

THE POSH WORKER

TRAINING MANUAL

*An activity guide to accompany the viewing of
the POSH Animation DVD*



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INTRODUCTION

THE POSH WORKER

Promoting occupational safety and health

Migrant workers all around the world work in the most hazardous jobs. In Thailand, more than two million migrant workers, mostly from Burma, work on construction sites, in orchards, plantations, mines, in factories, in private households, in entertainment places, on fishing boats, on farms, on garbage sites, in restaurants, in petrol pump stations and anywhere else where workers are in short supply.

Working in the most hazardous of jobs, and being the most invisible of working populations, migrants are particularly vulnerable to occupational injuries and diseases. Employers relying on a mobile population may be reluctant to invest in the protective equipment needed, and occupational health and safety officers may have difficulty accessing sites where migrants are hidden. Without training and understanding the health hazards at the workplace, workers may also make uninformed choices which increase the risk of suffering from occupational injuries and diseases.

Wherever possible, the risks should be eliminated at the source of the problem, but often this is beyond the control of the migrant worker. The necessary changes would involve the architects and the engineers who designed the work site; it would involve the manufacturers who made the machinery; and it would involve the transnational corporation who subcontracted the work. And of course it would take time and involve a high cost for employers.

But migrant workers are being injured today, migrant workers' health is being affected today, and migrant workers want to do something to improve the working conditions today. To raise awareness of the hazards at work and to motivate discussions and action, migrants suggested that MAP present occupational safety and health issues in a fun and accessible way. MAP's project, Promoting Occupational Safety and Health (POSH) had already set up POSH corners on work sites, community areas where migrants can meet and discuss and keep materials and protective clothing; and the team now decided to create a cartoon to raise awareness on OSH.

We hope that the cartoons will be played widely, in the tea-shops where migrants relax, in dormitories, in canteens, in the communal areas and in the private household. We hope that migrants can enjoy the cartoons and that they will raise some questions and hold some discussions back at work.

But we also hope that the cartoons can be used by migrant workers' associations, by community based groups, by migrant womens' groups and by NGOs, to stimulate discussion on the health and safety of working conditions, and to develop action plans on how to minimize the risks and increase the safety. This manual provides some examples of activities which communities can do together prior to, or after, watching each section of the cartoon.

This is the first edition of the manual and we invite any feedback on how to improve it for future use.



Watching The POSH Worker

The animation DVD runs for 10 minutes. When you start play this DVD in a DVD player, you are going to see the following selections listed: Episode 1 to 9. Below the subtitle "Change", you will see the "play all movie" selection. If you press that option, your DVD player will play each episode automatically. But if you select the subtitle 'Machine Hazard at furniture factory', your DVD player will play only that topic, allowing you to watch each episode one by one.

We recommend that a series of workshops are arranged following the sequence of episodes on the DVD. The manual also provides background reading and activities for trainers which should be used alongside viewing of the DVD.

- EPO 1 Machine Hazards.** Pie Htat is a factory worker working in a furniture factory, where he works long hours and does not get enough rest. The machinery he has to use does not have a guard, and he does not have the appropriate metal mesh gloves.
- EPO 2 Danger in a construction site.** Sak and Moe work on a construction site. They work under the hot sun. Their employer provides hard hats to protect them from falling objects at the site. But sometimes the hats are too hot!
- EPO 3 Chemical and Agriculture.** Maung Aye is working in agriculture using chemical pesticides. There is no protective clothing.
- EPO 4 Desperation.** When her husband becomes ill after working, Ma Noe Noe takes him to the employer to try and negotiate for some compensation. They don't have much luck!
- EPO 5 Working conditions in a garment factory.** Yi Yi Win works in a garment factory, sewing every day for long hours in a confined, unventilated and badly-lit factory.
- EPO 6 Knowledge.** San San has worked with migrant workers for a long time. During an exchange where migrants from different occupations discuss information about the various hazards they face at work, they learn about ways to protect themselves.

EPO 7 Not allowed. Armed with their new knowledge, the workers approach their employer individually to ask for changes to be made to their working environment.

EPO 8 Together. Not successful in negotiating individually with their employer, the workers try to negotiate together. Are they successful this time?

EPO 9 Change. The workers try a different strategy to protect their health and safety!



Episode 1: Machine Hazards



Episode 1: Machine Hazards

Activity: Machine Hazards and Sleepiness

Objectives: To understand the dangers of working long hours, working when sleepy or performing repetitive work continuously without breaks.

To discuss strategies to prevent working when exhausted and sleepy.

Equipment: different color metta cards, flip charts.

Time: One hour.

Group: Between 8-20 migrants men and women working in any job.

Methodology:

1. Ask questions as part of quick quiz:

- How many hours comprise a normal working day according to labour law?: (Eight hours)
- How many hours a sleep should you have a night? (Eight hours)
- How long should you drive before taking a break? (every two hours)
- How many hours do you work?
- How many hours do you sleep?
- Is your work repetitive? Is it physically taxing/hard labour?
- How many hours do you do work continuously without taking a break?

Ask participants one at a time: "What changes when you are tired?" and write down the answer on a metta card, one answer per metta card. (i.e. become irritable, do things slowly, respond less quickly, makes mistakes, don't make decisions well, take more risks, forget things, etc.)

2. Stick the metta cards on a flip chart .

3. For each metta card, ask how this could be dangerous at work.
4. Ask all participants to write down on metta cards how they cope with exhaustion, what they do to deal with this problem. I.e. take a break, drink coffee, ask boss for time off, etc.
5. Ask participants to share cards. On a board, have two columns. Ask participants whether this is a good method or bad method? - Meaning is it healthy or unhealthy? Put good methods in one column and bad methods in the other column.

Good methods might be: take frequent breaks, do some quick exercise, change sleeping arrangements, stop work, ask boss for time off.

Bad methods might be: drink M150, drink coffee, hurt oneself, take yaba, etc.

6. Discuss how to reduce relying on bad methods and how to increase using good methods. Discuss short-term solutions (i.e. taking frequent breaks) and longer-term solutions (negotiating for shorter hours, being provided with quiet sleeping area etc.)



Preventing Machine Hazards

Information Sheet

Locating Danger Zones on a Machine

Background

There are thousands of machine-related injuries each year. Proper training can prevent these injuries. Workers should know how to operate a piece of machinery and inspect for problem areas before turning on the power. Keeping air hoses and extension cords out of the way reduces tripping hazards.

Before you begin working, locate the danger zones on a machine. These danger zones are usually labeled with safety messages or signs.

Nip/Pinch Points

Nip points, also called bites or pinch points, happen when parts rotate toward each other. You or your clothing can become caught in a nip point and be pulled into the machine. Machines with rollers, belts, pulleys, chains, sprockets and rack and pinions all have nip points.

Shear Points

Shear points happen where the edges of two machine parts move across or close to each other. They can cut through skin, clothing and body parts. They include blades, choppers, augers and screw conveyors.

Crush Points

Crush points happen where moving parts come together, or meet an obstacle. Crush points are different than nip points because the parts are not rotating. Be sure to not walk between a machine and a fix object. You could be crushed against the object by moving parts.

Burn Hazards

You can be burned by machines designed to heat up, such as a dryer or oven. You can also be burned by parts that become hot from friction, hot liquid or steam.

Other Hazards

Noise, dust, fumes, vibration, hand/arm strain, etc.

Check Before Operating

- Have you reviewed the owner's manual? It provides operating, repairing, lubricating, and fuel information.
- Are the Warning signs/stickers in place?
- Are the machine guards properly placed and in good condition?
- Are the electrical lines/wires damage-free?
- Are air and hydraulic lines (air hose) in good condition and not leaking?
- Is the setup a proper setup? Is the space clutter free?
- Is the area around the machines orderly?
- Is the equipment jack, (electrical plugs and transformers) in working order?



Personal Protection

- Wear Personal Protection Equipment (PPE), such as goggles, safety shoes, and leather gloves.
- Wear form-fitting clothing. Loose or baggy clothing could get caught in moving parts
- Make sure buttons are fastened and zippers are zipped up. Loose clothing could get caught in moving part.
- If you have long hair, make sure it is tied back or secured under a hat or hair net.
- Wear sturdy, non-skid shoes. Always check to make sure your shoelaces are tied.
- Take off all jewelry, including rings, necklaces, bracelets or anything else that could get caught in equipment.
- If you are wearing a shirt that has a front pocket, keep it shut, and make sure nothing will fall out of it if you lean over

Machine Maintenance

- Keep machines repaired, lubricated, and adjusted.
- Clean up excess lubricants.
- Clearly mark control switches and valves that control machines.
- Check machines for emergency stop switches; they should be located on or near the machine so the machine can be turned off quickly if a malfunction occurs.

During Operation

- Turn power off and remove key before working around or performing maintenance on the machine.
- Use appropriate lockout and tag out procedures to prevent equipment from being re-energized while work is being performed on or around it.
- Stay away from moving parts.



REVIEW

True or False?

1. To learn how use a piece of machinery safely, turn on and experiment. T F
2. Avoid wearing jewelry when working with machines. T F
3. Wear tennis shoes when working on heavy machinery. T F
4. Knowing the location of the emergency stop switches could save a life. T F
5. Maintaining a machine well cannot guard against hazards. T F

///Answer Key: 1 = F, 2 = T, 3 = F, 4 = T, 5 = F///

Reference: **Tailgate Safety Training for Landscaping and Horticultural Services, Preventing Machine Hazards**; Agricultural Safety Program, **The Ohio State University**, 2006.

Episode 2: Dangers in a Construction Site



Episode 2: Dangers in the Construction Site

Activity: Mapping Hazardous Zones at Worksite

Objective: to be able to identify hazardous zones at work

Equipment: flip chart paper, markers, a large bag of stones, some plain, some painted red, some painted green.

Time: 1 hour

Methodology:

1. Divide the group into small groups by type of work: domestic work, agriculture, factory, construction.
2. Give each group a large bag of stones.
3. Tell them to use the plain stones to draw a plan of their work site.
4. When this is finished, tell them to place the red stones in areas where they are particular dangers.
5. Then place the blue stones in areas where any protection is missing (i.e. first aid kit, safety netting).
6. Then place the green stones in areas where there is protection provided (i.e. safety sign, harness, etc.)
7. Ask all the groups to come and see the first group's worksites. Discuss what they can do to change this.



Identifying Danger Zones and Hazards

Information Sheet

Why do accidents happen?

Environment

poor process/ machinery layout, poor lighting/air (distracters), poor housekeeping

Tool/Technology

Poor design, poor functioning, improper/no guards

Tasks

Require exposure to hazards, rewards for "risk taking", requires safety violation to work

People

Focus on work, lack of training, watching, or imitating others, complacent to risks



Organization

Focus on production, allows guard removal, doesn't provide for guards/design for safety

Hazards & Protection Methods at Construction Site

Potential hazards for workers in construction includes:

- Fall (from heights);
- Struck-By;
- Trench collapse;
- Scaffold collapse;
- Electric shock and arc flash/arc blast (electrical explosion);
- Cement Hazards
 - (skin burns from wet concrete/mortar trapped against skin, irritation to eye from cement dust, choking or irritation to nose and throat through inhalation)
- Noise
 - (High noise level is distracting and obstructs communication, increasing the risk of accidents. Noise can also cause permanent hearing damage)
- Vibration
 - (Produced by the hand-held power tools and causes carpal tunnel syndrome - the disease affect fingers and hands - could cause permanent damages to the nerves)
- Head Injuries from falling/flying objects
- Heat
 - (heat rashes, heat cramps, heat exhaustion, and heat stroke)
- Failure to use proper personal equipment ; and
- Repetitive motion injuries

Construction Hazards Prevention Methods

Fall Protection

- Wear and use safety harness
- Install and maintain perimeter protection
- Cover and secure floor openings and label floor opening covers
- Use ladders and scaffolds safely

Struck-By Protection

- Never position yourself between moving and fixed objects.
- Wear high-visibility clothes near equipment/vehicles

Trench Collapses Protection

- Never enter an unprotected trench
- Always provide a way to exit a trench - such as ladder or stairway
- Keep spoils at least two feet back from the edge of a trench



Electrocutions Protection

- Locate and identify utilities before start work
- Maintain a safe distance away from power lines; learn the safe distance requirement
- Be alert to electrical hazards when working with ladders, scaffolds or other platform

Cement Hazard Protection

- Waterproof rubber boots are essential in working with wet concrete
- Workers should wear gloves and clothes with long sleeves and full-length trousers (pull sleeves down over gloves and tuck pants inside boots to keep mortar and concrete out)



- waterproof boots high enough to prevent concrete from flowing in when workers must stand in fresh concrete
- suitable respiratory protective equipment
- Suitable eye protection/goggles where mixing, pouring, or other activities may endanger eyes
- Work in ways that minimize the amount of cement dust released.
- Mix dry cement in well-ventilated areas.
- Make sure to work upwind from dust sources.

- Remove jewelry such as rings and watches because wet cement can collect under them.

Noise Protection

- Exposure to noise should be controlled; if it's not possible to reduce the noise to below the control limit, suitable hearing protectors must be worn

Vibration Protection

- Use low vibration tools whenever possible
- Maintain properly so that the tools are balanced and have no loose parts
- Wear anti-vibration gloves

Head Injury Protection

- Always wear your hard hat while you are working in areas where there are potential head hazards
- Adjust the suspension inside your hard hat so that the hat sits comfortably, but securely on your head
- Inspect the shell of your hard hat for cracks, gouges, and dents
- Clean your hard hat at least once a month (or as need) to remove oil, grease, chemicals, and sweat that can collect in and around your hat (by soaking it in hot water for 5-10 minutes, rinse with clean water, wipe and let air dry)
- Always store your hat in a clean, dry, and cool location because sunlight and heat can damage the suspension of your hat

Heat Protection

- Reduce heat stress by providing shelters, blowing fans, take adequate cool drink to replace the water lost & sufficient rest breaks

References:

Construction Safety Magazine, Volume 12, Number 2, Summer 2001

Dru Sahai M.Sc.(A), ROH, Project Coordinator, CSAO

Construction Association of Ontario

Episode 3: Agriculture with Chemicals



Episode 3: Agriculture with Chemicals

Activity: Body Mapping

Objective: To show how hazards at the workplace affect the bodies/health of individual workers

Equipment: Coloured paper stars, tape.

Time: 40 minutes

Methodology:

1. Divide the group into small groups of worker in same occupation.
2. Have each group with a different occupation discuss and pick the most dangerous hazard at the workplace. (i.e. agricultural workers is pesticides, construction worker is electrocution, domestic worker is chemicals).



3. Give each group a bag full of different coloured stars.
4. Red stars represent external parts of the body affected by the chosen workplace hazard.
5. Blue stars represent internal parts of the body affected by the chosen workplace hazard.
6. Ask one person in the group to be a volunteer.
7. The rest of the group sticks the stars on the volunteer's body, according to where the hazard might affect that person. (make this fun!)
8. Then each group goes round explaining what the different stars represent (i.e. for agricultural worker, red star on hand representing a rash, a blue star on head representing dizziness, a red star on stomach representing stomach upset etc)
9. After going round all the groups, sit together and discuss :
10. How many of these affects have you, your friends or family suffered?
11. How frequently?



Episode 3: Agriculture with Chemicals

Activity: How Chemicals Pass from Food to People

Objective: to understand how toxic chemicals can get into the body.

Equipment: 20 or 30 necklaces made of colored beads. One-half are one color, such as yellow, and the other half have beads of two colors, such as yellow and red.

Time: 30-60 minutes

Methodology:

1. Each person takes the role of animal: hawks, mice or grasshoppers. There are a small number of hawks (1 or 2), more mice (4-10) and lots of grasshoppers. Have participants wear a name card or sign to show what animal they are.



2. Place the necklaces around the areas where they game is being played. Announce that the necklaces are food for grasshoppers. (Don't tell participants, but the red beads are toxic chemical which have collected in the food). The grasshoppers collect their food by wearing [* Object too big for pasting as inline graphic. | In-line.JPG *] the necklace. All the necklaces should be worn, and "all the food eaten."

3. Ask the mice to hunt the grasshoppers. Whenever a mouse catches a grasshopper, he or she puts on all the necklaces the grasshoppers and the grasshopper leaves the game. Each mouse should have time to catch one or more grasshoppers.
4. Ask the hawks to join the game and hunt the mice, while the mice are still hunting the grasshoppers. Any mouse caught by a hawk turns over all of its necklaces and leaves the game.
5. Once the hawks have collected all the necklaces, all the players gather in a circle. Ask each grasshopper and mouse how many necklaces they collected before they were eaten if and if any of these necklaces had red beads on them. Then ask the hawks to show the necklaces they collected.
6. Tell the group that the red beads are toxic chemicals in the food. Explain that the hawk with the most red beads dies because the most toxins have gone into her body. Other hawks may survive, but will lay eggs with thin shells or have sickly baby chicks.

Drawing for discussion: How do pesticides enter the body?



- In what ways could this man be harmed by what he is doing?
- What can he do to protect himself?
- Who else may be affected by his actions?
- What are some reasons why he is not doing everything he can to protect himself?

7. Ask the group to discuss how toxic chemicals get into their water or food, what food to people eat that may have toxic chemicals? How can we keep toxic chemicals from coming into our body?
8. Now ask the group to look at the following picture and discuss how pesticides enter this body. Discuss:
 - In what ways could this man be harmed by what he is doing?
 - What can he do to protect himself?
 - Who else may be affected by his actions?

- What are some reasons why he is not doing everything he can to protect himself?

9. Now ask the group to describe when they use pesticides at work.

What activity causes your exposure to the chemicals?

What are the names of chemicals/pesticides are you exposed to?

What equipment do you use?

How can the exposure affect your body?

What do you wear to protect yourself?

Where can you find information on protection?

10. Discuss what can we do to prevent such exposure? What can we do to minimize such exposure? For yourself and for your family.



Episode 3: Agriculture with Chemicals

Activity: How Chemicals Pass from Food to People

Objective: To familiarize agricultural workers with the contents of a first aid kit for a pesticide emergency.

Equipment: One first aid container, if possible, real examples of all items, if not, then cards with the items written on the cards. Picture of the First Aid kit for a Pesticide Emergency.

Time: 40 minutes

Methodology:

1. Tell the participants: You are going to work in an orange orchard a long way from anywhere. It is very isolated and you need to prepare well. You know that the orchard uses pesticides. You are preparing to take a first aid kit with you.



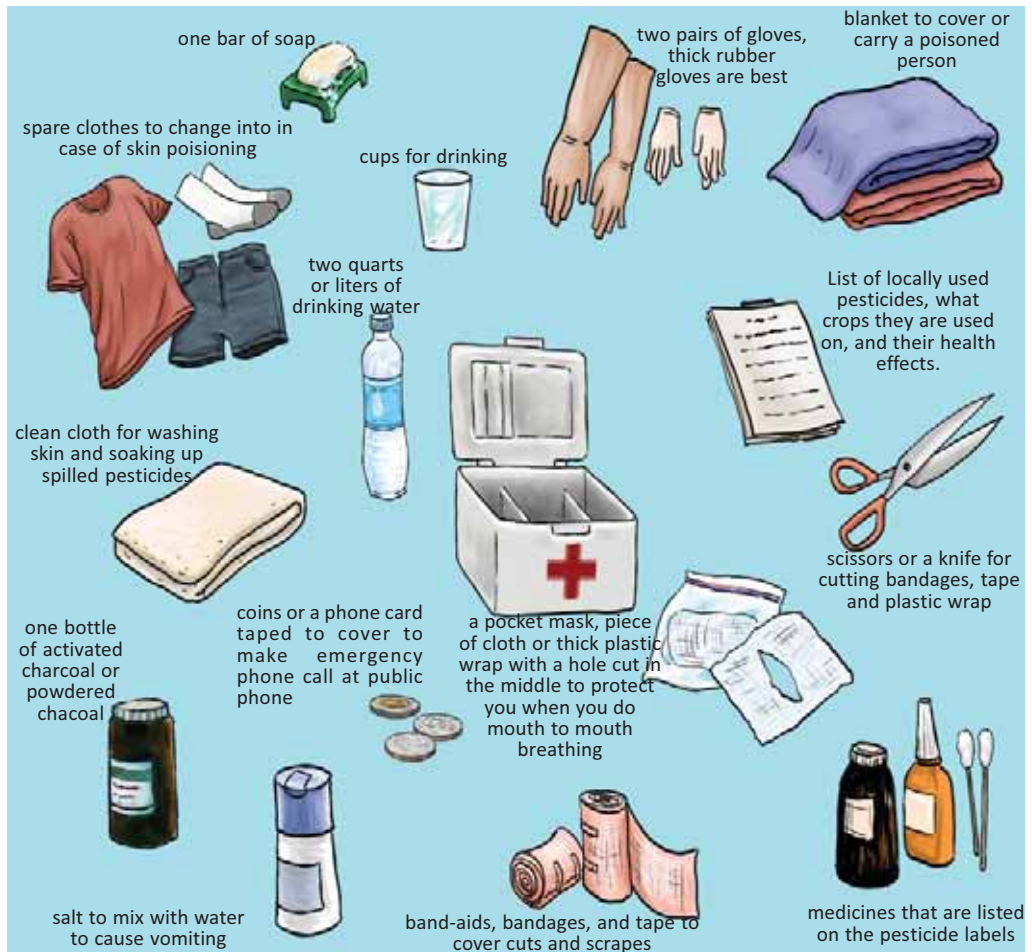
2. Below is a list of items that some friends have suggested that you put in your first aid kit. You might not be able to afford all of these, and some might not be so useful to you.
3. In the large group, rank the list according to how important they would be for you in case of a pesticide accident (1 = most important through to 19 least important)

- Address and phone number of nearest hospital
- A bar of soap
- Two liters of drinking water
- Cups for drinking
- Two pairs of rubber gloves
- Blanket
- A set of spare clothes
- Clean cloths
- One bottle of activated charcoal or powdered charcoal
- Salt
- List of locally used pesticides and their health effects
- Scissors
- Knife
- Piece of cloth with a hole cut in the middle
- Coins
- Band-aids
- Bandage
- Tape
- Medicines that are listed on the pesticide labels



4. Share with the participants the picture and details of what is needed in the actual first aid kit, go through each item again for how it would be used.

5. With a more experienced group of workers and trainer, you can also add 3 - 4 items to the list that the workers might think that they would need but that would be dangerous ie Tiger Balm, Dettol etc. Then tell the group that they can only take 19 of the items, so first they have to eliminate items that they should not take, and then rank the rest. You can also ask afterwards if there are any other things that they would take (ie herbal medicines). You must be an experienced trainer to do this exercise, because you must make sure that by the end of the session ALL participants know which are the items that are DANGEROUS. And you must also have a lot of knowledge about herbal remedies to know which would be safe and which would be dangerous. Remember some herbs and some traditional remedies are dangerous!



Note: This is a kit for a small farm. If there are many people working with pesticides, have several kits like this available.

How to Reduce Risk from Pesticide Use Information Sheet

Most agricultural workers do not like using pesticides. Nobody wants to endanger his health or his family's health. But sometimes there does not seem to be any choice.

If you work with pesticides, use them with great care. Here are some things you can do to protect yourself:

- Do not work alone with pesticides
- Use the pesticide only on the crop its meant for, and use the smallest amount you can, and don't mix different pesticides together.
- Keep pesticides off your body and other people
- Keep pesticides away from water sources and do not use them when it is windy, raining or about to rain.
- Try not to wipe your eyes, face and neck, when you are working with pesticides. Wash your hands before eating, drinking or touching your face.
- Do not enter sprayed fields until it is safe to do so.
- Bathe well after using pesticides.



Wash hands before eating, drinking, or smoking (Wash off chemicals with plain soap and water)

PROTECTIVE CLOTHING:

If you work with pesticides or enter a field soon after pesticides have been sprayed, you should wear:



It is said that there are 3 kinds of protective gear in poor countries: too big, too small, and torn. If you do not have protective gear, you can wear a rain suit or make protective clothing out of large plastic bags. Cut holes for your head and arms and put other bags on your arms and legs.

Episode 4: Desperation



Social Security & Migrants in Thailand

Information Sheet

Migrants injured at work currently have great difficulty applying for any compensation for their injury, the time lost working and their future loss of income due to the disability. Thailand has a Social Security System into which the employer, the employee and the government pay monthly. The Social Security system covers issues of health benefits for not work-related illnesses and other benefits for workers, such as maternity leave, unemployment, and pension. In addition, there is a Workmen Compensation Fund (WCF), which is administered by the Social Security Office and collects premium solely from the employer. The Workmen Compensation Fund covers work-related illnesses.



Workmen's Compensation Fund

In 2003 the number of employers, and the insured workers under WCF, collected as part of Social Security contributions, was around 80,000 and 7 million respectively. Each year the WCF collected approximately 1.7 billion Baht as contributions, and paid about 1.2 billion Baht as compensation and medical expenses. In that year, the accumulated surplus accounted for more than 11 billion Baht. Thailand Country Development Partnership, Social Protection CDP_SC

<http://siteresources.worldbank.org/ASEM/Resources/277455-11141-78859782/1017324-114463043069/CountryDev-PartnershipSocial-Protection.pdf>



Only workers whose employers have paid into this fund can get compensation from the fund. **Currently, migrant workers are not allowed to pay into the Social Security System and their employers do not pay into the Workmen's Compensation Fund.**

According to a letter issued by the Social Security Office, Chiang Mai on December 3rd 2008 to employers of migrant workers, migrants who have not been through the process of verification of nationality (the MOU process) cannot enter into the social security system but in the case that a worker is injured at work, the employer must be responsible to pay compensation according to the law.

Migrant workers who hold a temporary ID card (Tor Ror 38/1) and a temporary work permit have to pay an annual fee (1,900 baht) into the National Health system and are then eligible for access to the national health care system at a cost of 30 baht per visit. Workers who have not registered must pay for their own health care.

Episode 4: Desperation

Activity: Group Discussion on Social Security in Thailand

Objective: To raise awareness about Thailand's current policies and social security system and the exclusion of migrant workers.

To raise awareness that employers are entitled to pay migrants compensation for workplace accidents.

Equipment: Social Security & Migrants in Thailand Information Sheet

Time: 40 minutes

Methodology:

1. Explain information from Social Security & Migrants in Thailand Information Sheet.
2. Facilitate a large group discussion on the following questions:
 - Every year migrants pay 1,900 baht to register for work in Thailand. What benefits do you receive from this registration fee?
 - Every year migrants pay 1,900 baht into the National Health system. What benefits do you receive from this?
 - What would be the benefits of paying a monthly contribution to the Social Security system? Would you be prepared to pay a monthly contribution? Should this be in addition to the registration fee or instead of the registration fee?
 - What would be the benefits of your employer contributing to the Workmen's Compensation Fund?
 - At present, your employer is meant to provide you with the same compensation as through the Fund, how can you negotiate with your employer?

Episode 5: Working Conditions in a Garment Factory



Episode 5: Working Conditions in a Factory

Activity: Health Risks in Garment Factory

Objective: To be able to identify the health risks in a factory

Equipment: Pictures produced below. One set with labels whited out and one set with the labels.

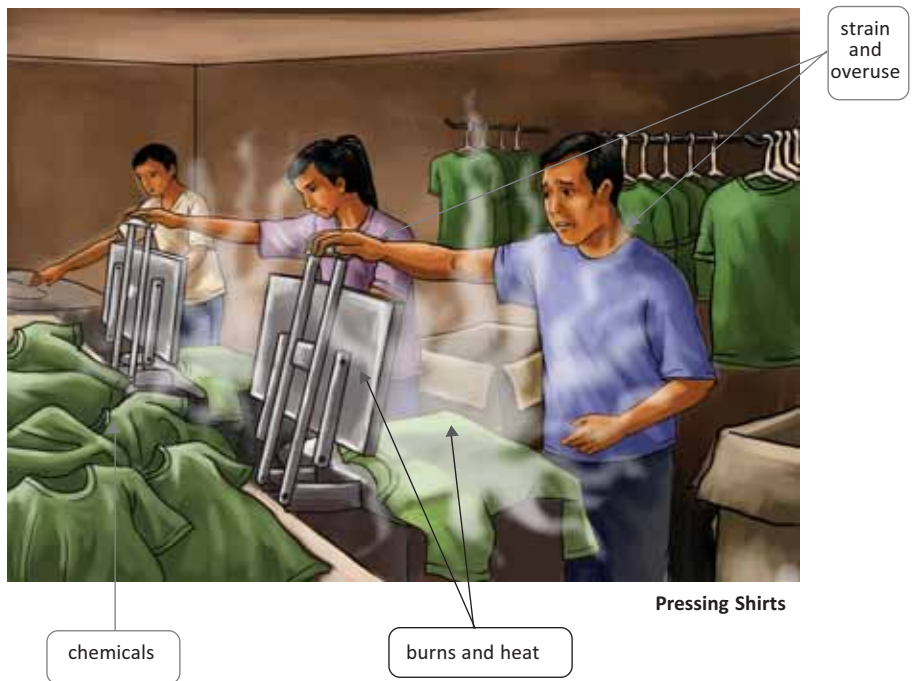
Time: 1 Hour.

Methodology:

1. Charades: give cards with specific jobs/tasks written on them to each person.
2. Tell the person must act out the job (without speaking). The rest of the group must guess the job.
3. After going through several jobs, ask the whole group to act out working in a garment factory.
4. Ask them which part of their body they are using, how it feels, how it feels after two minutes, and how it might feel after ten hours.
5. Divide into groups and give each group one of the pictures (below).
6. Ask them to fill in the labels with possible hazards.
7. Pass the picture to the next group and the next group decides if they agree with the first group.

Then give out a copy of the pictures with the labels and compare.





strain and overuse

chemicals



strain and overuse

chemicals

no fire alarm

no fire extinguisher

flammable materials

no exit sign

passageway and door blocked



smoking near flammable materials

locked exit

exposed wires

These problems make fire a serious danger

Preventing a Fire in your Factory

Information Sheet

Ways for Fire Prevention:

- Cleaning up paper, dust, fabric scraps, cardboard, and other materials that can easily catch fire
- Storing Solvents safely.
 - Put it tightly sealed containers
 - Never put in stairways, dorms, or fire exits
 - Never put near other chemicals or materials that easily catch fire, such as fabric and foam.
 - Do not use near hot equipment, machines, or work processes that create heat and sparks.
 - Keep in small containers in work areas. Store larger containers in storage room away from work areas.
- Inspect machines, electrical wiring, and other equipment, such as gas, and stoves, heaters, and lights to make sure they are safe to use and located in safe place.

This factory has made improvements to prevent fires



- Keep equipment and tools that produce heat repaired.
- Replace or repair any broken or frayed electrical wires
- Do not smoke near anything that could catch fire, such as fabric, dust, chemicals, or containers of gas, kerosene and propane.

Episode 6: Knowledge



Episode Six: Knowledge

Activity: Using Personal Protective Equipment (PPE)

Objective: - To raise awareness of personal protective equipment.
- To discuss the barriers to migrants use of PPE.

Equipment: hard hats, hard shoes, gloves, masks, chain gloves, soft hats, flip-flops, scarves, goggles, plastic gloves, glasses.

Time: 60 mins

1. Stand in a circle; place the equipment in the middle of the circle.
2. A Tell the group that you are going to call out a type of work. For example: construction of a 20 story building.
3. Tell the migrants they must rush to try to get the appropriate protective clothing (Note: there will not be enough for everyone. First come, first served).
4. When they get their clothing, they must put the clothing on.



5. Once they are "dressed." Return to the circle.
6. The facilitator goes around and asks each migrant why s/he has chosen the protective equipment s/he is wearing. What does it protect? Do not comment yet.
7. Ask the group who they think is best protected and why. For some worker they have compromised, i.e. used a scarf instead of a mask because there were no masks. Discuss whether this effective or not.
8. After doing the discussion, ask those migrant who are in the protective clothing how they feel. (There will probably be a mixture of answers: i.e. safe, too hot, it feels too heavy, I can't use my fingers properly, etc.)
9. Return all the clothes to the middle. Repeat the exercise naming another job. (Repeat Steps 1-8).
10. Everyone sit down. Ask how many migrants use the protective equipment. If not, why? (The employer does not supply, it's too expensive, they look stupid, feel too hot, etcetera). Discuss what we can do to change, including is there any effective protective clothing that we can improvise. Remember to point out the protections that migrant already take i.e. covering head and body against the sun, etc.



PPE Personal Protective Equipment

Information Sheet

Head Protection

The potential head hazards

- Falling or flying objects.

A hard hat for construction workers should be worn.

Eye and Face protection

The potential eyes hazards are:

Dusts, Powders, fumes and Mists

Small particles of matter can enter your eyes and damage them.

Toxic Gases, Vapors, and Liquids

Toxic chemicals in the form of gases, vapors, and liquids can damage your eyes.

Flying Objects or Particles

These hazards can lead to blindness. Safety glasses or face shields should be worn.

Lung Protection

Potential Hazards are:

- Dusts
- Vapors

Vapors are substances that are created when a solid or liquid material evaporates. Materials that evaporate easily at room temperature include paint thinner, solvents, and gasoline.



A dust mask will not prevent you from breathing in chemical vapors in the air. (If a paper dust mask fits your face tightly, it can protect you from breathing in most dust)

- **Fogs**

Fogs are vapors which have condensed into tiny airborne particles or droplets. An example of a hazardous fog would be an insect fogger used to rid industrial and residential areas of ticks and fleas.

- **Fumes**

Fumes can occur whenever a metal, plastic, or polymer is subjected to a high heat during such processes as welding and soldering operations.

- **Smoke**

Smoke is made up of small particles produced by the incomplete combustion of any material that has carbon in it. Smoke is often produced during process that requires high heat or burning as part of the manufacturing process.

A Respirator should be worn. It protects workers from inhaling hazardous materials from work places.

Hearing Protection

Hearing protection may be needed if

- You have to raise your voice significantly to be heard by someone three feet away
- After leaving a noisy area, your ears feel plugged or you hear a mild ringing or whooshing noise that goes away after an hour or two

Earphones should be worn.

Hand Protection

Gloves can protect workers' hands from chemicals, hot liquids, sharp edges or other hazards. Glove should fit snugly and workers wear the right gloves for the job,

Foot Protection

Potential Hazards are:

- Heavy objects can fall on your feet.
- If you work around sharp objects, you can step on something sharp and puncture your foot
- To protect from outside chemical and dangers

Workers should wear work shoes or boots with slip-resistant and puncture-resistant sole. Safety-toed footwear is worn to prevent crushed toes when working around heavy equipment or fall objects.



Worker Exchange Group Information Sheet

In Episode Six, the workers give information to the NGO worker and the NGO worker gives information to the workers. But usually such an exchange of information takes a long time, and the solutions come from many discussions and from the ideas of the workers too!

A good way to start such discussions is to set up an exchange group.

An exchange group brings together people with similar interests. MAP runs several exchange groups including:

- **Women's Exchange:** women migrants meet to discuss how being a woman affects their lives, the support they can bring to each other, the discrimination that women face, the violence, and how they can change this.
- **Labour Exchange:** male and female migrant workers may meet together to discuss their working conditions and the problems they face at work, to learn more about labour laws and rights and to discuss ways to improve their conditions.



- **Hi-Exchange:** HIV positive migrants meet to discuss how HIV affects their lives, healthy living, how being positive affects relationships and how they can support their families
- **Domestic Workers exchange:** domestic workers meet to discuss their working conditions, employment contracts and laws.

To start an exchange, all you need is a place to meet and interested people!

A POSH exchange might look like this:

Workers from different occupations and work sites meet once a month. At the beginning of the exchange, everyone introduces themselves.

Anyone can then share about their work, the occupational health and safety conditions. When people meet regularly, they can update each other on any news regarding occupational health and safety. This might be updating about any successes they have had in improving the conditions or it may be sharing information about an accident that happened etc.

Then it is good to have some food together!

After the food, the group can do some activities around one particular issue. For OSH the issues might be:

- Workplace conditions
- Electrical dangers at work
- Working with pesticides
- Aches and pains from work
- Stress etc

In order to make the activities fun, participatory, and informative, one or two people need to prepare in advance.

At the end of each exchange, collectively decide what will be the topic of the next exchange. Ask one person to volunteer to organise this. At the beginning, the facilitators may require some assistance from the NGO worker. Make an appointment to discuss how to organise the session a few days in advance. Many people have never run a session before and will be nervous, the NGO worker should inspire confidence and provide the information needed, but the NGO worker should not run the session her/himself. After several people have had a chance to be a facilitator, the workers will all gain confidence and be happy to facilitate! Occasionally (no more than once every three months) a guest facilitator/speaker can be invited to run the session.

Happy Exchanging!

Episode 7: Not Allowed



Episode 7: Not Allowed

Activity: Negotiation

Objective: - To develop skills for negotiation with employer.
- To understand the power dynamic between employer and employee.

Equipment: Metta Cards.

Time: 1 hour

Methodology:

1. Watch Episode 7. Talk about how the employer feels, and how the migrants feel. Discuss how much courage it takes to negotiate and particularly when the two people negotiating have different levels of power.
2. Give out two cards in pairs and ask participants to number 1 and 2. Number one for the person with more power. Number 2 for the person with less power.
 - Employer and migrant worker



- Employer and Thai worker
 - Migrant worker and local worker
 - Man and woman
 - Man and boy
 - Woman and girl
 - Shop keeper and customer
 - teacher and student
 - Police and criminal
 - Police and victim of a crime
 - Government official and migrant worker
3. Share and compare the answers. Discuss any differences of opinions.
 4. Discuss where the power comes from.
 5. Give each pair one of the sets of cards above, with following situation on it.
 - Employer and migrant worker (Migrant construction worker: You want the employer to supply you with a hard hat.)
 - Employer and Thai worker (Thai construction worker: You want the employer to supply you with a hard hat)
 - Migrant worker and local worker (Migrant worker: You want to join the local union; Local worker: You are happy for this person to join the union but you are afraid that after that thousands of migrants will want to join and then the local workers will lose their voice)
 - Man and woman (Woman: You want your husband to cook and look after the children for one day while you go to a training.)
 - Man and boy (Son: You want to buy a mobile phone with your own money, Father; you think mobile phones are a waste of money)
 - Woman and girl (Daughter: You want to learn the computer. Mother: You think the computer is not suitable for your daughter)
 - Shop keeper and customer (Customer: You bought a shirt from the shop but when you got it home, you found a hole in it. You are taking it back)

- Teacher and student: (Student: You want to organise a human rights group in your school)
 - Police and criminal (Criminal: You want to make two phone calls)
 - Police and victim of a crime (Victim of Crime: You don't have any papers, but after being raped you want to stay with your friends, not in the detention centre).
 - Labour Protection Officer and migrant worker (Migrant worker: You have been paid less than the minimum wage for six months, you want to file a complaint.)
 - Labour Protection Officer and migrant domestic worker (Domestic worker: You have been paid less than the minimum wage for six months, and you want to file a complaint).
6. Role play the situations in front of everyone.
 7. Discuss which techniques worked for negotiations. Discuss which techniques might be dangerous.



Episode 8: Together



Episode 8: Together

Activity: Role Play: Taking Action Together

Objective: To become familiar with ways and challenges of taking collective action to improve working conditions.

Equipment: A thin rod/long stick.

Time: 45 minutes.

Methodology:

1. Warm Up: Ask everyone to stand in two lines facing each other and to hold their hands out. Place a thin rod on the index fingers along the line. Ask them to lower the rod to the ground. They must not grab the stick or touch it with other parts of their hands . (The rod will probably rise not fall at first and it will take some collective work to actually lower it to the ground).
2. Divide into groups of five or six. Give each group a situation to role play.



Situation One:

Workers at the Sinking Factory have not been paid for two months. They have tried to talk to the employer but he refuses to discuss with them. The workers decide to stage a protest. The employer then comes to talk to them.

Situation Two:

Workers at the Hell Construction Site are constantly falling because the scaffolding is not safe. The workers have requested a meeting between themselves, the employer and the Labour Protection office.

Situation Three:

Workers at the Not So Sweet Orchard have been getting stomach upsets. They fear that they are being poisoned by the pesticides. They have already talked to the employer but he says that they are getting sick because they are dirty. They have called a meeting with the employer, the Occupational Safety officer from Public health and the salespeople from the pesticide company.

Situation Four:

Workers at the Hot Jeans factory are working in temperatures so hot that they cannot breathe and they sweat all day. They have already talked to the employer but without success. They know that the jeans are made for an international company called: Live Jeans and sub-contracted to their factory. They have asked the Human Rights section of the Live Jeans company to come and mediate between them and the employer.

Situation Five:

Worker at a UnFair Furniture Factory have been told by their employer that they must wear special gloves for the sawing machine. He has deducted 2,000 baht from their wages for these gloves. That was 6 months ago and they have never received the gloves. When they complained to the employer, the next day two men came into the compound and beat three of them up. When they complained about the safety issue, the employer dismissed the leader. They went to the Labour Protection Office but they said it was not their job and that the workers had no evidence. They decided to contact the Human Rights Commission. They come to mediate between them and the employer.

3. Present the role play in front of the group. Discuss the benefits of working together and the challenges in the situation.

Episode 9: CHANGE



Episode Nine: Change

Activity: Making a Plan for Change

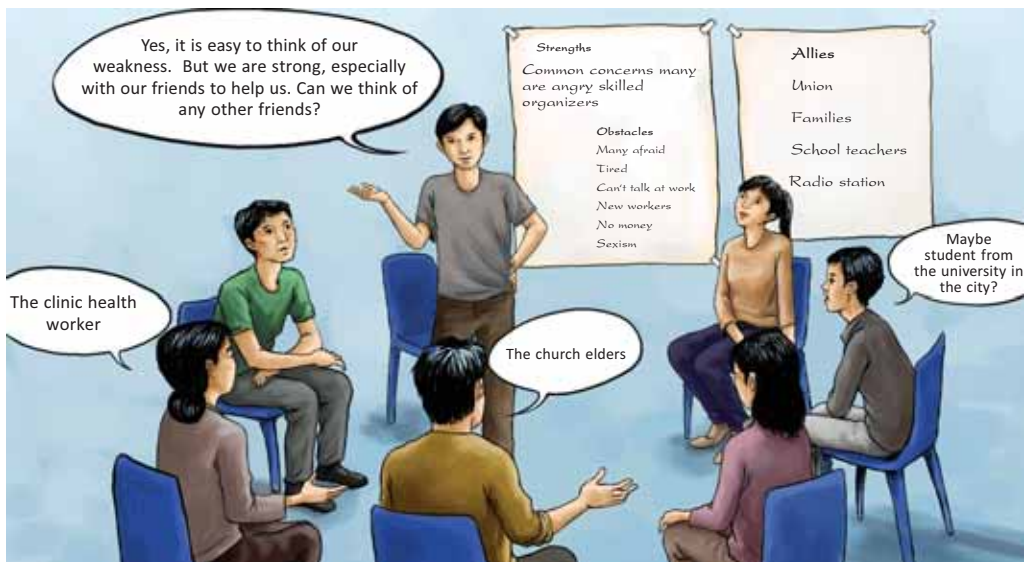
Objective: To create an action plan to help reduce hazards in the workplace

Equipment: Flip Chart

Time: 1 hour

Methodology:

1. On one flipchart brainstorm with the group all the hazards at work.
2. Give one hazard to group of three and ask that group to think of something they can do to reduce the risk from the hazard and write it on the second flipchart.
3. Read through all the possible ways to make changes.
4. Decide on one change that you would like to make happen and which way they would like to reduce the hazard.
5. Make a Chart of Strengths, Obstacles and Allies, for going forward with your plan.
6. Make a timetable for plan of action





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