# Safe Work Practices

Weatherization Installer/Technician Fundamentals

Learning Objectives

By attending this session, participants will be able to:

* Explain the purpose of 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.
* Explain the importance of a materials safety data sheet (MSDS) and why it is important to keep nearby.
* Explain the content of an MSDS.
* Name typical personal protective equipment (PPE) and describe the functions.
* Explain the function and importance of using Ground Fault Circuit Interrupter (GFCI) equipment.
* Discuss simple workplace safety management methods.

Key Terminology

Certified renovator

Environmental Protection Agency (EPA)

Ground fault circuit interrupter (GFCI)

Lead-safe weatherization (LSW)

Material data safety sheets (MSDS)

Occupational Safety and Health Administration (OSHA)

Personal protection equipment (PPE)

U.S. Department of Energy (DOE)

Supplemental Materials

Handouts & Resources

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

Deferral of Services Notification.

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

"Health and Safety Series: Getting Started." *WxTV*. Montana Weatherization Training Center. <www.wxtvonline.org>.

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

National Institute for Occupational Safety and Health. <www.cdc.gov/niosh>.

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

U.S. Department of Labor. Occupational Safety and Health Administration. “Fall Protection Tips QuickCardTM." <www.osha.gov>.

U.S. Department of Labor. Occupational Safety and Health Administration. “Training Program Fact Sheet." <www.osha.gov>.

U.S. Environmental Protection Agency. "Lead Publications." <www.epa.gov/lead>.

U.S. Environmental Protection Agency. <www.epa.gov/asbestos>.

U.S. Environmental Protection Agency. <www.epa.gov/mold>.

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
* Various hand and power tools
* GFCI adaptor

**Class Overview**

* Field staff members can grow restless in a lecture setting. Make the class as interactive as possible by integrating lecture with workshop/exercise sessions.
* Give participants a chance to practice using various hand and power tools under supervised conditions to ensure they are practicing safe tool use.
* Demonstrate common safety functions of power tools (safety guards, blade tightening) and general safety practices (cutting away from oneself, keeping hands clear, etc.).
* 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.
* 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; as a class, discuss the pros and cons of each answer.
* Close the exercise by asking the class to list any other safety codes/rules that typically might come into play when weatherizing. Lead a discussion of each, stressing how to fully meet the intent of the rule.