargon or industry specific terminology, abstract concepts, reviewed materials too quickly or included topics and examples that are not necessary for entry level employees.
- Persons with developmental disabilities learn best with multi modal learning that includes both visual and hands on practical learning. Materials should be augmented to use plain, jargon-free language and be repetitive.
- Consultation with employers, colleges and community based employment agencies revealed 6 key learning areas for entry level employees working in a warehouse setting.
- A training curriculum, accompanying video and assessment tools were created to meet this need.
- Results of pre and post testing of individuals who participated in training were equally high, suggesting a ceiling effect as a result of the quiz being too easy and the participants having previous exposure to safety training.
- Participant satisfaction surveys indicated that employees enjoyed the training and found it to be accessible to their learning needs.
- Pre and post surveying of employees' supervisors suggested that workers were transferring learning to the workplace.

2. Executive Summary

As more individuals with developmental disabilities enter the workforce there is a growing need for accessible safety training tools. A review of current training materials and videos available through WorksafeBC's library revealed that there are limited training tools and videos that meet the unique learning needs of workers with intellectual disabilities.

This report will review the development of an augmented training tool and video for workers with developmental disabilities. In addition, a brief overview of national and provincial demographics of workers with developmental disabilities is provided suggesting a growing need for appropriate training materials. The outcomes from pilot testing the training tool, implications for future projects and the dissemination of knowledge are also discussed.

Introduction

Individuals with developmental disabilities represent a large and often underutilized labor pool. With the tightening labour market, continued community education and several movements to diversify the workforce by 2010, many employers are looking to non-traditional labour sources and recognizing the abilities of employees with developmental or intellectual disabilities. According to Statistics Canada (2002) adult working aged persons with disability represent approximately 109,000 people in Canada or roughly 2 per cent of the population. Approximately 33 per cent of adults with developmental disabilities participate in the workforce, with around 38% qualifying as young workers with an age range of 15 to 34 years old (Wilson et al., 2006).

Persons with developmental or intellectual disabilities are most often employed in entry level labour positions including warehouse positions and the service industry. According to WorkSafeBC (2008) young workers employed in these types of entry level positions are at a heightened risk of suffering workplace injuries. Although it is important to note that research demonstrates employees with disabilities to be equally as safe as traditional employees (Hawthorne, 2008), the heightened risk associated with entry level positions in conjunction with the unique learning needs of individuals from this population suggests a vital need for this type of resource and training tool.

Crawford (2004) found that persons with developmental disabilities were more likely than others to report that they had either not been accepted for work-related training or had not been able to participate. With over 60 per cent of respondents reporting that the training was inaccessible to their learning needs. Persons with

developmental disabilities learn best through multimodal dynamic curriculums that include plain, jargon free language, visual demonstrations, practical hands on learning and is repetitive.

A review of current training resources available in the community and at the WorkSafeBC library in Richmond for entry level warehouse employees revealed that there are limited videos or training materials available that are accessible to employees with intellectual disabilities. The current training videos utilize industry specific jargon, abstract themes, incorporate high level topics above that necessary for an entry level employee, cover the materials too quickly and are dated. As such our objective for this project was to create an augmented training video and curriculum that incorporates plain language, overtly visual references, and repetition.

Methodology

The development of the video and accompanying curriculum was a result of a combination of current resource review and consultation with community employers and employment agencies that assist employees with developmental disabilities to determine training needs and obtain entry level warehouse positions.

The review of entry level warehouse training videos available through the WorkSafeBC library in Richmond revealed a limited number of videos that were designed for entry level employment in a warehouse. Despite the entry level audience they were designed for, these videos utilized industry specific jargon, abstract themes,

incorporate high level topics above that necessary for an entry level employee, cover the materials too quickly and were quite dated.

Consultations with seven community based service providers and employers including employment agencies, colleges, a social enterprise and employer identified 6 key learning areas for entry level warehouse positions;

1. General understanding of warehouse hazards and recognition of signage
2. Wearing the right clothing
3. Tripping and slipping hazards
4. Respecting equipment and receiving training before operating equipment
5. Using common warehouse tools like box cutters, tape guns and hand trucks
6. Lifting correctly

Once these key learning areas were identified a videographer was contracted who worked with a warehouse manager and employment specialist to develop story boards, a script and complete filming of a 10 minute training video, the development of an accessible hands on practical curriculum and augmented employee handbook. The total workshop curriculum including video constitutes a 2 hour dynamic training session suitable for entry level employees with intellectual disabilities. The format includes facilitated group discussion, review of video chapter, post chapter discussions and a practical exercise for each of the identified key learning areas.

Following development of the training materials, a facilitator from the Developmental Disabilities Association with a background in group facilitation and job coaching

presented the training session and video to a group of 36 participants who are currently employed in entry level positions in a warehouse setting. Pre and post testing of participants and pre and post surveying of supervisors were conducted to assess the participants learning and practical application of the training in a work setting.

Research / Project findings

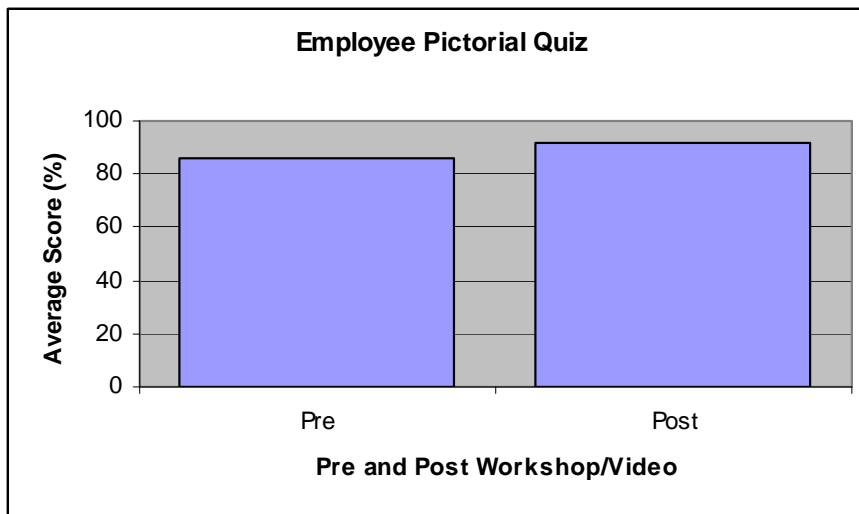
A total of 36 individuals who are currently employed in entry level warehouse positions participated in the 2 hour training curriculum (Appendix A, Facilitators Guide) and viewed the 10 minute safety video (Appendix A, DVD). The curriculum was presented to small groups of 10-12 participants at a time.

In order to evaluate the success of the video and training curriculum, several tools were developed utilizing both qualitative and quantitative measures. Assessments were designed to assess retention of information and transference of learning into the workplace as well as direct learning from the workshop. These measures were adapted to meet the literacy levels of participants and included a pictorial quiz (Appendix A, Facilitators Guide, p.16). In addition to the participant quiz, workplace supervisors were asked to complete a pre and post workshop survey rating (Appendix A, Facilitators Guide, p.22) the individuals' skill level in safe practices in the workplace. Participants were also asked to complete satisfaction surveys after completing the workshop.

All 36 participants completed the pre and post workshop pictorial quiz. Quantitative results from the participant pictorial quiz did not demonstrate any significant findings. Participants did equally well pre and post participation in the workshop with

average scores around 90% suggesting a ceiling effect (see Table 1). These results could be attributed to one of two things: firstly, the individuals who participated in the trial workshop were all currently employed in a warehouse setting and had completed previous safety training with their employer; an alternative explanation is that the pictorial quiz was too easy and did not allow for individuals to demonstrate their learning.

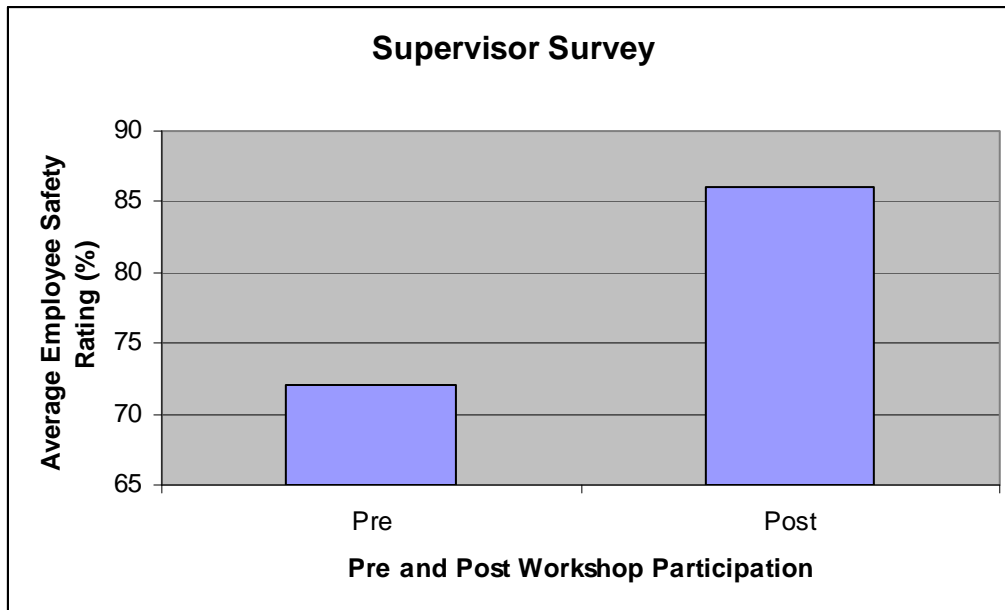
Table 1



The participant satisfaction surveys and supervisor surveys were of more interest. Participants reported enjoying the workshop materials and finding the materials easy to understand. One individual commented on his survey, "The training was very easy to learn. It was a great idea that pictures were more often used than words for folks who do not know how to read well." All participants reported finding the workshop and video, interesting, helpful and easy to understand and follow. All but two of the participants reported gaining new information.

Supervisor pre and post surveys designed to measure the supervisors' observation of improvements in employees safe practices, indicated an improvement in employee practices and that skills learned in the workshop were transferred to the workplace. Supervisors were asked to report on 14 areas of the employees work and rate their safe practices in these areas on a 5 point Likert scale. Post surveys indicated an average of 18 per cent improvement from safe practices prior to participation in the workshop and viewing the video to post participation (see Table 2). Anecdotal accounts from supervisors further noted improvements in employee safe practices. One supervisor reported observing workers reminding each other to correctly store the blade of a box cutter while not in use and to safely secure an extension cord so it is not a tripping hazard. Another supervisor reported "sensing a heightened awareness of safe practices in the workplace."

Table 2



Implications for future research or projects

Given increased community education and social movement to promote the inclusion of persons with disabilities in the work force there is clearly a growing need for augmented training materials that meet the needs of employees with intellectual challenges. While admittedly there are minor adjustments needed to improve the participant quiz, we believe that this project has been successful in creating an augmentative and accessible training tool for entry level warehouse employees with developmental disabilities.

Dissemination/knowledge transfer

In the creation of this curriculum, seven community partners were consulted for feedback on learning needs and styles, all of these agencies have expressed an interest in receiving a copy of the final product. To date the video has been shared with Tradeworks Training Society, an agency that caters to the training and development of individuals with multiple barriers to employment in the downtown east side of Vancouver. It is intended that the workshop curriculum be available to a much larger body of individuals. As such, we will work to develop a more polished finished product that can be disseminated to other interested parties.

Acknowledgements

Special thanks to WorkSafeBC and the Workers' Compensation Board of Nova Scotia for providing funding through the Innovations at Work Grant. We would also like to thank the following agencies for participating in consultation:

- Douglas College, Department of Basic Occupational Education
- Jobs West Employment Services
- Starworks Packaging and Assembly
- Langley Association for Community Living
- Pathways
- North Shore Connexions
- Tradeworks Training Society
- Triumph Vocational Services

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Crawford, C. (2004). Employment and Related Issues for People with Intellectual Disabilities. L'Institute Roeher Institute.

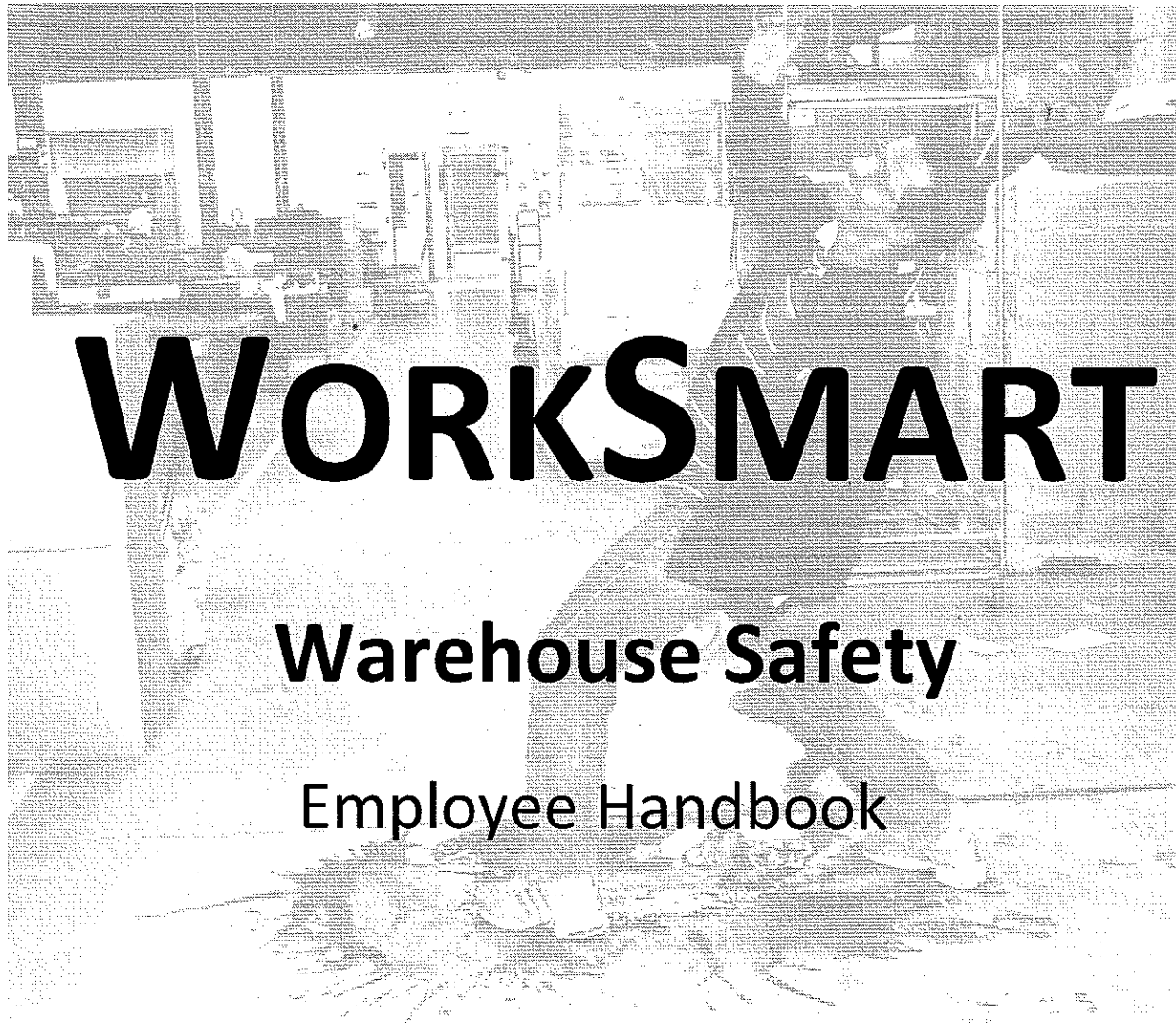
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Statistics Canada (2002). *Participation and Activity Limitation Survey: A Profile of Disability in Canada, 2001 – Tables*. Ottawa: Ministry of Industry.

Wilson, L., et al. (2006). Non-residential Support and Intellectual Disability: A Review of the Literature on Best Practices, Alternatives and Economic Impacts. Vancouver, BC: The University of British Columbia: Community Living Research Project.

WorkSafeBC (2008). Young Worker: Frequently Asked Questions. [On-line] Available: <http://www2.worksafebc.com/Topics/YoungWorker/FAQ.asp>



WORKSMART

Warehouse Safety

Employee Handbook



Developmental
Disabilities Association

Overcoming Obstacles. Encouraging Abilities.

Created by the Developmental Disabilities Association of Vancouver Richmond, B.C. 604-273-9778

WorkSmart: Warehouse Safety About This Handbook

In this booklet you will learn why it is important to be safe at work. You will learn what equipment you need to be careful around and how to be safe in a warehouse. If something doesn't make sense to you or if you have concerns always remember to talk to a supervisor.

Table of Contents

Page 3	Why is it important to be safe at work?
Page 4	What do you need to be careful around in a warehouse?
Page 5	Staying Safe
Page 6	Wear the Right Clothes
Page 7	How to lift properly
Page 8	Keeping your work area safe
Page 9	What to do if you get hurt

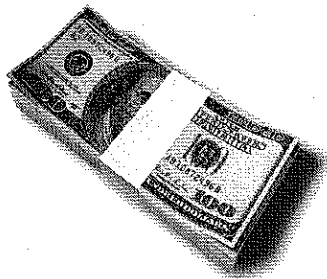
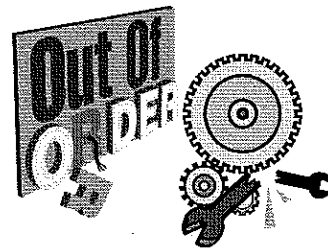
Why is it important to be safe at work?

Working in a warehouse can be a fun and interesting job but it can also be dangerous if you don't work safely. It is important to be safe at work so you don't get hurt. By being safe at work you protect yourself, coworkers and customers.



So you don't get hurt.
So other coworkers don't get hurt.
So customers don't get hurt.

So tools don't get broken.



So the warehouse can keep running smoothly and serving its customers.

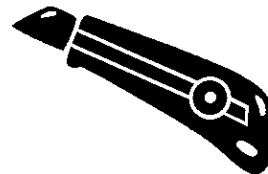
What do you need to be careful around?

People who work in a warehouse use lots of tools. These tools can be dangerous if you don't know how to use them. It is very important that you ask your supervisor to show you the right way to use these tools before you start using them. By getting proper training and respecting your tools you can work safely at work.

1. Lifting boxes



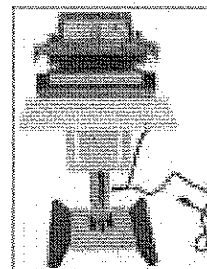
2. Box cutter



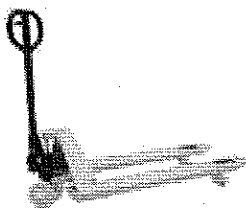
3. Hot glue gun



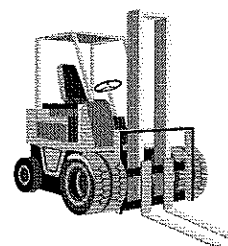
4. Heat sealer



5. Pallet truck



6. Forklift



Staying Safe

There are lots of different jobs to do and tools to use in a warehouse. A good way to stay safe is to respect the tools and equipment.

Some things to remember:

1. Always get proper training before you use a tool.
2. Use the right tool for the job.
3. Ask for help.



Wear the Right Clothes

Wear the right clothes for the job. This means no loose fitting clothes or jewelry that could get caught in equipment.



When working in a warehouse it is very important that you have good shoes to protect your feet. The best way to protect your feet is with steel-toed boots.



In some warehouses workers wear clothes that protect them from materials that could hurt them. It is important that you know what protective clothes you need at your job. Some of these clothes are:



Work gloves



Goggles



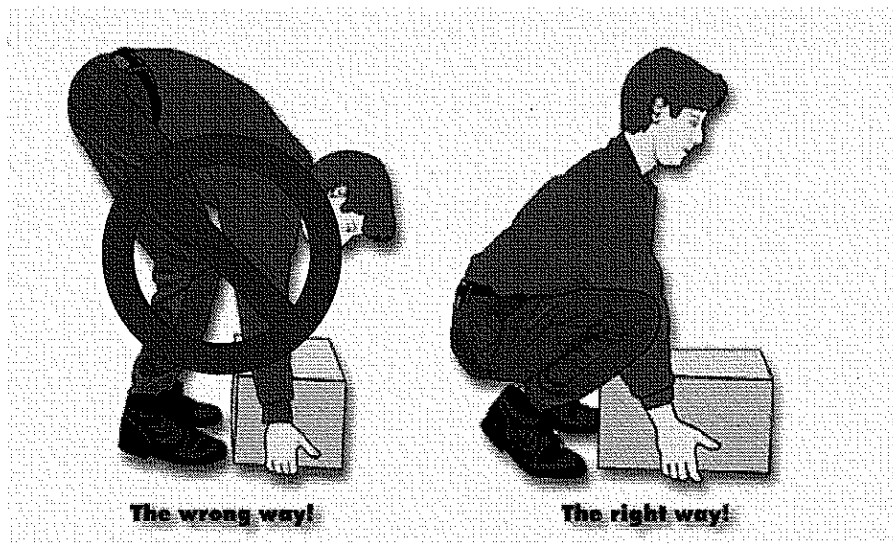
Aprons



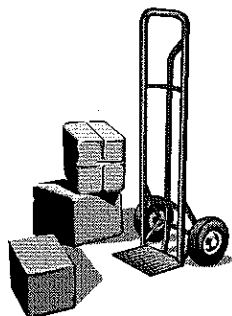
Visibility Vests

Lifting

Learning how to lift properly will help keep your back safe and strong. Hurting your back can be very serious and painful. Always remember to bend your knees when lifting.



If a box is too heavy for you, get a coworker to help or use a hand truck.



Keeping the workplace safe

Keep the floor, walkways and aisles clear.



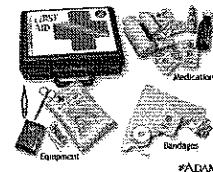
Look out for tripping and slipping hazards.



Clean up spills when you see them and remember to put out a wet floor sign.



Know who the first aid person is and where the first aid kit is kept



Know where the fire extinguishers are.



Know where the fire exits are.



What to do if you get hurt?

Even if you are a very safe worker, accidents happen. If you get hurt at work it is very important that you tell your supervisor and get them to help you.



Tell your supervisor and get first aid!



WORKSMART

Warehouse Safety

Facilitators Guide



Developmental
Disabilities Association

Overcoming Obstacles, Encouraging Abilities.

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WorkSmart: Warehouse Safety Curriculum Overview

The WorkSmart Warehouse Safety curriculum was created by the Developmental Disabilities Association of Vancouver Richmond with funding provided by the Workers' Compensation Board of Nova Scotia, Innovations at Work grant.

This workshop was originally designed for workers with mild cognitive disabilities and is accessible to workers with a variety of skills and abilities. The curriculum utilizes plain language, video, visual aids and practical hands on activities to familiarize entry level workers with basic warehouse safe practices.

Students will become familiar with the importance of maintaining good safety practices when working in a warehouse environment. Topics include correct lifting techniques, how to stack skids, how to handle slipping and tripping hazards, safe usage of box cutters, the importance of wearing appropriate personal protective equipment and knowing how to use equipment properly before attempting to operate it.

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Section 1: Introduction to Warehouse Safety

OBJECTIVES

Students will:

1. Understand the importance of staying safe at work
2. Be able to identify areas of the warehouse and equipment to be safe around
3. Be able to identify the first aid box or attendant
4. Be able to identify emergency exits
5. Be able to recognize safety symbols

MATERIALS

Warehouse Safety DVD
Appendix A: Work Safe Posters and Signs

STEP 1: LESSON INTRODUCTION

Discuss with students why it is important to be safe at work and what it means to be safe. Emphasize personal health and safety, staying injury free, the safety of other workers, customers and the business. Keeping equipment and products safe and undamaged leaves them safe for the next person to use and helps maintain the business. Ask students if they know anyone who has ever been hurt at work and what they learned from this experience.

STEP 2: GUIDED DISCUSSION, PART 1

Ask students to brainstorm things they need to be careful around in a warehouse and create a list of warehouse hazards. The list may include workplace tools and equipment such as dollies, hand trucks, skids, glue guns, heat sealers, knives and box cutters, lifting boxes, tripping hazards, extension cords, spills, ladders, forklifts, loading bays.

STEP 3: PLAY VIDEO SECTION 1

Pause video for discussion after section.

STEP 4: GUIDED DISCUSSION, PART 2

Ask students to list some of the things they can do to stay safe at work. This may include reading workplace signs and safety posters, knowing where safety supplies are, the first aid kit is and emergency exits.

STEP 5: ACTIVITIES

Using the safety posters and stickers in Appendix C ask students to choose locations around the warehouse or workplace where it would be appropriate to display them. As you post the signs discuss with students why this is a good place to display it. As you walk through the warehouse point out first aid supplies, fire extinguishers, alarms, and emergency exits.

Section 2: Wearing the Right Clothes

OBJECTIVES

Students will:

1. Understand the importance of wearing workplace appropriate clothing
2. Understand how wearing the wrong clothes could get them hurt at work
3. Understand what protective clothing is and the importance of following pictorial instructions to wear protective clothing

MATERIALS

Warehouse Safety DVD

Protective clothing such as goggles, gloves, aprons, and steel toed boots

Flip chart or white board

Appendix D: Clothing Sort Cards

STEP 1: LESSON INTRODUCTION

Discuss with students that wearing the right clothes for the job is important in every workplace. Ask students to think of workers who wear uniforms and discuss why they wear them. E.g. Fire people wear a uniform so people recognize them in an emergency, and also because the uniform keeps them safe. Wearing the right clothes in a warehouse is important to keep you safe.

STEP 2: GUIDED DISCUSSION, PART 1

Ask students to brainstorm appropriate and inappropriate clothing to wear in a warehouse. Create a list and discuss why items are appropriate or inappropriate. E.g. Pants, t-shirt, running shoes, vs. sandals, jewelry, baggy clothes, dresses.

STEP 3: PLAY VIDEO SECTION 2

Pause video for discussion after section.

STEP 4: GUIDED DISCUSSION, PART 2

Discuss with students why it is important to wear protective equipment when handling dangerous materials that could cut or hurt them. Ask students to brainstorm protective equipment they might need to wear in a warehouse. E.g. gloves, goggles, aprons, steel toed boots and discuss why you would wear each item.

Discuss in detail appropriate footwear for working in a warehouse and why people wear steel toed boots. Explain that proper footwear protects your feet from moving objects, like dropped boxes or moving dollies. Not wearing the right footwear could result in injury.

STEP 5: ACTIVITIES

Appendix D: Clothing Sort Cards

Using the pictures in Appendix D create visual cue cards of clothing. Hand the cards out to students and ask them to sort the cards into appropriate or inappropriate categories and explain to the group why they selected that category.

Section 3: Slipping and Tripping

OBJECTIVES

Students will:

1. Learn to identify slipping and tripping hazards
2. Learn to deal with wet floors and some tripping hazards
3. Learn about the importance of keeping aisles and exits clear of tripping hazards
4. Learn how to stack or build skids properly to prevent tipping

MATERIALS

Warehouse Safety DVD
Extension cord
Masking tape
Mop and bucket
Wet floor sign

STEP 1: LESSON INTRODUCTION

Discuss with students the importance of keeping the floors clean and free of objects that you could slip or trip over. Objects left in aisles or in front of exits could get in the way in an emergency.

STEP 2: GUIDED DISCUSSION, PART 1

Ask students to brainstorm items that you could trip or slip on in a warehouse and how to deal with them. E.g. Wet floors, boxes or cardboard left on the floor, extension cords, and mobile equipment forks left sticking out.

STEP 3: PLAY VIDEO SECTION 3

Pause video for discussion after section.

STEP 4: GUIDED DISCUSSION, PART 2

Ask students to explain how they would deal with a spill or items left in the aisle. Discuss how materials stacked in front of exits or safety equipment like fire extinguishers or first aid supplies might not cause you to trip but are still hazards as they could stop you from getting the help you need quickly, if you were hurt at work. With the group, discuss areas of the warehouse that might pile up and need to be cleared away.

STEP 5: ACTIVITIES

Rehearse dealing with common slipping and tripping hazards. This may include mopping up a water spill or taping down a loose cord.

Section 4: Respect Your Equipment

OBJECTIVES

Students will:

1. Learn the importance of respecting workplace equipment in keeping themselves injury free.
2. Learn to check their equipment for damage before operating it.
3. Learn to ask for assistance and training before operating new equipment.

MATERIALS

Warehouse Safety DVD
Appendix E: Stop Sign
2 actors
Glue gun or portable equipment

STEP 1: LESSON INTRODUCTION

In this section, students will learn about the importance of respecting work equipment and receiving proper training before using equipment.

STEP 2: GUIDED DISCUSSION, PART 1

Ask students to brainstorm equipment they use or might use in a warehouse. E.g hand trucks, box cutters, tape guns, heat sealers, and shrink tunnels. Discuss with students that when using equipment for the first time it is important to be trained properly and that it is easy to hurt yourself if you don't know how to use equipment. Also using equipment when you don't know how could cause the equipment to break. Brainstorm a list of people who would be appropriate to ask for help when using new equipment

STEP 3: PLAY VIDEO SECTION 4

Pause video for discussion after section

STEP 4: GUIDED DISCUSSION, PART 2

Review learning from the video and discuss what the actor was checking for when looking at the glue gun cord. Discusses checking equipment for damage before using it and that workers can get hurt by using broken equipment. List people who should be informed of broken equipment and how to handle this problem.

STEP 5: ACTIVITIES

Role Play

Provide students with a “stop sign” and request that they stop the role play when the worker makes a mistake. Using 2 facilitators or the help of students, role play using a piece of equipment for the first time without asking for assistance. The goal is for students to “stop” the worker from proceeding and advise them to seek training.

Wrong Example:

Supervisor: “Sally, can you please use the hot glue gun to attach buttons to these cards?”

Sally: “Sure no problem”

Supervisor: (Walks away)

Sally: Thinks out loud, “I’ve never used one of these before but I think I’ll give it a try, what harm can it be?”

Participants: “STOP” and coach Sally on what she should have done

Right Example:

Supervisor: “Sally, can you please use the hot glue gun to attach buttons to these cards?”

Sally: “Sure no problem, but I’ve never used a hot glue gun before, can you please show me how to use it safely?”

Supervisor: “Thank you for asking me to help you, you could have hurt yourself so I’m glad you asked before using it.”

Section 5: Box Cutting

OBJECTIVES

Students will:

1. Learn how to use a box cutter properly
2. Learn to store the box cutter blade between uses

MATERIALS

Warehouse Safety DVD
Box cutters
Boxes

STEP 1: LESSON INTRODUCTION

Box cutters are a commonly used tool in a warehouse. When used properly they are safe, but it is important to learn how to use them properly.

STEP 2: PLAY VIDEO SECTION 5

Pause video for discussion after section

STEP 3: GUIDED DISCUSSION

Discuss safe uses for box cutters and to store them with the blade closed. Also review box cutting techniques demonstrated in video and why you use them.

Positioning box at a working height, not too high or low
Holding the box to steady it, but keeping fingers out of the way
Drawing the blade of the knife away from your body

STEP 4: ACTIVITIES

Have students rehearse cutting open a box.

Section 6: Back Safety and Lifting

OBJECTIVES

Students will:

1. Learn the importance of taking care of their back
2. Learn how to lift correctly
3. Learn how to handle boxes that are too heavy to lift independently

MATERIALS

Warehouse Safety DVD
Boxes of different shapes and sizes

STEP 1: LESSON INTRODUCTION

Explain to students that in this section they will be learning how to lift properly. Ask students why they think it is important to lift correctly and if they know anyone who has injured their backs before and what their experience was.

STEP 2: GUIDED DISCUSSION, PART 1

Ask students to list ways they think they can keep their back safe and in shape. Brainstorm lifting correctly, working out, stretching and changing position. This is a great time to review wearing proper footwear and healthy lifestyle choices.

STEP 3: PLAY VIDEO SECTION 6

Pause video for discussion after section

STEP 4: GUIDED DISCUSSION, PART 2

Review with students safe lifting principles demonstrated in the video:

1. Size up the box, is it something you can lift?
2. Test the weight, do you need help?
3. Check to see if the box is damaged or has any sharp edges
4. Bend your knees not your back
5. Get a good grip
6. Hold the box close to your body
7. Lift with the knees
8. Ask for help or use a tool like a hand truck if it is too heavy

STEP 5: ACTIVITIES

Have participants rehearse lifting boxes properly, ensuring that they bend their knees and follow safe lifting practices. Also rehearse team lifting or using a hand truck. It is helpful to have different sized boxes.

Summary

Six key areas were discussed for staying safe while working in a warehouse environment

1. **Warehouse Hazards:** Avoid warehouse hazards by learning to recognize safety posters and signs. Also emergency procedures and the location of exits and supplies.
2. **Wearing the Right Clothes:** Wearing the right clothes, clothes that fit well and are not too loose and baggy and also appropriate protective equipment.
3. **Tripping and Slipping Hazards:** How to tape down loose cords and deal with spills
4. **Respect your Equipment:** Checking to make sure that equipment is safe before you use it and that you have proper training before using equipment for the first time.
5. **Box cutting:** The safe way to cut a box is away from the body at a comfortable height using one hand to steady the box
6. **Safe Lifting:** The proper way to lift a box is to bend your knees, keep your back straight and hold the box close to your body. Lift with your knees not your back.

Assessment Instructions

Two optional assessments, a picture quiz for students and a supervisor survey are included to assess the students learning from the workshop.

Quiz

The picture quiz was designed to be accessible to non-reading students and can be modified to meet the needs and learning style of students. It is recommended that the facilitator read the questions out loud for those students who are unable to read.

Supervisor Survey

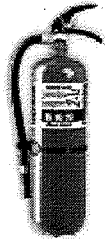
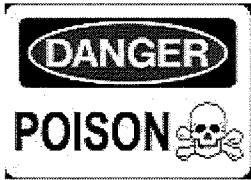
The supervisor survey is a tool to measure the supervisor's observations of the students learning and application of learning in the workplace. The tool can be used pre and post participation in the workshop to measure skill development.

Appendix A

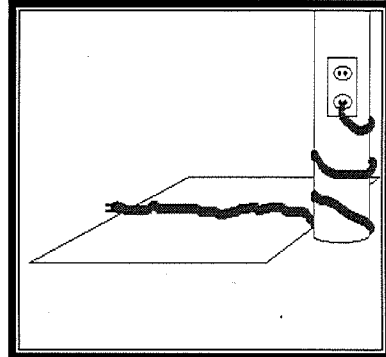
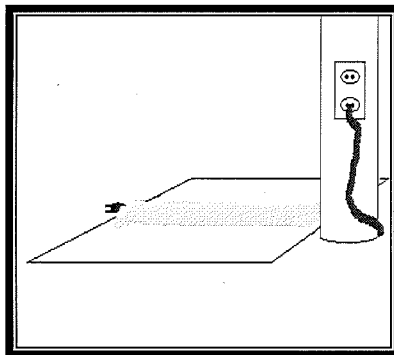
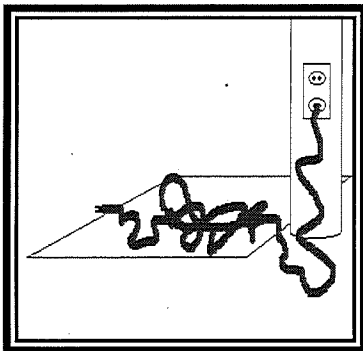
Name: _____

Warehouse Safety Quiz

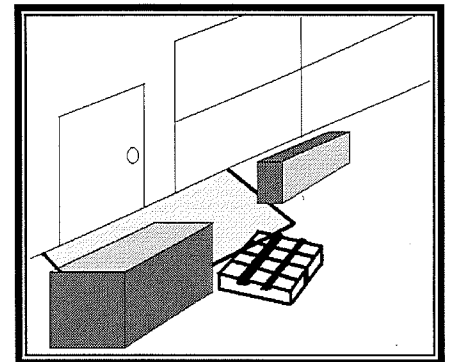
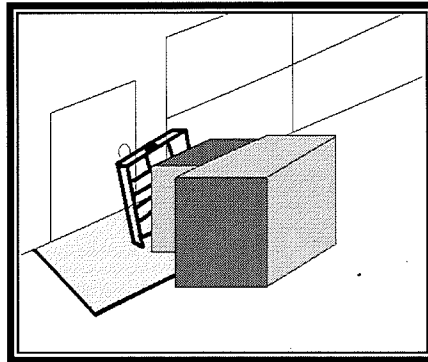
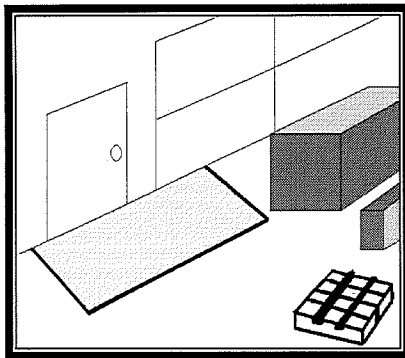
1. Circle what you need to look for when you hear the fire alarm.



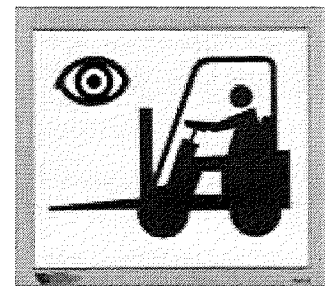
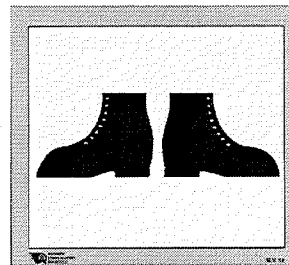
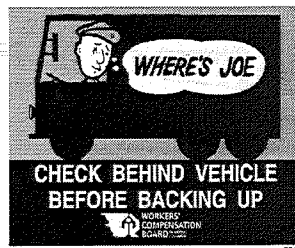
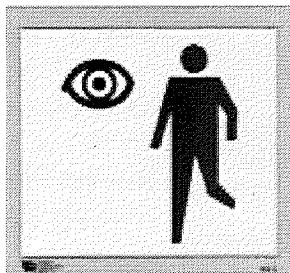
2. Circle the safer way to leave a cord.



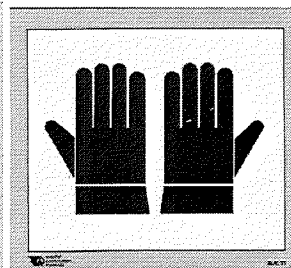
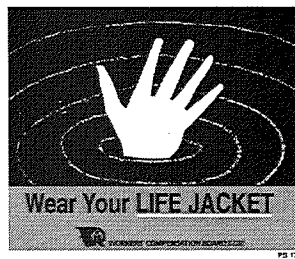
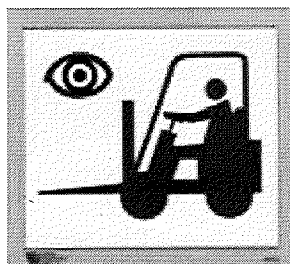
3. Circle the right way to leave an exit.



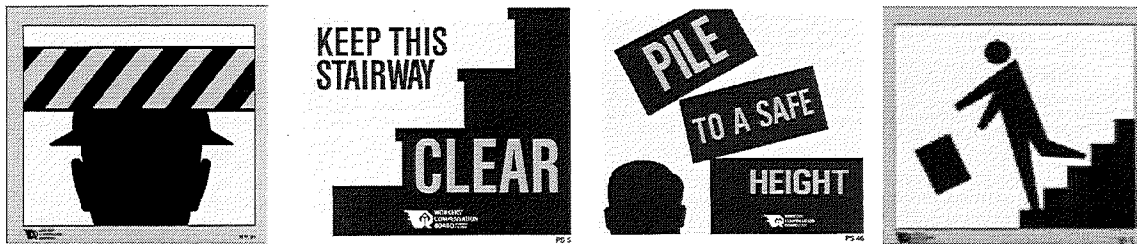
4. Circle the sign that means "look out for machines"



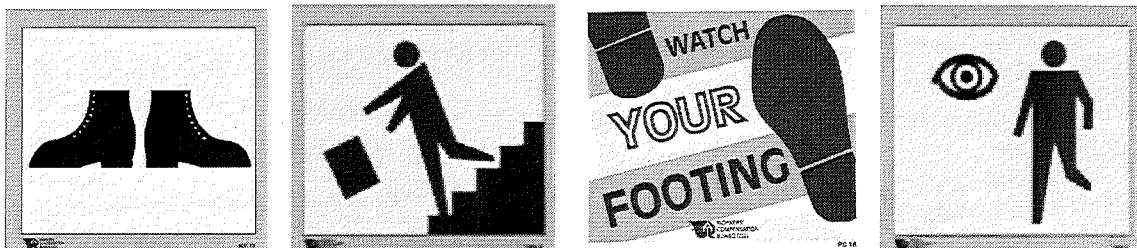
5. Circle the sign that means "wear gloves."



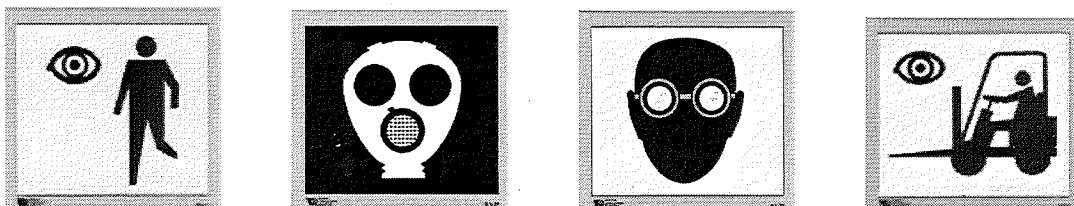
6. Circle the sign that means “stack boxes to a safe height.”



7. Circle the sign that means “wear safety boots”.



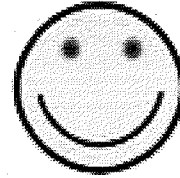
8. Circle the sign that means “wear safety goggles.”



9. Is it okay to wear loose clothing in a warehouse?



NO

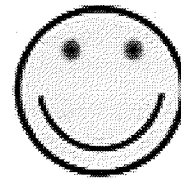


YES

10. Is it okay to wear sandals in a warehouse?

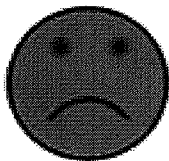
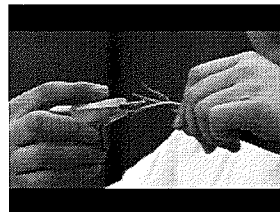


NO

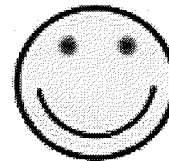


YES

11. Is this cord safe to use?

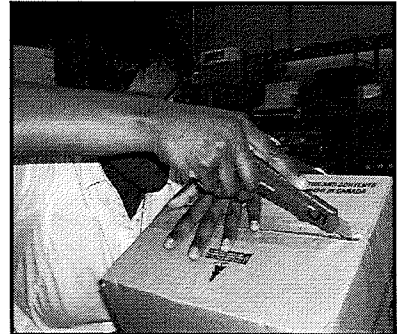
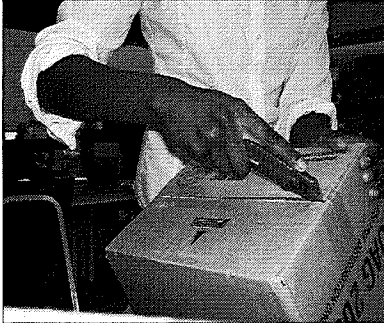


NO

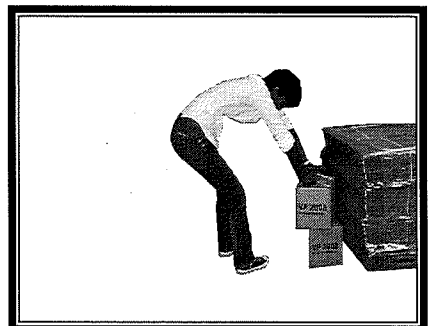
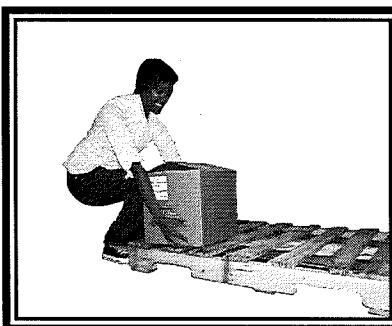
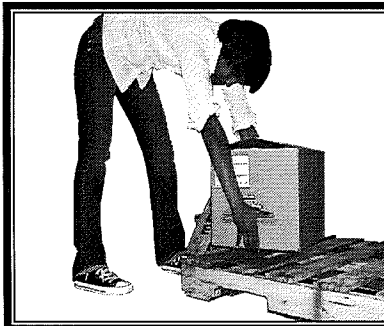


Yes

12. Circle the safe way to open a box



13. Circle the safe way to lift a box



Appendix B

Warehouse Safety Supervisor Survey

Participant: _____ Supervisor: _____

This is a survey designed to assess the participant's demonstration of warehouse safety practices prior to attending the WorkSmart Warehouse Safety Workshop. As a supervisor please rate the workshop participant's demonstration of the following safety practices.

Rating scale:	
1	Individual demonstrates poor understanding of safety with this task and requires frequent prompting or correction.
2	Individual demonstrates a fair understanding of this task and occasionally requires prompting to complete it safely.
3	Individual demonstrates a satisfactory understanding of this task and rarely requires prompting to complete it safely.
4	Individual demonstrates a good understanding of safety regarding this task.
5	Individual demonstrates an excellent understanding of safety regarding this task, and always completes this task correctly and safety. Individual is a role model for other employees in this area.
N/A	Person does not use this equipment or perform this duty

Please rate the individual's performance on the following safety practices:

- | | | | | | | |
|--|---|---|---|---|---|-----|
| 1. Lifts loads correctly, by bending knees and holding objects close to body. | 1 | 2 | 3 | 4 | 5 | N/A |
| 2. Is able to identify tripping hazards and deal with them correctly. i.e taping down loose wires. | 1 | 2 | 3 | 4 | 5 | N/A |

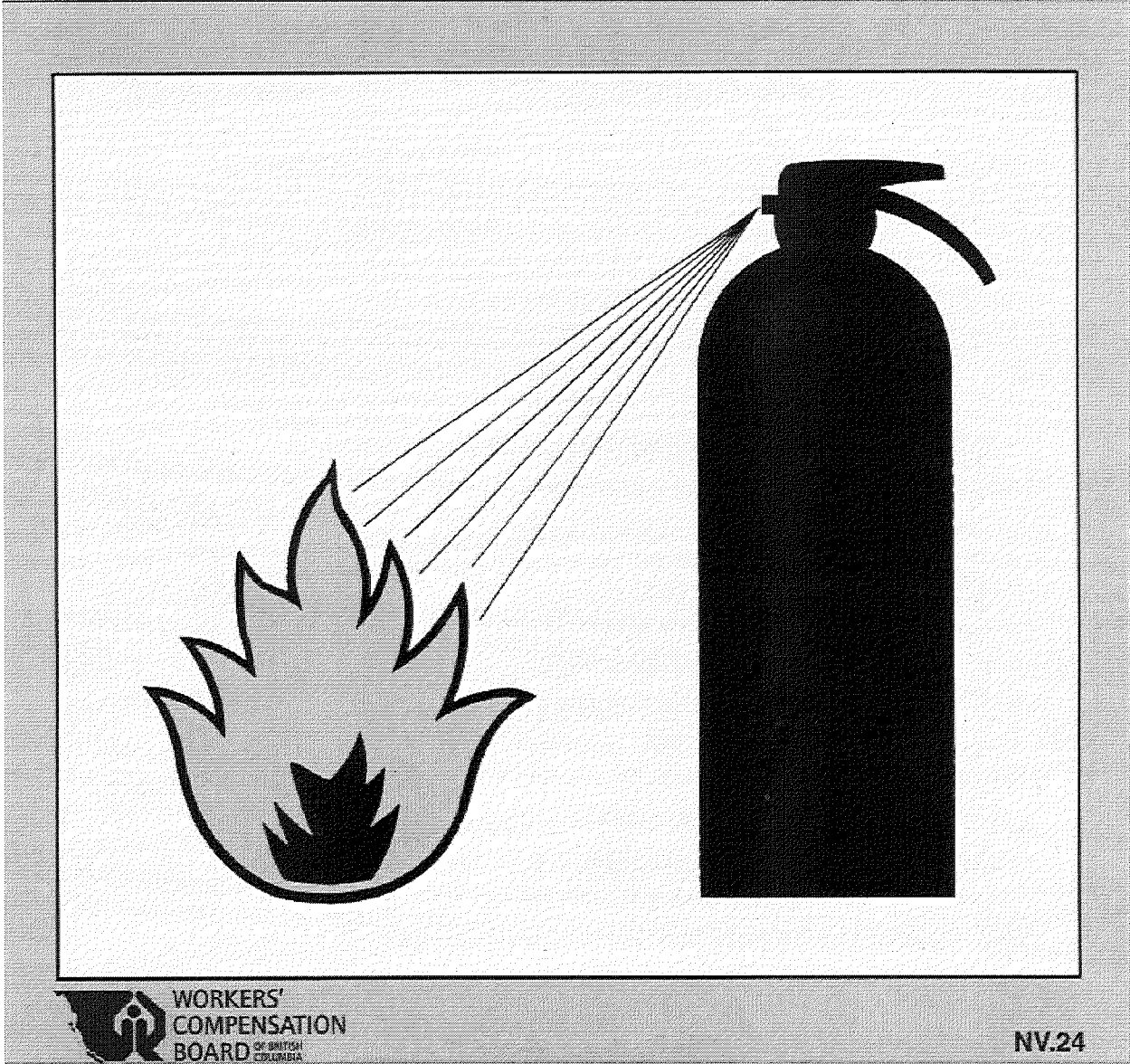
3. Is able to identify slipping hazards and deal with them correctly. i.e mops up spills and displays wet floor signs.	1	2	3	4	5	N/A
4. When moving, loading or unloading boxes, turns feet rather than twists back.	1	2	3	4	5	N/A
5. When standing for long period of time demonstrates good posture and elevates one foot to relieve pressure on their back.	1	2	3	4	5	N/A
6. Individual wears appropriate safety clothing such as steel toed shoes and goggles (if required) at all times.	1	2	3	4	5	N/A
7. Individual is careful and respectful with tools and equipment.	1	2	3	4	5	N/A
8. Individual is careful and respectful with materials or products.	1	2	3	4	5	N/A
9. Uses box cutter, or exacto knife correctly. Keeps fingers and body away from blade.	1	2	3	4	5	N/A
10. Uses skid or hand trucks correctly. Pushes rather than pulls this equipment.	1	2	3	4	5	N/A
11. Does not carry loads above eye level.	1	2	3	4	5	N/A
12. Does not block exits and walkways with boxes.	1	2	3	4	5	N/A
13. Safely stacks boxes.	1	2	3	4	5	N/A
14. Overall how would you rate this individuals practice of warehouse safety?	1	2	3	4	5	N/A

15. Please describe, with examples, any changes (positive or negative) that you have seen in this individual's overall safety practice since participating in the workshop. (These changes could be through demonstrated actions or verbal acknowledgment of understanding.)

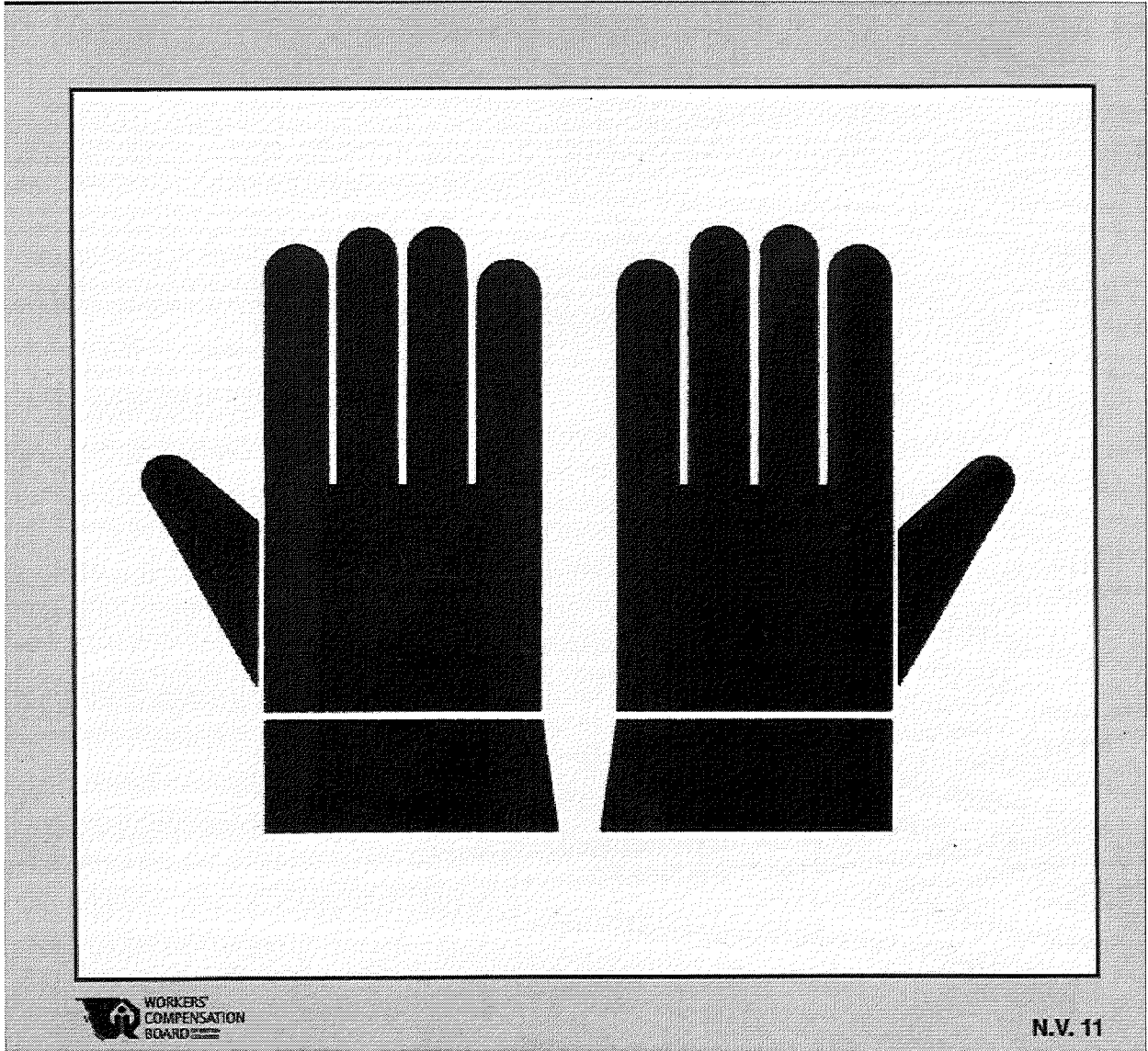
16. Please set training needs and goals for the individual.

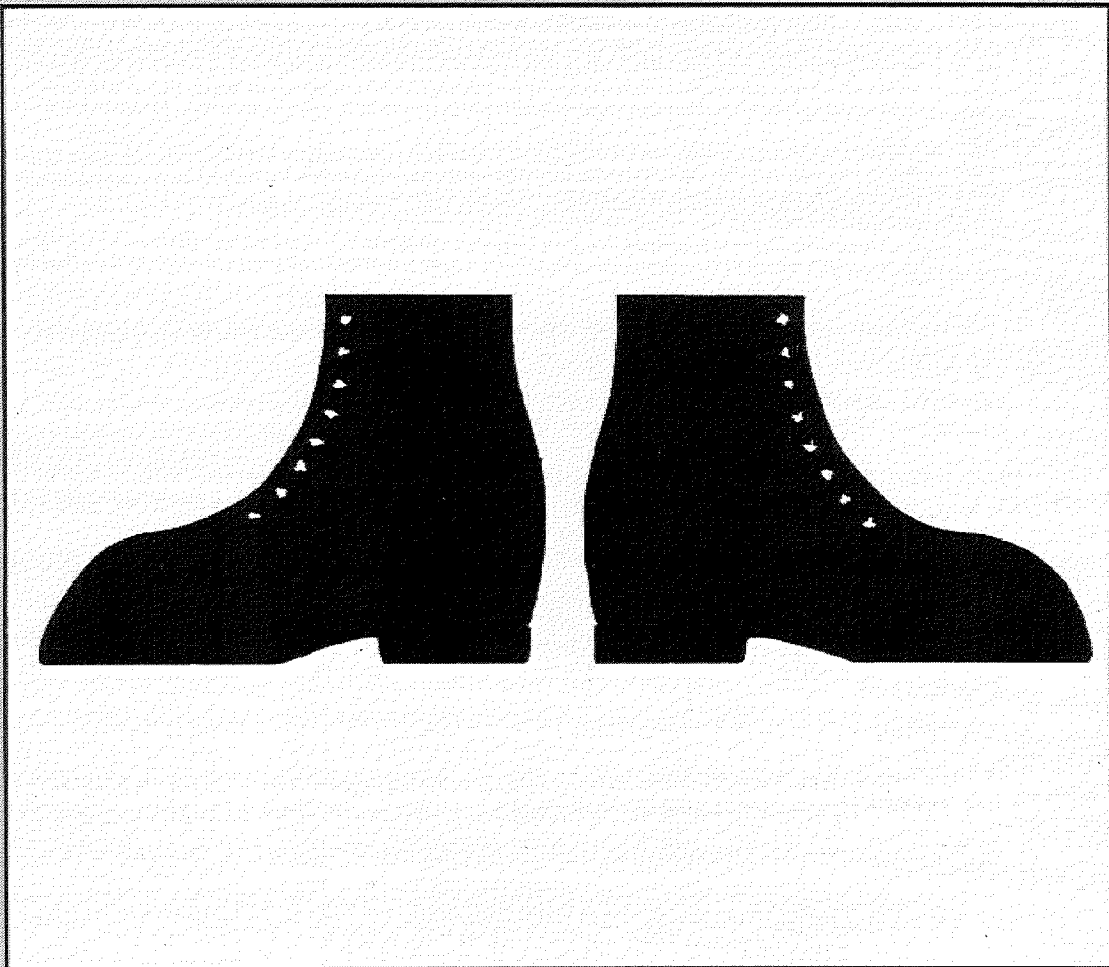
Appendix C

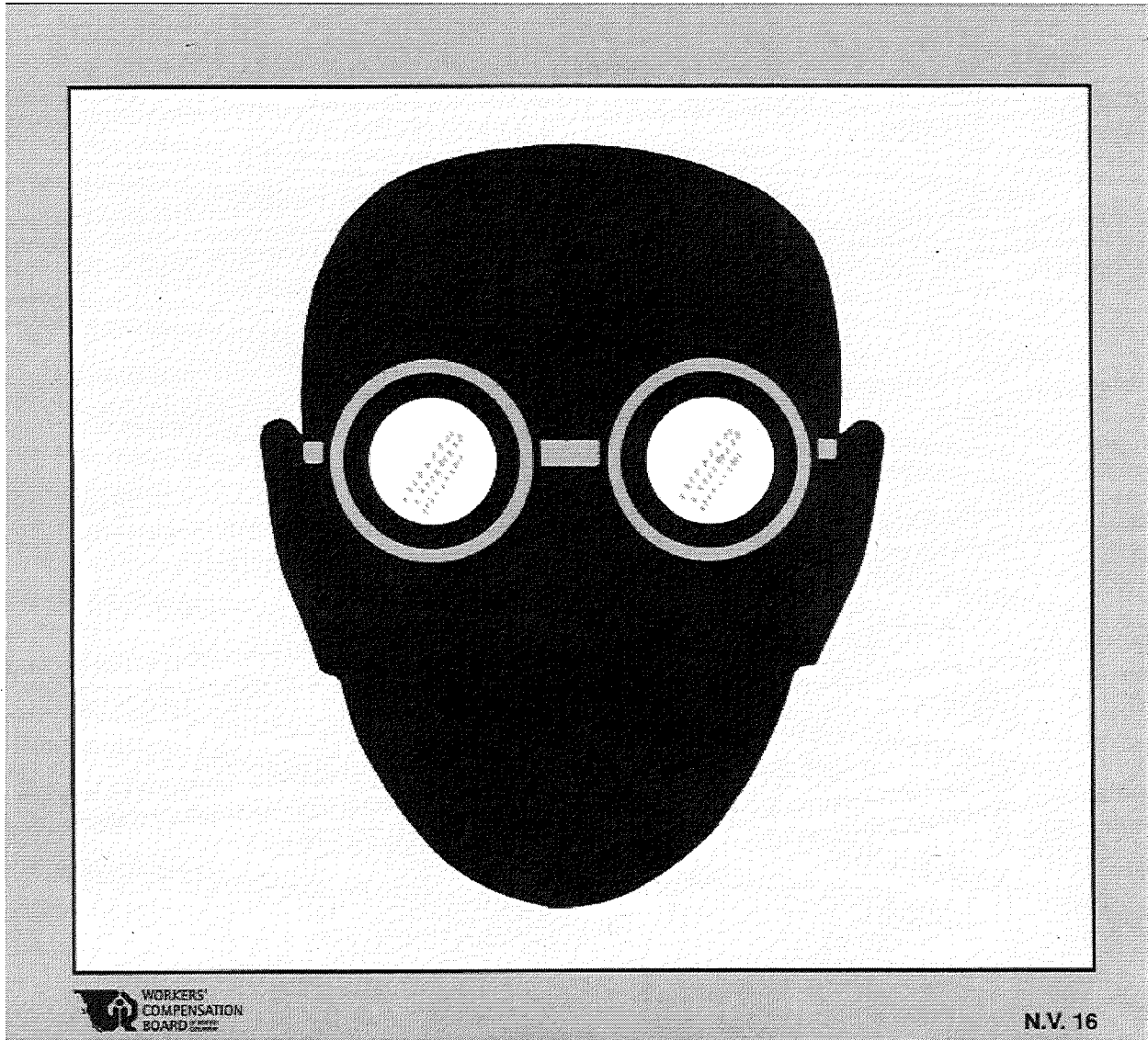












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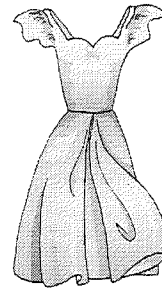
WORKERS' COMPENSATION BOARD of Ontario

N.V. 6

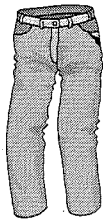
Appendix D



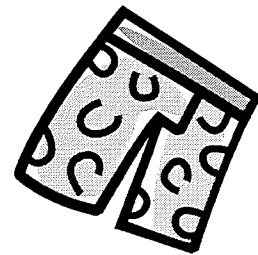
Boots



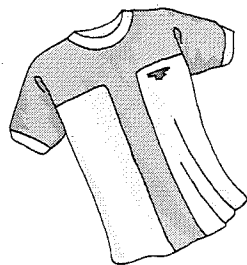
Dress



Jeans



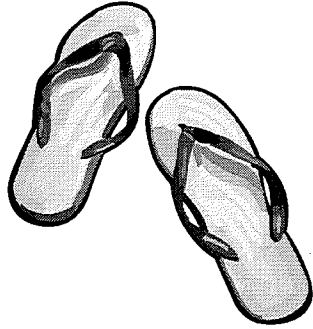
Shorts



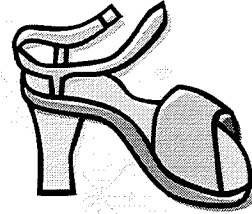
T-Shirt



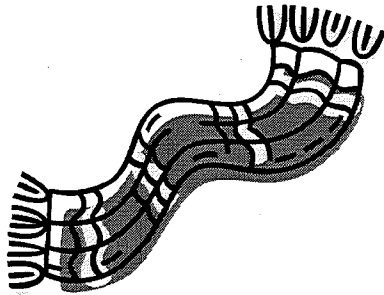
Pants



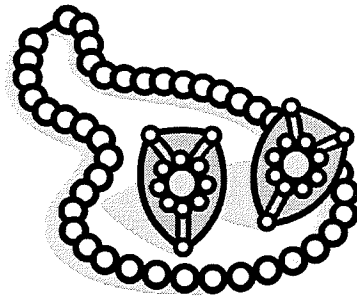
Sandals



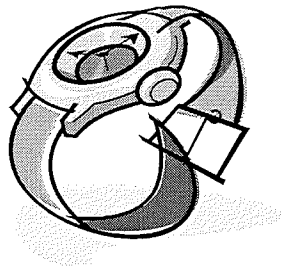
High Heels



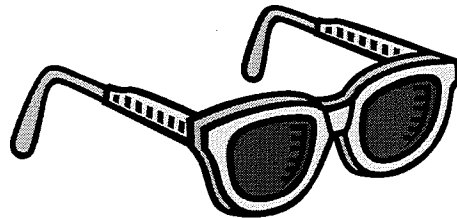
Scarf



Jewelry



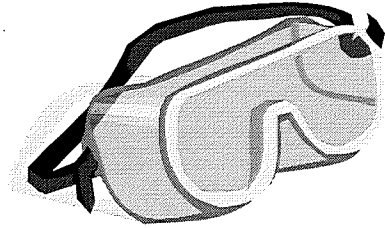
Watch



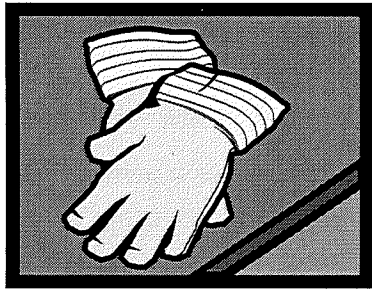
Sunglasses



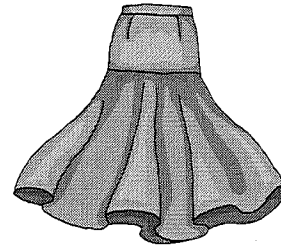
Running Shoes



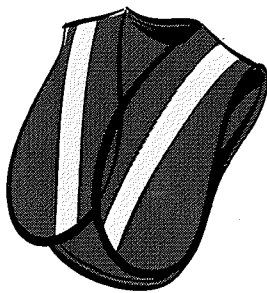
Goggles



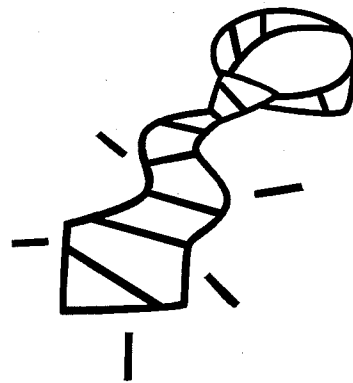
Work Gloves



Skirt



Safety Vest



Tie

Appendix E

