# Safe Work Practices

Weatherization Energy Auditor Single Family

Learning Objectives

By attending this session, participants will be able to:

* Describe basic workplace safety requirements for energy auditors.
* Explain the purpose of Occupational Safety and Health Administration (OSHA) regulations.
* Identify where to find guidelines for working with lead, mold, and asbestos.
* Describe which homes require lead-safe weatherization practices and certified renovators.
* Define what a materials safety data sheet (MSDS) is and why it is important to communicate hazards.
* Explain the function and importance of using ground fault circuit interrupter (GFCI) equipment.
* Identify personal protective equipment (PPE) for use by auditors.

Key Terminology

Environmental Protection Agency (EPA)

Certified renovator

Ground fault circuit interrupter (GFCI)

Knob and tube wiring

Lead-safe weatherization (LSW)

Material safety data sheet (MSDS)

National Institute for Occupational Health and Safety (NIOSH)

Occupational Safety and Health Administration (OSHA)

Personal fall arrest system (PFAS)

Personal protective equipment (PPE)

Recommended exposure limit (REL)

U.S. Department of Energy (DOE)

Supplemental Materials

Handouts & Resources

“12 Steps to Lead Safety.” WxTV. Montana Weatherization Training Center. <www.wxtvonline.org>.

Gill, Tony. “Safe Work Practices” Classroom Exercise.

“Health and Safety Series: Respirators and Personal Protective Equipment.” WxTV. Montana Weatherization Training Center. <www.wxtvonline.org>.

OSHA “Fall Protection Tips” QuickCardTM. Download from <www.osha.gov/pls/publications/publication.athruz?pType=Types&pID=6>.

“OSHA Hazards: Fall Protection.” WxTV. Montana Weatherization Training Center. <www.wxtvonline.org>.

OSHA “Training Program” Fact Sheet. Download from <www.osha.gov/pls/publications/publication.athruz?pType=Types&pID=2>.

Safe Work Practices Quiz.

Safe Work Practices Quiz Answer Key.

Sample Material Safety Data Sheet (MSDS) and/or Product Data Sheets.

Sterner, A. Tamasin. “Safe & Effective: Winning Strategies for Field Workers.” Affordable Comfort Conference. 23 Apr. 2007. <www.affordablecomfort.org>.

U.S. Environmental Protection Agency. “Lead Publications.” <www.epa.gov/lead/pubs/renovation.htm>.

**Relevant Standard Work Specifications**

1.100.1 – Global Worker Safety

1.110.1 – Materials Selection, Labeling, and Materials Safety Data Sheets

Classroom Props & Activities

Various pieces of PPE

Safety glasses

Ventilator

Hardhat

Positive pressure respirator

Personal CO monitor

Live wire tester

GFCI

**Class Overview**

* Make the class as interactive as possible by integrating lecture with workshop/exercise sessions.
* Teach students about the value of safe work practices and where to find proper guidance. Keep sample PPEs on hand to hold up as you discuss them.
* Show the two WxTV videos as a break from lecture when you reach each of those topics in the presentation (“12 Steps to Lead Safety” and “OSHA Hazards: Fall Protection”).
* Refer to treatment section of an MSDS when teaching the importance of having these sheets in each work vehicle. Walk students through reading an MSDS, pointing out important safety information from the sample you use as a handout.
* Refer to the information and safety principles introduced in this presentation during the rest of the training, both in hands-on and other portions. Make students guardians of each other’s safety practices.

**Classroom Exercise – Safe Work Practices**

* Pass out the “Safe Work Practices” handout. Allow the class several minutes to complete it.
* For each scenario, record how many students choose each answer with a show of hands. (The responses will give you the general mindset of your class and help steer your comments. Don’t put too much weight on this. Because the correct answer is rather obvious, your sample will probably be skewed to it.)
	1. *The “git ‘er done” crowd*. They’re goal oriented but not too concerned about rules. Talk about why rules exist and how to accomplish goals within the rules.
	2. *The “rule is sacred” group*. They’re often more interested in why something can’t be done than in doing it. Again, talk about why rules exist⎯to prevent problems and make things easier⎯and how to work to the intent of a rule rather than just the letter.
	3. *The really anti-rule “git ‘er done at all costs” folks*. They are willing to ignore dangerous situations and take chances in the name of production. Talk about what happens when a serious injury occurs⎯lost work time and pay, higher insurance rates, reactionary rules and restrictions, and pain.
	4. *The practical leaders*. They know, understand, and follow rules but don’t use them as roadblocks or crutches. Reaffirm these people by talking about how working conditions have improved over the years, chiefly due to like-minded individuals who insisted that safe working conditions and protective equipment are part of a proper labor/management relationship.
* Go over each scenario and, as a class, discuss the pros and cons of each answer.
* Close the exercise by asking the class to list any other safety codes or rules that typically might come into play when weatherizing. Lead a discussion of each, stressing how to meet the intent of the rule as opposed to just the letter.