

The American Society of Safety Engineers Presents



THE SAFETY SUITCASE

A Guide to Presenting Safety and Introducing the Occupational Safety, Health and Environmental Profession to 4th – 6th Grade Students



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Introduction

Welcome to the Safety Suitcase Guide. Due to requests from members for an informational tool or tools that could be used when visiting schools to talk about the occupational safety, health and environmental (SH&E) profession, the ASSE public relations committee and public relations team at ASSE has come up with this useful kit for ASSE members and friends to take with them to schools and other organizations. The suitcase is a tool developed to educate 4th – 6th grade students about safety at work and the safety and health profession. The intention is to reach out to young kids that are just forming their ideas about careers and their futures. As kids know about police, firemen and doctors, this kit will help show them what you do everyday to keep people safe at work and how SH&E professional help their families and friends.

Inside this kit you will find 1.) Icebreaker script, 2.) Career role-playing game, 3.) personal protective equipment (PPE) -- donated by several companies including 3M; Gershow Recycling; Kennedy Safety Partners; Koch Nitrogen; Omaha Steaks, Northern Safety Co., Safeware[®] Inc, and members of the ASSE practice specialties – 4.) PowerPoint presentation and a few more things to help teach kids and their teacher about the importance of being safe at work.

The sequence of the presentation should go as follows:

1. The Icebreaker and PPE discussion
2. The Career Role Playing Game
3. The PowerPoint presentation followed by
4. Question and Answer Session
5. Pass out the Certificates, Pencils and Starburst candy to the students.

The evaluation forms included in the kit should be distributed right after the presentation. They may be completed at a later date and mailed to the name and address on the bottom of each evaluation form.

From ASSE, the check-in and check-out procedure is simple. Contact Trinity Stachura at ASSE or click on the “Safety Suitcase” link at www.asse.org/newsroom. The suitcases will be available, on loan, from the ASSE main office in Des Plaines, IL. We will ship it to you, but you will need to return it within 10 days of presentation. Trinity will work with you on this and provide you with a tracking number so you can also track the delivery.

Please look over the guide to familiarize yourself with the tools available. Should you have any questions, suggestions and/or concerns, feel free to contact Trinity Stachura, ASSE Public Relations Assistant at 847-768-3441 or e-mail at tstachura@asse.org.

By reaching more people with this information, especially children and teachers, we can increase awareness of workplace safety and health and of the safety, health and environmental profession.

Personal Protective Equipment (PPE)*

List of PPE per suitcase:

1. Hard hat
2. Gloves
3. Safety glasses
4. Safety vest (orange mesh)
5. Lab coat
6. Respirator – N95 Particulate
7. Disposable Earplugs – 29 decibels

* Donated by 3M; Gershow Recycling; Kennedy Safety Partners; Koch Nitrogen; Omaha Steaks, Northern Safety Co., Safeware[®] Inc, and members of the ASSE practice specialties

OTHER ITEMS INCLUDED IN SUITCASE:

1. One Package of Starburst Candy – for Icebreaker
2. CD – Kids Safety First PowerPoint Presentation
3. Five Groups of Index Cards containing one scenario card and six career role cards (30 total) – for Career Role Playing Game
4. Junior Safety Professional Award Certificates (35 total)
5. Extra Presenter and Teacher Evaluation Forms
6. Promotional Pencils – can be given out to students or just give a few to the teacher/program director for distribution
7. Teacher/Program Director Kit
8. ASSE's 'Celebrating 100 Years of Safety' historical DVD – the video is about 20 minutes long – a walk through time.

Icebreaker Script

Tools Needed:

- PPE
- Starburst Candy package included
 - check to see if there are any allergies or diabetic children in the group
- Teacher participation—if teacher does not want to participate, ask one of the students to volunteer before the start of the presentation icebreaker.

Goal:

The object of the icebreaker is to get the students excited about your visit and learning more about safety and what occupational safety, health and environmental professionals do.

Procedure:

1. The main part of the icebreaker is to ask a student if they know what a certain piece of PPE is to get them thinking about safety.
2. When they raise their hand to answer, the student who gets the right answer will be given a piece of Starburst candy. The participation of the students will increase at the prospect of attaining free candy.
3. After a student guesses what the PPE is and they are rewarded with the candy, the presenter will put that PPE item on the teacher (or other volunteer), eventually dressing the person in all of the PPE.
4. After the teacher is dressed in all of the PPE that is available, the presenter gives the definition of each PPE item and its safety uses. The presenter may present this verbally only or also write it on the chalk board (if the room permits).

Script:

Presenter: Hello Class!

Class: Hello (if no response presenter should continue on)

Presenter: My name is [insert name]. I am here to talk about workplace safety and the workplace safety profession. As a safety professional, I work for [insert company] and my title is [insert title]. I am responsible for [insert explanation here]. *If presenter wishes, they can add a lengthier bio, or if presenter attended this school as a kid – let them know it, but keep it short because the kids at this age have a limited attention span.*

Has anyone here ever heard of personal protective equipment or PPE?

(Some students may raise their hand or just say yes verbally...if not, presenter should continue on)

PPE refers to special clothing or equipment worn by workers to protect them against health and safety hazards. It is designed to protect many parts of the body such as the eyes, head, face, hand, feet and ears.

Here are some examples of PPE.

(Presenter takes out the hard hat)

Does anyone know what this item is?

(Pick any student that raises their hand)

Student: Hard Hat

(If they get it somewhat right, such as construction hat...you may give them a starburst...if they just say hat...try and ask, what kind of a hat they mean...then GIVE THEM A STARBURST)

(Place the hard hat on the teacher, or student)

(Presenter takes out safety glasses)

Presenter: How about this? Can anyone guess what this is?

(Watch more kids raise their hands once they know they may get candy...pick one student)

Student: Glasses

(Give a Starburst to the student that answers correctly)

(Place Safety Glasses on Teacher)

Continue with icebreaker until all PPE items are used.

(Now presenter should write the items on the board and explain what they mean or just verbally discuss them and their uses while pointing to the teacher)

Presenter may wish to ask students more questions about the equipment to give out candy and get students engaged.

PPE:

Hard Hat

- It is a protective helmet for the head.
- Hard hats have rigid shells that resist and deflect blows to the head.
- A suspension system inside the hat acts as a shock absorber.
- Some hats serve as an insulator against electrical shocks.
- Hard hats also shield your scalp, face, neck, and shoulders against splashes, spills, and drips.
- Some hard hats can be modified so you can add face shields, goggles, hoods, or hearing protection to them.

Safety Glasses

- They protect the eyes from flying debris and keep your eyes from being poked or injured.
- They are usually made with shatter-resistant plastic.
- Safety glasses can vary in the level of protection they provide. For example, those used in medicine may be expected to protect against blood splatter while safety glasses in a factory might have stronger lenses and a stronger frame with additional shields at the temples. The lenses of safety glasses can also be shaped for correction.

Gloves

- Come in different types of materials for different uses. Mainly they protect the hands from exposure to dangerous or hazardous materials.
- Leather gloves – protect against sparks, moderate heat, blows, chips and rough objects.
- Aluminized gloves – provide reflective and insulating protection against heat and require an insert made of synthetic materials to protect against heat and cold.
- Aramid fiber gloves – protect against heat and cold, are cut- and abrasive-resistant and wear well
- Synthetic gloves – various materials offer protection from heat and cold, are cut and abrasive-resistant and may withstand some diluted acids. These materials do not stand up against alkalis and solvents.
- Fabric and fabric coated gloves
- Chemical- and liquid-resistant gloves
- Butyl gloves
- Natural (latex) rubber gloves
- Neoprene gloves
- Nitrile gloves

Safety vest

- Used in various situations including construction and demolition operations as well as transportation-related work in order to better see workers and prevent injuries
- The vests are a type of high-visibility clothing where the color of the vest is very different from the background to help people see where the workers are

Lab Coat

- A knee-length overcoat/smock worn by professionals mostly in the medical or other science fields involved in laboratory work to protect street clothes and body from harmful chemical spills or splashes
- The coat is usually made from white cotton or linen so it can be washed at high temperatures and makes it easy to see if it is clean.

Respirator – N95 Particulate

- Face filters that filter and protect against harmful particles.
- Worn over the mouth and nose. Particulate respirators are also known as "air-purifying respirators" because they protect by filtering particles out of the air you breathe.
- They come in disposable and non-disposable varieties.

Disposable Earplugs – 29 decibels

- Protect your ears from loud and hazardous noise that can cause hearing loss.
 - Warn inside the ear to protect against loud and harmful noise.
-

Career Role Playing Game – Script

Goal

Through the roles played by each of the participants in the game, the students will learn about various careers associated with the safety, health and environmental (SH&E) profession. The information about the various careers includes a description of the career, the educational path to reach the career and some of the personal characteristics and perspectives of successful individuals in the identified field.

Procedure

1. The presenter introduces the overall nature of the game to the audience, explaining that the group will be acting as though they are attending a safety meeting about a certain accident that recently occurred at a company because people were not being safe. They have been asked to act as consultants on the matter to offer possible solutions. Depending upon the audience, the presenter may wish to explain more about the role of consulting.
 2. The room should be divided into five groups of 5-6 people. There are six career cards per team that identify and describe a career in the safety profession and one scenario describing a recent accident that occurred. Each group will have the same careers but different scenarios.
 3. Once the groups are formed and the cards are passed out to each member of the group, the participants should read their card through by themselves at least one time. Then, one person should read the scenario out loud (though each team member should have their own copy). Students may ask questions about their career role cards as well as general workplace safety related questions in order to better contribute to their group.
 4. After the scenario is read out loud, the students should introduce and briefly describe their career to their group.
 5. Once each person has read and introduced their career, they should reflect on what they, according to their career card, might do if such a scenario should occur. The scenario will provide some clues and hints on possible solutions.
 6. The kids should discuss their answers and come up with a possible solution. Then each group should present their scenario and possible solution to the class.
 7. The presenter should write each scenario on the board and each time the students say something appropriate, write it on the board.
 8. At the end of the exercise, the presenter should discuss what the actual/best solutions to each scenario would be.
 9. The team with the best answers may receive extra Starburst or an extra pencil.
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Scenario 1

Accident: Recently, at the Hotel Grand and Expensive, there have been five incidences of slips and trips that resulted in head trauma and injuries of employees working in the indoor pool area. Two custodians that clean the pool and three servers that deliver food and drinks to the guests, slipped, fell and were injured. What can the hotel do to prevent such accidents in the future?

Hints: What do you do to prevent tripping at the pool? What kinds of items do you think would help make a surface less slippery?

Scenario 2

Accident: Recently at a building construction site run by the Little Engine That Could Construction Company, five workers were all injured by falling debris because they had their iPods in their ears and did not hear a warning call about a wall being torn down next to their work area. Two of their workers did not have protection on their heads. What should the construction company have provided for the workers to make sure that they would be safe on the site? What kind of safety training should they have provided for their workers?

Hints: Think about the PPE you learned about today. What kinds of rules should the company make their workers follow to prevent injury?

Scenario 3

Accident: Recently, at the Chemicals R' Us Chemical Plant, four workers were injured when they were exposed to chemical fumes from a minor chemical explosion that occurred near a heat source. All four workers were hospitalized with chemical burns and respiratory problems. What should the chemical company do to prevent further explosions and exposures to chemical fumes?

Hints: Think about the different kinds of PPE you learned about today. What was affected, the lungs? Hands? Face?

Scenario 4

Accident: Recently, a teenage pizza delivery boy at the Pizza Planet was talking to a customer on his cell phone when he collided with a fleet driver from Fleet Mac. The fleet driver had his radio on too loud and did not notice the pizza delivery boy running a stop sign. Both drivers did not have their seat belts on so both were severely injured. Both Pizza Planet and Fleet Mac did not provide their drivers with proper safety training. What can the companies do to prevent future accidents and to properly train their drivers?

Hints: Think of what the drivers were doing at the time of the accident. What could they have done differently?

Scenario 5

Accident: A school nurse at the Donald Jones Middle School came to school last week with symptoms of the chicken pox, which she mistook as a rash. A week later, a third of the school was out sick with the chicken pox. What could the school nurse and the school administration have done to prevent the outbreak among the students?

Hints: Think about what you do prevent getting sick from others. How would you educate others about preventing the spread of a sickness?

Career Card 1

Career: Director of Safety

Company: MGM Grand Hotel & Casino

Job Description: Responsible for more than 1000 employees and the MGM Lions. Plans, organizes, budgets and tracks activities to achieve safety goals in their company or provides administrative or technical controls that will get rid of or reduce hazards. Helps establish safety goals, plans programs to achieve those goals and brings safety into the culture of their company. Maintains safety and health information to meet government laws, as well as to provide data for problem solving and decision-making. Makes sure that safety and health related programs and activities are good.

Educational Path: A bachelor's (college) degree in occupational health, safety or a related field, such as engineering, biology or chemistry. Experience as an occupational health and safety professional is also necessary to achieve the level of director. To reach such a senior position, is an advanced degree and lots of experience in several areas of practice. In addition, it helps for a safety director to pursue a professional certification such as the Certified Safety Profession (CSP) certification.

Other Characteristics: Should possess people and communication skills. Must be detail oriented and enjoy helping others.

Career Card 2

Career: Safety Specialist

Company: Smithsonian Institute, Washington DC (Including the National Zoo!)

Job Description: Analyzes work environments and designs programs to control, eliminate and prevent disease or injury. They may conduct inspections/investigations and inform their boss as to which areas may not be following state and federal laws or employer policies, in order to make sure that those rules are followed. They advise management on the cost and effectiveness of safety and health programs. This is not just for the employees, but the guests at the many Smithsonian sites and the animals at the National Zoo.

If an injury or illness occurs, safety specialists help investigate unsafe working conditions, study possible causes and recommend remedial action. Some safety specialists assist with the rehabilitation of workers after accidents and injuries, and make sure they return to work successfully.

Educational Path: All safety specialists are trained in necessary laws or inspection procedures through some combination of classroom and on-the-job training. Awards and degrees in programs related to occupational safety and health include one-year certificates, associate degrees, bachelor's degrees, and graduate degrees. Many employers, including the federal government, require a bachelor's degree (college degree) in occupational health, safety, or a related field, such as engineering, biology or chemistry, for some specialist positions. Experience as an occupational safety and health professional is also necessary for many positions. Advancement to senior specialist positions is likely to require an advanced degree and a lot of experience in several areas of practice.

Other Characteristics: In general, people who want to enter this occupation should be responsible and like detailed work. Safety specialists should be able to communicate well. Recommended high school courses include English, mathematics, chemistry, biology, and physics.

Career Card 3

Career: Senior Industrial Hygienist

Company: San Francisco Housing Authority

Job Description: Specializes in workers' exposure to chemical and physical hazards created by industrial processes. For example, an industrial hygienist (IH) might evaluate exposure to airborne particles that come from a machine. Trained to recognize health hazards, to evaluate their extent and to control them if an overexposure exists. Evaluates hazards by studying process, measuring the exposure and comparing samples to acceptable exposure levels.

Educational Path: Industrial hygienists generally have an undergraduate (college) degree in engineering or the physical, chemical, biological or safety sciences. Most have a master's degree in industrial hygiene. To work in research or as a teacher, an IH needs a doctoral degree. Industrial hygienists do not generally need to be licensed to pursue their profession, such as doctors or lawyers, but most hold the Certified Industrial Hygiene (CIH) certification. This requires at least five years of relevant experience before the successful completion of two examinations. CIHs must maintain their certification annually by attending professional meetings, further education or other similar professional development activities.

Other Characteristics: In general, people who want to enter this job should be responsible and like detailed work. Industrial hygienists should be able to communicate well.

Career Card 4**Career: Corporate Environmental, Safety, Health Manager****Company:** Nike

Job Description: Makes sure that mandatory safety and health standards are satisfied. Provides employees and managers with the knowledge and skills necessary to recognize hazards and perform their jobs safely. Determines the facts related to an accident or incident based on witness interviews, site inspections and collection of evidence. Helps establish safety goals, plans programs to achieve those goals and brings safety into the culture of their company. Maintains safety and health information to meet government rules, as well as to provide data for problem solving and decision-making. Makes sure that safety and health related programs and activities work well together.

Educational Path: A bachelor's degree in occupational safety and health, or a related field, such as engineering, biology, or chemistry, is required. Experience as an occupational safety and health professional is also a prerequisite for many positions. Advancement to such a senior position is likely to require an advanced degree and substantial experience in several areas of practice. In addition, it is desirable for the safety, health and environmental manager to pursue a professional certification such as the Certified Safety Profession (CSP) certification.

Other Characteristics: Should be an effective communicator with strong people skills. Safety managers should have a desire to help and to work with others.

Career Card 5**Career: Director Risk Management**

Company: Starbucks Coffee Co., Seattle, WA

Job Description: Help to minimize the negative effects of accidental losses at the lowest cost to their company. Requires regular contact with such departments as auditing, engineering, finance, human resources, legal, research and development, safety and security. Risk management also involves working with outside sources such as attorneys, brokers, consultants, insurance agents, insurers and other service providers. In addition to understanding these different jobs, the risk manager must master their company's own operations.

Educational Path: A bachelor's (college) degree with a broad business background is recommended for a career in risk management. A major in risk management or insurance is highly desirable. Many additional fields of study are also appropriate, including safety and health, accounting, economics, engineering, finance, law, management and political science. In addition, a company may require a risk manager to have a master's degree in business administration (MBA) and to earn an Associate in Risk Management (ARM) or other insurance or risk designation.

Other Characteristics: The basic skills required of the risk manager include communications, analysis and problem solving, management and leadership. They must be good communicators. They also must be good at working with other people with different jobs.

Career Card 6

Career: Safety Engineer

Company: Microsoft

Job Description: Promote worksite or product safety by applying knowledge of industrial processes and mechanical, chemical and human performance principles. Using this special knowledge, they identify and measure potential hazards to people or property, such as the risk of fires or the dangers involved in the handling of toxic chemicals. Safety and health engineers develop procedures and designs to reduce the risk of injury or damage. Some work in manufacturing industries to ensure the designs of new products do not create unnecessary hazards. They must be able to identify and evaluate hazardous conditions, as well as develop hazard control methods.

Educational Path: A bachelor's (college) degree in engineering is required for almost all entry-level engineering jobs. College graduates with a degree in a physical science or mathematics occasionally may qualify for some engineering jobs, especially in specialties in high demand. Most engineering programs involve a concentration of study in an engineering specialty, along with courses in both mathematics and the physical and life sciences. General courses not directly related to engineering, such as those in the social sciences or humanities, are often a required component of programs. Many programs also include courses in general engineering. A design course, sometimes accompanied by a computer or laboratory class or both, is part of the curriculum of most programs.

Other Characteristics: Engineers should be creative, inquisitive, analytical and detail oriented. They should be able to work as part of a team and to communicate well, both orally and in writing. Communication abilities are important because engineers often interact with specialists in a wide range of fields outside of engineering.

Your feedback is very important to us. Please fill out the following evaluation form and send it to ASSE's PR Assistant Trinity Stachura. Contact information is below.

ASSE Member/Presenter Evaluation Form

Presenter: _____ Company: _____

Phone number: _____ Fax: _____ E-mail: _____

Address _____

Audience (Group Age) _____ Location: _____

Date of Presentation: _____ Duration (min): _____

Items Presented: _____

Estimated number in audience _____

Was this your first Safety Suitcase presentation? YES NO

How did the presentation go? What worked and what did not work?

Do you have any suggestions or improvements for the program?

Any suggested improvements to the instructions?

Does the suitcase or any of its contents need repair or replacement? YES NO

Please list the items that need repair or replacement.

Please mail or fax back to:
Trinity Stachura
Public Relations Assistant
American Society of Safety Engineers
1800 E. Oakton Street
Des Plaines, IL 60018-2187
Fax: 1.847.296.3769

Your feedback is very important to us. Please fill out the following evaluation form and send it to ASSE's PR Assistant Trinity Stachura. Contact information is below.

Teacher Evaluation Form

Name: _____ School: _____

Phone number: _____ Fax: _____ E-mail _____

Address: _____

Grade (Group Age): _____ Location: _____

Date of Presentation: _____ Duration (min): _____

Name of Presenter: _____

Estimated number in audience: _____

Was the presenter? Excellent Very Good Good Average Below Average Poor

How was the overall effectiveness of the presentation? What worked and what did not work?

Do you have any suggestions or improvements for the program?

Any suggested improvements for the presenter?

Would you invite the presenter to speak again? YES NO

Please add any additional comments.

Please mail or fax back to:
Trinity Stachura
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American Society of Safety Engineers
1800 E. Oakton Street
Des Plaines, IL 60018-2187
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Thank you for all that you do and please send photos back if you can so we can share with ASSE's 34,000 members.

All the best,
Your ASSE PR Department