

START THE CONVERSATION

LEADER WORKBOOK

PU
PROMOTING U THROUGH
SH
SAFETY AND HEALTH



**OREGON HEALTHY
WORKFORCE CENTER**

A NIOSH CENTER OF EXCELLENCE

PUSH is an Oregon Healthy Workforce Center Project funded through the NIOSH Total Worker Health Center of Excellence Grant U19OH10154.

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INTRODUCTION

Young workers between the ages of 14 and 24 are at an increased risk for occupational injuries due to limited on-the-job experience, lack of training, lifestyle habits, and other unique characteristics of this age group.

A primary method of reducing occupational injuries is through workplace safety trainings. However, as many as 84% of young workers receive little or no training in workplace safety and health. If they do receive training, it is unlikely to be tailored to the population's unique risk factors and learning preferences. PUSH Start the Conversation Activities are novel training tools that integrate health protection and health promotion and are designed specifically for young workers.

The Start the Conversation activities were developed and/or adapted from CDC/NIOSH's Talking Safety, Youth@Work curriculum. These activities were made to educate young workers about work and non-work factors (safety in the workplace, professional communication, and health) that can impact safety on and off the job. These interactive activities are intended to be led by supervisors at staff meetings or during training sessions. Each activity is about 10–20 minutes long.

A free electronic version of the Start the Conversation activities, along with additional online resources, can be found on the PUSH website, at:

www.promotingusafetyhealth.com.

Additionally, a 50-minute online companion training uses videos, images, and real life examples to reinforce important concepts young workers need to know to stay safe and healthy. To find out more about how to implement the Start the Conversation activities and PUSH Training in your organization, visit www.promotingusafetyhealth.com.

HOW TO USE THE START THE CONVERSATION ACTIVITIES

1. Choose the activity you want to use from the Table of Contents.
2. Review the activity in advance, paying special attention to the first page of the activity. This page will tell you about any required preparation, such as printing handouts.
3. Web links to online resources, such as videos and quizzes and have also been included on the PUSH website. These resources can be posted on your organization's social media pages or used along with the PUSH activity. These resources can be found at www.promotingusafetyhealth.com—then click on Start the Conversation Activities.
4. Please note that special directions for printing have been included on each activity's first page.

FAQ'S

HOW LONG DO THE ACTIVITIES TAKE?

The activities vary in length and can depend on how many employees are participating, but on average they will take 10–20 minutes each.

ARE THESE ACTIVITIES APPROPRIATE FOR ALL AGE GROUPS, OR JUST YOUNG WORKERS (AGES 14-24).

The activities were designed and pilot tested with young workers. However, the concepts included in the activities can apply across age groups. Additionally, a diverse group of participating employees facilitates a greater cultural awareness of safety, health, and communication issues that are present at the worksite.

DO THESE ACTIVITIES NEED TO BE CONDUCTED IN ORDER?

These activities have been designed to stand alone. However, some of the activities that deal with nutrition (Healthy Plate, Macronutrients Family Feud, Reading Labels, Food Detectives, Protein for Breakfast: The Greatest Breakfast Burrito, Healthy Snacking and Packing, Healthy Beverage Math) build off of concepts delivered in previous activities would be more beneficial if conducted in order.

WHEN IS A GOOD TIME TO DO THESE ACTIVITIES?

Because these activities are short, supervisors can conduct the activities at general staff meetings, safety committee meetings, or during training and orientation events.

I'M STILL UNCLEAR ON HOW THESE ACTIVITIES WORK. IS THERE SOMEONE I CAN TALK TO?

Yep! We'd be happy to give you more information and advice on how to implement the activities. Visit www.promotingusafetyhealth.com and click on "Contact Us."

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**YOUNG WORKERS ARE MORE LIKELY TO BE INJURED ON THE JOB.
TRAINING REDUCES INJURIES.**

TRAIN LIKE A BOSS.

Find more resources @ www.PROMOTINGUSAFETYHEALTH.com

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1 ICEBREAKER: STARTING THE CONVERSATION

PURPOSE

The purpose of this activity is to engage young workers in an activity that sets the tone for future discussions about occupational safety and health. This activity uses historical trivia to highlight topics that will be discussed in depth during future activities.

ACTIVITY TIME

Approximately 15 minutes

PREPARATION

- Display the visual aid on a computer screen, TV, or projector screen. The visual aid can be found at: www.promotingusafetyhealth.com

Click on "Start the Conversation Activities," then "Icebreaker Visual Aid."

Note: A video version of the activity is also available and can be found using the same instructions above.

- Print PUSH Cards.

DIRECTIONS

Supervisor reads out loud

Supervisor reads out loud

SUPERVISOR READS QUESTION

✘ *Do not read out loud*



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BACKGROUND

Young workers are twice as likely to be injured on the job than older workers. Can anyone give me some potential reasons for this?

✘ *Call on staff for answers from young workers. A list of possible answers is provided below.*

Possible answers include:

- ⊖ Lack of experience
- ⊖ Eagerness to do a good job
- ⊖ Sometimes taken advantage of
- ⊖ Improper/insufficient training
- ⊖ Impulsivity
- ⊖ Unaware of their hazards in the workplace
- ⊖ Unaware of their rights in the workplace
- ⊖ Physical or developmental differences
- ⊖ Distraction/lack of focus
- ⊖ Emotional distress
- ⊖ Alcohol and drug use
- ⊖ More sleepy

You're taking the PUSH Training because [employer name] wants you to know what a big deal safety on the job is. Staying safe at work ensures that you make it through the day so you can do the things you want to do, like spend your hard-earned paycheck.

In this activity, we'll look back in time to get some background on workplace safety and health.

ACTIVITY

I'm going to read you a series of questions. You can vote on whether or not you think the statement is TRUE or FALSE by carefully moving to the corresponding side of the room

✘ *Select one side of the room to represent "true" and one side to represent "false." Have staff move to a side to choose a response.*

Let's do a practice round to make sure everyone gets the gist of the game.

1. TRUE OR FALSE: IN THE 1930'S CONSTRUCTION WORKERS BUILDING THE GOLDEN GATE BRIDGE WERE THE FIRST BRIDGE WORKERS TO USE HARD HATS AND SAFETY LINES TO KEEP THEM SAFE ON THE JOB.

✘ *Wait for staff to choose their answer then advance slide.*

FALSE!

Although the Golden Gate Bridge was not the first major construction project to feature hard hats and safety lines, it was the first project that enforced these safety precautions with the threat of dismissal.

Nowadays, employers are required to provide personal protective equipment, otherwise known as PPE, for hazardous tasks.

Great work everyone. I think you have the hang of it. Let's try another.

2. TRUE OR FALSE: IN ENGLAND, DURING THE 17-1800'S KIDS AS YOUNG AS 4 YEARS OLD WERE EMPLOYED TO CLEAN CHIMNEYS.

✘ *Wait for staff to choose their answer then advance slide.*

TRUE!

Small boys between the ages of 4 and 10 would crawl up the chimney brushing and scraping away soot as they went. Many didn't like the task, but the employers would use methods of encouragement such as prodding them up the chimney. In some cases, their employers would light a small fire under them to encourage them to move faster. That's where we get the saying "light a fire under you."

Fortunately, in most cases you need to be at least 14 in order to work in Oregon unless you have special permission. There are also limitations on the types of jobs people under 18 can do.

3. TRUE OR FALSE: WORKER RIGHTS FOR THOSE UNDER THE AGE OF 25 HAVE COME A LONG WAY. IN FACT, BECAUSE OF POLICIES TO PROTECT YOUNGER WORKERS, THESE DAYS, INJURIES ARE RELATIVELY UNCOMMON.

✘ *Wait for staff to choose their answer then advance slide.*

THAT IS FALSE!

Although there are policies to protect young workers, injuries are still a very common problem. According to the Centers for Disease Control and Prevention, a young worker is injured on the job approximately every 45 seconds!

4. TRUE OR FALSE: BEFORE THEY WERE FAMOUS, KANYE WEST WORKED AT THE GAP, BRAD PITT DANCED IN A CHICKEN SUIT, AND GWEN STEFANI WORKED AT DAIRY QUEEN.

✘ *Wait for staff to choose their answer then advance slide.*

THESE ARE ALL TRUE!

Even glamorous stars had to make a living before they were rich and famous.

5. TRUE OR FALSE: IN THE EARLY 1900'S THE RADIUM GIRLS WERE A GROUP OF FEMALE WRIST-WATCH ASSEMBLERS WHO PAINTED WATCH DIALS WITH RADIOACTIVE MATERIAL SO THE WATCHES WOULD GLOW IN THE DARK.

✘ *Wait for staff to choose their answer then advance slide.*

THIS IS TRUE!

Radium girls used their mouths to shape paintbrushes into a fine point. In doing so, they ingested radioactive material, which made them sick. The owners of the watch company were aware of the dangers of radium and used masks and tongs to handle the substance, but neglected to inform their young female staff of the deadly hazard.

Nowadays, ALL employers are required to tell staff of hazards in their workplace, and to provide staff with proper training and equipment to keep them safe.

6. TRUE OR FALSE: IN OREGON, YOU MUST BE 16 TO BE ABLE TO DRIVE AS PART OF YOUR JOB.

✘ *Wait for staff to choose their answer then advance slide.*

THAT IS TOTALLY FALSE!

With the exception of very limited situations that require super special permission, you have to wait until you are at least 18 to drive a vehicle for work purposes.

7. TRUE OR FALSE: HISTORY'S FIRST RECORDED LABOR PROTESTS (STRIKES) WERE ORGANIZED BY THE ANCIENT EGYPTIANS IN THE 12TH CENTURY BC.

✘ *Wait for staff to choose their answer then advance slide.*

TRUE!

Even though the pharaohs were regarded as living gods, workers were not afraid to protest working conditions. When they did not receive appropriate payment for their work, they organized a sit-in. They refused to leave the temple until they were paid their wages. All workers have a right to be paid at least minimum wage for their work.

8. TRUE OR FALSE: ACCORDING TO THE BUREAU OF LABOR AND INDUSTRY, DEEP SEA FISHERMEN, LIKE THOSE SEEN ON THE TV SHOW "DEADLIEST CATCH," HAVE THE HIGHEST DEATH RATE IN THE UNITED STATES.

✘ *Wait for staff to choose their answer then advance slide.*

That is FALSE!

Actually, logging has the highest death rate among occupations here in the US. That means proportionately, more loggers suffer work-related deaths than any other occupation. Fishing-related jobs are a close second.

Logging and fishing, along with other dangerous jobs, are common careers in Oregon. However, it is possible to have a long and safe career by following all of the proper safety protocols set by your employers.

Remember, your employer should train you on how to stay safe. It is your right to get the proper training to keep you healthy and safe for years to come. When you are on the job, speak up if you have questions or if you feel that you are in danger.

PUSH FORWARD

✘ *Pass out PUSH cards.*

On your card is a link to the Promoting U through Safety and Health page (www.promotingusafetyhealth.com). If you follow this page you can learn about other ways to stay safe at home and at work.

1 ICEBREAKER: STARTING THE CONVERSATION

VISUAL AID — ACTIVITY ANSWERS

TRUE OR FALSE

In the 1930's construction workers building the Golden Gate Bridge were the first bridge workers to use hard hats and safety lines to keep them safe on the job.



FALSE



TRUE OR FALSE

In England, during the 17-1800s youngsters as young as 4 years old were employed to clean chimneys.



TRUE



TRUE OR FALSE

Worker rights for those under the age of 25 have come a long way. In fact, because of policies to protect younger workers, these days, injuries are relatively uncommon.



FALSE



TRUE OR FALSE

Before they were famous, Kanye West worked at the GAP, Brad Pitt danced in a chicken suit, and Gwen Stefani worked at Dairy Queen.



TRUE



TRUE OR FALSE

In the early 1900's the Radium Girls were a group of female wrist-watch assemblers who painted watch dials with radioactive material so the watches would glow in the dark.



TRUE



TRUE OR FALSE

In Oregon, you must be 16 to be able to drive as part of your job.

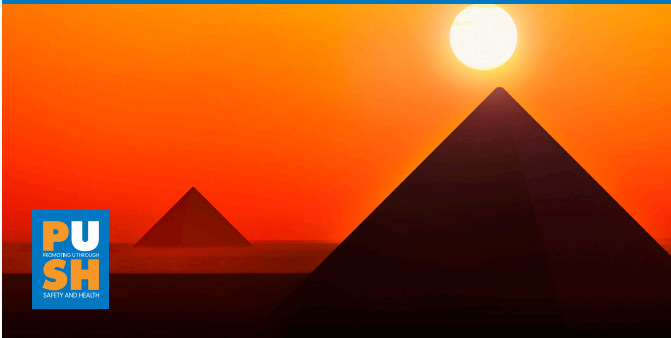


FALSE



TRUE OR FALSE

History's first recorded labor protests (strikes) were organized by the Ancient Egyptians in 12th century BC.



TRUE



TRUE OR FALSE

According to the Bureau of Labor and Industry, deep sea fishermen, like those seen on the TV show Deadliest Catch, have the highest death rate of all occupations in the United States.



FALSE



2 WORKPLACE HAZARDS

PURPOSE

Identifying hazards in the workplace is the first step to preventing an injury. This activity introduces young workers to the concept of workplace hazards and helps them start thinking about hazards they may encounter on the job.

ACTIVITY TIME

Approximately 15 minutes

PREPARATION

- The Hazard Cards can be found at:
www.promotingusafetyhealth.com
Click on "Start the Conversation Activities," then find the "Workplace Hazards" activity and click on the "Handout" link OR photocopy the cards from the back of the book on pages 114–123. Print the Hazard Cards sheet, letter size, single sided, then trim in quarters.
- Print PUSH Cards.

DIRECTIONS

Supervisor reads out loud

Supervisor reads out loud

SUPERVISOR READS QUESTION

✘ *Do not read out loud*



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BACKGROUND

In today's activity, we'll be learning about hazards in our workplace.

Young workers can get injured in many different ways. It would be impossible for us to list all of the workplace hazards you could face in a lifetime.

In order to protect yourself from workplace hazards, you need to know how to identify them.

ACTIVITY

A hazard is anything at work that can hurt you, either physically or mentally.

There are four main types of hazards:

Safety hazards are things that can cause injury, illness, or death. Safety hazards cause immediate injuries.

- Examples include hot surfaces, slippery floors, sharp knives, or falling objects.

Chemical hazards are gases, vapors, liquids or dusts that can harm your body.

- Examples include cleaning products and pesticides.
- Chemicals can get inside your body when you breathe them in, swallow them, or get them on your skin.

Biological hazards are living things that can cause infections such as flu, HIV/AIDS, hepatitis, Lyme disease and tuberculosis (TB).

- Examples include bacteria, viruses, and molds. In the workplace, you can be exposed through contact with used needles, sick children, or sick animals.

Other health hazards are other harmful things that can injure you or make you sick. These hazards are sometimes less obvious because they may not cause health problems right away.

- For example, loud noises or repetitive movements can cause injuries over time.

Recognizing hazards is important for your health and safety and will help you avoid injuries.

Some hazards are obvious, while others are not. To be safe you need to be able to identify different types of hazards.

WHAT HAZARDS DO WE HAVE AT OUR WORKPLACE?

- ✘ *Call on people and discuss their answers. Pass out Hazard ID cards to the group.*

On the back of your card you will find an example of a hazard. Think about what type of hazard you have: safety, chemical, biological, or other.

If you have a safety hazard on your card raise your hand.

- ✘ *Let young workers share their answers. Correct answers are listed on the chart on the next page.*

HOW ABOUT YOUR DAY-TO-DAY LIFE, OUTSIDE OF WORK?

- ✘ *Call on three staff and coach them through as needed.*

Great. Nice job. These are some good examples.

If you have a chemical hazard on your card raise your hand.

- ✘ *Let young workers share their answers. Correct answers are listed on the chart on the next page.*

CAN YOU GIVE SOME EXAMPLES OF CHEMICAL HAZARDS FROM YOUR OWN LIFE?

- ✘ *Call on a few people.*

If you have a biological hazard on your card, raise your hand.

- ✘ *Let young workers share their answers. Correct answers are listed on the chart on the next page.*

WHAT ARE SOME EXAMPLES OF BIOLOGICAL HAZARDS FROM YOUR OWN LIFE?

- ✘ *Call on a few people.*

If you have an “other” hazard raise your hand.

- ✘ *Let young workers share their answers. Correct answers are listed on the chart on the next page.*

WHAT ARE SOME EXAMPLES OF “OTHER” HAZARDS FROM YOUR OWN LIFE?

- ✘ *Call on a few people.*

Good job, everyone. The important lesson to take away from this exercise is that hazards are all around us, but we can protect ourselves from them. Identifying these hazards is the first step.

PUSH FORWARD

- ✘ *Pass out PUSH cards.*

On your card is a link to the Promoting U through Safety and Health page (www.promotingusafetyhealth.com). If you follow this page you can learn about other ways to stay safe at home and at work.

2 WORKPLACE HAZARDS

HAZARD CARDS – ACTIVITY ANSWERS



SAFETY

- Hot popcorn machine
- Meat slicer
- Spilled liquids
- Heavy lifting
- Scissors
- Violence
- Lifting objects
- Slides
- Knife
- Hot grease
- Table saw
- Lifeguard stand
- Ladders
- Electrical circuits
- Falling objects
- Bear attack

CHEMICAL

- Radiation
- Chlorine
- Bleach
- Gasoline
- Pesticides

BIOLOGICAL

- Hepatitis B
- Hepatitis C
- HIV
- Blood
- Viruses
- Bee-sting
- Spider bite
- Bacteria
- Used needles
- Poison Oak
- Mold

OTHER

- Typing on a keyboard for long periods of time
- 90° day
- Loud noises
- Awkward posture
- Stress
- Fast pace of work
- Being tired at work

3 MAKING THE JOB SAFER

PURPOSE

This activity teaches young workers about the importance of hazard control in reducing the risk of an occupational injury. Young workers problem solve by using the hierarchy of controls and the “speak up” theme.

ACTIVITY TIME

Approximately 15 minutes

PREPARATION

- Handouts are included in the activity book on pages 3–5. Alternatively, you can print the handouts from the website. The handouts can be found at: **www.promotingusafetyhealth.com** Click on "Start the Conversation Activities," then find the "Making the Job Safer" activity and click on the "Handout" link. Print one handout for each attending staff member, letter size, double sided.
- Print PUSH Cards.

DIRECTIONS

Supervisor reads out loud

Supervisor reads out loud

SUPERVISOR READS QUESTION

- ✘ *Do not read out loud*



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BACKGROUND

Today, we are going to discuss how to prevent workplace injuries. Young workers are a vulnerable group. **In the United States, about 90 young workers are hurt on the job every hour—that is one injury every 45 seconds!**

Some injuries are minor, like a cut or a sprain. Others are more serious, such as losing a finger, an arm, or even death. A work injury can limit what you are able to do in the future.

There are many ways to prevent workplace injuries, but the best way is to remove the hazard altogether.

For example, glass bottles aren't allowed on swimming pool decks.

CAN SOMEONE TELL ME WHY THAT WOULD BE?

✘ *Let staff answer.*

Answer: because glass can break and cut people that are walking around with bare feet on the pool deck.

Great answers, glass bottles are hazards, which means they have the potential to injure you. Keeping glass bottles off the pool deck is an example of a hazard being removed—meaning the hazard no longer exists in the workplace.

CAN ANYONE THINK OF OTHER WAYS WE HAVE REMOVED A HAZARD COMPLETELY FROM A WORKPLACE?

✘ *Let staff answer.*

Other examples can include: making it illegal to smoke in workplaces, using machinery that is quieter and doesn't damage hearing (e.g. electric lawnmower vs. gas-powered lawnmower).

If you can't completely eliminate a hazard, there are several other ways to make the job safer including:

Provide a substitute for the hazard.

For example, swapping harmful chemicals for non-toxic alternatives.

Engineering the hazard out of the workplace. In other words, modify conditions in the work space to minimize or eliminate hazards.

An example of this is buying machinery with protective guards to keep your fingers away from sharp blades, or designing an office space to include standing desks so people don't have to sit for the entire work day.

CAN ANYONE THINK OF EXAMPLES OF ENGINEERING CONTROLS IN OUR WORKPLACE?

✘ *Let staff answer.*

Creating policies. No-smoking policies can protect your lung health. Policies that limit cell phone use can prevent you from being distracted at work.

WHAT ARE SOME POLICIES IN OUR WORKPLACE THAT HELP KEEP US SAFE?

✘ *Let staff answer.*

Personal protective equipment (PPE).

Sometimes you can't completely get rid of the hazard, but your employer can make the job safer by providing equipment that protects staff from an injury. Examples are: gloves, hard hats, and respirators.

You should always wear PPE when it is recommended, but remember that PPE is the least effective solution because it doesn't minimize the hazard itself and must be used constantly and correctly.

Remember, your employer is responsible for identifying and eliminating the hazards, providing appropriate personal protective equipment, and making good workplace policies to protect workers. You have the right to ask questions or speak up if you are asked to do something unsafe.

ACTIVITY

- ✘ *Distribute "Make the Job Safer" handout or ask employees to turn to pages 3–5 in their activity workbooks.*

Let's think about ways to make the workplace safer. On the back of your handout, there are stories about workplace injuries. Read the story and answer the questions.

- ✘ *Give the staff time to answer the question and then discuss the scenarios as a group. Answers are listed below.*

ANSWERS | Story 1: Marcello is 17 years old and works as a cashier at a local convenience store. Marcello sometimes helps close the store at night but feels anxious about working late. Other store clerks in the neighborhood have been robbed at gunpoint and Marcello is fearful it could happen at his store.

WHAT IS THE HAZARD IN THIS CASE?

Robbery / violence

WHAT SHOULD MARCELLO DO IF HE FEELS VULNERABLE?

Speak up to his boss; ask his employer what they are doing to protect him from violent crime

Request that his schedule is changed so he doesn't have to close

Talk to his boss about what to do in a robbery situation

WHAT ARE SOME WAYS THAT MARCELLO'S BOSS CAN MAKE HIS JOB SAFER?

Provide an example of at least two types of solutions (remove the hazard, policy, engineering control, protective equipment).

- ✘ *Use your discretion.*

Some examples include:

Policy: More than two people must work during closing shift hours.

Policy: Keep only a small amount of cash in the store at any time. Post this policy on the door.

Engineering: Work space modification: Install bright lights outside the building

Engineering: Work space modification: Install bulletproof glass in front of the register

Engineering: Work space modification: Install security cameras or security guards

ANSWERS | Story 2: 20-year old Shia worked on a construction site digging holes. On a very hot day, Shia started to feel dizzy; he had been given no breaks and only had one bottle of water for the entire day. He wanted to ask his supervisor for a break to get more water but none of his coworkers were complaining. Later that day, Shia became very disoriented, dizzy, and confused. He soon passed out from heat exhaustion.

WHAT IS THE HAZARD IN THIS STORY?

Heat

WHAT SHOULD SHIA HAVE DONE TO PREVENT HEAT EXHAUSTION?

Shia should speak up to his boss at the first sign of symptoms or illness.

Shia has a right to take breaks and has the right to speak up if he feels he is in danger.

Shia should have plenty of water, take regular breaks, wear clothing to protect himself from the sun (hat long sleeves), and seek shade.

WHAT SHOULD SHIA'S BOSS HAVE DONE TO MAKE THE JOB SAFER?

Policy: Encourage an environment that values safety, where staff are encouraged to speak up and put safety first

Policy: Enforce regular breaks for staff

Policy: Limit outdoor work and exposure to harsh elements like heat. Dig in the coolest parts of the day (early morning or evening)

Engineering Control: Use machines to dig holes

Personal protective equipment: Provide a shade hat, cooling vest, hydration pack

ANSWERS | Story 3: Jamal works in a retail store selling brand name athletic shoes. One day Jamal was busy helping customers and had to get several pairs of shoes from the back room. Jamal left the stock room with a stack of shoe boxes so high, he couldn't see anything in front of him. He tripped over a pair of shoes on the ground and fell awkwardly on his wrist. At the hospital, he found out he had fractured his wrist in two places and it would require surgery.

WHAT IS THE HAZARD IN THIS STORY?

Shoes on the floor that Jamal tripped over, or overstacking shoe boxes to the point his view was obstructed.

WHAT COULD HAVE JAMAL DONE TO PREVENT THE TRIP AND FALL?

Policy: Jamal could have carried fewer boxes so he could see the shoes on the ground and prevent tripping.

Policy: Jamal could make more than one trip to the stock room so he could see in front of him.

Policy: Jamal could have used a cart or dolly to carry multiple boxes of shoes.

HOW COULD JAMAL'S EMPLOYER HAVE PREVENTED THE ACCIDENT?

Engineering: Stock of shoes could be stored below the shoe model on the store floor so staff don't have to carry so many boxes

Policy: Use a cart if you need to deliver more than two pairs of shoes to customers

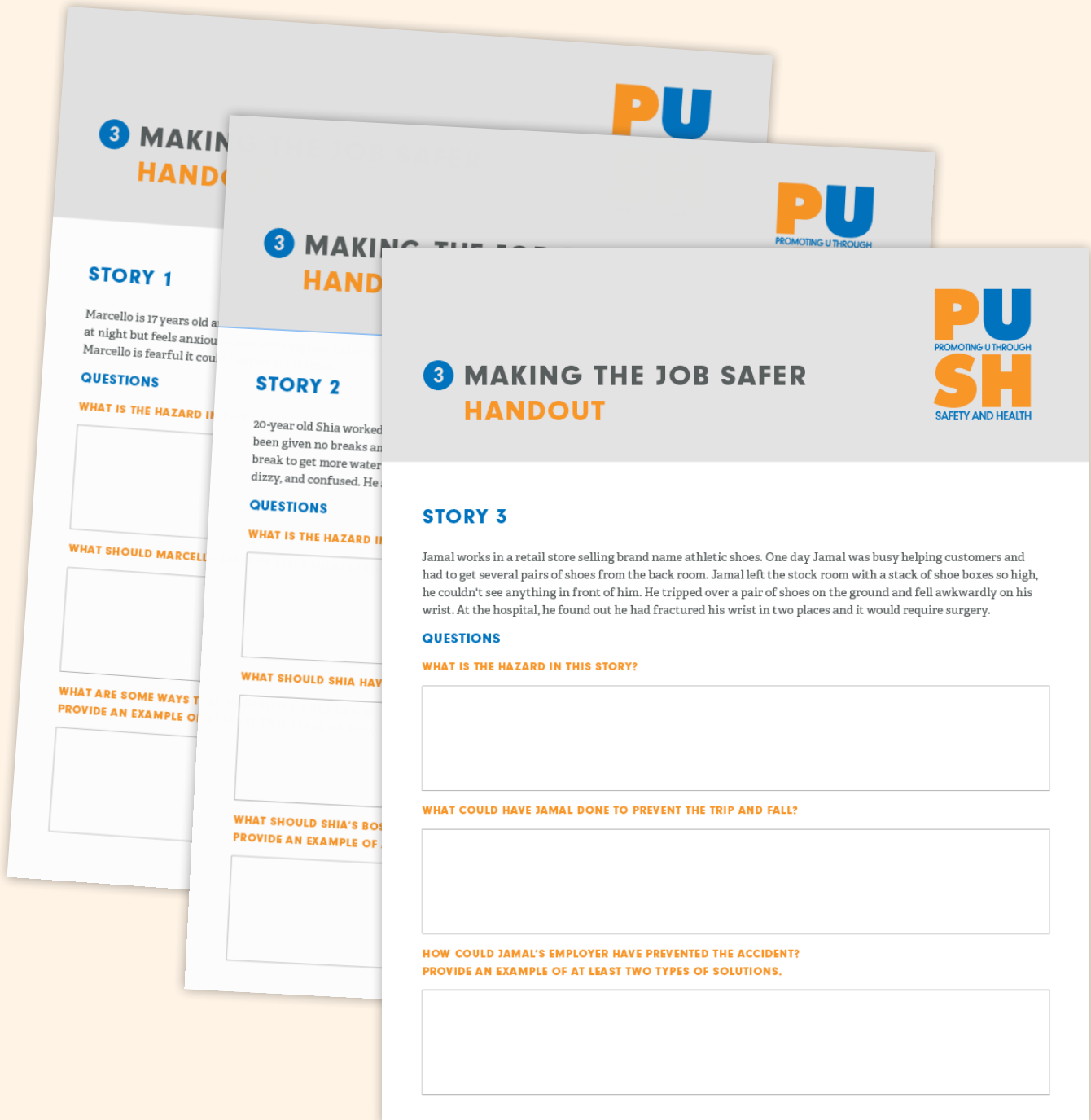
We learned today that there are many ways to make your job safer, from talking to your supervisor to removing the hazard altogether. Being aware of the safety policies at your workplace and potential job hazards can help you make safer decisions at work to prevent injuries. **Remember that it is your supervisor's responsibility to keep workplaces safe, but it is your responsibility to follow workplace policies and use any safety equipment that is required.**

PUSH FORWARD

✘ *Pass out PUSH cards.*

On your card is a link to the Promoting U through Safety and Health page (www.promotingusafetyhealth.com). If you follow this page you can learn about other ways to stay safe at home and at work.

3 MAKING THE JOB SAFER HANDOUTS



4 KNOW YOUR RIGHTS

PURPOSE

Young workers may not know their rights in the workplace. This activity is meant to empower young workers by providing them with information about their rights as a staff member. The more information young workers have, the more prepared they are to speak up for themselves and others in the event that they find themselves in an unsafe or unfair situation on the job.

ACTIVITY TIME

Approximately 15 minutes

PREPARATION

- You can print the "Know Your Rights" bingo cards from the website. The bingo cards can be found at: **www.promotingusafetyhealth.com**
Click on "Start the Conversation Activities," then find the "Know Your Rights" activity and click on the "Handout" link. Print one bingo card for each attending staff member. There are 30 unique bingo boards, letter size, double sided.
- Print PUSH Cards.

DIRECTIONS

Supervisor reads out loud

Supervisor reads out loud

SUPERVISOR READS QUESTION

- ✘ *Do not read out loud*



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BACKGROUND

There are many laws designed to keep you safe at work.

Employers are required BY LAW to provide certain things. Examples include training on protective clothing or the safe use of equipment, breaks during the workday, and providing regular fair wages.

There are other laws to keep young workers safe by:

- ⊖ Restricting the number of hours they can work
- ⊖ Keeping them away from dangerous machinery or tasks
- ⊖ Providing rules about working during the school year

As a staff member you also have responsibilities, such as:

- ⊖ Following all safety rules and instructions
- ⊖ Showing up alert and ready for work
- ⊖ Reporting any health or safety hazards to your supervisor
- ⊖ Asking questions when you don't understand something in the workplace

ACTIVITY

Today we are going to play Young Worker's Bingo.

- ✖ *Distribute bingo cards.*

I will read the questions and you will mark your boards with an "X" if you have the answer. To win you need to have an "X" in every square. To help you, there is a chart with the answers on the backside of your board.

Once you have your entire board filled, you win!

- ✖ *Read each question and have staff shout out answers. If no one knows the answer, read the answer out loud and no one puts a mark on their board. Encourage staff to name all the answers when there are more than one.*

LABOR LAW BINGO QUESTIONS AND ANSWER OPTIONS (SOME QUESTIONS HAVE MULTIPLE ANSWERS)

1. WHAT IS THE MINIMUM WAGE IN OREGON?

- ☉ \$9.25 per hour

2. NAME ONE THING YOU CAN DO TO PREVENT A WORKPLACE INJURY.

- ☉ Follow safety rules
- ☉ Get safety training
- ☉ Report unsafe conditions
- ☉ Refuse to do unsafe work

3. THE OCCUPATIONAL SAFETY AND HEALTH ADMINISTRATION, OTHERWISE KNOWN AS OSHA, HELPS ENFORCE THE LAWS. UNDER OSHA LAW, WHO IS RESPONSIBLE FOR PROVIDING A SAFE AND HEALTHY WORKPLACE?

- ☉ The employer

4. IF YOU ARE HURT ON THE JOB YOU CAN GET WORKER'S COMPENSATION. WHAT DOES WORKER'S COMPENSATION PAY FOR?

- ☉ Medical treatment or lost wages due to your inability to work

5. IF YOU ARE 16 OR 17, HOW MANY HOURS CAN YOU WORK ON A SCHOOL DAY?

- ☉ There are no limits

6. WHAT IS AN EXAMPLE OF A HEALTH AND SAFETY PROTECTION YOUR EMPLOYER MUST PROVIDE?

- ☉ Protective equipment and clothing
- ☉ A safe and healthy workplace
- ☉ Safety training

7. NAME ONE TYPE OF MACHINERY YOU AREN'T ALLOWED TO USE IF YOU ARE UNDER 18.

- ☉ Meat slicer
- ☉ Forklift
- ☉ Box crusher

8. DURING THE SCHOOL YEAR, HOW LATE CAN SOMEONE WHO IS UNDER THE AGE OF 16 WORK?

- ☉ 7 p.m.

9. NAME ONE TASK YOU HAVE TO BE 16 OR OLDER TO DO.

- ☉ Load or unload trucks
- ☉ Cook
- ☉ Work in construction
- ☉ Work in manufacturing

10. WHO WOULD YOU CALL IF YOU HAD A QUESTION ABOUT THE HOURS YOU ARE ALLOWED TO WORK OR THE TYPE OF WORK YOU CAN DO?

- ☉ Oregon Wage and Hour Division

11. WHAT TASKS REQUIRE YOU TO BE 18 OR OLDER TO DO?

- ☉ Roofing
- ☉ Drive as a main part of the job
- ☉ Prepare, handle, serve, or sell alcoholic beverages

12. IF YOU ARE 14 OR 15, HOW MANY HOURS CAN YOU WORK ON A SCHOOL DAY?

- ☉ 3 hours

13. WHO WOULD YOU CALL IF YOU HAVE HAD A COMPLAINT ABOUT RACIAL DISCRIMINATION OR SEXUAL HARASSMENT AT WORK?

- ☉ Equal Employment Opportunity Commission

14. IF YOU ARE 14 OR 15, HOW MANY HOURS CAN YOU WORK ON A SATURDAY OR SUNDAY?

- ☉ 8 hours

15. HOW OLD DO YOU HAVE TO BE TO DO BAKING ACTIVITIES?

- ☉ 16 years old

16. NAME ONE COMMON HAZARD IN JANITORIAL WORK.

- Ⓐ Cleaning products
- Ⓑ Discarded needles

17. HOW OLD DO YOU NEED TO BE TO DO WRECKING OR DEMOLITION WORK?

- Ⓐ 18 years old

18. CAN A 15-YEAR-OLD WORK ON A LADDER OR SCAFFOLD?

- Ⓐ No

19. HOW MANY TEENS IN THE U.S. GO TO A HOSPITAL EMERGENCY ROOM EACH YEAR FOR WORK-RELATED INJURIES?

- Ⓐ 84,000 teens

20. WHO DO YOU CALL IF YOU HAVE A COMPLAINT OR CONCERN ABOUT WORKPLACE SAFETY?

- Ⓐ Oregon Occupational Safety and Hazards Administration (OSHA)

PUSH FORWARD

- ✦ *Pass out PUSH cards.*

On your card is a link to the Promoting U through Safety and Health page (www.promotingusafetyhealth.com). If you follow this page you can learn about other ways to stay safe at home and at work.

4 KNOW YOUR RIGHTS
BINGO CARDS

4 KNOW YOUR RIGHTS
BINGO CARD

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YOUNG WORKER'S BINGO: EXAMPLE

REFUSE TO DO UNSAFE WORK	MEAT SLICER	EQUAL EMPLOYMENT OPPORTUNITY COMMISSION
A SAFE AND HEALTHY WORKPLACE	PU SH FREE SPACE	THE EMPLOYER
ROOFING	18 YEARS OLD	MEDICAL TREATMENT

RIGHTS

OK TO DO ANY KIND WORK?

There are laws that protect you from doing dangerous work. No worker under 18 may:

- operate a forklift or other heavy equipment
- operate a motor vehicle on public streets as part of the job
- operate powered equipment like a box crusher, meat slicer, or machine
- sell, give, or sell alcoholic beverages
- dig, wrecking, excavation, or roofing on a hill or where there is a fall hazard

TEENS 16-17 YEARS OLD MAY:

- perform cooking activities
- perform janitorial or commercial cleaning
- perform construction, or maintenance work on a truck, railroad car, or scaffold

SHOULD I BE WORKING THIS LATE OR THIS LONG?

The Oregon Wage and Hour Division has created child labor laws to protect teens from working too long, too late, or too early.

- Teens ages 14-15 can work between 7 a.m. and 7 p.m. from Labor Day-June 1, and between 7 a.m. and 9pm from June 1-Labor Day
- Teens ages 16-17 can work during any hours

Maximum working hours when school is in session

- 14-15 year olds can work 18 hours a week, but not over 3 hours on a school day
- 8 hours on Saturday, Sunday, or a holiday

Maximum working hours when school is not in session

- 14 and 15 year olds can work up to 40 hours a week and 8 hours a day
- 16-17 year olds can work up to 44 hours a week

* The minimum wage in Oregon is \$9.25 an hour.

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5 VIOLENCE IN THE WORKPLACE



PURPOSE

Nearly two million American workers report being victims of workplace violence each year. Unfortunately, young workers are exposed to violence on the job too often. This activity highlights the various types of workplace violence and includes scenarios in which young workers can discuss the way they would handle violent situations. This activity is best executed when examples of your own workplace policies can be substituted for the suggested answers.

ACTIVITY TIME

Approximately 15 minutes

PREPARATION

- Handouts are included in the activity book on pages 6–8. Alternatively, you can print the handouts from the website. The handouts can be found at: www.promotingusafetyhealth.com Click on "Start the Conversation Activities," then find the "Violence in the Workplace" activity and click on the "Handout" link. Print one copy of the handout for every three staff members attending the training, letter size, double sided.
- Print PUSH Cards.

DIRECTIONS

Supervisor reads out loud

Supervisor reads out loud-

SUPERVISOR READS QUESTION

- ✘ *Do not read out loud*



**OREGON HEALTHY
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BACKGROUND

In every workplace, there is a chance that violence can occur.

In violent situations, people in the workplace are physically or emotionally put at risk by an employer, fellow employee, or someone outside of work such as a customer, former employee, or domestic partner of an employee.

Some workplaces pose a greater risk for violence than others, especially environments that deal with money or the public.

There are many forms of violence:

- ⊖ Threatening behavior
- ⊖ Verbal or written threats
- ⊖ Harassment and bullying
- ⊖ Verbal abuse
- ⊖ Physical attacks
- ⊖ Intimidation

ACTIVITY

While these may sound extreme, these situations can happen anywhere, even in a workplace like ours. This is why we need to be prepared for any situation.

Remember, you deserve to work in a safe and non-threatening environment. If you ever feel threatened in any way, please let me or any of the supervisors know.

Now we are going to do an activity!

- ✦ *Split the group into roughly 3 equal groups.*

Each group will have a workplace violence scenario. Someone from the group will read the scenario and questions out loud to the rest of the group. Another person should record the answers, and a third person will present the answers when we're all finished.

- ✦ *Hand out scenarios or ask staff to turn to pages 6–8 in their activity workbooks.*
- ✦ *Give staff about 5 minutes to read through scenarios and answer the questions in their group. When they look like they have answered all the questions, bring their attention back to you.*

Let's come back together and discuss each scenario.

Can someone from Group 1 read their scenario?

- ✦ *After they finish reading, ask the group reporter these questions. When the group reporter answers, ask the larger group if they agree.*

ANSWERS SCENARIO 1

Molly got a new job at a restaurant. One day, she is unable to work her shift, so she arranges for a substitute, but forgets to tell her supervisor. The supervisor calls to yell at her for not remembering something so simple. Molly apologizes, but in the following weeks, her supervisor continues to make inappropriate comments and Molly doesn't think he'll stop.

WHO IS INVOLVED IN THIS EXAMPLE OF WORKPLACE VIOLENCE?

Answer: The substitute staff member, Molly, and her supervisor.

WHAT ARE SOME THINGS THAT MOLLY SHOULD DO IN RESPONSE?

- ✘ *Discuss your own workplace protocol.*

Answers may include:

- ☉ Molly should talk with another supervisor, someone in HR or someone higher up.
- ☉ Molly should document the supervisor's behavior.
- ☉ Molly needs to stay calm and not to make the situation more difficult by reacting to the supervisor in anger.

WHO SHOULD MOLLY TALK TO ABOUT THIS WORKPLACE VIOLENCE?

- ✘ *Call on staff; include your own workplace protocol.*

Answer: If there is another supervisor in the workplace, then Molly should talk to them about her supervisor's behavior. She could also talk to her parents about the situation. Molly deserves to work in a healthy environment free from verbal abuse from her supervisor. Molly can speak up to get the help she needs.

Good work! Now, can someone from Group 2 read their scenario?

- ✘ *After they finish reading, ask the group reporter these questions. When the group reporter answers, ask the larger group if they agree:*

ANSWERS SCENARIO 2

Devon is a new staff member at the local mall. He notices that two teenage customers are beginning to yell at each other and punch each other.

WHO IS INVOLVED IN THIS EXAMPLE OF WORKPLACE VIOLENCE?

Answer: Violence begins between two customers/patrons.

WHAT ARE 3 THINGS THAT DEVON SHOULD DO IN RESPONSE?

- ✘ *Call on staff; incorporate your workplace's policies.*

Answers may vary, but may include:

- ☉ Devon needs to stay calm.
- ☉ Devon should not get physically involved in the fight (e.g., breaking up the fight).
- ☉ Devon should call mall security.

WHO SHOULD DEVON TALK TO ABOUT THIS WORKPLACE VIOLENCE?

Answer: His supervisor, HR, and mall security.

- ✘ *Call on staff.*

Good work! Now, can someone from Group 3 read their scenario?

- ✘ *After they finish reading, ask the group reporter these questions. When the group reporter answers, ask the larger group if they agree:*

ANSWERS SCENARIO 3

Sarah is working the front desk at a local swimming pool. A patron tries to leave the facility with a pool toy that clearly belongs to the pool. Sarah asks the patron if the toy is hers and the patron yells, "Who do you think you are to ask me that? Do you think I stole this or something? Of course it's mine!"

WHO IS INVOLVED IN THIS EXAMPLE OF WORKPLACE VIOLENCE?

Answer: Sarah and the pool patron.

WHAT ARE SOME OTHER THINGS THAT SARAH SHOULD DO IN RESPONSE?

✘ *Include your own workplace policy.*

Answer: She needs to keep calm and:

- ☞ Ask the patron if she accidentally picked up the wrong toy.
- ☞ Get assistance from her supervisor.
- ☞ Report the issue to the supervisor or person in charge.
- ☞ If Sarah feels threatened, she has the right to back down and let the patron go. Sarah is not required to be a security guard.

WHAT SHOULD SARAH TELL HER SUPERVISOR?

Answer: Sarah should try to report the incident with as much detail as possible. She should describe the patron in detail and recall everything the patron said and did. Sarah should also describe how she responded to the patron.

Great work!

Remember, you deserve to have a safe and non-threatening work environment. Stay calm when you are in a threatening situation and please report it, no matter how serious, to me or another supervisor.

PUSH FORWARD

✘ *Pass out PUSH cards.*

On your card is a link to the Promoting U through Safety and Health page (www.promotingusafetyhealth.com). If you follow this page you can learn about other ways to stay safe at home and at work.

5 VIOLENCE IN THE WORKPLACE HANDOUTS

**5 VIOLENCE IN THE WORKPLACE
HANDOUT**

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GROUP 1

DIRECTIONS
Designate one person to read aloud the scenario, one person to take notes, and one person to report your answer.

Molly got a new job at a restaurant. One day she was talking to her supervisor. The supervisor calls to her the following weeks, her supervisor continues to call her.

QUESTIONS

WHO IS INVOLVED IN THIS EXAMPLE OF WORKPLACE VIOLENCE?

WHAT ARE SOME THINGS THAT MOLLY SHOULD DO IN RESPONSE?

WHO SHOULD MOLLY TALK TO ABOUT THIS WORKPLACE VIOLENCE?

**5 VIOLENCE IN THE WORKPLACE
HANDOUT**

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SAFETY AND HEALTH

GROUP 2

DIRECTIONS
Designate one person to read aloud the scenario, one person to take notes, and one person to report your answer.

Devon is a new staff member at the local mall. He is talking to a staff member who punches each other.

QUESTIONS

WHO IS INVOLVED IN THIS EXAMPLE OF WORKPLACE VIOLENCE?

WHAT ARE SOME THINGS THAT DEVON SHOULD DO IN RESPONSE?

WHO SHOULD DEVON TALK TO ABOUT THIS WORKPLACE VIOLENCE?

**5 VIOLENCE IN THE WORKPLACE
HANDOUT**

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GROUP 3

DIRECTIONS
Designate one person to read aloud the scenario, one person to take notes, and one person to report your answer.

Sarah is working the front desk at the swimming pool. A patron walks out of the locker rooms with a pool toy that clearly belongs to the pool. Sarah asks the patron if the toy is hers and the patron bursts out yelling, "Who do you think you are to ask me that? Do you think I stole this or something? Of course it's mine!"

QUESTIONS

WHO IS INVOLVED IN THIS EXAMPLE OF WORKPLACE VIOLENCE?

WHAT ARE SOME THINGS THAT SARAH SHOULD DO IN RESPONSE?

WHAT SHOULD SARAH TELL HER SUPERVISOR?

6 WORKING IN RETAIL

PURPOSE

Injuries among young employees working in retail are quite common. This activity highlights some common hazards found in a retail environment and starts a conversation about safety hazards that can be found in most retail establishments.

ACTIVITY TIME

Approximately 15 minutes

PREPARATION

- The Working in Retail handouts can be found at:
www.promotingusafetyhealth.com
Click on "Start the Conversation Activities," then find the "Working in Retail" activity and click on the "Handout" link OR photocopy the cards from page 124–128 of the back of the book. Print one copy of the handout per two or three staff.
- Each group gets a set of handouts. Fold each of the handouts so the picture is on the inside of the fold and label them 1–5 on the outside.
- Print PUSH Cards.

DIRECTIONS

Supervisor reads out loud

Supervisor reads out loud

SUPERVISOR READS QUESTION

✘ *Do not read out loud*



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BACKGROUND

Many young people work in retail. Retail jobs include clothing stores, grocery stores, convenience stores, and other establishments where items are sold to the public.

CAN SOMEONE TELL US WHAT TYPES OF HAZARDS CAN BE FOUND IN A RETAIL ENVIRONMENT?

- ⊖ Lifting heavy boxes
- ⊖ Repetitive motions (for example: constantly bending and twisting when restocking)
- ⊖ Slips, trips, and falls
- ⊖ Awkward/uncomfortable positions and standing for long periods (for example, bent over folding clothes)
- ⊖ Dangers in the stockroom like boxes falling from shelves
- ⊖ Violence
- ⊖ Fires

ACTIVITY

This activity will help you avoid potential hazards found in retail jobs.

Now we're going to play a game.

- ✦ *Have staff split into groups of 3–5 (adjust according to size of group). Hand out pictures 1–5 folded in half and numbered on the outside. Tell them not to unfold or look at the pictures until you tell them to start.*

Each group should have pictures numbered 1–5. When I say a number, flip that number over and discuss the picture with your group. The first team to raise a hand and tell me what's wrong with the picture (if there is something wrong) will get a point.

If there is something wrong in the picture you must say what it is, why it's wrong, and how it could be fixed.

If there is nothing wrong in the picture, you need to tell me why there is nothing wrong.

**LET'S GET STARTED! EVERYONE OPEN PICTURE #1.
NOW WHAT'S WRONG WITH THIS PICTURE?**

- ✘ *You do not have to go in order, but make sure you go through ALL of the pictures. Let staff come up with their own answers before giving them the correct answers listed below.*

ANSWERS

Image 1: Lifting the box

WHAT'S WRONG?

He is lifting the box incorrectly. He is lifting with his back and not his legs. He needs to bend his knees, not his back. The object is also too far from his body. The correct way to lift is knees bent with the object close to his body. Lifting incorrectly like this can cause a major and painful back injury.

Image 2: Restocking shelves

WHAT'S WRONG?

Although the ladder appears to be on flat stable ground, the employee is improperly standing on the ladder. Always face the task on a ladder (as opposed to standing sideways like the store clerk). Additionally, standing on the last rung of a ladder makes it unstable. The employee could use a taller ladder so they don't have to stand on the top rung. Always maintain at least three points of contact on a ladder to prevent a fall. Finally, it is always a good idea to have someone hold the ladder steady while you work.

Image 3: Mopping a spill

WHAT'S WRONG?

NOTHING! The staff member is taking care of something that spilled on the floor right away so that people don't slip on it. He put up a "Caution-Wet" sign up right away EVEN while he was cleaning so customers and staff would know that this area is slippery.

Image 4: Storeroom

WHAT'S WRONG?

This storeroom is a mess! Clutter on the floors presents dangerous trip-and-fall hazards, not to mention what could happen if a staff member stepped on the items and impaled a foot. To fix this, the room should be organized and the clutter cleared from the floors. There should be enough room for walking around safely in the storeroom.

Image 5: Emergency egress

WHAT'S WRONG?

Employees are not following an emergency action plan. In this case there appears to be some sort of fire or explosion. In the event of a fire, move in a calm and organized fashion out emergency exits. Don't try to save equipment or valuables. Computers and wallets can be replaced, but your life cannot!

Great job everyone!

There are safety hazards in every workplace, including retail. Keep your eyes open and always speak up if you see something that can cause an injury.

PUSH FORWARD

- ✘ *Pass out PUSH cards.*

On your card is a link to the Promoting U through Safety and Health page (www.promotingusafetyhealth.com). If you follow this page you can learn about other ways to stay safe at home and at work.

6 WORKING IN RETAIL HANDOUT – EXAMPLES



7 SUN SAFETY

PURPOSE

According to the American Cancer Society, melanoma, or skin cancer, is one of the most common cancers in young adults. Many young employees work in outdoor environments where they can be exposed to UV rays that cause skin cancer. This activity discusses some of the myths of sun exposure and offers ways that young workers can protect their skin.

ACTIVITY TIME

Approximately 15 minutes

PREPARATION

- You'll need some space for young workers to move.
- The Sun Safety Myth Busters visual aid can be found at: www.promotingusafetyhealth.com
- Click on "Start the Conversation Activities," then find the "Sun Safety Myth Busters" activity and click on the "Visual Aid" link OR photocopy the cards from the back of the book on pages 129–130. Print Sun Safety Signs letter size, single sided.
- Print PUSH Cards.
- Prior to beginning the activity, place the TRUE and FALSE cards on opposite sides of the room by taping them to a wall or simply putting them on the ground.

DIRECTIONS

Supervisor reads out loud

Supervisor reads out loud

SUPERVISOR READS QUESTION

✘ *Do not read out loud*



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BACKGROUND

Whether you have to work in the sun or just want to enjoy it, it's important to protect your skin from the sun's harmful effects.

Many people don't know that Oregon is consistently in the top 5 states for highest rates of skin cancer in the U.S.

Exposure to the sun is essential for all life and makes us feel good, but the sun produces ultra violet radiation, or UV rays, that can damage your skin cells and cause a burn or a tan.

Fortunately, you can protect yourself from the sun's harmful rays by wearing a hat, sunglasses and sunscreen when outside.

Today we will do an activity called "Sun Safety Myth Busters."

ACTIVITY

In this activity, I'm going to call out statements about sun safety and you're going to tell me if they're true or false.

Cast your vote for "true" or "false" by walking to the LEFT side of the room if it's FALSE and the RIGHT side of the room if it's TRUE (right=true).

You must wait until I say "go" before you can cast your vote.

After everyone picks a side I will reveal if the statement is TRUE or FALSE.

If you get the answer correct you get a point.

Before we start the game let's do a practice round.

PRACTICE ROUND:

STATEMENT: ALBERT EINSTEIN WAS AN AVID BODYBUILDER. GO!

FALSE

Albert Einstein was not an avid bodybuilder. However, he did have great hair.

Nice job. Now everyone come back to the center.

TRUE/FALSE STATEMENTS

1. IT IS NOT POSSIBLE TO GET A SUNBURN ON WINDY, CLOUDY, OR COOL DAYS. GO!

✘ *Give staff a minute to choose a side.*

FALSE

It is UV radiation, NOT the warmth or brightness of the sun, that can harm your skin.

UV rays can pass through clouds and are not affected by wind or temperature. This means you can still get skin damage when it's cloudy, windy or cool!

2. SUNSCREEN CAN WEAR OFF IF IT'S NOT APPLIED EVERY TWO HOURS. GO!

✘ *Give staff a minute to choose a side.*

TRUE

Sunscreen needs to be reapplied every two hours to be effective.

It's also important to use a broad-spectrum sunscreen that is water resistant.

3. PEOPLE WITH OLIVE OR DARKER SKIN TONES AREN'T AT RISK FOR SKIN CANCER. GO!

✘ *Give staff a minute to choose a side.*

FALSE

Even people with darker skin tones can get skin cancer.

Regardless of skin type, if you spent your childhood in the sun without adequate protection you are at higher risk of developing skin cancer than someone who grew up using good sun protection.

4. THE SUN CAN MAKE PEOPLE SNEEZE. GO!

✘ *Give staff a minute to choose a side.*

TRUE

About 25% of people sneeze when exposed to the sun. It's genetic!

5. IT'S IMPORTANT TO GET A "BASE TAN" TO PROTECT YOURSELF FROM BURNING.

✘ *Give staff a minute to choose a side.*

FALSE

Having a tan does very little to protect your skin from burning, and the change in color from tanning is actually your cells defending themselves from further damage.

Even if the redness and swelling of a sunburn goes away and "turns into a tan," the UV radiation that caused the burn will have already damaged your cells!

6. TANNING BEDS ARE A SAFE ALTERNATIVE TO TANNING IN THE SUN.

✘ *Give staff a minute to choose a side.*

FALSE

Tanning beds are NOT a safer alternative to sunlight.

The intensity of UV rays in tanning beds can be more than 10 times stronger than the midday sun, which will increase your chance of developing skin cancer and wrinkles.

The best thing is to avoid tanning altogether. It's more important to love and protect your skin, whatever its natural color.

7. ONLY OLD PEOPLE GET SKIN CANCER.

✘ *Give staff a minute to choose a side.*

FALSE

Skin cancer is rapidly becoming a young person's disease.

Malignant melanoma, the most dangerous kind of skin cancer, is the second most common form of cancer for young people.

The most common cause of skin cancer is over exposure to the sun, which it's why it's important to stay safe in the sun.

Good job everyone!

When you work outside, it's important to practice sun safe behaviors to protect your own skin and to be a model for others to protect their skin, too.

PUSH FORWARD

✘ *Pass out PUSH cards.*

On your card is a link to the Promoting U through Safety and Health page (www.promotingusafetyhealth.com). If you follow this page you can learn about other ways to stay safe at home and at work.

**6 SUN SAFETY
SIGNS – EXAMPLES**

TRUE

**PU
SH**

FALSE

**PU
SH**

8 "PEOPLE" COMMUNICATION

PURPOSE

Good communication is important to a young worker's success and safety on the job. Some young workers may not have experience communicating in a professional setting and others may need a refresher. This lesson highlights the importance of clear communication and its role in conflict resolution.

ACTIVITY TIME

Approximately 15 minutes

PREPARATION

- The PEOPLE Cards can be found at:
www.promotingusafetyhealth.com
- Click on "Start the Conversation Activities," then find the "PEOPLE Communication" activity and click on the "Handout" link OR photocopy the cards from the back of the book on pages 131–133. Print the downloaded PEOPLE Cards, letter size, four pages per sheet, double-sided, then trim cards along the lines.
- Print PUSH Cards.

DIRECTIONS

Supervisor reads out loud

Supervisor reads out loud

SUPERVISOR READS QUESTION

✘ *Do not read out loud*



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BACKGROUND

When we are hanging out with our friends, we talk differently than we would to our boss, coworker or customers.

We all know that we communicate by the words we say, but what are other ways we communicate?

✘ *Call on staff to answer.*

Good ideas everyone.

The main ways we communicate are:

- ⊖ Verbal (sounds, language, and tone of voice)
- ⊖ Non-verbal (facial expressions, body language, and posture)
- ⊖ Written (notes, emails, blogs, and text messages)
- ⊖ Visual (signs, symbols and pictures)

On the job, it's important to be professional. Can anyone tell me some aspects of professional communication?

✘ *Call on two or three staff. Possible answers are included in a table on the next page.*

Good, those are some examples of good communication.

To make these skills easy to remember, the next time you're preparing to talk to someone at work, think of the word, "PEOPLE."

P is for Posture: Good posture is important. Avoid slouching, leaning or sitting casually when you're trying to make a serious point.

E is for Eye Contact: Making eye contact shows people you are engaged and actively participating. Try to make eye contact when you are listening.

O is for Orientation: Make sure you are oriented toward or facing the person you are communicating with.

P is for Presentation: Think before you speak. Pause to collect your thoughts if you need to. Approach a conversation with a positive attitude and an appropriate tone.

L is for Listen: Be attentive. Allow others to finish their thoughts before you begin speaking. Make sure you are actively thinking about what the other person is saying to you.

E is for Environment: Take into consideration where and when you are having the conversation.

For example, if your boss asks you to do something that you haven't been trained how to do, shouting "NO, WAY MAN!" in front of customers would not be appropriate. Instead, it would be more professional to have the conversation privately, using an appropriate tone with specific reasons why you feel that you can't perform the task safely.

✘ *This scenario is an optional discussion about professional conflict resolution.*

For the first part of today's lesson, I am going to read a story, and then we will discuss the story as a group.

Mike is 16 years old and works in an auto shop. His boss asks him to drive the cars across the lot where customers pick up their finished cars. Even though the lot is close by and Mike has a driver's license, crossing the busy intersection in traffic is dangerous and Mike knows he is not legally allowed to drive for work until he is 18. Mike wants to talk to his boss about this problem, but he is afraid his boss will get mad or think he is being lazy.

DOES ANYONE HAVE ANY SUGGESTIONS FOR MIKE?

✘ *Call on staff.*

These are all good ideas. Let's consider the steps that Mike should take to solve this problem. Mike should:

DEFINE THE PROBLEM CLEARLY: WHAT IS THE PROBLEM IN THIS SCENARIO?

✘ *Call on staff.*

GET ADVICE FROM A PARENT, TEACHER, OR COWORKER: WHO WOULD YOU ASK FOR HELP IN A SITUATION LIKE THIS?

✘ *Call on staff.*

IDENTIFY GOALS FOR THE DISCUSSION, AND MAYBE A POSSIBLE SOLUTION. WHAT IS THE RESOLUTION THAT MIKE WANTS IN THIS SCENARIO? ANYONE HAVE AN IDEA OF WHAT A SOLUTION TO THIS PROBLEM COULD BE?

✘ *Call on staff.*

Let's find out what Mike decided to do:

First, Mike asked an experienced co-worker, Mark, for help. Mark had worked at the auto shop for 6 years, and agreed that Mike shouldn't be asked to drive the cars to the lot. He suggested that Mike talk to his supervisor after his lunch, when he is always in a good mood.

Mike thought about his goals in talking with his supervisor; he wanted someone else to drive the cars to the lot so he wouldn't have to.

With advice from his coworker, and a plan for the discussion, Mike approached his boss after lunch and asked to have a meeting. When Mike explained the problem to his boss, at first it seemed he was mad because his face turned beet red. It turns out his boss was just embarrassed! He thought Mike was 18 the whole time, not 16! He agreed that Mark or another staff member would drive cars to the lot, and thanked Mike for letting him know about the problem in such a professional manner. He told Mike that he would have been in big trouble if there was an accident when he was driving the cars to the pick-up lot.

ACTIVITY

Now that we've reviewed the six rules of "PEOPLE," we're ready to practice good communication skills.

I'm handing out cards to everyone; don't show your card to anyone else because you will need to use it for the activity.

✘ *Hand out PEOPLE cards.*

We are going to play Communication Charades. We will be getting into groups of three. Find two people who have cards of colors different from yours.

✘ *Wait for everyone to get into groups.*

There are one phrase and two emotions on your card. Do not show them to anyone else.

One at a time, each person on the team will say the phrase while demonstrating emotions listed on the card.

Your team will try to guess the emotions you were given on your card.

You will have a few minutes to complete this activity.

When you are done, sit down so I know you're done.

✘ *Give staff several minutes.*

Time is up. How did you do? Remember that you are not only communicating through your words, but also your tone of voice and body language. Professional communication is important to being heard on the job. Remember "PEOPLE" to help you communicate effectively.

If you have tried to speak up for yourself and your boss does not adequately address your safety concerns, remember that you can contact the Occupational Health & Safety Administration (OSHA) or the appropriate state or county officials. The law protects you from being retaliated against or punished for reporting safety concerns or discrimination.

PUSH FORWARD

✘ *Pass out PUSH cards.*

On your card is a link to the Promoting U through Safety and Health page (www.promotingusafetyhealth.com). If you follow this page you can learn about other ways to stay safe at home and at work.

8 "PEOPLE" COMMUNICATION CARDS



9 SPEAK UP AT WORK

PURPOSE

Young workers often feel uncomfortable raising concerns in the workplace. One way to encourage speaking up at work is to address how professional communication skills can help young workers be heard. This fun, interactive activity teaches young employees how to engage in appropriate workplace dialogue.

ACTIVITY TIME

Approximately 15 minutes

PREPARATION

- Scripts are included in the activity book on pages 9–11. Alternatively, you can print the activity scripts from the website. They can be found at:
www.promotingusafetyhealth.com
Click on "Start the Conversation Activities," then find the "Speak Up at Work" activity and click on the "Handout" link. Print the scripts handouts letter size, single sided,
- Print PUSH Cards.

DIRECTIONS

Supervisor reads out loud

Supervisor reads out loud

SUPERVISOR READS QUESTION

✘ *Do not read out loud*



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BACKGROUND

Today we will be talking about how to speak up at work when you are asked to do something you think is unsafe.

At some point, you may be asked to do work that makes you feel unsafe. Instead of forging ahead, it is important to pause to ask for help and voice your concerns!

WHY DO YOU THINK PEOPLE DON'T SPEAK UP WHEN THEY ARE ASKED TO DO SOMETHING THEY FEEL IS DANGEROUS OR RISKY?

✘ *Call on staff to answer.*

Reasons could include:

- ☉ They are afraid to admit they don't know how to do something.
- ☉ They are worried about getting fired.
- ☉ They think their supervisor or manager knows best and wouldn't ask them to do anything that is unsafe.
- ☉ They are nervous about talking to a manager.

Very good.

✘ *Call on staff to answer. If workers don't call out any of the answers below, read them to them.*

Remember that your bosses are people too! They don't want you to get hurt. Most likely, they will be understanding of your concern and glad that you spoke up.

ACTIVITY

I will need two volunteers from the audience. You will be reading a script that shows different ways to speak up to your boss, manager, or a coworker.

✘ *Ask for two volunteers. Hand each volunteer one of the two scripts found below. Designate "Volunteer A" and "Volunteer B." Give them a minute or two to read through the script.*

I will read through the scenario and have each of the volunteers respond.

It will be your job as the audience to decide which worker spoke up the right way and tell me why it is correct.

SCENARIO 1

You work on the clean-up crew for the city's Parks and Recreation Department. I am your supervisor. One day it is in the high 90's outside and you've been working hard for several hours. You begin to feel really hot and tired, and worry that you might faint. What do you say?

Let's hear from Volunteer A.

- ✘ *Ask Volunteer A to read their response. Volunteer A will say in an angry voice: "Hey boss man! I am sweating so bad. You better give me a break!"*

That is one way to ask for a break. Now let's hear from Volunteer B.

- ✘ *Volunteer B will say in a normal voice: "Hey boss, it is very hot outside today and I have been working for a long time without a break. I'm starting to feel a little faint. I'd like to take my break and sit in the shade until I feel better, please."*

WHO ASKED FOR A BREAK THE RIGHT WAY?

- ✘ *Call on audience*

Volunteer B asked the right way. They were not rude and explained why they needed a break. If you are feeling unwell at work, speak up! Your boss needs to know so they can help you avoid an accident or an unnecessary trip to the hospital.

Good job volunteers. Can I get two new volunteers to help me?

- ✘ *Give scripts to new volunteers.*

SCENARIO 2

Your job is to assemble parts at a local factory. You've heard that factories can be dangerous, and it seems like there are lots of hazards on your job. I am your supervisor. When you first started this job, I gave you some written materials on safety to read, but they had no information specific to your new workplace's policies and job hazards. Now I want you to sign a paper saying that you have been trained about safety. What do you say to me?

- ✘ *Ask Volunteer A to read their response.*
- ✘ *Volunteer A will say in a professional voice: "This is my first job in a factory, and I don't think that these materials have given me all of the information I need to stay safe at work. I'd like more safety training on the hazards in this workplace that I will encounter in my job before I sign a paper saying that I have been trained."*

That is one way to ask. Now let's hear from Volunteer B.

- ✘ *Volunteer B will respond in an angry voice: "What are you trying to do, kill me!?!? How am I supposed to be safe by reading a piece of paper? I am not going to sign anything until I get hands-on training!"*

WHO ASKED FOR A BREAK THE RIGHT WAY?

- ✘ *Call on audience.*

Volunteer A asked the right way. Getting angry and demanding things is never the right way to get what you want. Many times, injuries in the workplace occur in new workers and workers who haven't been properly trained on safety procedures in their workplace. Employers are required to give you appropriate training—it's the law! If you ever have a safety concern at work, protect yourself, and talk to your supervisor about it.

Okay, one more set of volunteers, please.

- ✘ *Pick two new volunteers.*

SCENARIO 3

Last month, a new woman was hired to help in the deli department at your local grocery store. Both of you are over 18 and legally allowed to use the meat slicer. You notice the new staff member doesn't put the guard down when she is slicing meat for customers. Your safety training was very clear to always use the guard on the meat slicer, otherwise a serious injury could occur. She's older than you, and has worked at another deli for several years. What should you say?

- ✘ *Ask volunteer A to read the script.*
- ✘ *Volunteer A will say under their breath in a low tone, "You're going to cut your hand off."*
- ✘ *Ask volunteer B to read the script.*
- ✘ *Volunteer B will say clearly in a professional tone, "I noticed when you were slicing meat for a customer that the guard wasn't down. Our boss is a real stickler about always putting that guard down. I wouldn't want you to get yelled at or injured. I can show you how the guard works if you want me to."*

WHOSE RESPONSE WAS CORRECT?

- ✘ *Call on audience.*

Very good, Volunteer B was correct, because they used a professional tone, informed the new staff member about the workplace policy, and asked the staff member if they could show them how to operate the guard. Sometimes people don't follow safety procedures because they don't know them or don't know how to follow them. It's important to take care of your co-workers and speak up if you see them doing something unsafe.

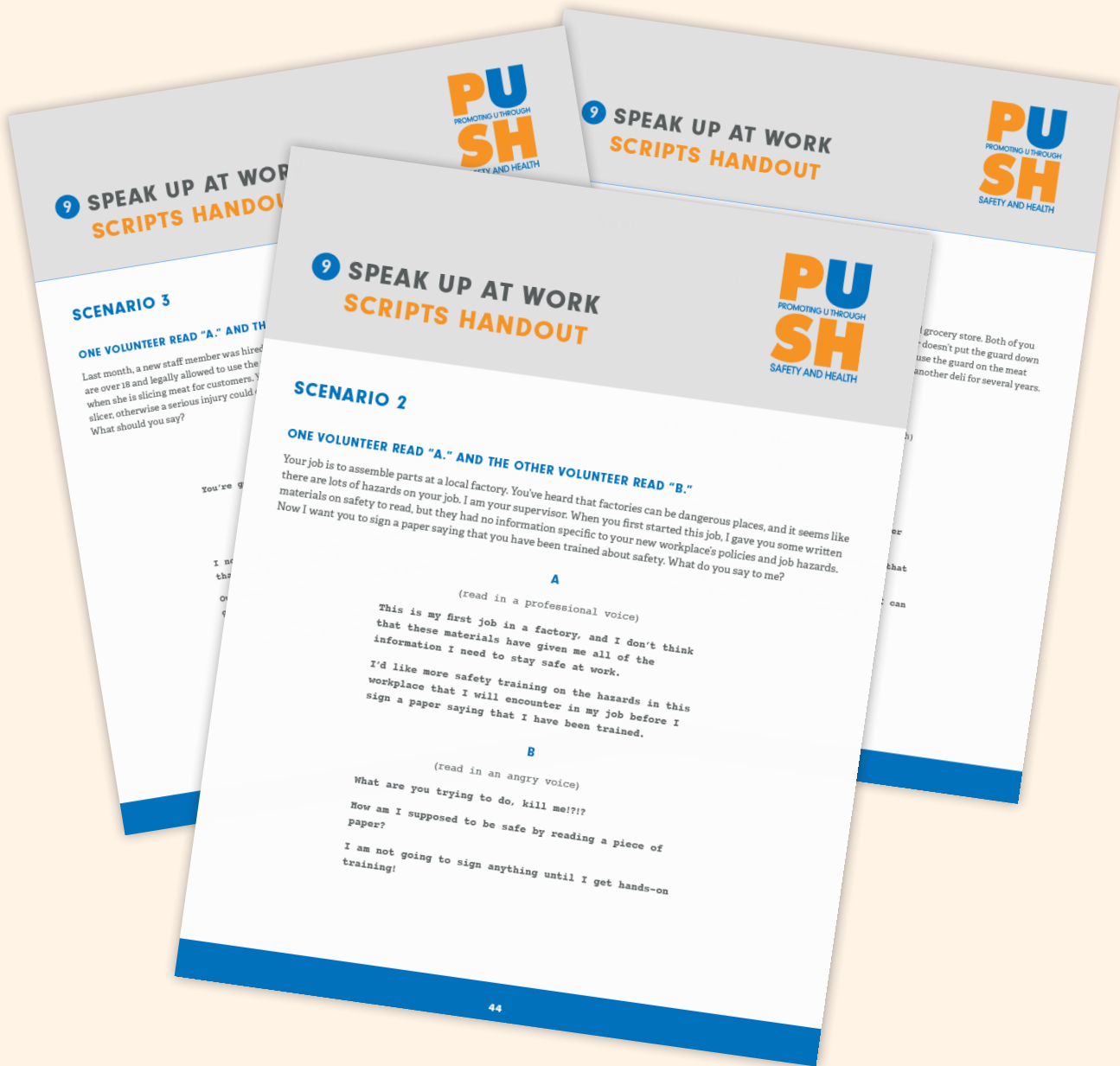
Very good, let's give our volunteers a round of applause.

PUSH FORWARD

- ✘ *Pass out PUSH cards.*

On your card is a link to the Promoting U through Safety and Health page (www.promotingusafetyhealth.com). If you follow this page you can learn about other ways to stay safe at home and at work.

9 SPEAK UP AT WORK SCRIPTS HANDOUT



10 HARASSMENT AND DISCRIMINATION IN THE WORKPLACE



PURPOSE

The purpose of this activity is to introduce young workers to the concepts of harassment and discrimination in the workplace. Knowing how to recognize inappropriate behavior in the workplace is an important factor in successful and professional communication at work. Young workers will also learn where they can seek help should they encounter harassment and discrimination in the workplace.

ACTIVITY TIME

Approximately 15 minutes

PREPARATION

- Print PUSH Cards.

DIRECTIONS

Supervisor reads out loud

Supervisor reads out loud

SUPERVISOR READS QUESTION

- Do not read out loud*



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BACKGROUND

Today we will be discussing harassment and discrimination at work. **Harassment at work is behavior directed at an individual that makes them feel uncomfortable or degraded and interferes with their ability to do their job. Harassment is unwelcome conduct that can include intimidation, threats, coercion, and sexual advances.** It can be based on gender, race, age, religion, disability, national origin, sexual orientation, age, or genetic information. Harassment tends to be repeated, meaning the conduct occurs more than once.

Sexual harassment is a very common type of harassment that occurs in the workplace. There are two main forms of sexual harassment:

- ☉ The first form is **quid pro quo**, a Latin term for **“This for that.”** This type of harassment is perpetrated by a person in a position of power; for example, a supervisor who promises a promotion in exchange for sexual favors.
- ☉ The second form is a **hostile or offensive work environment**. This arises when a perpetrator’s conduct is so severe and pervasive that it negatively affects a person’s job performance. This type of harassment can be perpetrated by anyone in the work environment. Examples might include:
 - ☉ Degrading words, jokes, or unwanted comments
 - ☉ Physical contact or offensive gestures
 - ☉ Asking, demanding, or any attempt to get sexual attention from another person

Sexual harassment is not something that only affects women in the workplace. **People of all gender identities can be sexually harassed.**

By law, employers must investigate complaints of harassment. **Managers and supervisors have a responsibility to treat all complaints seriously and follow through to make sure that the staff member is not punished for reporting harassment.**

There are many things a victim of harassment can do, and they all involve communicating effectively. Some tips to dealing with harassment include:

- ☉ Speak up: Tell the harasser to stop.
- ☉ Put it in writing: Record details of the events.
- ☉ Report the incident: Send your written reports to a supervisor or human resources.
- ☉ Find a witness: Ask for a written statement from anyone that observed the harassment.

DOES ANYONE KNOW THE DIFFERENCE BETWEEN HARASSMENT AND DISCRIMINATION?

- ✘ *Let staff answer and read the following definitions when they are done.*

Discrimination is biased or unequal treatment of someone because of a characteristic of the person including their age, color, disability, gender identity or expression, genetic information, marital status, national origin, race, religion, sex, sexual orientation, or veteran status. Examples of workplace discrimination include refusing to hire someone because of their religion or denying someone a promotion because of their sexual orientation.

Harassment, on the other hand, deals with the social environment. For example, a co-worker makes derogatory jokes about certain religious beliefs. Sexual harassment would be any verbal, physical or visual communication in the workplace that is unwelcome, inappropriate or offensive—for example a co-worker touching another co-worker’s bottom.

Reporting discrimination is important. Not only is it unfair, it is illegal! In many cases, discrimination is something perpetrated by a person with status, like a supervisor, hiring official, or manager. Discrimination can be reported outside of your workplace to organizations like the Equal Employment Opportunity Commission, or EEOC. They have a website and staff that will help you file a complaint.

ACTIVITY

For this activity, I'll read statements regarding harassment and discrimination. Some of these statements are true; others are false. We'll discuss why you think the answer is true or false, and then I'll read it out loud to see if you were correct.

QUESTIONS

- ✘ *Read each question and facilitate a conversation about the topic when possible.
After calling on staff, read the entire answer.*

1. THE BEST WAY TO STOP HARASSMENT IS BY IGNORING IT.

- ✘ *Call on staff.*

False. Many harassers repeat their behavior and do not stop just because their actions are ignored. Speak up. Tell the harasser to stop the behavior, write down the details and witnesses and report it to a trusted adult or supervisor.

2. SEXUAL HARASSMENT MUST INVOLVE TOUCHING OR PHYSICAL CONTACT.

- ✘ *Call on staff.*

False. Physical contact is only one type of sexual harassment. Other types can include verbal, visual or written actions.

3. WOMEN MAKE 79 PERCENT OF WHAT MEN MAKE IN THE WORKPLACE.

- ✘ *Call on staff.*

True. Studies show that women often make less than their male counterparts for the same job, despite similar education and experience. Women of color are often affected most by wage gaps. Women everywhere should feel empowered to negotiate their salary and wages. Don't feel afraid to use professional communication skills and speak up if you feel you deserve more. Do research and ask coworkers. Tips for negotiating salary can be found online.

4. MEN ARE NEVER VICTIMS OF SEXUAL HARASSMENT.

- ✘ *Call on staff.*

False. Although studies suggest that victims are usually females, 10–20% of men have also been victims. Additionally, the number of harassment claims filed by men have almost tripled in the last 15 years.

5. IF THE HARASSER IS A CUSTOMER OR CLIENT, THEIR BEHAVIOR IS NOT CONSIDERED HARASSMENT.

✘ *Call on staff. If they get the answer correct, give them a prize.*

False. It is your employer's responsibility to protect its staff from the actions of customers, vendors, and clients. Just as you would with a co-worker, speak up, document, and report.

6. IN THE 1980s, PEOPLE WERE FIRED FROM THEIR JOBS BECAUSE THEY WERE DIAGNOSED WITH AIDS.

✘ *Call on staff.*

True. Sadly, several landmark lawsuits took place in the late 80's and early 90's that drew attention to the fact that individuals were being fired from their jobs because of their health status and the stigma surrounding the disease. Today, no employer can discriminate against a staff member based on disability or sexual orientation.

7. HARASSMENT AND DISCRIMINATION ARE THINGS THAT OLDER WORKERS DO TO YOUNGER WORKERS, BUT NOT THE OTHER WAY AROUND.

✘ *Call on staff.*

False! You can be the victim or the perpetrator of harassment and discrimination at any age.

GREAT JOB EVERYONE!

Knowing how to identify harassment and discrimination is only half the battle. Over the past 25 years, the workplace has changed dramatically.

Today, the law protects people from unfair treatment because of who they are as a person.

Unfortunately, it was not always this way and if it weren't for people that spoke up when they were victims of harassment and discrimination things would not have changed!

Talk to your manager if you are uncomfortable with someone's behavior. If you feel like your employer is unresponsive, contact your state's OSHA or Bureau of Labor to get help.

PUSH FORWARD

✘ *Pass out PUSH cards.*

On your card is a link to the Promoting U through Safety and Health page (www.promotingusafetyhealth.com). If you follow this page you can learn about other ways to stay safe at home and at work.

11 STRESS



PURPOSE

New research suggests that having a positive attitude is an effective way to cope with stress. Young workers are at a unique time in their lives, with lots of demands from school, parents, work, and friends, and they may not have developed appropriate coping strategies. Teaching young workers about stress and positive thinking behaviors will help them manage stress, which will help maintain their performance on the job and prevent distractions that could lead to an occupational injury.

ACTIVITY TIME

Approximately 15 minutes

PREPARATION

- Handouts are included in the activity book on 12 and 13. Alternatively, you can print the handouts from the website. The handouts can be found at: **www.promotingusafetyhealth.com** Click on "Start the Conversation Activities," then find the "Stress" activity and click on the "Handout" link. Print one "Attitude Quiz" handout per staff member. Print one "9 Ways To Be More Positive" handout per staff member.
- Print PUSH Cards.

DIRECTIONS

Supervisor reads out loud

Supervisor reads out loud

SUPERVISOR READS QUESTION

- ✘ *Do not read out loud*



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BACKGROUND

CAN ANY OF YOU TELL ME WHAT STRESS IS?

✘ *Let staff answer.*

Stress is the mental, physical, and emotional response your body has during a demanding situation. Imagine how you feel immediately after a fire alarm goes off or when you have to slam on your brakes in the car. That is a stress response in your body.

Can any of you tell me what makes you feel stressed?

✘ *Let staff answer.*

These things you just named are called stressors.

Stressors can be good or bad. Good stressors help us achieve our goals and make life interesting.

For example:

- ☉ Running in a race
- ☉ Riding a roller coaster

Bad stressors are things that cause us to feel overwhelmed or depressed.

For example:

- ☉ Money problems
- ☉ Death of a loved one

Bad stress over a long period of time is not good for our bodies and minds and often causes us to feel many emotions, including anxiety, anger, and depression.

These emotions can affect our behavior. For example, if we are stressed about something at work, we may become easily frustrated with co-workers or have difficulty focusing on work tasks.

Stress will always be a factor in our lives, so it is important to learn how to cope with it. What are some healthy ways to cope with stress?

✘ *Let staff answer. Potential answers include (read out loud answers not mentioned by staff):*

- Exercising
- Talking about your feelings with a friend or counselor
- Strategizing ways to remove or reduce the stress
- Getting enough sleep
- Engaging in a hobby
- Meditating
- Journaling

New research shows that having a positive attitude is one way to help cope with stress. In today's activity we'll learn what it means to have a positive attitude.

The 90:10 Principle theorizes that 10% of life is made up of what happens to us (things beyond our control), and 90% of life is decided by how we react to those things. It's important to focus on how we react to stress-inducing situations.

Imagine the following situation: On the way to work, someone cuts you off in traffic. How do you react? With shouting, gestures, and cursing? Ask yourself if this is as big a deal as you are making it. Will it really matter if you arrive at work 30 seconds later? Probably not. You're better off letting it go.

ACTIVITY

Today, we're going to check in to see if we have a positive mindset. First we'll all take a quiz to see if we are positive thinkers. Once you take the quiz, read a short article which we'll discuss in about 5–10 minutes.

- ✘ *Distribute the stress handout or ask employees to turn to page 12 in their activity workbooks. Give staff 5–10 minutes to complete it. When staff seem ready, discuss the points below.*

Talking Points:

1. DOES ANYONE WANT TO SHARE YOUR SCORES AND TELL US WHAT YOU THINK YOU CAN DO TO BE MORE POSITIVE?

2. CAN ANYONE GIVE ME AN EXAMPLE OF HOW YOU "LOOKED ON THE BRIGHT SIDE" TO HELP YOU COPE WITH STRESS?

3. HOW DO YOU THINK WE CAN BE MORE POSITIVE WITH ONE ANOTHER HERE AT WORK?

PUSH FORWARD

- ✘ *Pass out PUSH cards.*

On your card is a link to the Promoting U through Safety and Health page (www.promotingusafetyhealth.com). If you follow this page you can learn about other ways to stay safe at home and at work.

11 STRESS

ATTITUDE QUIZ – EXAMPLE

Instructions: Rate the statements below with a **1 (Mostly)**, **2 (Sometimes)**, or **3 (Almost Never)**. There are no right or wrong answers. This is a tool to learn more about who you are, so be honest. When you are finished, total your responses.

1. I look for the bright side.	
2. I think I have strengths.	
3. I see my mistakes as learning opportunities.	
4. I see my weaknesses as areas for improvement.	
5. I give myself credit for what I can do.	
6. I see the big picture.	
7. I don't feel like I have to be perfect.	
8. I think it's important to try to understand other people's points of view.	
9. I can keep my temper under control when I am frustrated.	
10. I can take a joke.	
11. I can laugh at myself.	
12. I think constructive criticism is helpful.	
13. I make people around me happy.	
14. I say nice things to people around me.	
15. I can forgive people.	
16. I have a good relationship with people around me.	
17. I speak up for what I want.	
TOTAL	

17–24: You have a healthy attitude. **25–42:** Your attitude is okay, but focus on being more positive.
43–51: Your attitude could be holding you back from dealing with stress and enjoying life.

11 STRESS

9 WAYS TO BE MORE POSITIVE — EXAMPLE



Craig Childs, Lifehack.org

Life is easy with a positive attitude, wouldn't you agree? Well, easier at least. One of my favorite sites, The Ririan Project, has a list of ways to perk up your disposition, if you need to.

I've always been amazed by some people's insistence on being in the negative. You can change that, and it's the first step to stepping in a more successful life.

1. Appreciate as much as you can. This is one of those very simple things you can do to bring more positivity into your life. I have also found appreciation to be a great way to turn an angry, sad and frustrated mood around to a more positive one.
2. Stop comparing yourself to others. If you don't then you'll just create a lot of unnecessary pain in your life. If you surpass one person's success, then you'll just find another person more successful than you. And your brief sense of being a winner will transform once again into anxiety, fear, tummy-aches and possibly heart attacks.
3. Realize that it is possible to choose how you react. You don't have to live your life in reaction. You have a choice. There is always a gap between stimuli and reaction. If you focus on that gap it will widen and although it might seem in the beginning like stimuli and your reaction are tied together that is not the case.
4. Educate yourself. Self-education can be a great help to live a more positive life. Read great books on the areas of your life you want to improve. Maybe it's your financial situation. Or your health. Or your relationships. Ask people you know who have had more success in that area than you what they did to improve.
5. Act as if you feel good. Your emotions work backwards too. So even if you don't feel positive, confident, calm or decisive you can act like it. And after you have done that for a few minutes, guess what happens? You will actually start to feel positive, confident, calm or decisive.
6. Live in the now. Don't let your thoughts drift into the past or future more than necessary; this is often a sure-fire way to start negative loops of thoughts in your mind.
7. Do some mental rehearsal. This is great way to improve your performance and decrease anxiety in any upcoming situation. Maybe you're heading into a meeting soon. Visualize now how great the events will unfold—see and hear it—and also how great will you feel at this meeting.
8. Redefine failure. Michael Jordan once said: "I've missed more than 9000 shots in my career. I've lost almost 300 games. 26 times, I've been trusted to take the game winning shot and missed. I've failed over and over and over again in my life. And that is why I succeed."
9. Focus on what you want, not on what you don't want. One common problem is to focus your thoughts on what you don't want rather than what you want. If you do that then it will be hard to get what you want in life. If you want to improve your finances then focus on having a great financial situation rather than your lack of money and your debts.

Childs, C. (n.d.). 9 Ways To Be More Positive. Retrieved April 04, 2016, from <http://www.lifehack.org/articles/lifestyle/9-ways-to-be-more-positive.html>

12 EMOTIONAL HEALTH

PURPOSE

Many young workers suffer from emotional health problems, but have not yet developed the coping techniques needed to successfully deal with these serious issues. This activity highlights the role emotional health plays in the success of young workers, raises awareness of the symptoms and consequences of depression, and identifies resources that can be accessed by young workers and their peers. Research shows that vigilance and openly talking about depression and suicide can save lives—start the conversation.

ACTIVITY TIME

Approximately 20 minutes

PREPARATION

- There are three different handouts. Make sure to distribute an equal mix of each handout. The Emotional Health handouts can be found at: www.promotingusafetyhealth.com Click on "Start the Conversation Activities," then find the "Emotional Health" activity and click on the "Handout" link OR photocopy the handouts from pages 57–69 of this leader book. Print one handout per attending staff, letter size, single sided.
- Print PUSH Cards.

DIRECTIONS

Supervisor reads out loud

Supervisor reads out loud

SUPERVISOR READS QUESTION

- ✘ Do not read out loud*



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BACKGROUND

Everyone can expect to feel sad, anxious, stressed, negative, or angry sometimes.

These emotions are part of life.

However, when we feel these emotions overwhelmingly—or most of the time—it is a signal that something is wrong with our emotional health and we may be depressed. Just like you would go to the doctor if you were feeling physically ill, when you or someone you know is showing signs of depression, it is time to check in with a doctor, therapist, counselor, or trusted adult.

CAN ANYONE TELL ME WHAT SOME SYMPTOMS OF DEPRESSION ARE?

✘ *Let staff answer. Correct answers are below and can be read aloud if not mentioned by staff.*

- ⊖ Difficulty concentrating, remembering details, and making decisions
- ⊖ Fatigue and decreased energy (not wanting to get out of bed)
- ⊖ Feelings of guilt, worthlessness, and/or helplessness
- ⊖ Feelings of hopelessness and/or pessimism
- ⊖ Insomnia, early-morning wakefulness, or excessive sleeping
- ⊖ Irritability, restlessness
- ⊖ Loss of interest in activities or hobbies you once enjoyed
- ⊖ Overeating or appetite loss
- ⊖ Persistent aches or pains, headaches, cramps or digestive problems that do not ease even with treatment
- ⊖ Persistent sadness, anxiety, or "empty" feelings
- ⊖ Thoughts of suicide or suicide attempts

Depression is more than sadness, but rather an inability to feel like yourself. Many young people struggle with depression. In fact, almost 11% of young people ages 12–17 have felt depressed. Approximately

7% of adults 18 and over struggle with depression as well, making this a very common problem. Depression can affect anyone regardless of your GPA, employment status, popularity, or income.

In the workplace, your emotional health plays a role in many ways. It affects your relationship with coworkers, your ability to concentrate on the job, your attendance at work, and your performance.

The important point here is that there are treatments and resources for depression that are accessible and affordable. It is possible for people to feel happy again. The first step is recognizing that there is a problem, and the next step is getting some help.

Research shows that vigilance and openly talking about depression can help save lives. If you think you or someone you know is suffering from depression, speak up and get help.

ACTIVITY

In today's activity, we're going to read some news articles about depression and discuss the main points.

I will hand out some reading material or you can turn to 14–22 in your workbook.

✘ *There are three unique handouts with different articles.*

Quietly read the article or articles you receive and write down the:

- 1) Main idea of the article
- 2) Two interesting facts or quotes in the article
- 3) The names of resources identified in the article

In about 10 minutes, we'll discuss it as a group.

✘ *Discussion Points. Go over articles with the group one at a time. Answers may vary.*

HANDOUT 1

17-Year-Old Suicide Prevention Advocate Speaks Openly About Depression, Mental Disorders

1. WHAT IS THE MAIN IDEA OF THIS ARTICLE?

A young woman speaks out about her experience with depression in an effort to promote suicide prevention

2. RECORD TWO FACTS OR STATEMENTS FROM THIS ARTICLE THAT YOU FOUND IMPACTFUL.

✘ *Allow staff to share their answers and discuss.*

3. WHAT ARE SOME RESOURCES (PLACES TO GET HELP, OR PEOPLE TO HELP) MENTIONED IN THIS ARTICLE?

If you or someone you know is at risk for harming themselves, talk to a trusted adult. You can also call the Suicide Prevention Lifeline at 1-800-273-TALK or 1-800-273-8255.

You can also text the word "Start" to 741741.

Surprising Behaviors That Put Teens At Serious Risk Of Depression

1. WHAT IS THE MAIN IDEA OF THIS ARTICLE?

Some behaviors (lack of sleep, physical inactivity, screen time/media use) put youth at a greater risk of suffering from depression.

2. RECORD TWO FACTS OR STATEMENTS FROM THIS ARTICLE THAT YOU FOUND IMPACTFUL.

✘ *Allow staff to share their answers and discuss.*

HANDOUT 2

Drugs + Depressed Teens = A Dangerous Combination

1. WHAT IS THE MAIN IDEA OF THIS ARTICLE?

Substance use can increase the risk and severity of emotional problems in young adults.

2. RECORD TWO FACTS OR STATEMENTS FROM THIS ARTICLE THAT YOU FOUND IMPACTFUL.

✘ *Allow staff to share their answers and discuss.*

Lady Gaga Is Fighting Teen Depression and Suicidal Thoughts Because She's Been There

1. WHAT IS THE MAIN IDEA OF THIS ARTICLE?

Depression and suicide are common issues in young people, but there are resources available to help those suffering from these mental health issues.

2. RECORD TWO FACTS OR STATEMENTS FROM THIS ARTICLE THAT YOU FOUND IMPACTFUL.

✘ *Allow staff to share their answers and discuss.*

3. WHAT ARE SOME RESOURCES (PLACES TO GET HELP, OR PEOPLE TO HELP) MENTIONED IN THIS ARTICLE?

Trevor Project, Born Brave Bus, Born this Way Foundation

HANDOUT 3

Suicide On Campus And The Pressure Of Perfection

1. WHAT IS THE MAIN IDEA OF THIS ARTICLE?

Youth hold themselves to super-high standards to be perfect, but often times these unattainable standards can promote depression and suicide.

2. RECORD TWO FACTS OR STATEMENTS FROM THIS ARTICLE THAT YOU FOUND IMPACTFUL.

✘ *Allow staff to share their answers and discuss.*

3. WHAT ARE SOME RESOURCES (PLACES TO GET HELP, OR PEOPLE TO HELP) MENTIONED IN THIS ARTICLE?

Active Minds

Great discussion everyone.

Just like we would speak up when we see a safety hazard at work or when we see someone doing something that could injure them, speak up if you suspect you or someone you know is dealing with depression or is thinking about suicide.

If you are dealing with depression, talk to me, your parents or a trusted adult and get help, so you can learn how to address your depression and be happy again.

PUSH FORWARD

✘ *Pass out PUSH cards.*

On your card is a link to the Promoting U through Safety and Health page (www.promotingusafetyhealth.com). If you follow this page you can learn about other ways to stay safe at home and at work.

12 EMOTIONAL HEALTH HANDOUT #1 — EXAMPLE



17-YEAR-OLD SUICIDE PREVENTION ADVOCATE SPEAKS OPENLY ABOUT DEPRESSION, MENTAL DISORDERS

By: Tricia Sloma, WNDU News

Teenage suicide is a difficult topic that has left many Michiana families confused and saddened in recent weeks.

Multiple local school systems have had to grapple with the devastating consequences of teenagers who have taken their own lives.

The numbers are staggering. According to the Indiana Youth Institute, the Hoosier State has the highest rate in the nation of teens who have considered suicide, and the second highest rate in the nation in terms of teens who have attempted suicide.

Tricia Sloma attended a statewide suicide conference in August and met a courageous young woman who has survived multiple suicide attempts.

"I just really have a passion for helping people who struggle with what I have," 17-year-old Kayla Hands explains.

The Evansville High School senior is very open about her struggles with depression and mental disorders.

This bright, beautiful teen is an athlete, musician, good friend, loving daughter and big sister. She was invited to join the experts as a panelist at a statewide suicide prevention conference in August.

"I think the reason that suicide prevention is so

important to me is because I've personally dealt with it," Kayla reveals. "I have attempted suicide five times."

That's five different times Kayla tried to take her own life.

"The darkness was really deep. It was kind of like being in a really deep hole. I felt like everything was collapsing around me. Even if something not that significant happened, it would feel like the end of the world," she explains. "The time I probably learned the most was the fifth time. I overdosed, ended up in the hospital. It was really hard to see all my family and friends go through almost losing me."

And it was hard for them too.

"She hid it very well," admits Kayla's mom, Angela Hands. "She looked like her old happy self."

Like so many parents, Angela didn't see the signs at first. She agonized over every suicide attempt, but she worked hard to get help. For Kayla, that included residential treatment at a facility two hours away.

"Gosh, it broke my heart," Angela admits. "You want to be able to fix your child, and you feel helpless at

times. You do everything you can do, but they have to want to do it too."

Thanks to the right balance of counseling and medicine, Kayla is back and determined to help others. She produced a short film addressing the topic of teen suicide, called "Breaking the Silence."

"It's not talked about," Kayla says. "There's this huge stigma around it, and I just wish that stigma can be erased someday. It may not be completely erased, but maybe we can get the suicide rate to decrease."

We asked Kayla what she would tell a teenager who is considering suicide.

"I would tell them, truthfully, it's not worth it," she answers. "I've been in the hospital feeling completely hopeless like nothing was going to get better, and now I'm happy and I'm to the point where I can look at life and see a point in living."

Kayla gives a lot of credit to her support system of family and friends. She continues to go to counseling and takes medicine. After graduation, Kayla wants to study psychology and looks forward to helping others who struggle with mental health disorders.

Teenagers, if you or someone you know is at risk for harming themselves, talk to a trusted adult. You can also call the Suicide Prevention Lifeline at 1-800-273-TALK or 1-800-273-8255. You can also text the word "Start" to 741741.

SURPRISING BEHAVIORS THAT PUT TEENS AT SERIOUS RISK OF DEPRESSION

By: Randy Hoder, Time Magazine

A new study shows that an ‘invisible risk’ group of adolescents—who use tons of media and don’t get enough sleep or exercise—are in danger of serious mental health issues.

Teenagers at risk for depression, anxiety and suicide often wear their troubles like a neon sign. Their risky behaviors—drinking too much alcohol, using illegal drugs, smoking cigarettes and skipping school—can alert parents and teachers that serious problems are afoot.

But a new study, published this month in the journal *World Psychiatry*, finds that there’s another group of adolescents who are in nearly as much danger of experiencing the same psychiatric symptoms as their high-risk peers: teens who use tons of media, don’t get enough sleep and have a sedentary lifestyle.

Of course, that may sound like a description of every teenager on the planet.

I myself seem to have two mantras these days with my 16-year-old: “Get off your phone” and “It’s really late. Go to sleep.” But the study warns that it is teenagers who engage in all three of these practices in the extreme who are truly in jeopardy.

Because their behaviors are not usually seen as a red flag, these young people have been dubbed the “invisible risk” group by the study’s authors.

“In some ways they are at greater risk of falling through the cracks,” says Vladimir Carli, a researcher at the National Centre for Suicide Research and Prevention of Mental Ill-Health at the Karolinska Institute in Sweden. “While most parents, teachers and clinicians would react to an adolescent using drugs or getting drunk, they may easily overlook teenagers who are engaging in unobtrusive behaviors such as watching too much TV, not playing sports or sleeping too little.”

The study’s authors surveyed 12,395 students between the ages of 14 and 16 from 11 European countries and analyzed nine risk behaviors: excessive alcohol use, illegal drug use, heavy smoking, reduced sleep, being overweight, being underweight, having a sedentary routine, high media use and truancy. Their aim was to determine the relationship between these risk behaviors and mental health issues in adolescent boys and girls.

About 58% of the students demonstrated none or very few of the risk behaviors. Some 13% scored high on all nine of the risk behaviors. And 29%, the so-called “invisible risk” group, scored high on three in particular: They spent five hours a day or more watching TV, playing video games or surfing the Internet (unrelated to school or work). They slept six hours a night or less. And they neglected “other healthy activities, such as sports.”

The group that scored high on all nine of the risk behaviors was most likely to show symptoms of depression; in all, nearly 15% of this cohort reported being depressed, compared with just 4% of the low-risk group. But the invisible group wasn’t far behind the high-risk set, with more than 13% of them exhibiting depression.

The same pattern held true for anxiety, with 9% of the high-risk kids showing symptoms, compared with 2.5% of the low-risk group and 8% of the invisible group.

Meanwhile, 10% of the high-risk group reported that they’d attempted suicide, compared with less than 2% of the low-risk group. The invisible group came in at 6%—three times the rate of the low-risk kids.

The findings caught Carli and his colleagues off guard. “We were very surprised,” he says. “The high-risk group and low-risk group are obvious. But this third group was not only unexpected, it was so distinct

and so large—nearly one third of our sample—that it became a key finding of the study.”

Carli and his team aren't the only ones to raise concerns about the confluence of too little sleep, too much media use and too little exercise. In a piece published last month on the New York Times Motherlode blog, writer and educator Jessica Lahey made the case that teens need at least nine hours of sleep a night, but often get only about seven.

To turn that around, she suggested, parents can take a number of steps, including making sure that their kids keep electronics out of the bedroom. “Laptops, smartphones and tablets emit approximately 30 to 50 lux, about half the illumination of a room light, more than enough light to affect circadian rhythms and delay the production and release of melatonin,” she noted. Lahey also encouraged exercise, explaining that people who work out for three or four 30-minute sessions a week sleep 45 minutes to an hour longer on most nights.

Carli, whose work is part of the larger Saving and Empowering Young Lives in Europe research project, says that one of the most significant things about his study is that it provides new early-warning signs for parents, teachers and mental health-care providers. And early identification, support and treatment for mental health issues, he says, are the best ways to keep them from turning into full-blown disorders.

“It is likely that adults won't see these behaviors as risky or as reason for alarm,” he says. “But the truth is, they are. It doesn't mean that every teenager who doesn't get enough sleep or plays too many video games is at risk. But it is something we need to pay close attention to.”

12 EMOTIONAL HEALTH

HANDOUT #2 — EXAMPLE



DRUGS + DEPRESSED TEENS = A DANGEROUS COMBINATION

By Psych Central News Editor, Psych Central

U.S. teenagers who attempt to self-medicate through the use of marijuana or other drugs can end up worsening their depression, says a new report. The report suggests that such drug use could also lead a teen toward other serious mental disorders.

The report cites research which it says shows that some teens are using drugs to alleviate feelings of depression (“self-medicating”), when in fact, using marijuana can compound the problem. The report found, for instance, that teenagers who smoke marijuana at least once a month are three times more likely to have suicidal thoughts than non-users.

The report, from the White House Office of National Drug Control Policy (ONDCP), suggests that up to two million teens felt depressed at some point during the past year, and depressed teens are more than twice as likely as non-depressed teens to have used marijuana during that same period.

Depressed teens are also almost twice as likely to have used illicit drugs as non-depressed teens. They are also more than twice as likely as their peers to abuse or become dependent on marijuana. Marijuana use is associated with depression, suicidal thoughts, and suicide attempts.

“Marijuana is not the answer. Too many young people are making a bad situation worse by using marijuana in a misguided effort to relieve their symptoms of

depression,” said John P. Walters, Director, National Drug Control Policy.

“Parents must not dismiss teen moodiness as a passing phase. Look closely at your teen’s behavior because it could be a sign of something more serious.”

Although marijuana use among teens has dropped by 25 percent since 2001, more teens use marijuana than all other illicit drugs combined. The new report, *Teen Marijuana Use Worsens Depression: An Analysis of Recent Data Shows ‘Self-Medicating’ Could Actually Make Things Worse (PDF)*, also found the following:

- Using marijuana can lead to depression and other mental illnesses;
- The percentage of depressed teens is equal to the percentage of depressed adults, but depressed teens are more likely than depressed adults to use marijuana and other illicit drugs;
- Teen girls who use marijuana daily are more likely to develop depression than girls who do not use marijuana;
- Depressed teens are also more likely than non-depressed teens to engage in other risky behaviors such as daily cigarette use and heavy alcohol use.

“Don’t be fooled into thinking that pot is harmless,” said Dr. Drew Pinsky, internist, addiction expert, and host of VH1’s Celebrity Rehab. “Marijuana is an addictive drug. Teens who are already depressed and use marijuana may increase their odds of suffering from even more serious mental health problems.”

In fact, the potency of smoked marijuana has risen consistently over the past decades and higher potency translates into serious health consequences for teens. Some studies show that higher potency marijuana may be contributing to an increase in the number of American teens seeking treatment for marijuana dependence.

The risks associated with recent and long-term marijuana use include schizophrenia, other forms of psychosis, and even suicide. “Not only are adolescents at greater risk for drug abuse, but they may suffer more consequences,” said Nora D. Volkow, M. D., Director of the National Institute on Drug Abuse. “There is also some evidence that in vulnerable teens—because of genetic factors—the abuse of marijuana can trigger a schizophreniform disorder.”

The report was released to coincide with May’s Mental Health Awareness Month.

Source: U.S. National Drug Control Policy

LADY GAGA IS FIGHTING TEEN DEPRESSION AND SUICIDAL THOUGHTS BECAUSE SHE'S BEEN THERE

By *Mathew Rodriguez, Mic*

Four years after Lady Gaga established the Born This Way Foundation, which aims to inspire youth and build supportive communities, the music superstar opened up about her own private life-long battle with depression to *Billboard*.

In the interview, she remembered Jamey Rodemeyer, who tweeted a note to her just prior to taking his own life on Sept. 18, 2011. Four months prior to his suicide, Rodemeyer made a video for the *It Gets Better Project*. Lady Gaga spoke about the many ways her fans have reached out to her personally for help through troubling times.

“Jamey’s death, as well as the suicide of a lot of young teens [occured] that year, right around the release of *Born This Way*,” she told *Billboard*. “When that album came out, Jamey heard pieces of it and was posting about it on the Internet, but unfortunately, he was already in that very deep dark space.”

The tales of death and depression from her young fans forced her to take action. “Many of them were really young: 11- to 17-year-olds in very tumultuous times,” Lady Gaga told *Billboard*. “They would tell me their stories, and many of them were very dark. As I began to care for them and to see myself in them, I felt I had to do something that would remind kids they’re not alone. When they feel isolated, that’s when it leads to suicide.”

Lady Gaga is correct. According to the Trevor Project, suicide is the second most common cause of death for people ages 10 to 24. Gay, lesbian and bisexual youth are four times more likely to attempt suicide as their straight peers, while questioning youth are three times more likely. Almost half of transgender young people have seriously considered taking their lives, while one-quarter have made a suicide attempt. Those LGBT youth whose families reject them are 8.4 times more likely to attempt suicide than those who do not report rejection.

More than 150,000 people visited the foundation’s Born Brave Bus, a pop-up resource center, and it is also the setting where Lady Gaga heard many of these stories firsthand. According to her, the common thread in many of these situations was depression and anxiety, which she said she related to personally.

“Depression and anxiety really link [these stories],” she told *Billboard*. “There is something in the way that we are now, with our cell phones and people are not looking at each other and not being in the moment with each other, that kids feel isolated. They read all of this extremely hateful language on the Internet. The Internet is a toilet. It is. It used to be a fantastic resource—but you have to sort through shit to find the good stuff.”

Recounting the time in 2011 when she met with President Barack Obama to discuss bullying, Lady Gaga said, “he really, deeply cared. I hear from [White House senior adviser] Valerie Jarett a lot.”

Bullying in school is a major source of stress, anxiety and depression for LGBT youth. According to the Gay, Lesbian and Straight Education Network, 71.3% of LGBT students hear homophobic remarks nearly every day. Nearly 82% experience some form of verbal harassment, more than 38% experience physical harassment and 18.3% experienced assault.

Getting personal: Finally, Lady Gaga opened up about her own battles with depression and anxiety. “I’ve suffered through depression and anxiety my entire life. I still suffer with it every single day,” she told *Billboard*.

“I’ve suffered through depression and anxiety my entire life. I still suffer with it every single day.” — @ladygaga

Lady Gaga also spoke about her new single “Til It

Happens to You,” which she recorded with Oscar-nominated songwriter Diane Warren. The video, which contains some graphic images of sexual assault, was hard for her to record and produce. But Lady Gaga said she found help from Warren and the stories of other survivors.

“It was extremely cathartic to know that not only am I not alone, but that other men and women aren’t alone—we all have each other,” she told *Billboard*. “Even outside of rape culture, there are a lot of people silently in pain about extremely traumatic things.”

Gaga herself is a survivor of sexual assault. “I didn’t tell anyone [about my sexual assault] for years—and I didn’t tell anyone for years because I didn’t tell myself for years,” she told *Billboard*. “And my soul just burnt out until it was gone. And then you have to admit you were in pain, and that you died in a way, but you are in control to bring it back, and there are people in the world who’ll help you.”

Lady Gaga reflected on what she’s done with her foundation and why she continues the work.

“When I see the friendships these kids have built,” she told *Billboard*, when I see a child with an eating disorder sit down with somebody who has a lifelong terminal illness and somebody who’s in transition—that makes me feel like we’re doing something no one else is. This is my life purpose, this foundation. This is why I was brought to life, I think.”

12 EMOTIONAL HEALTH

HANDOUT #3 — EXAMPLE



SUICIDE ON CAMPUS AND THE PRESSURE OF PERFECTION

By: Julie Scelfo, New York Times

Kathryn DeWitt conquered high school like a gold-medal decathlete. She ran track, represented her school at a statewide girls' leadership program and took eight Advanced Placement tests, including one for which she independently prepared, forgoing the class.

Expectations were high. Every day at 5 p.m. test scores and updated grades were posted online. Her mother would be the first to comment should her grade go down. "I would get home from track and she would say, 'I see your grade dropped.' I would say, 'Mom, I think it's a mistake.' And she would say, 'That's what I thought.'" (The reason turned out to be typing errors. Ms. DeWitt graduated with straight A's.)

In her first two weeks on the University of Pennsylvania campus, she hustled. She joined a coed fraternity, signed up to tutor elementary school students and joined the same Christian group her parents had joined at their alma mater, Stanford.

But having gained admittance off the wait list and surrounded by people with seemingly greater drive and ability, she had her first taste of self-doubt. "One friend was a world-class figure skater. Another was a winner of the Intel science competition. Everyone around me was so spectacular and so amazing and I wanted to be just as amazing as they are."

Classmates seemed to have it all together. Every

morning, the administration sent out an email blast highlighting faculty and student accomplishments. Some women attended class wearing full makeup. Ms. DeWitt had acne. They talked about their fantastic internships. She was still focused on the week's homework. Friends' lives, as told through selfies, showed them having more fun, making more friends and going to better parties. Even the meals they posted to Instagram looked more delicious.

Her confidence took another hit when she glanced at the cellphone screen of a male student sitting next to her who was texting that he would "rather jump out of a plane" than talk to his seatmate.

When, on Jan. 17, 2014, Madison Holleran, another Penn freshman, jumped off the top of a parking garage and killed herself, Ms. DeWitt was stunned. She had never met Ms. Holleran, but she knew the student was popular, attractive and talented. In a blog post soon afterward, Ms. DeWitt would write: "What the hell, girl?! I was supposed to be the one who went first! You had so much to live for!"

Despite her cheery countenance and assiduous completion of assignments, Ms. DeWitt had already bought razor blades and written a stack of goodbye letters to loved ones.

Ms. Holleran was the third of six Penn students to commit suicide in a 13-month stretch, and the school

is far from the only one to experience a so-called suicide cluster. This school year, Tulane lost four students and Appalachian State at least three—the disappearance in September of a freshman, Anna M. Smith, led to an 11-day search before she was found in the North Carolina woods, hanging from a tree. Cornell faced six suicides in the 2009-10 academic year. In 2003-4, five New York University students leapt to their deaths.

Nationally, the suicide rate among 15- to 24-year-olds has increased modestly but steadily since 2007: from 9.6 deaths per 100,000 to 11.1, in 2013 (the latest year available from the Centers for Disease Control and Prevention). But a survey of college counseling centers has found that more than half their clients have severe psychological problems, an increase of 13 percent in just two years. Anxiety and depression, in that order, are now the most common mental health diagnoses among college students, according to the Center for Collegiate Mental Health at Penn State.

Soon after Ms. Holleran's death, Penn formed a task force to examine mental health on campus. Its final report, issued earlier this year, encouraged the school to step up outreach efforts, expand counseling center hours, and designate a phone line so that anyone with concerns could find resources more easily. It also recognized a potentially life-threatening aspect of campus culture: Penn Face. An apothegm long used by students to describe the practice of acting happy and self-assured even when sad or stressed, Penn Face is so widely employed that it has shown up in skits performed during freshman orientation.

While the appellation is unique to Penn, the behavior is not. In 2003, Duke jolted academe with a report describing how its female students felt pressure to be “effortlessly perfect”: smart, accomplished, fit, beautiful and popular, all without visible effort. At Stanford, it's called the Duck Syndrome. A duck appears to glide calmly across the water, while beneath the surface it frantically, relentlessly paddles.

“Nobody wants to be the one who is struggling while

everyone else is doing great,” said Kahaari Kenyatta, a Penn senior who once worked as an orientation counselor. “Despite whatever's going on—if you're stressed, a bit depressed, if you're overwhelmed—you want to put up this positive front.”

Citing a “perception that one has to be perfect in every academic, cocurricular and social endeavor,” the task force report described how students feel enormous pressure that “can manifest as demoralization, alienation or conditions like anxiety or depression.”

William Alexander, director of Penn's counseling and psychological services, has watched a shift in how some young adults cope with challenges. “A small setback used to mean disappointment, or having that feeling of needing to try harder next time,” he said. Now? “For some students, a mistake has incredible meaning.”

Meeta Kumar, who has been counseling at Penn for 16 years, has noticed the same change. Getting a B can cause some students to fall apart, she said. “What you and I would call disappointments in life, to them feel like big failures.”

As the elder child of a civil engineer and preschool teacher in San Mateo, Calif., Ms. DeWitt, now 20, has understood since kindergarten that she was expected to attend an elite college. While she says her parents are not overbearing, she relishes their praise for performing well. “Hearing my parents talk about me in a positive way, or hearing other parents talk about their kids doing well in academics or extracurriculars, that's where I got some of the expectations for myself,” she said. “It was like self-fulfillment: I'd feel fulfilled and happy when other people were happy with what I'm doing, or expectations they have are met.”

Penn had felt like a long shot but was her top choice. When she was admitted off the wait list in June 2013, she made a pact with herself not to squander the precious opportunity. Over that summer, she studied the course catalog, and decided that declaring a major early would help her plan more efficiently. She chose math, envisioning a teaching

career. "I'm a person who lives by a schedule," she said. "I have a plan for maybe the next two years, next three years, maybe five years."

And so she had made a plan for making her life turn out the way she thought it was supposed to. "I had the idea that I was going to find this nice Christian boyfriend at college and settle down and live the life my parents had led," she said.

But there was the issue of her sexuality. Several times in high school she had found herself attracted to other girls, but believing her parents and church did not fully accept homosexuality, she had pushed aside those feelings. Her resolve was strengthened when her father sat her down for a heartfelt speech about how proud he was of her getting into Penn and of the direction her life was going. "Tears rolling down his face, he said, 'Kathryn, the reason I'm living is to pass you off to your husband.'"

Now, upon noticing a cute girl in her dorm, she had a terrifying realization: "I couldn't deny it anymore."

Every day, she grew more despondent. She awoke daily at 7:30 a.m. and often attended club meetings until as late as 10 p.m. She worked 10 hours a week as part of her financial aid package, and studied furiously, especially for her multivariable calculus class. Would she never measure up? Was she doing enough? Was she taking full advantage of all the opportunities?

Then came a crushing blow: a score in the low 60s on her calculus midterm. The class was graded on a curve, but surely she would fail it, she thought, dooming her plan to major in math and to teach.

"I had a picture of my future, and as that future deteriorated," she said, "I stopped imagining another future." The pain of being less than what she thought she ought to be was unbearable. The only way out, she reasoned with the twisted logic of depression, was death.

She researched whether the university returned tuition to parents of students who die by suicide, and began cutting herself to "prepare" for the pain.

The existential question "Why am I here?" is usually followed by the equally confounding "How am I doing?" In 1954, the social psychologist Leon Festinger put forward the social comparison theory, which posits that we try to determine our worth based on how we stack up against others.

In the era of social media, such comparisons take place on a screen with carefully curated depictions that don't provide the full picture. Mobile devices escalate the comparisons from occasional to nearly constant.

Gregory T. Eells, director of counseling and psychological services at Cornell University, believes social media is a huge contributor to the misperception among students that peers aren't also struggling. When students remark during a counseling session that everyone else on campus looks happy, he tells them: "I walk around and think, 'That one's gone to the hospital. That person has an eating disorder. That student just went on antidepressants.' As a therapist, I know that nobody is as happy or as grown-up as they seem on the outside."

Madison Holleran's suicide provided what might be the ultimate contrast between a shiny Instagram feed and interior darkness. Ms. Holleran posted images that show her smiling, dappled in sunshine or kicking back at a party. But according to her older sister, Ashley, Madison judged her social life as inferior to what she saw in the online posts of her high school friends. An hour before she killed herself, she posted a dreamy final photo of white holiday lights twinkling in the trees of Rittenhouse Square.

Where the faulty comparisons become dangerous is when a student already carries feelings of shame, according to Dr. Anthony L. Rostain, a pediatric psychiatrist on Penn's faculty who was co-chairman of the task force on student psychological health and welfare. "Shame is the sense one has of being defective or, said another way, not good enough," Dr. Rostain said. "It isn't that one isn't doing well. It's that 'I am no good.'" Instead of thinking "I failed at

something, these students think, 'I am a failure.'"

America's culture of hyperachievement among the affluent has been under scrutiny for at least the last decade, but recent suicide clusters, including the deaths of three high school students and one recent graduate in Palo Alto, Calif., have renewed the debate. "In the Name of College! What Are We Doing to Our Children?" blared a Huffington Post headline in March. Around the same time, the New York Times columnist Frank Bruni published "Where You Go Is Not Who You'll Be: An Antidote to the College Admissions Mania," which he was inspired to write after years of observing the insanity surrounding the process—not only among students but also their parents. Numerous other alarms have been sounded over helicopter parenting, and how it robs children of opportunities to develop independence and resiliency, thereby crippling them emotionally later in life. These cultural dynamics of perfectionism and overindulgence have now combined to create adolescents who are ultra-focused on success but don't know how to fail.

Beginning in 2002, when she became dean of freshmen at Stanford, Julie Lythcott-Haims watched the collision of these two social forces up close. In meetings with students, she would ask what she considered simple questions and they would become paralyzed, unable to express their desires and often discovering mid-conversation that they were on a path that they didn't even like.

"They could say what they'd accomplished, but they couldn't necessarily say who they were," said Ms. Lythcott-Haims. She was also troubled by the growing number of parents who not only stayed in near-constant cellphone contact with their offspring but also showed up to help them enroll in classes, contacted professors and met with advisers (illustrating the progression from helicopter to lawn mower parents, who go beyond hovering to clear obstacles out of their child's way). But what she found most disconcerting was that students, instead of being embarrassed, felt grateful. Penn researchers studying friendship have found that students' best friends aren't classmates or romantic

partners, but parents.

Children "deserve to be strengthened, not strangled, by the fierceness of a parent's love," Ms. Lythcott-Haims wrote in a 2005 op-ed piece for The Chicago Tribune. If by adulthood they cannot fend for themselves, she asked, "shouldn't we worry?"

Eventually she came to view her students' lack of self-awareness, inability to make choices and difficulty coping with setbacks as a form of "existential impotence," a direct result of a well-meaning but misguided approach to parenting that focuses too heavily on external measures of character. In June, Ms. Lythcott-Haims, who left Stanford in 2012, published a book on the subject, "How to Raise an Adult: Break Free of the Overparenting Trap and Prepare Your Kid for Success."

These observations echo those made by the psychologist Alice Miller in her seminal book for therapists, "The Drama of the Gifted Child: The Search for the True Self." In the book, published in 1979 and translated into 30 languages, Ms. Miller documents how some especially intelligent and sensitive children can become so attuned to parents' expectations that they do whatever it takes to fulfill those expectations—at the expense of their own feelings and needs. This can lead to emotional emptiness and isolation. "In what is described as depression and experienced as emptiness, futility, fear of impoverishment, and loneliness," she wrote, "can usually be recognized as the tragic loss of the self in childhood."

Ms. DeWitt had said goodbye and provided explanations to close friends and relatives on pink rose-adorned paper, stacked up neatly on her desk. Her roommate noticed that she had stopped eating after Madison Holleran's suicide, expressed concern and invited conversation. During an hourlong discussion, Ms. DeWitt disclosed how she had been contemplating suicide, but she pretended those feelings had gone away. To make sure her denial was convincing, she tossed the letters in the recycling bin.

But when the roommate returned hours later, she

discovered that the letters had been taken out of the trash, and she told a resident adviser, who contacted the house dean. The dean insisted that Ms. DeWitt go for counseling. She did, and was immediately hospitalized.

After lots of counseling, a leave of absence and an internship at the headquarters of Active Minds, a nonprofit youth mental health advocacy group in Washington, D.C., Ms. DeWitt returned to campus in January.

Elite colleges often make it difficult for students to take time off, and readmission is not always guaranteed, something frequently cited as a deterrent to getting help (Yale eased its policy in April after a student's suicide note expressed anguish over readmission). Other elite schools are likewise examining the issue. When Ms. DeWitt's mother came to visit her in the hospital, one of the first things she brought up was the readmittance process.

Both of Ms. DeWitt's parents confirmed the contents of this article but declined to provide comments beyond expressing their love and support and saying, in a jointly written email, "Her courage and resilience have been a real blessing and example to us. We want to give Kathryn the opportunity to tell her own story."

Ms. DeWitt has tried to forge a new path for herself that is kinder and more forgiving. Rather than stay involved with the Christian group favored by her parents, she joined the progressive-minded Christian Association and the Queer Christian Fellowship, where she feels comfortable talking about her newly found identity as a lesbian. She was among the first students to write openly about her emotional state for Pennsive, a blog started to create "a safe space for Penn students to better understand and openly discuss issues regarding mental health."

Other efforts at Penn include the formation of a peer counseling program, to start in the fall, and the posting of "ugly selfies" to Instagram and Facebook, a perfectionism-backlash movement that took place for a few weeks earlier this year. Nationally,

researchers from 10 universities have joined forces to study resiliency, and the Jed and Clinton Health Matters Campus Program has enlisted 90 schools to help develop mental health and wellness programs. Active Minds, which was founded at Penn in 2001, now has more than 400 chapters, including ones at community colleges and high schools. Ms. DeWitt is the Penn chapter's webmaster.

These days, Ms. DeWitt's lime-green watch covers up a scar where she had cut herself. But she is less concerned about covering up her true self. She has confessed her sexual feelings to her parents. They are working on acceptance. "My mom is there," Ms. DeWitt said. "My dad is still working on it." Having made it through her first year—the 60-something on her calculus midterm, graded on a curve, ended up netting her an A minus—she has become a lot more relaxed about her grades, her life and her future. "I'm probably going to major in psychology," she said. Her career plans are up in the air, an uncertainty that would have been intolerable to her former self.

"I need some experience before I make the decision. It's nice to have the freedom not to know."

13 SUBSTANCE USE



PURPOSE

Drug and alcohol use plays a large role in occupational injuries. Some young workers engage in risky behaviors off the job that can affect their safety on the job. An important step in addressing the implications of substance use related to job safety is raising awareness in younger workers.

PREPARATION

- Handouts are included in the activity book on pages 28–31.

Alternatively, you can print the handouts from the website. The handouts can be found at:

www.promotingusafetyhealth.com

Click on "Start the Conversation Activities," then find the "Substance Use" activity and click on the "Handout" link. Print one handout per attending staff, letter size, single sided. There are four different worksheets in each handout. Print enough copies of the worksheet so that each student has at least one handout, but there are an equal mix of worksheets in the group.

- Print PUSH Cards.

DIRECTIONS

Supervisor reads out loud

Supervisor reads out loud

SUPERVISOR READS QUESTION

- ✘ *Do not read out loud*



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BACKGROUND

Many job sites, like ours, have a zero tolerance policy for alcohol and drug use—meaning being under the influence at work can get you in some big trouble.

WHAT DOES UNDER THE INFLUENCE OF DRUGS AND ALCOHOL MEAN? WHAT ARE SOME SYMPTOMS OF “BEING UNDER THE INFLUENCE?”

✘ *Let staff answer.*

Answer to “What does under the influence mean?”: “A person is under the influence of alcohol or drugs when their mental or physical function is impaired because of the use of a substance.”

Answer to “What are some symptoms of alcohol and drug use?”:

- ☉ Lack of impulse control (makes bad decisions, acts without thinking, no self-control)
- ☉ Blurred and impaired vision
- ☉ Slurred speech, incoherent or rambling talk
- ☉ Slowed reaction time/slower movement and slowed thinking
- ☉ Feeling ill/poor balance (dizzy, barfing, burping, spinning-feeling)
- ☉ Emotional outbursts (anger, sadness, inappropriate emotional responses)
- ☉ Memory loss and disorientation
- ☉ Loss of consciousness
- ☉ Poor sleep quality or sleepiness
- ☉ Increased urination
- ☉ Sudden change in behavior/mood swings
- ☉ Erratic (strange) behavior
- ☉ Changes in physical appearance (jittery, ticks, floppy, jerky, anxious)

Whether alcohol and drugs are consumed on or off the job, they still have a negative impact on your ability to safely do your job. In fact, many times alcohol and drugs have lasting effects, long after they “feel” like they have left our bodies.

For example, because alcohol decreases sleep quality, daytime sleepiness, an inability to focus on tasks, irritability and brain cloudiness can linger, even after a few days!

One thing that should be emphasized is that although many people use drugs and alcohol recreationally, drug and alcohol use is often something people engage in if they feel anxious or depressed. If you feel this way, or engage in frequent or heavy alcohol and drug use, visit the promotingusafetyhealth.com website for resources.

ACTIVITY

In today’s exercise, we’re going to review some stories that will help bust some myths about drinking alcohol and using drugs. I’m going to hand out some worksheets. Your job is to fill them in. We’ll discuss our answers in a few minutes. You can work alone or together in a group.

✘ *Hand out the worksheets or ask employees to turn to pages 28–31 in their activity workbooks. Give them time to come up with answers. Help as needed. Discuss as a group when people seem ready.*

MYTH: YOU CAN “SLEEP OFF” THE EFFECTS OF ALCOHOL.

- ✘ *Have a staff member read the scenario and questions out loud while the group discusses.*

Maura is 22-years old and loves to watch all of the Trailblazers basketball games with her friends at her local bar. Most of the time, the games are on Thursday evenings and she usually has several beers during the game. On Friday mornings, she starts her shift at 8AM and usually feels terrible (has a hangover), although she doesn't think she is drunk. Mainly, she is nauseous, has a headache, and feels tired.

WHY IS A HANGOVER AT WORK UNSAFE?

Not focused on the tasks; more likely to have an accident/get injured.

Performance drops.

You feel terrible and are less likely to be engaged and motivated at work.

WHAT ARE THE EFFECTS OF ALCOHOL ABUSE THAT CARRY OVER BEYOND BEING DRUNK?

Increased incidence of injuries and accidents.

Sleepiness/drowsiness, poor sleep quality.

Loss of focus.

Irritability.

Brain tissue damage, especially in youth (memories, comprehension, attention span).

Depression and anxiety.

Increased likelihood of being a victim of a violent crime (while drunk), which can have long-lasting negative impacts on physical and emotional health.

CAN MAURA GET IN TROUBLE FOR BEING HUNG OVER AT WORK?

Yes, in the event of an injury or accident at work, her alcohol use prior to her shift can be investigated.

Poor performance (an outcome of getting wasted before work) is often used as a standard method to evaluate staff.

Okay great answers. Let's move on to Scenario 2.

MYTH: SMOKING WEED CHILLS YOU OUT.

- ✘ *Have a staff member read the scenario and questions aloud; lead group in discussion.*

Tim just started a new job as a customer service representative. Tim is a little anxious about his first day on the job, so he decides to get stoned before work to help him calm down.

WHY IS THIS A BAD IDEA?

It's not okay to go to work under the influence.

It's unsafe.

Using marijuana most likely will have the opposite effect. Despite the myth that weed makes you chill, symptoms of a high include feelings of panic, anxiety and fear, increased heart rate, trouble concentrating, decreased ability to perform tasks that require coordination, and decreased short-term memory.

It doesn't fix the problem. At best, it only masks it. More likely, it makes it worse.

HOW CAN TIM SAFELY DEAL WITH HIS ANXIETY?

Breathing exercises or meditation.

Talking to a friend, family member, or specialist about his anxiety.

Exercising before his shift.

WHAT ARE SOME CONSEQUENCES OF TIM GOING TO WORK STONED?

He could get fired.

He could endanger his safety and the safety of his coworkers.

He will probably make his anxiety situation worse.

He'll miss a lot of important information on his first day.

Okay great answers. Let's move on to Scenario 3.

MYTH: EVERYONE IS DOING IT.

Have a staff member read the scenario and questions out loud while the group discusses.

Andre works in as a prep chef for a popular new restaurant. Working in the kitchen is intense—it's hot, fast-paced and people get easily frustrated. Andre feels a lot of pressure to keep up during the dinner rush, which can last until 10 p.m. or later. He's usually tired towards the end of the shift. He's heard that lots of people in the food industry take uppers (cocaine, amphetamines, methamphetamines) to help them get through the stressful nights.

WHY IS THIS A BAD IDEA?

Using drugs on the job is always a bad idea. Despite the seemingly helpful effects, they increase the risk of accidents and injury.

Drugs like these are often highly addictive, horrible for your body and mind, and are expensive.

Starting habits like these as a young worker makes it five times more likely that serious addiction issues will surface later in life.

WHAT ARE SOME HEALTHIER METHODS OF HELPING HIM STAY FOCUSED THROUGH INTENSE SHIFTS?

Getting enough sleep, eating a healthy diet, and getting regular exercise is always a good start to staying focused on the job.

Talk to your boss or co-workers about streamlining processes to minimize stress.

Always take the breaks to which you are entitled. This helps keep your mind sharp and can act as a reset button.

Okay great answers. Let's move on to Scenario 4.

MYTH: IF IT IS A PRESCRIPTION DRUG, IT MUST BE SAFE!

✘ *Have a staff member read the scenario and questions out loud while the group discusses.*

Tegan had her wisdom teeth out last weekend. Her doctor gave her a prescription for strong pain medicine. The label on the pills clearly stated that the drugs could cause impairment, drowsiness, nausea, and vomiting. Tegan has to work as a pizza delivery driver, but is in a little bit of pain.

WHAT SHOULD TEGAN DO?

Call her boss and ask for a substitute and take the prescription pain medication.

Take an over-the-counter pain medication that has less severe side-effects.

Not take the prescription pain medication and go to work.

WHAT ARE SOME POTENTIAL CONSEQUENCES OF TEGAN GOING TO WORK UNDER THE INFLUENCE OF PAIN MEDICATION?

She could put her safety and the safety of others at risk. She could get fired.

She might be unable to perform her duties or be unproductive at work or cause herself or others to have to do more work.

CAN SHE GET IN TROUBLE IF SHE TAKES A PILL AND GOES TO WORK?

Yes!

PUSH FORWARD

✘ *Pass out PUSH cards.*

On your card is a link to the Promoting U through Safety and Health page (www.promotingusafetyhealth.com). If you follow this page you can learn about other ways to stay safe at home and at work.

13 **SUBSTANCE USE**
HANDOUT #1

13 SUBSTANCE USE HANDOUT #1

MYTH: YOU CAN GET A HANGOVER AT WORK

Maura is 22-years old and loves video games. Most of the time, the games are on Friday mornings, she starts her work when she is drunk. Mainly, she is not a professional.

WHY IS A HANGOVER AT WORK A BAD IDEA?

WHAT ARE THE EFFECTS OF A HANGOVER AT WORK?

CAN MAURA GET IN TROUBLE AT WORK?

13 SUBSTANCE USE HANDOUT #2

MYTH: SMOKING WEED CHILLS YOUR ANXIETY

Tim just started a new job as a customer service representative. He is nervous so he decides to get stoned before work to help him calm down.

WHY IS THIS A BAD IDEA?

HOW CAN TIM SAFELY DEAL WITH HIS ANXIETY?

WHAT ARE SOME CONSEQUENCES OF TIM GOING TO WORK STONED?

13 SUBSTANCE USE HANDOUT #3

MYTH: EVERYONE IS USING SUBSTANCES

Andre works in as a prep chef for a popular restaurant and people get easily frustrated. Andre usually works until 10PM or later. He's usually tired and takes uppers (cocaine, amphetamines, etc.) to stay awake.

WHY IS THIS A BAD IDEA?

WHAT ARE SOME HEALTHIER METHODS TO STAY AWAKE?

13 SUBSTANCE USE HANDOUT #4

MYTH: IF IT IS A PRESCRIPTION DRUG, IT MUST BE SAFE!

Tegan had her wisdom teeth out last weekend. Her doctor gave her a prescription for strong prescription pain medicine. The label on the pills were clearly stated that the drugs could cause impairment, drowsiness, nausea or vomiting. Tegan has to go to work as a pizza delivery driver tonight, but is in a little bit of pain.

WHAT SHOULD TEGAN DO?

WHAT ARE SOME CONSEQUENCES OF TEGAN GOING TO WORK UNDER THE INFLUENCE OF PAIN MEDICATION?

CAN SHE GET IN TROUBLE IF SHE TAKES A PILL AND GOES TO WORK?

14 IF YOU DON'T SNOOZE, YOU LOSE



PURPOSE

Getting adequate sleep is essential to staying safe on the job. Many young workers don't get enough sleep, which can make them sleepy at work. Sleepy workers are prone to making mistakes that can lead to injuries. Being aware of sleep recommendations and hazards of sleepiness can help young workers prioritize healthy sleep habits to keep them alert and safe on the job.

ACTIVITY TIME

Approximately 15 minutes

PREPARATION

- Handouts are included in the activity book on page 32. Alternatively, you can print the handouts from the website. The handouts can be found at: **www.promotingusafetyhealth.com** Click on "Start the Conversation Activities," then find the "If You Don't Snooze, You Lose" activity and click on the "Handout" link. Print one Epworth Sleep handout per attending staff member, letter size, single sided.
- Print PUSH Cards.

DIRECTIONS

Supervisor reads out loud

Supervisor reads out loud

SUPERVISOR READS QUESTION

- ✘ *Do not read out loud*



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BACKGROUNDS

Today we going to be talking about getting enough sleep.

Sleep is essential to our overall health and well-being.

Without the right amount of sleep we become moody, irritable, and have problems controlling our emotions and reactions.

As you become more sleep deprived your speech slows, you have a flattened emotional response, you forget things, AND you can no longer multi-task!

All of this leads to very poor decision making. This means that “sleeping on it” is truly a better way to make decisions.

When you become very sleep deprived, your body will force you to sleep through micro-naps or 5–10 seconds of sleep.

Not getting enough sleep can have serious consequences. Falling asleep while driving is responsible for over 100,000 car crashes a year.

Being awake for 18 hours straight decreases your performance as much as if you were drunk.

DOES ANYONE KNOW HOW MANY HOURS OF SLEEP WE SHOULD GET EACH NIGHT?

✘ *Call on staff.*

In general, adults need about 7–9 hours of sleep and teens need 8–10 hours. However, sleep needs vary from person to person. People under the age of 25 are still developing their brains and getting enough sleep is critical for this process.

Making up for lost sleep can take longer than just one night of good sleep.

WHEN YOU ARE BUSY WITH SCHOOL, WORK, AND FRIENDS IT IS HARD TO GET ENOUGH SLEEP AT NIGHT. WHAT ARE SOME WAYS YOU MAKE SURE YOU GET ENOUGH SLEEP?

✘ *Ask staff for their tips*

Very good. The experts give these tips:

- ⊖ Don't drink or eat anything with caffeine 4–6 hours before bed
- ⊖ Don't smoke, especially near bedtime
- ⊖ Avoid alcohol and heavy meals before sleep
- ⊖ Get regular exercise
- ⊖ Sleep in a room with little noise and light; avoid excessive hot and cold temperatures where you sleep
- ⊖ Go to bed at the same time each night
- ⊖ Try to wake up without an alarm clock

ACTIVITY

- ✘ *Hand out Epworth Sleepiness Scale and pencils, or ask employees to turn to page 32 in their activity workbooks.*

Let's figure out how sleepy you are.

Rate how often you doze off during these different activities.

A **0** means that you would never doze off, and a **3** means you have a high chance of dozing.

Now take a minute to complete the sleepiness scale.

- ✘ *Give staff time to finish the sleepiness scale*

The scoring guide can be found on the bottom of the page

If you scored 0–9 you are probably getting enough sleep.

If you scored 10–17 you are sleepy during the daytime and should try to get more sleep.

If you scored 18–24 you have very high sleepiness during the day and need to get more sleep.

PUSH FORWARD

- ✘ *Pass out PUSH cards.*

On your card is a link to the Promoting U through Safety and Health page (www.promotingusafetyhealth.com). If you follow this page you can learn about other ways to stay safe at home and at work.

14 IF YOU DON'T SNOOZE, YOU LOSE

EPWORTH SLEEP HANDOUT — EXAMPLE



EPWORTH SLEEPINESS SCALE (OVER 18 YEARS)

The following questionnaire will help you measure your general level of daytime sleepiness. It asks you to rate the chance that you would doze off or fall asleep during different, routine, daytime situations. Use the following scale to choose the most appropriate number for each situation:

0 = WOULD NEVER DOZE

1 = SLIGHT CHANCE OF DOZING

2 = MODERATE CHANCE OF DOZING

3 = HIGH CHANCE OF DOZING

Situation	Chance of dozing (0–3)
Sitting and reading	
Watching television	
Sitting inactive in a public place—for example; a theater or meeting	
As a passenger in a car for an hour without a break	
Lying down to rest in the afternoon	
Sitting and talking to someone	
In a car, while stopped in traffic	
Sitting quietly after lunch (when you've had no alcohol)	

Score from 0–9: Congratulations! You do not have excessive daytime sleepiness.

Score from 10–17: You have scored in the range of HIGH daytime sleepiness. It is possible that you do not get enough sleep. Be aware especially when driving: if you feel sleepy, pull over and rest (or ask a friend to drive)! Your sleepiness may be a risk to yourself and others on the road. Try to get more sleep at night or take a short nap during the day. If your daytime sleepiness continues, consider talking to a doctor or sleep specialist about your sleep habits and to test for a possible cause.

Score from 18–24: You have scored in the range of VERY HIGH daytime sleepiness. It is possible that you do not get enough sleep and this is affecting your daytime performance. Be aware especially when driving: if you feel sleepy, pull over and rest (or ask a friend to drive)! Your sleepiness could be a risk to yourself and others on the road. Try to get more sleep at night or take a short nap during the day. If your daytime sleepiness continues, consider talking to a doctor or sleep specialist about your sleep habits and to test for a possible cause.

15 HEALTHY PLATE



PURPOSE

This activity teaches young workers the basics of a healthy meal. Eating nutritious meals can help young workers stay alert and focused on the job. In the long term, proper nutrition may protect young workers from chronic diseases and can improve quality of life.

ACTIVITY TIME

Approximately 15 minutes

PREPARATION

- The handout is included in the activity book on page 33. Alternatively, you can print the handout from the website. The handout can be found at: **www.promotingusafetyhealth.com** Click on "Start the Conversation Activities," then find the "Healthy Plate" activity and click on the "Handout" link. Print one handout per attending staff member, letter size, double sided.
- Print PUSH Cards.

DIRECTIONS

Supervisor reads out loud

Supervisor reads out loud

SUPERVISOR READS QUESTION

✘ *Do not read out loud*



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BACKGROUND

Everyone needs food.

Although the types of foods we like to eat differ from person to person, all people need vitamins, minerals and nutrients from food to help their bodies work properly.

Like building a house, making sure your body has the right materials is important to making sure it will stay in good shape and last a long time.

To help you remember what types of foods your body needs each day, remember the Healthy Eating Plate.

✦ *Each staff member should get the Healthy Eating Plate handout or ask employees to turn to page 33 in their activity workbooks.*

In this activity, we'll learn more about what it takes to make a healthy plate. By the end of the activity, we'll all get to practice making our own healthy plates that we would like to eat.

First, let's find out what goes on our healthy plates.

Veggies are like the superheroes of foods. Although they may not look like much from the outside, veggies contain tons of ingredients that help our bodies fight diseases, maintain a healthy weight, and generate the energy we need to work and play.

WHO CAN NAME SOME OF THEIR FAVORITE VEGGIES?

✦ *Let staff answer.*

Fruit is like the sidekick to veggies. Fruit is also packed with vitamins and nutrients and keeps our minds sharp and our bodies functioning like well-oiled machines.

It's important to eat fruits and vegetables in every meal. Try to get at least five servings of fruits and veggies a day—or half of every meal and snack you eat.

WHO CAN NAME SOME GRAINS?

✦ *Call on staff, wait for their answers and tell them yes/no. Answers may include:*

- ⊖ Rice (wild, black, or brown)
- ⊖ Quinoa
- ⊖ Millet
- ⊖ Amaranth
- ⊖ Kamut
- ⊖ Farro
- ⊖ Wheat berries
- ⊖ Spelt
- ⊖ Barley
- ⊖ Rolled oats
- ⊖ Corn
- ⊖ Buckwheat
- ⊖ Bulgur
- ⊖ Freekeh
- ⊖ Rye

All grains start out as whole grains, which means they have a shell on them. These shells contain nutrients we can't get from other places and are very good for us. Unfortunately, lots of grains we eat have been refined, which means the shells, along with the good stuff, have been taken off.

Looking for foods that say “whole grain” on the label, choosing brown rice over white rice, or picking foods that aren't made with white flour can help make sure we have whole grains in our diet.

One quarter of your plate should come from protein. Protein comes from animals and plants. Examples of animal protein are dairy (Greek yogurt, cottage cheese, eggs, milk), poultry, fish, beef, and processed meats like bacon, lunch meat, and sausage.

CAN ANYONE NAME SOME EXAMPLES OF PLANT PROTEIN?

✦ *Let staff answer.*

- ⊖ Soy milk
- ⊖ Beans and lentils
- ⊖ Nuts
- ⊖ Tofu
- ⊖ Tempeh
- ⊖ High protein grains such as wheat germ, soba noodles, and quinoa

Healthy oils, like olive oil, give our bodies healthy fats. We all need to eat fat to survive, but choosing healthier fats can ensure we give our bodies the best.

Water is good for you... really, really good for you. Try to drink at least one glass of water with every meal.

ACTIVITY

Okay, now we're going to try to design our own plates. Think of a favorite meal and write the foods in each category on the handout. Try to make sure you have one of each type of food group written down. If needed, you can add or substitute ingredients to make it healthier and ensure you have foods in each category. We'll give you about five minutes, and then we'll share our answers with the rest of the class.

✘ *Help the group complete their plates and discuss.*

PUSH FORWARD

✘ *Pass out PUSH cards.*

On your card is a link to the Promoting U through Safety and Health page (www.promotingusafetyhealth.com). If you follow this page you can learn about other ways to stay safe at home and at work.

15 HEALTHY EATING HANDOUT – EXAMPLE

DIRECTIONS

Design your own healthy meal. Think of one of your favorite meals. Write the foods in this meal in the corresponding categories on the handout. Try to include a food in each healthy plate category. If needed, you can add or substitute ingredients to make it healthier and ensure you have foods in each category.

HEALTHY EATING PLATE

Use healthy oils (like olive and canola oil) for cooking, on salad, and at the table. Limit butter. Avoid trans fat.



The more veggies – and the greater the variety – the better. Potatoes and French fries don't count.

Eat plenty of fruits of all colors.



STAY ACTIVE!

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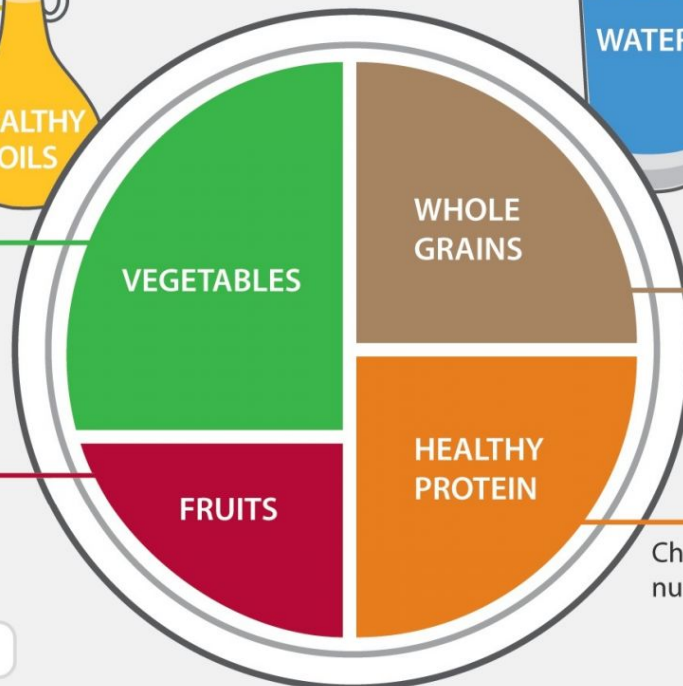
Harvard T.H. Chan School of Public Health
The Nutrition Source
www.hsph.harvard.edu/nutritionsource



Drink water, tea, or coffee (with little or no sugar). Limit milk/dairy (1-2 servings/day) and juice (1 small glass/day). Avoid sugary drinks.

Eat a variety of whole grains (like whole-wheat bread, whole-grain pasta, and brown rice). Limit refined grains (like white rice and white bread).

Choose fish, poultry, beans, and nuts; limit red meat and cheese; avoid bacon, cold cuts, and other processed meats.



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HEALTHY OILS

VEGETABLES

FRUITS

WHOLE GRAINS

HEALTHY PROTEINS

16 MACRONUTRIENTS FAMILY FEUD



PURPOSE

This activity highlights the unique roles macronutrients play in keeping young workers safe and healthy. These basic concepts reinforce the lessons from “Healthy Plate Activity” and can help young workers identify the components of a balanced diet. Proper nutrition supports healthy minds and bodies in young workers, which can help keep them safe on the job and healthy into the future.

ACTIVITY TIME

Approximately 20–25 minutes

PREPARATION

- Secure a piece of paper for score keeping.
- Print PUSH Cards.

DIRECTIONS

Supervisor reads out loud

Supervisor reads out loud

SUPERVISOR READS QUESTION

- ✘ *Do not read out loud*



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BACKGROUND

Foods we eat are made up of three different types of macronutrients (macronutrient means BIG nutrient). Our body uses these macronutrients to generate energy. Today we're going to learn the difference between the macronutrients, what their jobs are, and how to get these macronutrients in our diet.

The 3 macronutrients are:

- ⊖ Fat
- ⊖ Protein
- ⊖ Carbohydrates

We need to get all three macronutrients in our diet. Without them we won't have the energy we need to learn, move or even stay awake.

To help you remember what each of the macronutrients do, think of them as members of the X-men.

Protein - Like Wolverine, protein helps our body regenerate. Without protein, we wouldn't be able to grow or get muscles. You need protein in your diet so your body can make new cells.

CAN ANYONE NAME FOODS THAT ARE HIGH IN PROTEIN?

✘ *Let staff answer.*

Great job. Protein foods include:

- ⊖ Dairy (Greek yogurt, cottage cheese, eggs, milk)
- ⊖ Meats and fish
- ⊖ Soy milk
- ⊖ Beans and lentils
- ⊖ Nuts
- ⊖ Tofu
- ⊖ High protein grains such as wheat germ, soba noodles, and quinoa

Carbs - Professor Xavier, like carbs help power our brains. Like Professor X's awesome psychic power, carbs help our brains do the things we need them to do, like think, take care of our bodies, and tell our muscles and organs to work properly. A well-balanced, healthy diet needs carbs.

CAN ANYONE NAME FOODS THAT THEY KNOW ARE HIGH IN CARBS?

✘ *Let staff answer.*

Good work! Foods high in carbohydrates include:

- ⊖ Fruits and veggies
- ⊖ Grains including bread, pasta, and oats
- ⊖ Beans

Fat - Like Rogue, fat can help us store memories, develop physical strength, and stay in a good mood. Fat is an essential part of our daily diet. We get a lot of our energy from fat to power our bodies throughout the day. Fat also helps our bodies maintain healthy organs, like skin. Another major role of fat is to regulate our hormones, which are chemicals in the body that help us perform important functions, both physically and mentally.

CAN ANYONE NAME FOODS WITH FATS IN THEM?

✘ *Let staff answer.*

Fats can be found in:

- ⊖ Avocado
- ⊖ Nuts
- ⊖ Red meat
- ⊖ Dairy products
- ⊖ Oils like olive oil and coconut oil

ACTIVITY

Great job! So now we've covered the three basic macronutrients. Now we're ready to play a game.

I'm going to divide you into two teams. One team will be the X-men and the other team will be Magnetos mutants from the Brotherhood of Mutants. Once we've divided into teams, we'll play a round of family feud.

✘ *Split staff into equal teams.*

INSTRUCTIONS

1. One member of each team faces the other in a face-off as I read the first question.
2. The team that answers first with a correct answer receives control. A correct answer is one of the ten answers on my list. Each time there is a new question there is a face-off.
3. If you get one of the top ten answers, your team will have a shot at getting the rest of the answers. We will play until a member of your team gives an incorrect answer (something that is not on my list), then we will turn the question over to the other team to try. Each correct answer receives a point. I will keep score.

QUESTIONS:

NAME A TYPE OF FRUIT THAT IS A CARBOHYDRATE

- | | |
|-----------------|----------------|
| 1) Bananas | 6) Watermelon |
| 2) Apples | 7) Raspberries |
| 3) Oranges | 8) Peaches |
| 4) Grapes | 9) Nectarines |
| 5) Strawberries | 10) Pears |

NAME A NON-MEAT SOURCE OF PROTEIN

- | | |
|--------------------|----------------------|
| 1) Greek yogurt | 6) Beans and lentils |
| 2) Cottage cheese, | 7) Nuts |
| 3) Eggs | 8) Tofu |
| 4) Milk | 9) Wheat germ |
| 5) Soy milk | 10) Quinoa |

NAME A SOURCE OF MEAT PROTEIN

- | | |
|--------------|---------------|
| 1) Ham | 6) Lamb |
| 2) Chicken | 7) Goat |
| 3) Hamburger | 8) Pork chops |
| 4) Tuna | 9) Steak |
| 5) Salmon | 10) Bacon |

NAME A WAY THAT EATING FAT HELPS OUR BODIES

✘ *Use your discretion to determine if their answers fit into one of these 10 categories.*

- | | |
|----------------------|------------------|
| 1) Store memories | 4) Maintain mood |
| 2) Physical strength | 5) Healthy skin |
| 3) Muscle repair | 6) Make hormones |

- | | |
|------------------------|--------------------|
| 7) Build brains | 9) Provide energy |
| 8) Build healthy cells | 10) Cushion organs |

NAME A WAY THAT CARBOHYDRATES HELP OUR BODIES

- | | |
|--|---|
| 1) Provide energy
- main energy
source for our
bodies | 5) Good for our hearts
and other organs |
| 2) Regulate sugar | 6) Helps our memory |
| 3) Keep our organs
functioning | 7) Helps control our
weight |
| 4) Help us stay
focused | 8) Provide nutrients
for bacteria in
intestines |

LIST A SOURCE OF FAT

- 1) Oils (olive, canola,
sunflowers, etc.)
- 2) Avocados
- 3) Nuts (almonds,
peanuts, pecans,
cashews, etc.)
- 4) Peanut butter
- 5) Flaxseed
- 6) Red meat
- 7) Butter
- 8) Dairy (milk, cheese,
ice cream, etc.)
- 9) Olives
- 10) Chocolate

PUSH FORWARD

✘ *Pass out PUSH cards.*

On your card is a link to the Promoting U through Safety and Health page (www.promotingusafetyhealth.com). If you follow this page you can learn about other ways to stay safe at home and at work.

17 READING LABELS

PURPOSE

This activity reinforces concepts learned in “Healthy Eating Plate” and “Macronutrients Family Feud.” Information in this activity promotes understanding of basic nutrition concepts. Good nutrition is a key component in maintaining health and staying alert and focused on the job.

ACTIVITY TIME

Approximately 15 minutes

PREPARATION

- Everyone needs a piece of paper, pencil, and access to the internet for this activity.
- Print PUSH Cards.

DIRECTIONS

Supervisor reads out loud

Supervisor reads out loud

SUPERVISOR READS QUESTION

- ✘ *Do not read out loud*

ACTIVITY

At the top of a piece of scrap paper, everyone write down one of their favorite foods that comes in a package. It doesn't have to be healthy, just something you like to eat and enjoy from time to time.

We want everyone to have a different food, so we'll go around the room and tell each other what we picked in 30 seconds.

✘ *Go around the room and ask staff what they picked.*

Okay, good. Now I'm going to ask you some questions about the food you wrote down. It's okay if you don't know, just write down what your best guess is.

Think of the type of packaging that contains your chosen food. For example, if you wrote down Rice Crispy Cereal, you would buy it in a box.

Again, if you don't know the answer to the question, write your best guess. Ready for the questions? Here we go:

1. **WHAT IS A SERVING SIZE OF THIS FOOD?**
2. **HOW MANY CALORIES ARE IN A SERVING SIZE?**
3. **HOW MANY GRAMS OF FAT ARE IN A SERVING SIZE?**
4. **HOW MANY GRAMS OF PROTEIN ARE IN A SERVING SIZE?**
5. **HOW MANY GRAMS OF CARBOHYDRATES ARE IN A SERVING OF THIS ITEM?**
6. **HOW MANY GRAMS OF SUGAR ARE IN A SERVING OF THIS ITEM?**
7. **WHAT IS THE NAME OF THE 6TH INGREDIENT IN THE FOOD ITEM?**

✘ *Confirm everyone has recorded their best guesses.*

Okay, now we're going to check our answers! Hop onto the Internet and Google the item of food and "nutrition label." So for my example, I would search "Rice Crispy Cereal Nutrition Label."

If the answer is correct, give it a check. If it is incorrect, give it an "X" and write down the correct answer.

✘ *Take some time to walk around and help people/check out the progress. Wrap it up after a few minutes.*

Let's talk about what you found out.

FIRST OF ALL, CAN ANYONE TELL ME THE DIFFERENCE BETWEEN A SERVING SIZE AND A PORTION SIZE?

Answer: A serving is the amount of food or drink listed on the nutrition facts label. A portion is the amount of food we choose to eat. You may have a portion of food that is multiple servings of the food or drink.

HOW MANY DID YOU GET RIGHT?

DO YOU USUALLY EAT MORE THAN A SERVING SIZE WHEN YOU EAT THIS FOOD?

OKAY, WHAT ABOUT CALORIES? DID ANYONE GUESS THE RIGHT NUMBER OF CALORIES?

The number of calories you need to eat each day depends on your age, gender, height, weight and physical activity. It's important to get enough calories in your diet to fuel your body. However, eating too many calories causes weight gain. Knowing the calories you need and checking nutrition labels for surprise calorie bombs can help you stay in control of your weight.

We want to get a pretty good balance of macronutrients (fat, protein, and carbohydrates) in our diets. Using the nutrition label to figure out the amount of macronutrients in our foods can help make sure that we are getting what our body needs.

DOES ANYONE HAVE A FOOD THAT HAS ALL THREE MACRONUTRIENTS?

WHO IN THE ROOM HAS THE HIGHEST SUGAR CONTENT PER SERVING IN THEIR FOOD?

Sugar is fine in small doses, but a typical American diet has too much! Sugar is full of "empty calories,"

which means it doesn't have valuable nutrients. Men should get less than 38 grams of sugar per day and women should get less than 25 grams of sugar per day. We'll learn more about sugar in another activity.

WERE YOU GUYS ABLE TO FIND OUT WHAT THE SIXTH INGREDIENT OF YOUR FOOD WAS?

Okay, we're going to go around the room and take your best shot at trying to pronounce them.

✘ *Let staff answer.*

Wow, some of you had things I have never heard of. If you're in the store, take a quick look at the back of the package. If the ingredients list is particularly long and the ingredients listed at the beginning are unrecognizable or weird, you should put the item back on the shelf and move on. A great rule of thumb is, the easier the ingredients are to pronounce, and the shorter the list is, the better it is for your body.

The point of this activity is to illustrate the role nutrition labels can play in helping us choose healthy diets. Next time you are at the store making choices, use the label to help you pick healthier foods!

PUSH FORWARD

✘ *Pass out PUSH cards.*

On your card is a link to the Promoting U through Safety and Health page (www.promotingusafetyhealth.com). If you follow this page you can learn about other ways to stay safe at home and at work.

18 FOOD DETECTIVES: THE WHOLE STORY



PURPOSE

Part of understanding nutrition is knowing how to decipher food labels. Often, the nutrition facts only tell part of the story and relying on the claims made on the front of the packages (i.e. "Part of a healthy breakfast") can be misleading. In this activity, young workers will learn how to uncover hidden truths about their food. Eating a healthy diet promotes good health and can make a difference in a young worker's performance, alertness, and mood at work.

ACTIVITY TIME

Approximately 15 minutes

PREPARATION

- Handouts are included in the activity book, pages 35–36.

Alternatively, you can print the handouts from the website. The handouts can be found at:

www.promotingusafetyhealth.com

Click on "Start the Conversation Activities," then find the "Food Detectives" activity and click on the "Handout" link. Print one of each handout per attending staff member, letter size, double sided

- Print PUSH Cards.

DIRECTIONS

Supervisor reads out loud

Supervisor reads out loud

SUPERVISOR READS QUESTION

- ✘ *Do not read out loud*



A NIOSH CENTER OF EXCELLENCE

PUSH is an Oregon Healthy Workforce Center Project funded through the NIOSH Total Worker Health Center of Excellence Grant U19OH10154.

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BACKGROUND

Let's review the Healthy Plate Guidelines:

- ☉ Half our plates should be fruits and veggies—about five servings a day.
- ☉ A quarter of our plate should be healthy protein.
- ☉ A quarter of our plate should be whole grains.
- ☉ Drink water.
- ☉ Use healthy fats/oils.

GREAT. WHO CAN TELL ME WHAT A WHOLE GRAIN IS?

✦ *Let staff answer.*

A whole grain is a grain that has its shell—or bran—on it, as opposed to a refined or processed grain, which has its shell removed.

Eating whole grains is important to maintaining health because the shell of the grain is where all of the good nutrients are located, like fiber and vitamin B. Examples of whole grains include brown rice and quinoa.

Eating processed and refined grains isn't as nutritious as eating whole grains. For example, to make white flour or white rice, the bran is removed, and much of the good nutrients are removed along with it.

Can anyone name some foods in which we see refined grains; maybe in some of our favorite meals?

✦ *Let staff answer.*

- ☉ Regular pasta
- ☉ Pizza dough
- ☉ Baked goods (cookies, cakes, donuts)
- ☉ White bread and buns

ACTIVITY 1

So, now you know what whole grains are, but do you know how to find them in the foods you eat?

In this exercise, we'll test your detective skills as we figure out which foods have 100% whole grains and which are fakes!

✦ *Give staff Handout 1 or ask employees to turn to pages 35 and 36 in their activity workbooks—a list of products and their ingredient lists—and instruct them to put an 'X' next to the 100% whole grain products. Give them a few minutes to look it over. Then, ask how they figured it out.*

Before I give you the answers, I want to share a few things with you. Companies try to trick consumers into believing their products contain “whole grains.” When you are shopping, you have to catch those sneaky companies. No matter what the label says, always be sure to check the food label on the back of the package. If there is the word “whole” before the grain ingredient(s), such as “whole wheat flour” then you are good to go. Otherwise, you're walking into a trap.

The second tip is that there is a stamp for products that have 100% whole grains. It looks like this!

✦ *Flip over the visual aid of the whole grain stamp on the next page to show employees.*



WHOLE GRAIN

**8g or more
per serving**

WholeGrainsCouncil.org

**EAT 48g OR MORE OF
WHOLE GRAINS DAILY**

ACTIVITY 2

For this activity, we're going to try to expose some sneaky marketing tactics.

Does anyone know what "organic" means?

It can indicate that a particular food is produced without chemical fertilizers, pesticides or other artificial agents.

Do you think the fruits and vegetables you eat need to be organic?

✘ *Let staff answer.*

Organic produce is preferred from an environmental standpoint, but the information about its health effects is unclear. When it comes to fruits and vegetables, you don't need to eat organic to get the benefits. Washing your fruit and vegetables with water and getting the dirt off is good enough. The important thing is to eat at least five servings of fruits and veggies a day.

Product packaging will have words like "natural," "all natural," "nature made," "light/lite," "smart," and maybe a few others.

"Nature made," "natural," or "all natural" are supposed to mean "no artificial ingredients," which sounds healthy, but if you look at the nutrition label, you can see that "natural" doesn't always mean healthy.

Light or Lite is supposed to mean lower in fat and calories, but sometimes marketers use it to describe the color or texture, not the nutritional content. Remember, fat and calories are not to be feared, as long as our food gives us good nutrition.

The word "smart" is also misleading when used to describe food. The smart choice is always the one with fewer hard-to-read ingredients and high nutritional value. Just because something says "smart" doesn't mean it's a good idea to eat it. Read the label.

✘ *Distribute Handout 2.*

On this page, let's compare a snack product's packaging to its nutrition information. Circle the buzzwords product marketers have used to convince shoppers that these products are healthy. Then, circle the first couple of ingredients on the ingredient list. Do you think the packaging is misleading? Or is this truly a healthy snack?

PUSH FORWARD

✘ *Pass out PUSH cards.*

On your card is a link to the Promoting U through Safety and Health page (www.promotingusafetyhealth.com). If you follow this page you can learn about other ways to stay safe at home and at work.

18 FOOD DETECTIVES: THE WHOLE STORY HANDOUT #1 — ANSWERS



ANSWER SHEET

Instructions: Write an 'X' next to the 100% whole grain products.

X

1. NATURE'S PRIDE BREAD, DOUBLE FIBER

Ingredients: Whole Wheat Flour, Water, Inulin, Wheat Gluten, Yeast, Sugar, Cracked Wheat, Soy Fiber. Contains 2% or Less of: Cultured Wheat Flour, Honey, Salt, Brown Sugar, Molasses, Wheat Bran, Soybean Oil, Raisin Juice Concentrate, Vinegar, Soy Flour, Whey, Soy Lecithin, Cultured Corn Solids.

2. RITZ CRACKERS, BAKED WITH WHOLE WHEAT

Ingredients: Unbleached Enriched Flour (Wheat Flour, Niacin, Reduced Iron, Thiamine Mononitrate [Vitamin B1], Riboflavin [Vitamin B2], Folic Acid), Whole Grain Wheat Flour, Soybean Oil, Sugar, Partially hydrogenated Cottonseed Oil, Sugar, Partially Hydrogenated Cottonseed Oil, Leavening (Calcium Phosphate and/or Baking Soda), Salt, High Fructose Corn Syrup, Soy Lecithin. Contains Wheat, Soy.

3. BELVITA SOFT BAKED OATS & CHOCOLATE

Ingredients: Whole Grain Blend (Rolled Oats, Rye Flakes), Enriched Flour [Wheat Flour, Reduced Iron, Niacin, Thiamin Mononitrate (Vitamin B1), Riboflavin (Vitamin B2), Folic Acid], Canola Oil, Invert Sugar, Inulin, Sugar, Raisin Paste, Glycerin, Semi-Sweet Chocolate (Sugar, Chocolate, Cocoa Butter, Dextrose, Milkfat, Soy Lecithin, Vanilla Extract), Sugar, Cornstarch, Molasses, Baking Soda, Soy Lecithin, Salt, Natural Flavor, Ferric Orthophosphate (Iron), Niacinamide, Pyridoxine Hydrochloride (Vitamin B6), Riboflavin (Vitamin B2), Thiamin Mononitrate (Vitamin B1).

4. BARILLA WHITE FIBER SHELLS

Ingredients: Semolina (Wheat), Durum Wheat Flour, Whole Durum Wheat Flour, Corn Starch, Niacin, Iron (Ferrous Sulfate), Thiamine Mononitrate, Riboflavin, Folic Acid.

X

5. THOMAS' HEARTY GRAINS ENGLISH MUFFINS

Ingredients: Whole Wheat Flour, Water, Farina, Wheat Gluten, Yeast, Sugar, Salt, Preservatives (Calcium Propionate, Sorbic Acid, Grain Vinegar, Natural Flavor, Sodium Stearoyl Lactylate, Mono- and Diglycerides, Ethoxylated Mono- and Diglycerides, Sucralose, Soy Lecithin, Soy, Whey (Milk).

X

6. BEAR NAKED HONEY ALMOND WHOLE GRAIN OAT GRANOLA

Ingredients: Whole Grain Oats, Soy Protein Concentrate, Honey, Expeller Pressed Canola Oil, Soy Protein Isolate, Almonds, Soy Nuts (Roasted Soybeans), Natural Flavor, Whole Grain Crisp Rice (Whole Grain Rice, Barley Malt).

18 FOOD DETECTIVES: THE WHOLE STORY HANDOUT #2 — ANSWERS

INSTRUCTOR VERSION

Instructions: Let's compare a snack product's packaging to its nutrition information. Circle the buzzwords product marketers have used to convince shoppers that these products are healthy. Then, circle the first couple of ingredients in the ingredient list. Do you think the packaging is misleading? Or is this truly a healthy snack?

MOM'S BEST CEREALS, COCOA MARSHMALLOW SAFARI



Nutrition Facts			
Serving Size: 3/4 Cup (30g)			
Servings Per Package: TBD			
Amount Per Serving	Cereal	Cereal With 1/2 Cup Skim Milk	
Calories	120	160	
Calories from Fat	10	10	
% Daily Value**			
Total Fat 1g*	2%	2%	
Saturated Fat 0.5g	3%	3%	
Trans Fat 0g			
Polyunsaturated Fat 0g			
Monounsaturated Fat 0g			
Cholesterol 0mg	0%	0%	
Sodium 85mg	4%	6%	
Potassium 50mg	1%	7%	
Total Carbohydrate 27g	9%	11%	
Dietary Fiber 1g	4%	4%	
Sugars 16g			
Protein 1g			
Vitamin A	0%	6%	
Vitamin C	0%	0%	
Calcium	8%	25%	
Iron	2%	2%	
* Amount in cereal. One-half cup skim milk contributes an additional 65mg sodium, 6g total carbohydrate (6g sugars) and 4g protein.			
** Percent Daily Values are based on a 2,000 calorie diet. Your daily values may be higher or lower depending on your calorie needs:			
	Calories	2,000	2,500
Total Fat	Less than	65g	80g
Saturated Fat	Less than	20g	25g
Cholesterol	Less than	300mg	300mg
Sodium	Less than	2,400mg	2,400mg
Potassium		3,500mg	3,500mg
Total Carbohydrate		300g	375g
Dietary Fiber		25g	30g

Ingredients: sugar, marshmallows (sugar, corn syrup, dextrose, gelatin, blueberry, pumpkin and carrot concentrates for color, natural flavor), **corn meal**, **corn flour**, corn syrup, corn bran, cocoa (processed with alkali), coconut oil, caramel color, canola oil, calcium carbonate, salt, natural flavor, trisodium phosphate.

Corn May Contain Traces of Soy.

ANNIE'S ORGANIC CHEDDAR BUNNIES



Nutrition Facts

Serving Size 51 Crackers (30g)
Servings Per Container About 7

Amount Per Serving	
Calories	140
Calories from Fat	50
% Daily Value*	
Total Fat 6g	9%
Saturated Fat 0.5g	3%
Trans Fat 0g	
Cholesterol 0mg	0%
Sodium 250mg	10%
Total Carbohydrate 19g	6%
Dietary Fiber 0g	0%
Sugars 1g	
Protein 3g	
Vitamin A 0%	Vitamin C 0%
Calcium 2%	Iron 2%
*Percent Daily Values are based on a 2,000 calorie diet. Your daily values may be higher or lower depending on your calorie needs:	
	Calories: 2,000 2,500
Total Fat	Less than 65g 80g
Sat Fat	Less than 20g 25g
Cholesterol	Less than 300mg 300mg
Sodium	Less than 2,400mg 2,400mg
Total Carbohydrate	300g 375g
Dietary Fiber	25g 30g

Ingredients: organic wheat flour, expeller-pressed sunflower oil, salt, cheddar cheese (pasteurized milk, cheese culture, salt, enzymes), yeast, paprika, cultured whole milk, nonfat milk, annatto extract (for color), ground celery seed, onion powder, natural vitamin e (to protect flavor).

CONTAINS MILK AND WHEAT INGREDIENTS.

SENSIBLE PORTIONS GARDEN VEGGIE STRAWS



Nutrition Facts	
Serving Size 1 Bag (28g)	
Amount Per Serving	
Calories 130	Calories from Fat 60
% Daily Value**	
Total Fat 7g	11%
Saturated Fat 0.5g	3%
Trans Fat 0g	
Cholesterol 0mg	0%
Sodium 210mg	9%
Total Carbohydrate 15g	5%
Dietary Fiber less than 1g	2%
Sugars less than 1g	
Protein less than 1g	
Vitamin A 0%	Vitamin C 2%
Calcium 0%	Iron 2%
**Percent Daily Values are based on a 2,000 calorie diet. Your daily values may be higher or lower depending on your calorie needs:	
	Calories: 2,000 2,500
Total Fat	Less than 65g 80g
Sat Fat	Less than 20g 25g
Cholesterol	Less than 300mg 300mg
Sodium	Less than 2,400mg 2,400mg
Total Carbohydrate	300g 375g
Dietary Fiber	25g 30g

Ingredients: veggie straws (potato starch, potato flour, corn starch, tomato paste, spinach powder, salt, potassium chloride, sugar, beetroot powder [color], turmeric, canola oil and/or safflower oil and/or sunflower oil, sea salt).

SIMPLY CHEETOS PUFFS, WHITE CHEDDAR



Nutrition Facts	
Serving Size 1 oz (28g/About 32 pieces)	
Amount Per Serving	
Calories 150	Calories from Fat 80
% Daily Value*	
Total Fat 9g	14%
Saturated Fat 1.5g	7%
Trans Fat 0g	
Cholesterol 0mg	0%
Sodium 290mg	12%
Total Carbohydrate 16g	5%
Dietary Fiber less than 1g	3%
Sugars 1g	
Protein 2g	
Vitamin A 0%	• Vitamin C 0%
Calcium 2%	• Iron 0%
Vitamin E 10%	• Riboflavin 2%
Vitamin B6 2%	• Phosphorus 4%
* Percent Daily Values are based on a 2,000 calorie diet. Your daily values may be higher or lower depending on your calorie needs:	
	Calories: 2,000 2,500
Total Fat	Less than 65g 80g
Sat Fat	Less than 20g 25g
Cholesterol	Less than 300mg 300mg
Sodium	Less than 2,400mg 2,400mg
Total Carbohydrate	300g 375g
Dietary Fiber	25g 30g
Calories per gram:	
Fat 9	• Carbohydrate 4 • Protein 4

Ingredients: organic corn meal, expeller pressed sunflower oil, whey, cheddar cheese (milk, sea salt, cheese cultures, enzymes), maltodextrin, sea salt, natural flavors, organic sour cream (cultured organic skim milk, organic cream, cornstarch, dry organic skim milk, acidophilus, bifidus culture), torula yeast, lactic acid, citric acid.

SMARTFOOD DELIGHT WHITE CHEDDAR FLAVORED POPCORN



Nutrition Facts			
Serving Size 1 oz (28g/About 3 1/2 cups)			
Amount Per Serving			
	1 oz	1 cup	
Calories	130	35	
Calories from Fat	45	15	
	% Daily Value*		
Total Fat 5g, 1.5g	8%	2%	
Saturated Fat 1g, 0g	4%	0%	
Trans Fat 0g, 0g			
Cholesterol 0mg, 0mg	0%	0%	
Sodium 220mg, 65mg	9%	3%	
Total Carbohydrate 18g, 5g	6%	2%	
Dietary Fiber 3g, less than 1g	13%	4%	
Sugars less than 1g, 0g			
Protein 3g, less than 1g			
Vitamin A	0%	0%	
Vitamin C	0%	0%	
Calcium	0%	0%	
Iron	2%	0%	
* Percent Daily Values are based on a 2,000 calorie diet. Your daily values may be higher or lower depending on your calorie needs:			
	Calories:	2,000	2,500
Total Fat	Less than	65g	80g
Sat Fat	Less than	20g	25g
Cholesterol	Less than	300mg	300mg
Sodium	Less than	2,400mg	2,400mg
Total Carbohydrate		300g	375g
Dietary Fiber		25g	30g
Calories per gram:			
Fat	9	Carbohydrate	4
		Protein	4

Ingredients: organic corn meal, expeller pressed sunflower oil, whey, cheddar cheese (milk, sea salt, cheese cultures, enzymes), maltodextrin, sea salt, natural flavors, organic sour cream (cultured organic skim milk, organic cream, cornstarch, dry organic skim milk, acidophilus, bifidus culture), torula yeast, lactic acid, citric acid.

19 PROTEIN FOR BREAKFAST: THE GREATEST BREAKFAST BURRITO



PURPOSE

Breakfast plays an important role in helping staff's minds and bodies get off to the right start. Eating a well-balanced breakfast can make the difference between being productive or being a zombie at work. Budget-conscious young workers will learn how to make a healthy breakfast to fuel their mornings without breaking the bank.

ACTIVITY TIME

Approximately 15 minutes

PREPARATION

- The handout is included in the activity book on page 41.

Alternatively, you can print the handouts from the website. The handouts can be found at:
www.promotingusafetyhealth.com

Click on "Start the Conversation Activities," then find the "Protein for Breakfast: Greatest Breakfast Burrito" activity and click on the "Handout" link. Print one handout per attending staff member, letter size, double sided.

- Print PUSH Cards.

DIRECTIONS

Supervisor reads out loud

Supervisor reads out loud

SUPERVISOR READS QUESTION

- ✘ *Do not read out loud*



PUSH is an Oregon Healthy Workforce Center Project funded through the NIOSH Total Worker Health Center of Excellence Grant U19OH10154.

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BACKGROUND

Eating breakfast is a great way to start the day.

Think of your body as a car. All night, your body uses the food you ate for dinner to help carry out repairs to the body and keep your body happy while you're snoozing.

When your body wakes up from sleep, it has low fuel in the tank. **Filling up with a nutritious breakfast before you begin your daily activities will help your body perform at its peak in work, school, or play, and help you avoid annoying breakdowns and accidents.**

The key to getting the most benefit from your breakfast is to include protein. Protein helps the body regenerate—or build and repair—itsself. Foods high in protein also create slow-burning fuel, so they stick with you longer.

Getting carbs and fats in your breakfast is also important. **Eating a balance of nutrients and making sure you stick to healthy plate eating objectives will help ensure the fuel you're putting into your tank is premium and will keep your engine running for a long time to come.**

ACTIVITY

This week, we're going to have a competition. You're going to get a list of foods that include healthy proteins, fats, and carbohydrates, along with their prices per serving. Your mission is to make a unique and tasty breakfast burrito that YOU WOULD ACTUALLY EAT in the morning. You'll choose the ingredients and determine its total cost per serving. In five minutes, we'll share your ideas with the class. There will be three winners: tastiest burrito, most creative burrito and most budget-friendly burrito.

- ✘ *Give each staff member a handout or ask employees to turn to page 41 in their activity workbooks. Allow about five minutes to build their breakfast burrito.*

Okay, now we're going to find out who created the greatest breakfast burritos. Read off the list of ingredients included and the total cost of your burrito. Once we hear from everyone, we'll award the burrito champions!

- ✘ *Have staff vote on tastiest and most creative (you can be the tiebreaker) and declare the most budget-friendly burrito.*

HOW MANY OF YOU THINK YOU WILL TRY YOUR BURRITO CREATION?

WHAT ARE SOME OTHER BREAKFAST FOODS YOU LIKE TO EAT THAT ARE HIGH IN PROTEIN?

Today we learned why breakfast is important and how to make a healthy and affordable breakfast burrito.

PUSH FORWARD

- ✘ *Pass out PUSH cards.*

On your card is a link to the Promoting U through Safety and Health page (www.promotingusafetyhealth.com). If you follow this page you can learn about other ways to stay safe at home and at work.

19 PROTEIN FOR BREAKFAST: THE GREATEST BREAKFAST BURRITO HANDOUT — EXAMPLE



STEP 1: Select your ingredients.

Circle the ingredients you'd like to include in your burrito. Be sure to select a food representing each of the following categories: protein, veggie/fruit, whole grain, and fat.

STEP 2: Add up the totals of the circled items in Column 2.

This is what it would cost to buy these items on a trip to the grocery store.

STEP 3: Add up the totals of the circled items in Column 3.

This is the total cost of your burrito.

FOOD ITEM	COST	COST PER SERVING
Avocados	1 avocado: \$1.40	½ avocado: \$0.70
Black beans	15 oz. can: \$0.89	4 oz. (½ C): \$0.24
Brussels sprouts	1 lb. bag: \$6.99	4 oz. (½ C): \$1.75
Cheese, Cheddar	8 oz. bag: \$2.50	1 oz.: \$0.31
Cottage Cheese	12 oz. container: \$1.89	4 oz.: \$0.63
Eggs	1 dozen: \$2.89	1 egg: \$0.24
Flax seed	16 oz. box: \$2.99	2 T: \$0.10
Ham	8 oz. package: \$2.99	4 oz. (½ C): \$1.50
Onion	1 onion: \$0.80	¼ onion: \$0.20
Pepper, Bell	A bag of bell peppers: \$4.99	3 peppers: \$0.25
Pepper, Jalapeno	1 jalapeno pepper: \$0.20	1 pepper: \$0.20
Potatoes	5-lb. bag: \$2.55	8 oz. (1 C): \$0.26
Rice, Brown	16 oz. bag: \$1.19	4 oz. (½ C): \$0.30
Salsa	15.5 oz. jar: \$3.50	2 T (1.2 oz.): \$0.27
Spinach	10 oz. bag: \$1.99	4 oz. (½ C): \$0.80
Tomatoes	Package of 4: \$3.99	1 tomato: \$1.00
Tortillas, Whole Wheat	Package of 8: \$1.99	1 tortilla: \$0.25

oz. = ounces C = Cups
lb. = pounds T = Tablespoons

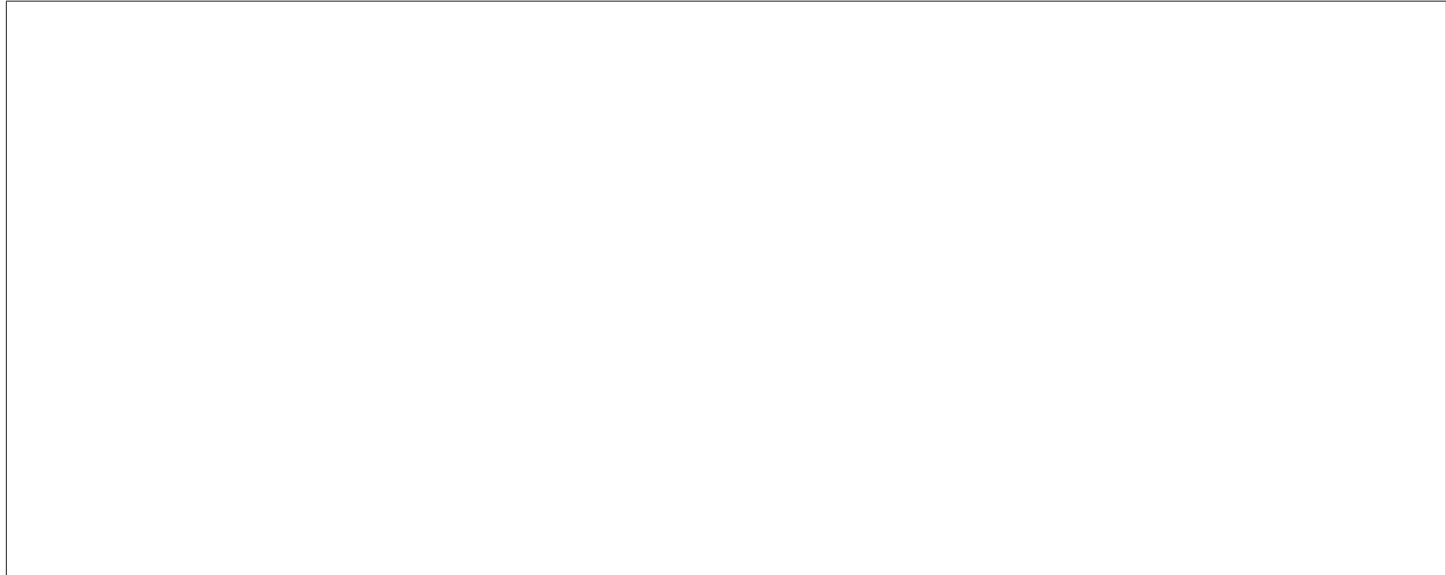
TOTAL COST OF INGREDIENTS:

\$

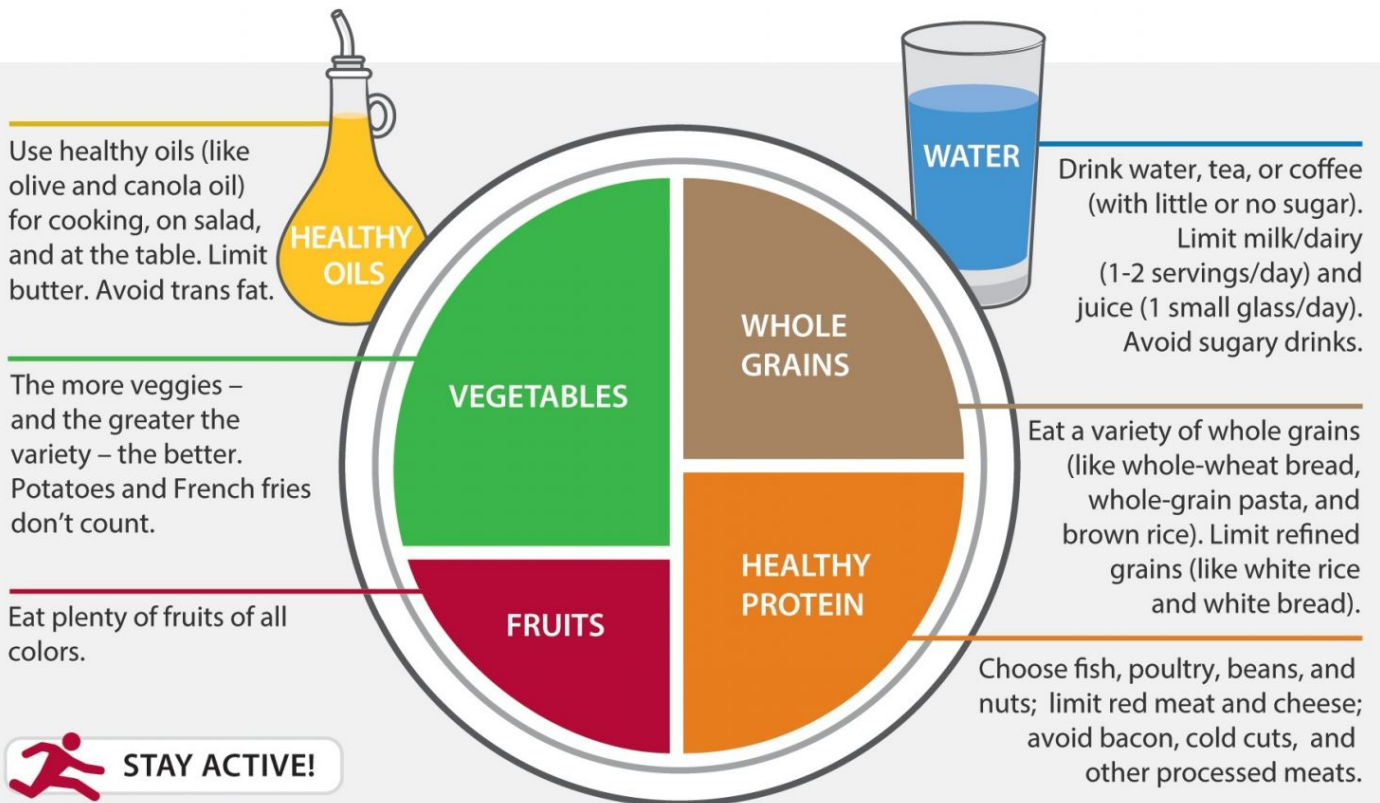
COST PER BURRITO:

\$

STEP 4: Does your burrito meet the MyPlate recommendations?



HEALTHY EATING PLATE



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Harvard T.H. Chan School of Public Health
The Nutrition Source
www.hsph.harvard.edu/nutritionsource

Harvard Medical School
Harvard Health Publications
www.health.harvard.edu



20 HEALTHY SNACKING AND PACKING



PURPOSE

This activity teaches young workers the basics of healthy snacking. Eating nutritious snacks throughout the workday helps young workers maintain energy and can keep them alert and focused on the job. This activity demonstrates the components of affordable, healthy snacks.

ACTIVITY TIME

Approximately 15 minutes

PREPARATION

- The worksheet is included in the activity book on 43.

Alternatively, you can print the worksheet from the website. The worksheet can be found at:

www.promotingusafetyhealth.com

Click on "Start the Conversation Activities," then find the "Healthy Packing and Snacking" activity and click on the "Handout" link. Print one double-sided worksheet per pair of staff members.

- Print PUSH Cards.

DIRECTIONS

Supervisor reads out loud

Supervisor reads out loud

SUPERVISOR READS QUESTION

✘ *Do not read out loud*



A NIOSH CENTER OF EXCELLENCE

PUSH is an Oregon Healthy Workforce Center Project funded through the NIOSH Total Worker Health Center of Excellence Grant U19OH10154.

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BACKGROUND

Meals are essential for meeting our bodies energy needs. However, most of us also eat between meals to maintain our energy and keep our brains focused on work, school, or play.

When we're choosing snacks, we need to think about how these snacks will make us feel. For example, snacks that are high in sugar, like candy, will give us a short rush of energy before we crash.

There are two different kinds of carbohydrates: simple and complex.

Simple carbs are those found in fruit, candy, cookies, honey, and table sugar. Think of simple carbs as lighting a match. You'll have a big flame for a second or two, but then it goes out.

Complex carbs, on the other hand, are like candles. They burn long and slow. That's because the body has to break down complex carbs, which means they stick with the body longer. Complex carbs include breads, grains, and beans.

Combining macronutrients (fats, proteins, and carbohydrates) gives us the most bang for our buck. For example, pairing a simple carbohydrate, like an apple, with a fat, like peanut butter, will help us stay full longer, and will give our body more types of fuel to work with.

ONE MORE THING BEFORE WE GET TO THE ACTIVITY: DOES ANYONE KNOW WHAT FIBER IS?

Fiber is the material found in fruits, veggies and whole grains. It helps keep us full and our bowels regular. We need fiber so our body can clean out all the gunk, like cholesterol.

ACTIVITY

Now for the activity. Pair up.

- ✘ *Distribute worksheets to each group or ask employees to turn to page 43 in their activity workbooks.*
- ✘ *Give staff time to answer and help as needed.*

For each snack pairing, indicate:

- ☉ whether the snacks contain simple carbohydrates, complex carbohydrates, both, or low/no carbohydrates
- ☉ which choice contains more fiber?
- ☉ which is a better choice and why?

ANSWERS:

Peanut Butter Apple vs. Beef Jerky

- ☉ Apple: Simple; Peanut Butter: Complex; Beef jerky: Low
- ☉ More fiber: Apple
- ☉ Better choice: Apple and Peanut Butter, because it combines carbs, fats and protein and also contains a serving of fruit.

Carrots/Hummus vs. Pop-Tarts®

- ☉ Carrots/Hummus: Simple and Complex; Pop-Tarts® : Simple
- ☉ More fiber: Carrots/Hummus
- ☉ Better choice: Carrots/Hummus because it combines carbs, protein and fat and has a serving of veggies.

Orange vs. Orange Jelly Candy

- ☉ Orange: Simple; Orange Jelly Candy: Simple
- ☉ More fiber: Orange
- ☉ Better choice: Orange because it is a serving of fruit and contains lots of fiber and no refined sugar.

String Cheese vs. CHEETOS®

- ☉ String Cheese: Low; CHEETOS®: Simple
- ☉ More fiber: String cheese
- ☉ Better choice: String cheese because it has protein and fat, which will keep you full longer.

Plain Yogurt vs. Ice Cream Bar

- ☉ Plain Yogurt: Simple; Ice Cream: Simple
- ☉ More fiber: Both are low in fiber
- ☉ Better choice: Plain Yogurt because it has less sugar.

Almonds vs. Potato Chips

- ☉ Almonds: Complex; Potato Chips: Simple
- ☉ More fiber: Almonds
- ☉ Better choice: Almonds because nuts contain protein, fat and carbs, along with fiber.

Sometimes when we come to work, we don't have the ability to leave to get healthy snacks. It is important to plan ahead and prepare healthy snacks like those in the examples we just discussed.

PUSH FORWARD

- ✕ *Pass out PUSH cards.*

On your card is a link to the Promoting U through Safety and Health page (www.promotingusafetyhealth.com). If you follow this page you can learn about other ways to stay safe at home and at work.

20 HEALTHY SNACKING AND PACKING WORKSHEET

20 HEALTHY SNACKING AND PACKING WORKSHEET

PU
PROMOTING U THROUGH
SH
SAFETY AND HEALTH

vs.

APPLE AND PEANUT BUTTER VS. BEEF JERKY

DOES THE SNACK CONTAIN SIMPLE CARBOHYDRATES, COMPLEX CARBOHYDRATES, OR BOTH (OR LOW/NONE)?

WHICH CONTAINS MORE FIBER?

WHICH IS A BETTER CHOICE?

108

WHICH IS A BETTER CHOICE?

109

WHICH IS A BETTER CHOICE?

110

111



21 HEALTHY BEVERAGE MATH

PURPOSE

This activity teaches young workers about the hidden costs of sweetened beverages and identifies healthier and cheaper alternatives. Recent research indicates that many people get as many as 1/3 of their daily calories from sugary drinks. These calories add up to extra pounds. Raising awareness about sweetened beverages can help young workers choose a less expensive, healthy alternative.

ACTIVITY TIME

Approximately 15 minutes

PREPARATION

- Worksheets are included in the activity book on page 47. Alternatively, you can print the worksheets from the website. The worksheets can be found at: **www.promotingusafetyhealth.com** Click on "Start the Conversation Activities," then find the "Healthy Beverage Math" activity and click on the "Handout" link. Print one worksheet per attending staff member, letter size, double sided.
- Print PUSH Cards.

DIRECTIONS

Supervisor reads out loud

Supervisor reads out loud

SUPERVISOR READS QUESTION

- ✘ *Do not read out loud*



A NIOSH CENTER OF EXCELLENCE

PUSH is an Oregon Healthy Workforce Center Project funded through the NIOSH Total Worker Health Center of Excellence Grant U19OH10154.

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BACKGROUND

Your body is about 2/3 water. Consuming water each day is really important. You can live for up to 30 days without food, but if you don't get water for 3 to 5 days it will likely be fatal.

Even if you are drinking a little water, when your body doesn't have enough of it, your performance drops and you are more likely to make a mistake or be injured on the job.

So, how much water do you need?

The answer is: it depends. A good goal is to drink about 2–3 liters of water per day. If you are working in a hot environment, exercising, or sweating, drink more.

Water is free and good for you.

Lots of us enjoy drinking beverages that taste good. Can some of you guys name some of your favorite beverages?

✘ *Let staff answer.*

Sugary drinks are great treats to enjoy from time to time, but I have some bad news...soda, sports drinks, and caffeinated products have a lot of sugar. Sugar is what we call “empty calories,” which means they have very little nutritional value.

Research indicates that many people get up to 1/3 of their daily calories from sugary beverages.

These empty calories add up to pounds and as a result, sugary drinks have become a major part of why obesity has become a major concern in the US. Sometimes people don't realize that their consume are like desserts; if they drink too many, they will gain weight.

ACTIVITY

Now we're going to shift gears and do a little math.

You're going to get a worksheet with a drink and the number of calories in that drink. I'd like you to calculate how many football fields you'd need to walk in order to burn off the calories in that drink. Walking the length of 1 football field burns 5 calories. For example, if a drink contains 30 calories, it would take 6 football fields to work off those calories, because 30 divided by 5 calories equals 6. I'm going to give you a few minutes to figure these out.

✘ *Distribute the handout or ask employees to turn to page 47 in their activity workbooks. Give staff time to review. Help those that are struggling with the math.*

ANSWERS

How many football fields would you need to walk to burn the calories in:

- ☉ Black Coffee: 0 football fields
- ☉ Mocha: 40 football fields
- ☉ Coke: 28 football fields
- ☉ Red Bull: 23 football fields
- ☉ Orange Juice: 27 football fields
- ☉ Water: 0 football fields

Now that we know how many football fields it would take to burn off these drinks, let's find out how fast we can burn a hole in our wallet!

For example, a carton of chocolate milk costs \$1.49. If you drank a carton of chocolate milk 4 times per week, how much money would you spend on chocolate milk in 1 month, or 4 weeks?

Answer: \$23.84!

Now let's try it for the drinks on your handout. Let's say you consume these drinks every day of the week. How much would you spend in 30 days? The costs are on there.

- ☉ Black Coffee: \$60
- ☉ Mocha: \$105
- ☉ Coke: \$30
- ☉ Red Bull: \$67.50
- ☉ Orange Juice: \$52.50
- ☉ Water: \$0

What do you guys think? Are you surprised? Not only do some of these drinks contain a lot of calories, they're also expensive, especially if purchased daily. Drinking water instead is not only good for you—it will save you money.

PUSH FORWARD

✘ *Pass out PUSH cards.*

On your card is a link to the Promoting U through Safety and Health page (www.promotingusafetyhealth.com). If you follow this page you can learn about other ways to stay safe at home and at work.

21 HEALTHY BEVERAGE MATH WORKSHEET

21 HEALTHY BEVERAGE MATH WORKSHEET



BLACK COFFEE

CALORIES: 0

COST \$2.00

NUMBER OF FOOTBALL FIELDS: $0/5 =$ _____

COST FOR 30 DAYS: $30 \times 2.00 =$ _____



MOCHA ESPRESSO DRINK

CALORIES: 200

COST \$3.50

NUMBER OF FOOTBALL FIELDS: $200/5 =$ _____

COST FOR 30 DAYS: $30 \times 3.50 =$ _____



COLA

CALORIES: 140

COST: \$1

NUMBER OF FOOTBALL FIELDS: $140/5 =$ _____

COST FOR 30 DAYS: $30 \times 1 =$ _____

111

INK

OTBALL FIELDS: $115/5 =$ _____

AYS: $30 \times 2.25 =$ _____

CE

OTBALL FIELDS: $135/5 =$ _____

AYS: $30 \times 1.75 =$ _____

OTBALL FIELDS: $0/5 =$ _____

AYS: $30 \times 0 =$ _____

112

HANDOUTS & WORKSHEETS

2 HOT POPCORN MACHINE

Safety Hazards - immediate accidents or injuries.
Example: falling off a ladder

Chemical Hazards - gasses, vapors, liquids, or dust that can cause harm. *Example: bleach used for cleaning.*

Biological Hazards - living things that can cause diseases. *Example: hepatitis B found in blood.*

Other Hazards - harmful things not in other categories. *Example: noise or repetitive movements can cause injuries*

PU
SH

2 SPILT LIQUIDS

Safety Hazards - immediate accidents or injuries.
Example: falling off a ladder

Chemical Hazards - gasses, vapors, liquids, or dust that can cause harm. *Example: bleach used for cleaning.*

Biological Hazards - living things that can cause diseases. *Example: hepatitis B found in blood.*

Other Hazards - harmful things not in other categories. *Example: noise or repetitive movements can cause injuries*

PU
SH

2 TYPING FOR LONG PERIODS OF TIME

Safety Hazards - immediate accidents or injuries.
Example: falling off a ladder

Chemical Hazards - gasses, vapors, liquids, or dust that can cause harm. *Example: bleach used for cleaning.*

Biological Hazards - living things that can cause diseases. *Example: hepatitis B found in blood.*

Other Hazards - harmful things not in other categories. *Example: noise or repetitive movements can cause injuries.*

PU
SH

2 90° DAY

Safety Hazards - immediate accidents or injuries.
Example: falling off a ladder

Chemical Hazards - gasses, vapors, liquids, or dust that can cause harm. *Example: bleach used for cleaning.*

Biological Hazards - living things that can cause diseases. *Example: hepatitis B found in blood.*

Other Hazards - harmful things not in other categories. *Example: noise or repetitive movements can cause injuries.*

PU
SH

2 MEAT SLICER

Safety Hazards - immediate accidents or injuries.
Example: falling off a ladder

Chemical Hazards - gasses, vapors, liquids, or dust that can cause harm. *Example: bleach used for cleaning.*

Biological Hazards - living things that can cause diseases. *Example: hepatitis B found in blood.*

Other Hazards - harmful things not in other categories. *Example: noise or repetitive movements can cause injuries.*

PU
SH

2 DEHYDRATION

Safety Hazards - immediate accidents or injuries.
Example: falling off a ladder

Chemical Hazards - gasses, vapors, liquids, or dust that can cause harm. *Example: bleach used for cleaning.*

Biological Hazards - living things that can cause diseases. *Example: hepatitis B found in blood.*

Other Hazards - harmful things not in other categories. *Example: noise or repetitive movements can cause injuries.*

PU
SH

2 HEPATITIS B

Safety Hazards - immediate accidents or injuries.
Example: falling off a ladder

Chemical Hazards - gasses, vapors, liquids, or dust that can cause harm. *Example: bleach used for cleaning.*

Biological Hazards - living things that can cause diseases. *Example: hepatitis B found in blood.*

Other Hazards - harmful things not in other categories. *Example: noise or repetitive movements can cause injuries.*

PU
SH

2 HEPATITIS C

Safety Hazards - immediate accidents or injuries.
Example: falling off a ladder

Chemical Hazards - gasses, vapors, liquids, or dust that can cause harm. *Example: bleach used for cleaning.*

Biological Hazards - living things that can cause diseases. *Example: hepatitis B found in blood.*

Other Hazards - harmful things not in other categories. *Example: noise or repetitive movements can cause injuries.*

PU
SH

2 HIV

Safety Hazards - immediate accidents or injuries.
Example: falling off a ladder

Chemical Hazards - gasses, vapors, liquids, or dust that can cause harm. *Example: bleach used for cleaning.*

Biological Hazards - living things that can cause diseases. *Example: hepatitis B found in blood.*

Other Hazards - harmful things not in other categories. *Example: noise or repetitive movements can cause injuries.*

**PU
SH**

2 VIRUSES

Safety Hazards - immediate accidents or injuries.
Example: falling off a ladder

Chemical Hazards - gasses, vapors, liquids, or dust that can cause harm. *Example: bleach used for cleaning.*

Biological Hazards - living things that can cause diseases. *Example: hepatitis B found in blood.*

Other Hazards - harmful things not in other categories. *Example: noise or repetitive movements can cause injuries.*

**PU
SH**

2 BEE STING

Safety Hazards - immediate accidents or injuries.
Example: falling off a ladder

Chemical Hazards - gasses, vapors, liquids, or dust that can cause harm. *Example: bleach used for cleaning.*

Biological Hazards - living things that can cause diseases. *Example: hepatitis B found in blood.*

Other Hazards - harmful things not in other categories. *Example: noise or repetitive movements can cause injuries.*

**PU
SH**

2 SPIDER BITE

Safety Hazards - immediate accidents or injuries.
Example: falling off a ladder

Chemical Hazards - gasses, vapors, liquids, or dust that can cause harm. *Example: bleach used for cleaning.*

Biological Hazards - living things that can cause diseases. *Example: hepatitis B found in blood.*

Other Hazards - harmful things not in other categories. *Example: noise or repetitive movements can cause injuries.*

**PU
SH**

2 BLEACH

Safety Hazards - immediate accidents or injuries.
Example: falling off a ladder

Chemical Hazards - gasses, vapors, liquids, or dust that can cause harm. *Example: bleach used for cleaning.*

Biological Hazards - living things that can cause diseases. *Example: hepatitis B found in blood.*

Other Hazards - harmful things not in other categories. *Example: noise or repetitive movements can cause injuries.*

**PU
SH**

2 CHLORINE

Safety Hazards - immediate accidents or injuries.
Example: falling off a ladder

Chemical Hazards - gasses, vapors, liquids, or dust that can cause harm. *Example: bleach used for cleaning.*

Biological Hazards - living things that can cause diseases. *Example: hepatitis B found in blood.*

Other Hazards - harmful things not in other categories. *Example: noise or repetitive movements can cause injuries.*

**PU
SH**

2 LADDERS

Safety Hazards - immediate accidents or injuries.
Example: falling off a ladder

Chemical Hazards - gasses, vapors, liquids, or dust that can cause harm. *Example: bleach used for cleaning.*

Biological Hazards - living things that can cause diseases. *Example: hepatitis B found in blood.*

Other Hazards - harmful things not in other categories. *Example: noise or repetitive movements can cause injuries.*

**PU
SH**

2 SLIDES

Safety Hazards - immediate accidents or injuries.
Example: falling off a ladder

Chemical Hazards - gasses, vapors, liquids, or dust that can cause harm. *Example: bleach used for cleaning.*

Biological Hazards - living things that can cause diseases. *Example: hepatitis B found in blood.*

Other Hazards - harmful things not in other categories. *Example: noise or repetitive movements can cause injuries.*

**PU
SH**

2 ELECTRICAL CIRCUITS

Safety Hazards - immediate accidents or injuries.
Example: falling off a ladder

Chemical Hazards - gasses, vapors, liquids, or dust that can cause harm. *Example: bleach used for cleaning.*

Biological Hazards - living things that can cause diseases. *Example: hepatitis B found in blood.*

Other Hazards - harmful things not in other categories. *Example: noise or repetitive movements can cause injuries.*

PU
SH

2 BEAR ATTACKS

Safety Hazards - immediate accidents or injuries.
Example: falling off a ladder

Chemical Hazards - gasses, vapors, liquids, or dust that can cause harm. *Example: bleach used for cleaning.*

Biological Hazards - living things that can cause diseases. *Example: hepatitis B found in blood.*

Other Hazards - harmful things not in other categories. *Example: noise or repetitive movements can cause injuries.*

PU
SH

2 FALLING OBJECTS

Safety Hazards - immediate accidents or injuries.
Example: falling off a ladder

Chemical Hazards - gasses, vapors, liquids, or dust that can cause harm. *Example: bleach used for cleaning.*

Biological Hazards - living things that can cause diseases. *Example: hepatitis B found in blood.*

Other Hazards - harmful things not in other categories. *Example: noise or repetitive movements can cause injuries.*

PU
SH

2 PESTICIDES

Safety Hazards - immediate accidents or injuries.
Example: falling off a ladder

Chemical Hazards - gasses, vapors, liquids, or dust that can cause harm. *Example: bleach used for cleaning.*

Biological Hazards - living things that can cause diseases. *Example: hepatitis B found in blood.*

Other Hazards - harmful things not in other categories. *Example: noise or repetitive movements can cause injuries.*

PU
SH

2 LIFEGUARD STANDS

Safety Hazards - immediate accidents or injuries.
Example: falling off a ladder

Chemical Hazards - gasses, vapors, liquids, or dust that can cause harm. *Example: bleach used for cleaning.*

Biological Hazards - living things that can cause diseases. *Example: hepatitis B found in blood.*

Other Hazards - harmful things not in other categories. *Example: noise or repetitive movements can cause injuries.*

PU
SH

2 KNIFE

Safety Hazards - immediate accidents or injuries.
Example: falling off a ladder

Chemical Hazards - gasses, vapors, liquids, or dust that can cause harm. *Example: bleach used for cleaning.*

Biological Hazards - living things that can cause diseases. *Example: hepatitis B found in blood.*

Other Hazards - harmful things not in other categories. *Example: noise or repetitive movements can cause injuries.*

PU
SH

2 TABLE SAW

Safety Hazards - immediate accidents or injuries.
Example: falling off a ladder

Chemical Hazards - gasses, vapors, liquids, or dust that can cause harm. *Example: bleach used for cleaning.*

Biological Hazards - living things that can cause diseases. *Example: hepatitis B found in blood.*

Other Hazards - harmful things not in other categories. *Example: noise or repetitive movements can cause injuries.*

PU
SH

2 HOT GREASE

Safety Hazards - immediate accidents or injuries.
Example: falling off a ladder

Chemical Hazards - gasses, vapors, liquids, or dust that can cause harm. *Example: bleach used for cleaning.*

Biological Hazards - living things that can cause diseases. *Example: hepatitis B found in blood.*

Other Hazards - harmful things not in other categories. *Example: noise or repetitive movements can cause injuries.*

PU
SH

2 BLOOD

Safety Hazards - immediate accidents or injuries.
Example: falling off a ladder

Chemical Hazards - gasses, vapors, liquids, or dust that can cause harm. *Example: bleach used for cleaning.*

Biological Hazards - living things that can cause diseases. *Example: hepatitis B found in blood.*

Other Hazards - harmful things not in other categories. *Example: noise or repetitive movements can cause injuries.*

**PU
SH**

2 GASOLINE

Safety Hazards - immediate accidents or injuries.
Example: falling off a ladder

Chemical Hazards - gasses, vapors, liquids, or dust that can cause harm. *Example: bleach used for cleaning.*

Biological Hazards - living things that can cause diseases. *Example: hepatitis B found in blood.*

Other Hazards - harmful things not in other categories. *Example: noise or repetitive movements can cause injuries.*

**PU
SH**

2 BACTERIA

Safety Hazards - immediate accidents or injuries.
Example: falling off a ladder

Chemical Hazards - gasses, vapors, liquids, or dust that can cause harm. *Example: bleach used for cleaning.*

Biological Hazards - living things that can cause diseases. *Example: hepatitis B found in blood.*

Other Hazards - harmful things not in other categories. *Example: noise or repetitive movements can cause injuries.*

**PU
SH**

2 MOLD

Safety Hazards - immediate accidents or injuries.
Example: falling off a ladder

Chemical Hazards - gasses, vapors, liquids, or dust that can cause harm. *Example: bleach used for cleaning.*

Biological Hazards - living things that can cause diseases. *Example: hepatitis B found in blood.*

Other Hazards - harmful things not in other categories. *Example: noise or repetitive movements can cause injuries.*

**PU
SH**

2 USED NEEDLES OR SYRINGES

Safety Hazards - immediate accidents or injuries.
Example: falling off a ladder

Chemical Hazards - gasses, vapors, liquids, or dust that can cause harm. *Example: bleach used for cleaning.*

Biological Hazards - living things that can cause diseases. *Example: hepatitis B found in blood.*

Other Hazards - harmful things not in other categories. *Example: noise or repetitive movements can cause injuries.*

**PU
SH**

2 POISON OAK

Safety Hazards - immediate accidents or injuries.
Example: falling off a ladder

Chemical Hazards - gasses, vapors, liquids, or dust that can cause harm. *Example: bleach used for cleaning.*

Biological Hazards - living things that can cause diseases. *Example: hepatitis B found in blood.*

Other Hazards - harmful things not in other categories. *Example: noise or repetitive movements can cause injuries.*

**PU
SH**

2 RADIATION

Safety Hazards - immediate accidents or injuries.
Example: falling off a ladder

Chemical Hazards - gasses, vapors, liquids, or dust that can cause harm. *Example: bleach used for cleaning.*

Biological Hazards - living things that can cause diseases. *Example: hepatitis B found in blood.*

Other Hazards - harmful things not in other categories. *Example: noise or repetitive movements can cause injuries.*

**PU
SH**

2 NOISE

Safety Hazards - immediate accidents or injuries.
Example: falling off a ladder

Chemical Hazards - gasses, vapors, liquids, or dust that can cause harm. *Example: bleach used for cleaning.*

Biological Hazards - living things that can cause diseases. *Example: hepatitis B found in blood.*

Other Hazards - harmful things not in other categories. *Example: noise or repetitive movements can cause injuries.*

**PU
SH**

2 AWKWARD POSTURE

Safety Hazards - immediate accidents or injuries.
Example: falling off a ladder

Chemical Hazards - gasses, vapors, liquids, or dust that can cause harm. *Example: bleach used for cleaning.*

Biological Hazards - living things that can cause diseases. *Example: hepatitis B found in blood.*

Other Hazards - harmful things not in other categories. *Example: noise or repetitive movements can cause injuries.*

**PU
SH**

2 HEAVY LIFTING

Safety Hazards - immediate accidents or injuries.
Example: falling off a ladder

Chemical Hazards - gasses, vapors, liquids, or dust that can cause harm. *Example: bleach used for cleaning.*

Biological Hazards - living things that can cause diseases. *Example: hepatitis B found in blood.*

Other Hazards - harmful things not in other categories. *Example: noise or repetitive movements can cause injuries.*

**PU
SH**

2 STRESS

Safety Hazards - immediate accidents or injuries.
Example: falling off a ladder

Chemical Hazards - gasses, vapors, liquids, or dust that can cause harm. *Example: bleach used for cleaning.*

Biological Hazards - living things that can cause diseases. *Example: hepatitis B found in blood.*

Other Hazards - harmful things not in other categories. *Example: noise or repetitive movements can cause injuries.*

**PU
SH**

2 FAST PACE OF WORK

Safety Hazards - immediate accidents or injuries.
Example: falling off a ladder

Chemical Hazards - gasses, vapors, liquids, or dust that can cause harm. *Example: bleach used for cleaning.*

Biological Hazards - living things that can cause diseases. *Example: hepatitis B found in blood.*

Other Hazards - harmful things not in other categories. *Example: noise or repetitive movements can cause injuries.*

**PU
SH**

2 VIOLENCE

Safety Hazards - immediate accidents or injuries.
Example: falling off a ladder

Chemical Hazards - gasses, vapors, liquids, or dust that can cause harm. *Example: bleach used for cleaning.*

Biological Hazards - living things that can cause diseases. *Example: hepatitis B found in blood.*

Other Hazards - harmful things not in other categories. *Example: noise or repetitive movements can cause injuries.*

**PU
SH**

2 BEING TIRED WHILE WORKING

Safety Hazards - immediate accidents or injuries.
Example: falling off a ladder

Chemical Hazards - gasses, vapors, liquids, or dust that can cause harm. *Example: bleach used for cleaning.*

Biological Hazards - living things that can cause diseases. *Example: hepatitis B found in blood.*

Other Hazards - harmful things not in other categories. *Example: noise or repetitive movements can cause injuries.*

**PU
SH**

2 LIFTING OBJECTS ABOVE YOUR HEAD

Safety Hazards - immediate accidents or injuries.
Example: falling off a ladder

Chemical Hazards - gasses, vapors, liquids, or dust that can cause harm. *Example: bleach used for cleaning.*

Biological Hazards - living things that can cause diseases. *Example: hepatitis B found in blood.*

Other Hazards - harmful things not in other categories. *Example: noise or repetitive movements can cause injuries.*

**PU
SH**

2 SCISSORS

Safety Hazards - immediate accidents or injuries.
Example: falling off a ladder

Chemical Hazards - gasses, vapors, liquids, or dust that can cause harm. *Example: bleach used for cleaning.*

Biological Hazards - living things that can cause diseases. *Example: hepatitis B found in blood.*

Other Hazards - harmful things not in other categories. *Example: noise or repetitive movements can cause injuries.*

**PU
SH**

6 IMAGE 1



PUSH
PROMOTING THROUGH
SAFETY AND HEALTH

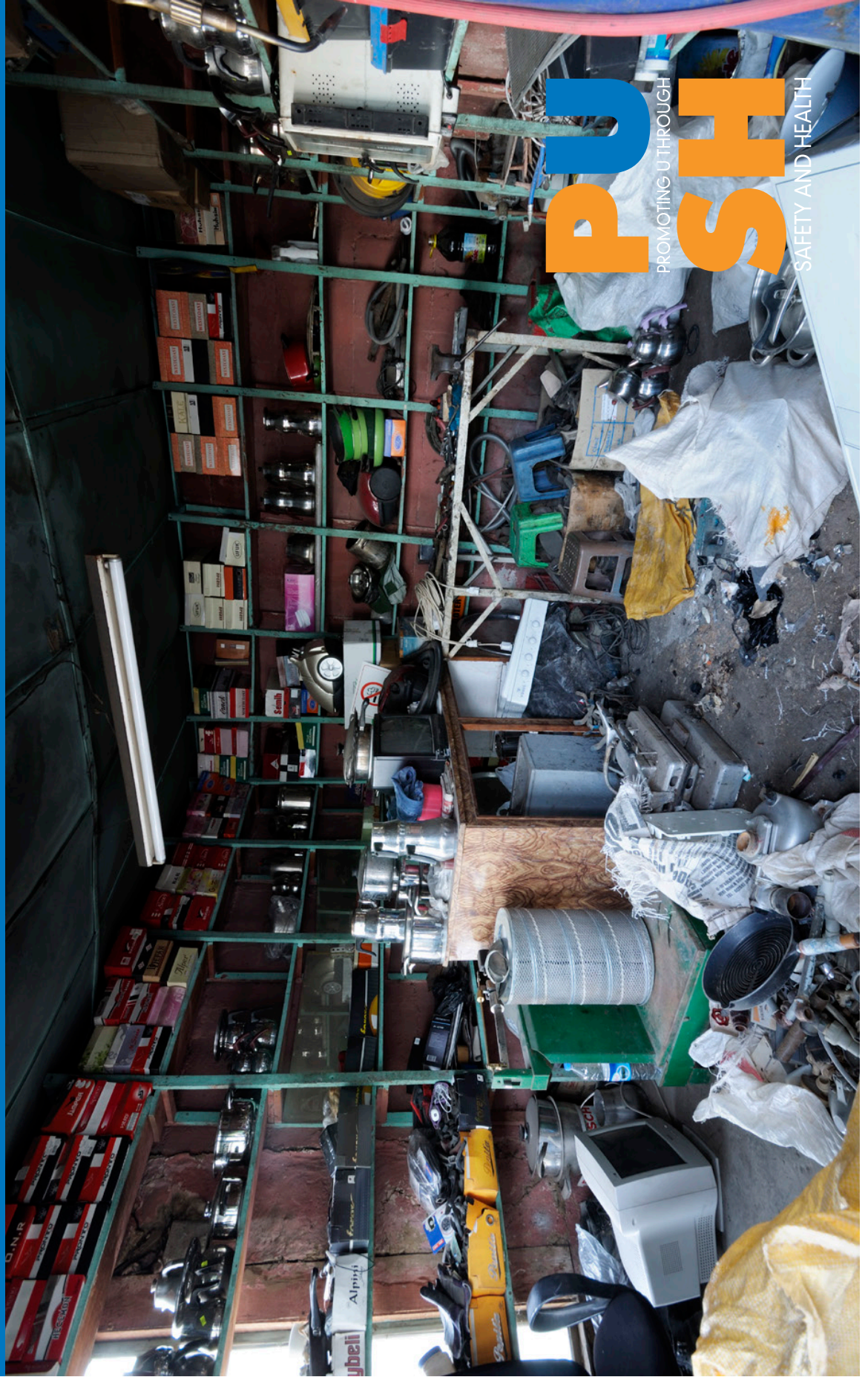
6 IMAGE 2



6 IMAGE 3



6 IMAGE 4



PUSH
PROMOTING UTHROUGH
SAFETY AND HEALTH

6 IMAGE 5



TRUDE

PSH

FEALS



8 PEOPLE CARDS

- P** POSTURE
- E** EYE CONTACT
- O** ORIENTATION
- P** PRESENTATION
- L** LISTEN
- E** ENVIRONMENT

**PU
SH**

8 PEOPLE CARDS

Phrase: Can I take my break now?

Emotions: Impatient, Excited

Phrase: Can I take my break now?

Emotions: Angry, Tired

Phrase: Can I take my break now?

Emotions: Happy, Bored

Phrase: Can I take my break now?

Emotions: Scared, Hopeful

Phrase: Can I take my break now?

Emotions: Embarrassed, Sad

8 PEOPLE CARDS

- P** POSTURE
- E** EYE CONTACT
- O** ORIENTATION
- P** PRESENTATION
- L** LISTEN
- E** ENVIRONMENT

**PU
SH**

8 PEOPLE CARDS

Phrase: Can you help me move this box?

Emotions: Impatient, Excited

Phrase: Can you help me move this box?

Emotions: Angry, Tired

Phrase: Can you help me move this box?

Emotions: Happy, Bored

Phrase: Can you help me move this box?

Emotions: Scared, Hopeful

Phrase: Can you help me move this box?

Emotions: Embarrassed, Sad

8 PEOPLE CARDS

- P** POSTURE
- E** EYE CONTACT
- O** ORIENTATION
- P** PRESENTATION
- L** LISTEN
- E** ENVIRONMENT

**PU
SH**

8 PEOPLE CARDS

Phrase: Can I come in late tomorrow, I have an appointment?

Emotions: Impatient, Excited

Phrase: Can I come in late tomorrow, I have an appointment?

Emotions: Angry, Tired

Phrase: Can I come in late tomorrow, I have an appointment?

Emotions: Happy, Bored

Phrase: Can I come in late tomorrow, I have an appointment?

Emotions: Scared, Hopeful

Phrase: Can I come in late tomorrow, I have an appointment?

Emotions: Embarrassed, Sad



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