



# 3M SafeTea Break

Providing you with a platform to engage your workforce in a discussion about workplace health.

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# 1

# 3M SafeTea Break

## Introduction



# Introduction

## Card 1



### Preparation

#### Set a date, time and venue

Confirm the most appropriate time for your 3M SafeTea Break. Consider any scheduled downtime, maintenance periods or regular briefing times that you could take advantage of. Find a venue ensuring that the space is big enough for the group and that tea and coffee facilities can be made available.

#### Topic selection and encouraging participation

Ensure that supervisors are briefed about the discussion and agree on the most relevant health topic to begin with. **TIP:** think about briefing areas, notice boards and messaging services to communicate the 3M SafeTea Break time and location.

#### Refresh your knowledge

- ▶ Visit the 3M website where there are relevant technical bulletins, webinars and further reading suggestions available ([www.3M.com/safety](http://www.3M.com/safety)).
- ▶ Ensure that you are comfortable with your own company policies and processes.

#### Prepare for your 3M SafeTea Break

Familiarise yourself with the flow of the discussion on your chosen health topic cards.

- ▶ Card one will set the scene and engage the team.
- ▶ Card two turns the discussion towards potential risks, personal responsibilities and how the workforce can better protect themselves and their colleagues.
- ▶ Card three wraps up with top tips and company controls before summarising and agreeing a positive step forward.

Each card includes guidance on how to start a discussion, with open questions to ask, useful examples and prompts to keep things moving. **TIP:** ask a colleague to help you familiarise yourself with the content and any possible questions from the workforce.

#### Gather support from the business

Ensure that your colleagues and management are aware of the 3M SafeTea Break, including the health topic and positive benefits it is promoting. Encourage influential team members to take an active role in the discussion and motivate others to attend. As management support is critical in all safety culture changes, ask them to lend their support and even attend the sessions.

**Don't forget to get your management team on board – 18% of those involved in specifying PPE state that lack of management buy-in is the biggest barrier to H&S improvements.**

(Source: Purple Market Research study for 3M, March 2015)



## **Getting your management on board with SafeTea**

If your manager asks why you're holding a 3M SafeTea Break, here are some points you can discuss:

- ▶ 1.3 million workers suffering from work-related ill health (new or long-standing) in 2016/17 ([www.hse.gov.uk/statistics/causdis](http://www.hse.gov.uk/statistics/causdis)).
- ▶ Combined workplace injuries and new cases of work related ill health cost British employers £14.9BN annually ([www.hse.gov.uk/statistics/cost.htm](http://www.hse.gov.uk/statistics/cost.htm)).
- ▶ The 3M SafeTea Break creates an open environment to talk about long latency health issues and raise awareness of the control measures that can be taken.
- ▶ As a result of the 3M SafeTea Break we will formulate an action plan to tackle any improvements that need to be made.

And finally, it's free of charge and can take place in a tea break!



# Introduction

## Card 2



## Delivery

### Presentation and learning styles

Your audience will be varied and will respond to different learning styles.

Three key learning styles are **auditory (hear it)**, **visual (see it)** and **practical (do it)** – a blend of all three styles will be most likely to engage a group.

- ▶ The 3M SafeTea Break is a discussion, which allows auditory learners to talk through issues and facts with colleagues.
- ▶ Use the visual aids on the reverse of your health topic cards to assist with the learning, and bring props such as the relevant PPE.
- ▶ The SafeTea tools provide a tangible side to the discussion, but you should also include practical examples where appropriate, for example demonstrating correct fitting of PPE or performing a manual handling task. Some inspiration can be found on the back of the cards.

Images and props are great engagement tools and natural conversation starters that are easily understood and useful for members of the group for whom English is not their first language.

### Set your objectives at the start of the discussion

Highlight the health topic area you will be discussing, the length of the 3M SafeTea Break session and the company's commitment to the long-term health of the workforce.

Explain that you would like the discussion to be honest and interactive as this is an opportunity for the team to understand the risks and controls they can manage.

### Maintaining valuable discussion

If you have a particularly supportive individual with experience and knowledge to share, utilise them to support the discussion. To keep the conversation flowing, use the open questions and prompts from the card. If the conversation doesn't spark immediately you may want to direct questions to specific individuals to draw a personal response for further discussion. Direct questions can also be a useful way to encourage quieter members to have their say.

Keep an eye on the time and move the discussion on when needed, making a note of anything you might need to follow-up on at a later date.

## Objection handling

If you find yourself faced with a difficult question:

- ▶ Take your time.
- ▶ Thank them for their input and let them know that their engagement is valuable.
- ▶ Ask clarifying questions to ensure you understand the situation from their point of view.
- ▶ For the benefit of the rest of the group summarise the question which also demonstrates your understanding.
- ▶ If you can answer, then do so.
- ▶ If you cannot answer, then ensure that you capture the question and commit to following-up. This could be a valuable point for your action plan.





## Feedback

### Collate feedback

After the group have left, take some time to collate the feedback and discussion points.

### Complete your action plan

In your action plan capture any potential barriers in implementation and opportunities for improvement that were identified. Prioritise these in order of importance and set a deadline to investigate them by. **TIP:** don't be tempted to 'boil the ocean' with your recommendations – even small changes can add up to improve the long-term health of the workforce.

### Feedback to the group

Shortly after conducting the session, communicate the action points and any key learnings for the group. After investigation ensure you take the time to feedback any committed actions to the team so that they are reassured their input drove real changes. This can be key for the development and buy-in of a health conscious culture throughout the workforce.

### Connect with the experts at 3M

To help support your efforts, find more useful expertise and support from 3M, use the available free channels that 3M provides: Twitter (@3MSafetyUK), helpline number (0870 60 800 60 (UK) or 1 800 320 500 (Ireland)), or visit [www.3M.co.uk/safety](http://www.3M.co.uk/safety).





**Keep the  
momentum going**

What will your next 3M  
SafeTea Break focus on?



# Introduction

## Action Plan

Use this document to capture feedback from your 3M SafeTea Break, any timeframe agreed as a group and the colleagues involved that will require communication and follow up.

Issue and any improvements discussed	Timeframe for response	Colleagues involved	Order of priority

Issue and any improvements discussed	Timeframe for response	Colleagues involved	Order of priority

Other notes
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# 2

# 3M SafeTea Break

## Breathing



# Breathing

## Card 1



### Set the scene and engage the audience

#### Icebreaker

Ask the group what kind of exercise they enjoy. Below are some prompts to get the discussion moving. If you know the group well, you could include some things they will relate to. Make a list of the most popular ones – you will refer to these later on.



Going to the gym



Walking



Playing football



Golf



Racquet sports



Playing with your children

#### Example to set the scene

A worker's story from the HSE website features Graham, a keen surfer from Devon who worked on building sites and at a local brickworks. He clearly remembers all the dust, but he never imagined that it would affect his health so seriously.

After a bout of pneumonia, an x-ray revealed the early stages of silicosis. At 45, Graham had to give up his great passion, surfing. At 55, he is now rated 30% disabled and he seems to spend half his life in doctors' waiting rooms.

#### How would breathing problems affect the activities listed in the icebreaker?

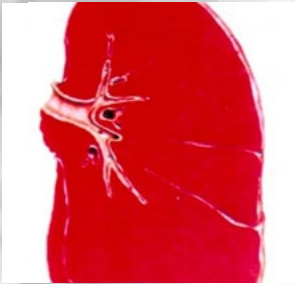
Breathing problems can make it difficult to take part in strenuous exercise. Even climbing the stairs can become a major challenge. Other issues that come with breathing difficulties are stress and frustration which can affect general family life.



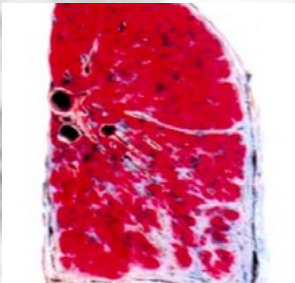
#### Top tip:

Wherever possible in these initial stages, try to use references from home rather than work life. Getting people to think out of their normal work context will make the subject more engaging.

**With Asbestosis and Silicosis it can take many years for the effects to become noticeable, but by then the damage is done.**



Healthy lung.



The effects of Asbestosis on the lung as a result of breathing in asbestos fibres.



The effects of Silicosis on the lung, as a result of breathing in respirable crystalline silica dust, commonly produced when working with many types of rocks and stone containing quartz.



### Identify potential risks and personal responsibilities

**Start by discussing the potential breathing risks in your workplace**

Choose an area or activity within the workplace where workers have to wear Respiratory Protective Equipment (RPE). Ask the group what issues they may have had with wearing their given RPE.

- ▶ Why might there be issues of non compliance?
- ▶ Are there issues of fit? Comfort? Maintenance? Availability?



**Then ask for ideas on how to reduce the respiratory risk**

- ▶ Wearing the breathing protection provided correctly and at all times of exposure.
- ▶ Control measures such as Local Exhaust Ventilation.
- ▶ Storing RPE properly between shifts.
- ▶ Making sure all tight-fitting RPE has been properly fit tested.
- ▶ Encouraging colleagues to wear RPE whenever required.



**Highlight the possible barriers preventing the reduction of these risks**

Ask the team what's stopping us reducing our risks. These barriers may form the basis of your action plan.

- ▶ What challenges does wearing RPE pose to communicating with colleagues?
- ▶ How does it feel to wear respiratory protection over a long shift?
- ▶ To what extent do the group believe that tight deadlines take priority over using respiratory protection?
- ▶ Why do some individuals not wear their RPE whenever it is required?



**Top tip:**

Ask if anyone knows a relative or friend who suffers from breathing problems that could have been caused by exposure to hazardous materials at work? If so, does that person ever talk about how their problems might have been avoided?

If there's no response, you can always use the example on card one as a focus for your discussions here.





The following practical example can help to bring the topic to life and engage members of the audience who have a 'practical' learning style.



The correct fitting of a respirator is key. You could take along some of the Respiratory Protective Equipment used in your workplace and demonstrate how to fit it correctly.

Alternatively, there are videos available on the 3M website that you could use:  
[www.3M.co.uk/safety](http://www.3M.co.uk/safety)



### Wrap up the session with your proposed improvements

#### Potential improvements

There may be ideas that have already been suggested, if so summarise these. If needed the suggestions below could be used as prompts. Choose the items you plan to implement.

Always remember to wash your hands after removing your RPE.

When clearing up dust, don't use brooms, brushes or compressed air as this will worsen the problem. Instead, use an approved industrial vacuum cleaner.

Look after your reusable RPE by cleaning it after each shift and storing it in a clean safe place.

Be aware that potentially hazardous fine particles can stay suspended in the air for many hours after completing activities. Remember to keep your RPE on when in contaminated environments.

When required and specified, ensure that Local Exhaust Ventilation is turned on and working before carrying out tasks.

Don't take contaminated PPE home as you could be exposing your family to a dangerous hazard.

Remember to clean shave everyday if you are required to wear tight fitting respiratory protection.

#### Outline company policies and processes

Remind the group of the control elements the organisation already has in place. This could include designated working areas, Local Exhaust Ventilation, health checks and the storage and maintenance of RPE.

#### Summarise your SafeTea Break

- ▶ Thank the group for the open discussion.
- ▶ Summarise the main points.
- ▶ Outline a timeframe for feeding back on issues raised that could not be answered in the session.

#### Final thought:

Sometimes the deadliest hazards in the workplace are the ones you can't see.

### Fact 1

Breathing in too much of a hazardous substance at work can cause asthma, allergic reactions, bronchitis, silicosis and various cancers.

## Did you know?

Some deadly respiratory illnesses caused by work can take up to 20 years to develop. As the consequences of breathing in hazardous substances are not immediate, it can be easy not to take this issue as seriously as we should.

### Fact 2

Around 13,000 deaths every year from occupational lung disease and cancer are estimated to have been caused by past exposure, primarily to chemicals and dust at work<sup>1</sup>.

<sup>1</sup> Source: HSE Health & Safety Statistics 2016/2017

**Looking for respiratory protection that your workforce will want to wear? Here's a few favourites from our range.**

### **3M™ Aura™ Particulate Respirator 9300+ Series**

The 9300+ Series combines ground-breaking ideas, technologies and materials in a convenient three-panel, flat-fold design. Features include low breathing resistance filter technology for easier breathing throughout your shift, an embossed top panel to reduce fogging of eyewear, a sculpted edge for improved compatibility with eyewear and a chin tab to improve ease of fitting.



### **3M™ Reusable Half Masks 6500 and 7500 Series**

The 6500 and 7500 Series provide exceptionally high levels of wearer comfort and a good fit across a broad range face shapes and sizes. They act as a flexible system for connection to a wide range of 3M gas, vapour and particulate filters.

The 3M™ Reusable Half Mask 6500 Series additionally features a convenient quick latch drop-down mechanism, which means there is no need to remove hard hats or face shields when lowering and raising the respirator.

### **3M™ Scott™ Vision 3 Reusable Full Face Mask**

The Vision 3 offers unparalleled levels of comfort and vision to the wearer. Available in 4 sizes with a range of headharness and port options. The Vision 3 range can be used as standalone or in combination with our broad range of particulate and/or gas vapour filters, or with any of the 3M™ Scott™ Fire & Safety breathing apparatus sets.

### **3M Powered Air Respiratory Systems**

Our powered air systems combine performance, protection and functionality with a modern, lightweight design and unrivalled comfort. Designed as a compatible system, you can mix and match the turbo with a range of head covers, hoods and helmets.





# 3M SafeTea Break

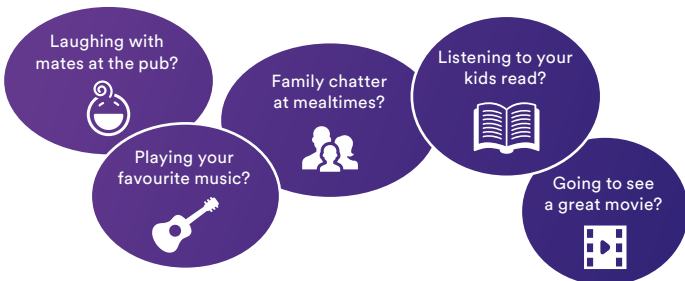
## Hearing



### Set the scene and engage the audience

#### Icebreaker

Ask the group about their favourite sounds. Below are some prompts to get the discussion moving. If you know the group well, you could include some things they will relate to. See if you can agree with the group on the most important sound to them.



#### Example to set the scene

A worker's story from the HSE website features Emily, who works in the textiles industry. She only realised there was a problem with her hearing when, at the age of 40, she couldn't hear her phone ring. The work equipment she used every day, on every shift, generated very high noise levels. There were no noise controls and she did not wear the hearing protection provided. Young or old, once you lose your hearing you can never get it back.

#### Explain how hearing damage happens

You can show the image on the back of this card to show healthy and damaged hair cells. To accompany the images, share this brief explanation.

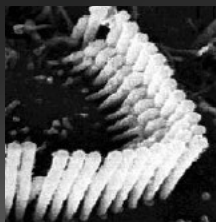
Your hearing can be impaired by continued or sudden exposure to harmful noise. Hearing damage occurs when the hair cells within your inner ear that pick up different sounds are broken down by the harmful noise. This damage is irreversible.



#### Top tip:

Ask the group to discuss how hearing difficulties would affect their daily lives. You could make the topic more engaging by asking the group to think back to the sounds they identified in the icebreaker.





**Healthy cells**



**Damaged cells**



**Badly damaged cells**

**Here is a quick guide to hearing damage:**

- ▶ Harmless sound (like waves gently breaking on a beach) is unlikely to cause damage to our hair cells.
- ▶ Harmful sound (like larger waves crashing onto the shore) gradually damages the hair cells in our inner ear – they get battered about. Once the damage is done our hair cells cannot be replaced; hearing loss is permanent.
- ▶ Very harmful sound (like a tsunami) can cause damage far quicker. The first signs of damage is ringing in the ears. The hair cells have been battered and are left dazed – they actually continue to quiver long after the sound has stopped. If this occurs regularly your hearing will soon get worse as the hair cells die off.







# Hearing

## Card 2



### Identify potential risks and personal responsibilities

**Start by discussing the potential hearing risks in your workplace**

- ▶ Make a list of areas in the working environment where noise hazards are present.
- ▶ As a group, categorise where hearing protection is mandatory or optional.

**Then ask for ideas on how to reduce the noise risk**

If the audience doesn't have any ideas you could suggest these:

- ▶ The proper use of noise control devices and working methods.
- ▶ Wearing the hearing protection provided correctly and at all times.
- ▶ Looking after hearing protection devices and reporting any issues.
- ▶ Warning colleagues if you are completing a noisy task.

**Highlight the possible barriers preventing the reduction of these risks**


Ask the team what's stopping us reducing our risks:

- ▶ How much is a lack of awareness of the noise created by the tools/machinery being used causing us an issue?
- ▶ What obstacles or barriers might we face with communication? What challenges does hearing protection pose to communicating with colleagues and hearing alarms and signals?
- ▶ How does it feel to wear hearing protection over a long shift?
- ▶ Is the look and feel of the hearing protection unattractive?
- ▶ To what extent do the group believe that tight deadlines take priority over using hearing protection?



**Top tip:**

Ask if anyone knows a relative or friend who has suffered from hearing problems that could have been caused by exposure to high noise levels at work? If so, does that person ever talk about how their problems might have been avoided?



The following example can help to bring the topic to life and engage members of the audience who have a 'practical' learning style.



There are some great tools available online that you can use to show what it's like to suffer from hearing loss. Simply go on to your search engine and enter 'hearing loss simulator'. You could use one of these to help the audience to understand what hearing loss is like.

The correct fitting of an ear plug is key. You could take along some of the ear plugs used in your workplace and demonstrate how to fit them correctly. Alternatively, there are videos available on the 3M website that you could use. [www.3M.co.uk/hearing](http://www.3M.co.uk/hearing)



# Hearing

## Card 3



### Wrap up the session with your proposed improvements

#### Potential improvements

There may be ideas that have already been suggested, if so summarise these. If needed the suggestions below could be used as prompts. Choose the items you plan to implement.

- ▶ Stress the importance of expressing concern about harmful noise in the workplace. Ensure everyone knows how to report noise hazards.
- ▶ Are your colleagues wearing hearing protection when they should be? Could your activity endanger their hearing?
- ▶ Tag noisy tools to remind workers of the noise hazard.
- ▶ Use posters to remind workers which hearing protection they should wear in noisy environments.
- ▶ Check your ear defenders or earplugs are fitted properly and do not remove them to talk with colleagues.



#### Outline company policies and processes

This is your opportunity to remind the group of control elements your organisation already has in place and the policies to comply with. This could include the procurement of quieter machinery, controlling the source of the noise or the pathway, enclosure of noisy machinery, designated hearing protection zones or changing a process to remove a noisy element.

#### Summarise your 3M SafeTea Break

- ▶ Thank the group for their input.
- ▶ Summarise the main points and actions.
- ▶ Outline a timeframe for feeding back on issues raised that could not be answered in the session.

#### Final thought:

Noise Induced Hearing Loss is not reversible, but it is preventable.

# Did you know?

Early signs of Noise Induced Hearing Loss include:

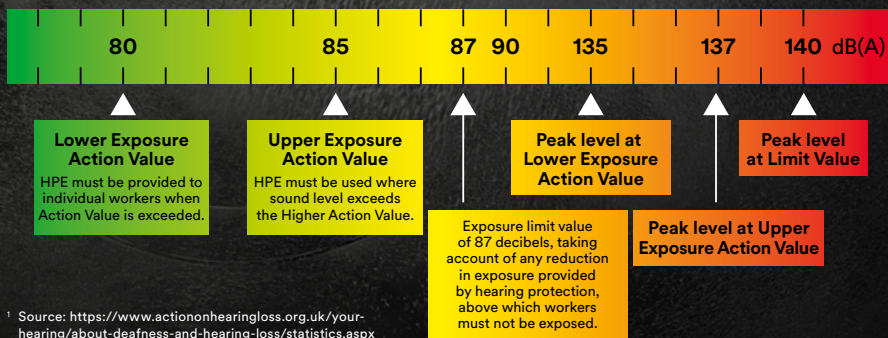
- Your family complaining the television is too loud.
- Having trouble using the telephone.
- Having to concentrate closely and difficulties hearing conversations.

## 20,000

people during the last year suffered from NIHL – caused by or made worse by work.<sup>1</sup>

NIHL is  
**100%**  
preventable<sup>2</sup>

## The Control of Noise at Work Regulations 2005



<sup>1</sup> Source: <https://www.actiononhearingloss.org.uk/your-hearing/about-deafness-and-hearing-loss/statistics.aspx>

<sup>2</sup> Source: <http://www.hse.gov.uk/statistics/causdis/deafness/index.htm>

## Looking for hearing protection that your workforce will want to wear? Here's a few favourites from our range.

### 3M earplugs

3M offers a variety of earplugs including roll down, pod, pre-moulded and banded. They suit different ear types and noise levels, making it easy to find an earplug for every worker.



### 3M passive ear defenders

A popular choice in hearing protection with their rigid cups and soft plastic cushions that seal around the ears to reduce noise. A range of attenuations are available as well as helmet attachment and neckband versions.



### 3M communications solutions

Protects the wearer from high noise environments whilst allowing them to communicate. This can improve productivity, prevent workers from feeling isolated and allow them to hear important warning signals and alarms without the need to remove their hearing protection.



### 3M™ One Touch™ Pro Earplug Dispenser

The One Touch Pro earplug dispenser offers convenient access to workers on the move. A simple twist accurately and consistently dispenses one earplug at a time. The reusable free-standing or wall hanging dispenser can be re-stocked with One Touch refills of our most popular 3M™ E-A-R™ earplugs.



**Every user is different. So even after you've identified the right product for them, how do you make sure that they're adequately, individually protected?**

The 3M™ E-A-Rfit™ Dual Ear Validation System measures the effectiveness of 3M hearing protection from inside an employee's ear, providing accurate, quantitative results. Test administrators can simultaneously check both ears, so they will have more time to educate employees on the importance of fit and compliance.







# 4

# 3M SafeTea Break

## Touch



## Set the scene and engage the audience

### Icebreaker

Start with a quick game. This will get everyone involved.

- ▶ Ask the group to put one hand in the air.
- ▶ Ask everyone who enjoys cooking to put their hand down.
- ▶ Ask everyone who reads a paper to put their hand down.
- ▶ Finally ask everyone who dresses themselves to put their hand down.



Everybody should now have their hands down. Hand Arm Vibration Syndrome (HAVS) is debilitating and can affect daily life. Sufferers may not have the detailed hand movements they need to take part in activities they enjoy. Some sufferers may not even be able to fasten the buttons on their clothing.

### Example to help set the scene

A worker's story from the HSE website features Paul, a mechanic in his 50s who used a wide range of hand power tools before being signed off work with vibration white finger. He now finds that his hands can no longer do many of the things that he used to take for granted. "I had to give up many of the hobbies I used to love, like swimming and angling, but the biggest frustration I have is with normal everyday activities like brushing my teeth – my thumbs and fingers just can't grip the brush properly."

### Signs and symptoms

The symptoms of HAVS are tingling and numbness in the fingers, which starts off as being temporary but can soon become permanent. Sufferers can't feel things with their fingers and lose strength in their hands. In the cold and wet, fingers can turn white then bright red, causing considerable pain.

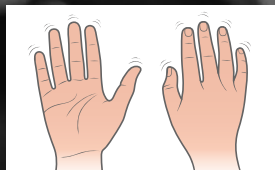


### Top tip:

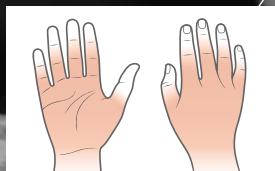
Go back to the everyday tasks you started with in the ice breaker. Ask people to name other ordinary things they couldn't do if they suffered from HAVS. Encourage them to think about their personal lives as well as their work lives. Getting people to think out of their normal work context can instantly make the topic more engaging.



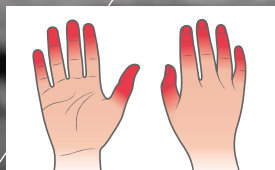
The effects of HAVS are noticeable by the following signs:



Tingling fingers or loss of strength



White finger tips



Red finger tips



## Identify potential risks and personal responsibilities

**Start by discussing the potential HAV hazards in your workplace**

Make a list of areas in the working environment where HAV hazards are present. Have some examples of your own to share which could include:

Regularly working with vibrating machinery for more than 4 hours a day.



Using hand-held power tools on a daily basis.



Working in a cold or damp environment.



Completing regular tasks that require a large amount of manual force.



Working in cramped conditions that affect your posture.



All of these activities can put you at risk of hand arm vibration.

**Then ask for ideas on how to reduce the risks**

The following examples might be helpful:

- ▶ Reduce the weight of items and the distance they're moved.
- ▶ Use hand tools with the optimum amount of power.
- ▶ Use low-vibration tools and products.
- ▶ Break up work periods with job rotation.
- ▶ If you have an ache, tell your supervisor or Occupational Health and Safety department.

**Highlight the possible barriers preventing reduction of these risks**

Ask the team what's stopping us reducing our risks. These barriers may form the basis of your action plan. You could use a flip chart to create a list with the input from the group:

- ▶ To what extent do the group believe that tight deadlines take priority over protecting themselves?
- ▶ What power tools or abrasives do we need and are they available?
- ▶ How much does a 'macho' culture get in the way of guidelines being followed?
- ▶ How important is it to listen to your body and understand your limitations rather than pushing it to the limit?



**Top tip:**

Ask if anyone knows someone who is suffering from HAVS? If so, do they ever talk about how their problems might have been avoided? Bringing the problem closer to home is always a good way of bringing it to life. You can always use the story from card one as a focus for your discussions here.

The following example can help to bring the topic to life and engage members of the audience who have a 'practical' learning style.



Bring along a couple of hand held power tools used in the workplace. Inspect each tool as a group and consider whether the tool is in the best condition in order to minimise hand arm vibration. Here are some things to look out for:

- ▶ That the tool and consumable is configured and used according to the manufacturer's instructions.
- ▶ Check the condition of seals, bearings etc.
- ▶ Check the condition of cutting and other rotating elements.
- ▶ Check for wear on spindles – this could affect tool balance.
- ▶ Check the condition of any vibration isolation features.
- ▶ Use the correct air pressure if applicable.

For further information visit:

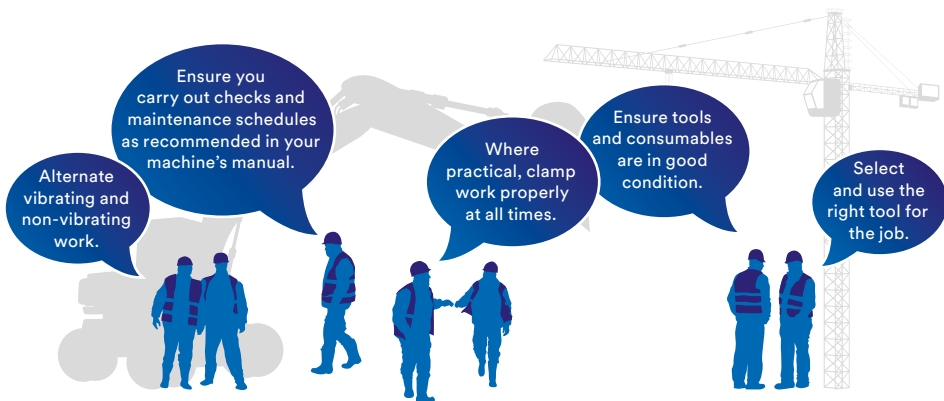
[www.hse.gov.uk/vibration/hav/roadshow/amb5.pdf](http://www.hse.gov.uk/vibration/hav/roadshow/amb5.pdf)



## Wrap up the session with your proposed improvements

### Potential improvements

There may be ideas that have already been suggested, if so summarise these. If needed the suggestions below could be used as prompts. Choose the items you plan to implement.



### Outline company policies and processes

Remind the group of the control measures the organisation already has in place and the policies to comply with. As a general rule, if workers are regularly exposed to vibrating tools for more than four hours a day then they may be at risk.

There is a helpful calculator on the HSE website to assess a worker's exposure to vibration throughout the day: [www.hse.gov.uk/vibration/hav](http://www.hse.gov.uk/vibration/hav)

### Summarise your 3M SafeTea Break

- ▶ Thank the group for their input.
- ▶ Summarise the main points and actions.
- ▶ Outline a timeframe for feeding back on issues raised that could not be answered in the session.

### Final thought:

HAVS is not reversible, but it is preventable.

### Fact 1

Nearly 2 million people are at risk from HAVS – particularly those who work in construction and related industries<sup>1</sup>.

## Did you know?

The most efficient and effective way of controlling exposure to hand arm vibration is to look for new or alternative work methods which eliminate or reduce exposure to vibration.

### Fact 2

The longer the exposure, the worse the symptoms – but the rate of deterioration will vary from person to person.

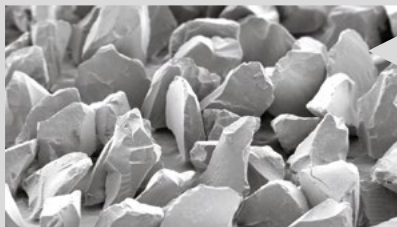
<sup>1</sup> Source: [www.hse.gov.uk/VIBRATION/hav/index.htm](http://www.hse.gov.uk/VIBRATION/hav/index.htm)

**Looking to help protect your workforce from Hand Arm Vibration (HAV)? 3M™ Cubitron™ II abrasives slice cleanly through metal, speeding up your process and reducing exposure to vibration.**

**On the face of it, two abrasive wheels may look identical with just the label and the price separating them. But are there any other differences?**

### Conventional abrasives

Conventional ceramic abrasive grain is irregular in shape. Instead of a clean, machining action, the grain "ploughs" through the metal; causing heat build-up, slower cutting and a reduced product life.

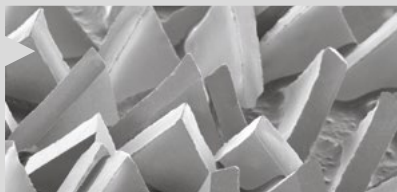


### Cubitron II abrasives

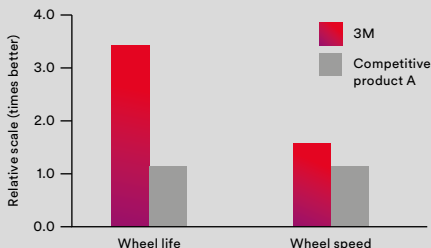
The Precision Shaped Ceramic Grain in Cubitron II grinding wheels continuously fracture to form sharp points and edges – slicing cleaner and faster, staying cooler, and lasting longer.

The major factors influencing HAV are the vibration magnitude and exposure time. By cutting faster using Cubitron II abrasives, you can complete your tasks more quickly. This reduced time spent cutting or grinding will result in less 'trigger time' for the operator, meaning less exposure to vibration.

Replace your abrasive with Cubitron II to utilise the next generation of abrasive technology and help protect your workforce.



**Grinding wheel life and speed comparison**





5

# 3M SafeTea Break

## Skin





## Set the scene and engage the audience

### Icebreaker

Ask the group to have a good look at their hands and then think of all the different things they use them for during a typical day. Get everyone to write three of these things down on a Post-it® Note; it might help to give them some examples to get them going:

Tying up  
shoelaces?

Using tools  
at work?

Throwing a ball  
for the dog?

Holding your  
child's hand?

Ask the group to share their examples and pick their top 3.

### Example to help set the scene

A worker's story from the HSE website features workers at a company premises in Bristol who were exposed to hazardous chemicals over a four-year period, leading to the onset of a disease called 'allergic contact dermatitis'. One employee suffered four years of his skin blistering, cracking, splitting and weeping because of this allergic dermatitis. Two other employees also suffered the symptoms of allergic dermatitis, including fingers and hands becoming so badly swollen and blistered that one could not do up his shirt buttons without his fingers splitting open. All three employees had been working with photographic chemicals. The company was fined a total of £100,000 and ordered to pay £30,000 costs. They were fined £30,000 for breaching The Health and Safety at Work Act 1974, and £10,000 for 6 separate breaches of the Control of Substances Hazardous to Health (COSHH) Regulations for not making adequate risk assessments, not preventing or controlling exposure of employees to chemicals, and for not providing any 'health surveillance' of employees at-risk. They were also fined £10,000 for not reporting a case of allergic contact dermatitis.

### Explain the signs or symptoms of dermatitis

The signs, symptoms and effects of damage can include:

- ▶ Dry, red, itchy skin.
- ▶ Flaking, blistering and cracking.
- ▶ Swelling and pain.
- ▶ Skin irritation.
- ▶ Skin sensitisation and allergy.

These symptoms could lead to a loss of productivity and sickness absences as well as affecting your home life.



### Top tip:

Go back to the things identified in the icebreaker. Discuss how a painful and potentially embarrassing skin condition would affect some of the things the group have listed.

## Work-related skin disease



Dermatitis showing  
crusting and thickening  
of skin



Dermatitis showing  
reddening of skin



Dermatitis showing  
swelling



Allergic contact  
dermatitis

Images taken from HSE website,  
[www.hse.gov.uk/skin/imagelibrary.htm](http://www.hse.gov.uk/skin/imagelibrary.htm)



## Identify potential risks and personal responsibilities

### Start by discussing the potential skin risks in your workplace

- ▶ You could ask the group to identify applications, machinery or processes where skin comes into frequent and prolonged contact with chemicals, solvents, glues, paint or latex rubber.
- ▶ Don't forget to include natural substances like water, food ingredients and wood dusts which can cause problems with prolonged exposure.

### Then ask for ideas on how to reduce the skin risk

Here are some areas you could include:

- ▶ Highlight the controls you currently have in place.
- ▶ Reveal any recent eliminations or substitutions of hazardous substances.
- ▶ Talk about extraction systems.
- ▶ Discuss engineering controls, including automation, to avoid skin contact.
- ▶ Comment on the introduction of safe working distances.
- ▶ If required, the provision of suitable PPE.



### Highlight the possible barriers preventing the reduction of these risks

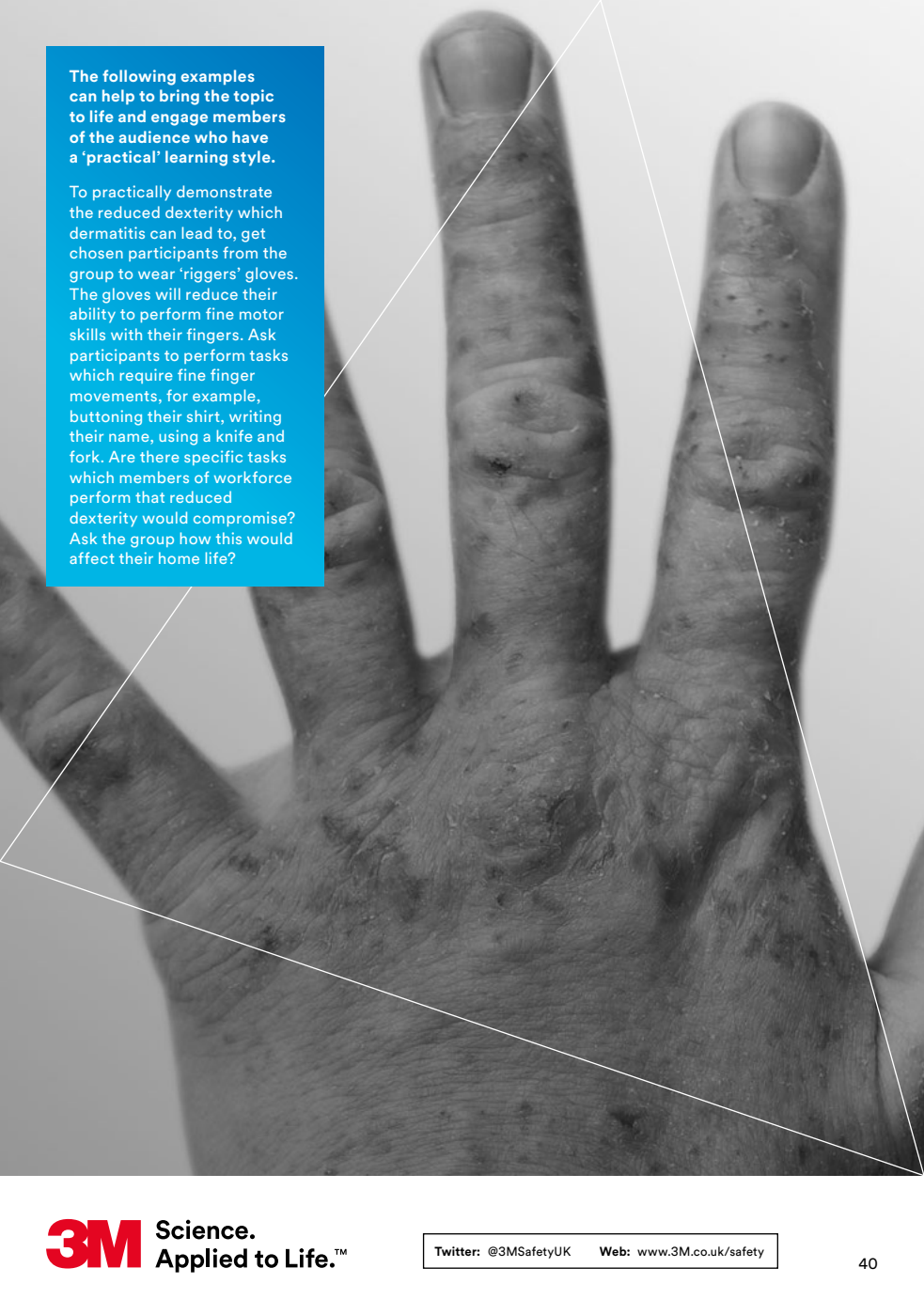
Ask the team what's stopping us reducing our risks. These barriers may form the basis of your action plan:

- ▶ What other engineering controls are required?
- ▶ To what extent do the group believe that tight deadlines take priority over using skin protection?
- ▶ How much of an issue is the design of their workspaces?
- ▶ What is their level of understanding of the different types of gloves that are available?
- ▶ What PPE do they feel should be made available to protect their skin?



### Top tip:

Ask if anyone knows a relative or friend who has suffered from skin problems that could have been caused by exposure to hazardous substances at work? If so, does that person ever talk about how their problems might have been avoided? Bringing the problem closer to home is always a good way of bringing it to life.



The following examples can help to bring the topic to life and engage members of the audience who have a 'practical' learning style.

To practically demonstrate the reduced dexterity which dermatitis can lead to, get chosen participants from the group to wear 'riggers' gloves. The gloves will reduce their ability to perform fine motor skills with their fingers. Ask participants to perform tasks which require fine finger movements, for example, buttoning their shirt, writing their name, using a knife and fork. Are there specific tasks which members of workforce perform that reduced dexterity would compromise? Ask the group how this would affect their home life?



## Wrap up the session with your proposed improvements

### Potential improvements

There may be ideas that have already been suggested, if so summarise these. If needed the suggestions below could be used as prompts. Choose the items you plan to implement.

Carry out regular visual skin checks to detect dry-looking, flaking, scaling, cracking or swollen skin.

Check for early signs of dermatitis.

Act immediately on any signs and symptoms of injury and encourage early reporting.

If a task requires gloves, make sure they are the right size and used, stored and replaced following manufacturer's instructions.



### Outline company policies and processes

Remind the group of the hierarchy of control elements the organisation already has in place and the policies to comply with. This could include the elimination of hazardous substances, substituting materials or introducing engineering controls to limit exposure of skin to substances.

### Summarise your 3M SafeTea Break

- ▶ Thank the group for their input.
- ▶ Summarise the main points and actions.
- ▶ Outline a timeframe for feeding back on issues raised that could not be answered in the session.

### Final thought:

Ask the group if they would benefit from a skin care expert coming in to give some training on skin care products. If they would, is this something you could easily arrange to maintain the momentum created by your session?

### Fact 1

Dermatitis symptoms usually begin with irritation and redness. Swelling can also occur and blisters may follow with the skin being infected.

## Did you know?

It might sound innocuous, but working with wet hands and regular contact with soaps and cleaning materials continue to be the most common causes of occupational contact dermatitis.

### Fact 2

The symptoms of dermatitis can be so bad that the sufferer is sometimes unable to carry on working.



**Looking for protection from skin hazards that your workforce will want to wear? Here's a few favourites from our range.**

### **3M™ Protective Coverall 4520**

Made from extremely lightweight and breathable material and is designed to offer protection against hazardous dusts and limited liquid splashes.

- ▶ Elasticated hood, ankles and waist
- ▶ 2 way zip with sealable tab on storm flap
- ▶ 3-panel hood
- ▶ Knitted cuffs
- ▶ Low linting



### **3M™ Protective Coverall 4532+**

Made from highly breathable fabric with a specialist coating, providing anti-static protection and enhanced liquid repellency.

- ▶ Enhanced and reinforced triangular gusset panel
- ▶ Elasticated hood, ankles and waist
- ▶ 2 way zip with fully sealable storm flap
- ▶ 3-panel hood
- ▶ Knitted cuffs
- ▶ Low linting



### **3M™ Protective Coverall 4535**

Provides a superb balance of comfort and protection. The microporous PE laminate at the front of the garment is designed to offer a good barrier to limited liquid splash, whilst the large SMMMS breathable back panel increases wearer comfort.

- ▶ Elasticated hood, ankles and waist
- ▶ 2 way zip with storm flap
- ▶ Knitted cuffs
- ▶ Low linting



**The full range of 3M™ Protective Apparel includes a variety of features, from the use of fabrics with specialist treatments for enhanced wear and added protection, to breathable back panels for increased comfort.**

**Our experts can work closely with you, to help you identify hazards and best protect your workers against them.**





# 6

## 3M SafeTea Break

Muscles, bones and joints

# Muscles, bones and joints

Card 1



## Set the scene and engage the audience

### Icebreaker

Ask the group what they did at the weekend. Below are some prompts to get the discussion moving. If you know the group well you could include some examples they will relate to. Make a list of these items as you will use it to make a relevant point later on.



Walking the dog



Playing sport



Dancing



Playing with  
your children



Gardening

### Example to help set the scene

A UK based engineer was coming to the end of his shift when he bent down to tidy up. He didn't follow his manual handling training and bent with straight legs. This caused him to pull his lower back, and as a result he was unable to work for two weeks. Upon returning, he said the worst thing was that he hadn't been able to pick up his young grandchildren since the injury due to the pain in his back.

### Explain the effect of damage to muscles, bones and joints

Symptoms that accompany muscle, bone and joint problems include pain and reduced mobility. The pain can increase with time. Other issues are sleep disturbance, stress and frustration that can easily affect your general family life.

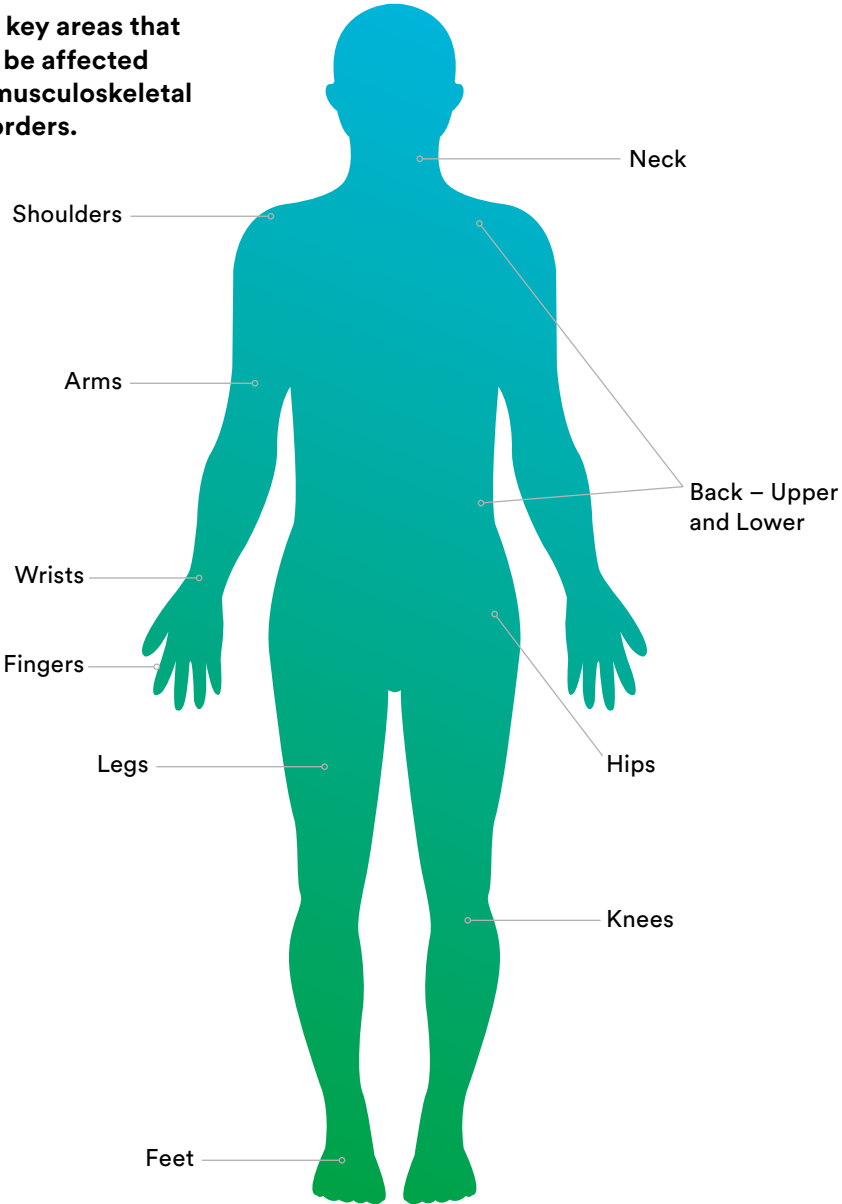
You can show the image on the back of this card to show some of the areas of the body that can be affected.



### Top tip:

Refer back to the examples the group identified in the icebreaker. Ask them to think about whether it would be possible to take part in these activities if they had reduced mobility from muscle, bone and joint problems. Getting people to think out of their normal work context will make the subject more engaging.

The key areas that  
can be affected  
by musculoskeletal  
disorders.





### Identify potential risks and personal responsibilities

**Start by discussing the tasks carried out in your workplace that could cause damage to muscles, bones and joints**

Make a list of these tasks and as a group try to decide on the ones that carry the highest risk. Here are some typical examples, but try to find ones relevant to your company:



Regular heavy or repetitive manual lifting on a daily basis.



Frequent repetitive movement of the same body part.



Large amount of manual force needed to carry or move workpieces.



Lifting above head height.



Use of handheld powered tools.

**Then ask for ideas on how to reduce the risk**

If the audience doesn't have any ideas you could suggest these:

- ▶ Reduce the weight of items and the distance they're moved.
- ▶ Use levers and low vibration tools.
- ▶ Break up work periods with job rotation.
- ▶ Use the correct tool for the job, not just the one that's close to hand.
- ▶ Don't suffer in silence; report issues to a supervisor or Occupational Health department.

**Highlight possible barriers that prevent the reduction of these risks**

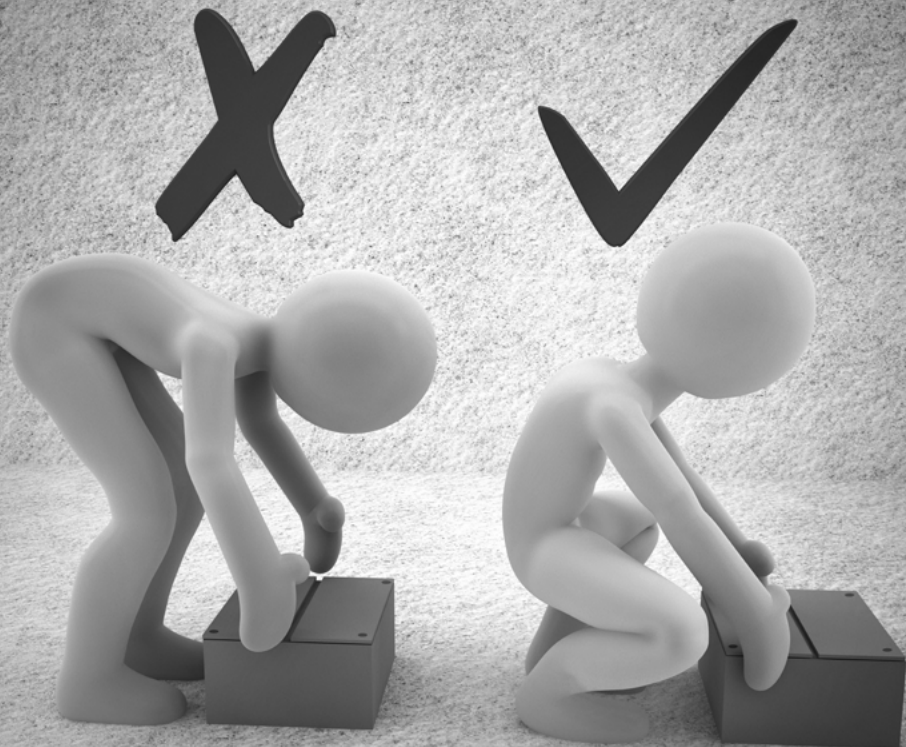
Ask the team what's stopping us reducing our risks. These barriers may form the basis of your action plan:

- ▶ To what extent do the group believe that tight deadlines take priority over taking care of themselves?
- ▶ What tools or equipment are there that could help to reduce risk and are these available in the workplace?
- ▶ How important is it to listen to your body and understand your limitations rather than pushing it to the limit?
- ▶ To what extent do we have a 'macho' culture or a casual attitude to health & safety?



**Top tip:**

Ask if anyone knows someone who is suffering from muscle, bone or joint problems caused by work? If so, does that person ever talk about how their problems might have been avoided? Bringing the problem closer to home is always a good way of bringing it to life. *If there's no response, you can always use the example on card one as a focus for your discussions here.*



The following example can help to bring the topic to life and engage members of the audience who have a 'practical' learning style.



A toddler can give a great demonstration of how to lift and carry objects. Simply go on to your search engine and enter 'toddler manual handling video' and you will find several examples which you can use.

After you've watched the video you could ask the audience to replicate the toddler and see how close they can get to the movement. Not only will it provide a practical and fun demo, you could even judge as a group who has the best technique.



# Muscles, bones and joints

Card 3



## Wrap up the session with your proposed improvements

### Potential improvements

You could encourage everyone to adopt 3M's Think for 30 Seconds (TF-30) technique\*.

This involves taking 30 seconds to stop and consciously think about the task you are about to do. During that time, ask yourself the four key questions shown opposite to which you should be able to answer 'yes'.

To bring the TF-30 to life, ask a few members of the group to name a typical task in their own work day and how they might use the technique for that.

\*For further information, please refer to module 8 of this pack which is dedicated to the TF-30 initiative.

1.

Am I aware of the hazards and the risks in the task I'm about to do?

2.

Do I have a safe plan for the task?

3.

Am I using the proper equipment provided for the task?

4.

Have I done all I can to minimise the risk?



### Outline company policies and processes

Remind the group of the hierarchy of control elements the organisation already has in place. This might include training and posters displayed in the workplace.

The TILE sequence is another approach you could use for carrying out Manual Handling Tasks. It encourages consideration of the 'Task', the 'Individual', the 'Load' and the 'Environment'.

- ▶ For further information visit the 3M website ([www.3M.co.uk/safety](http://www.3M.co.uk/safety)) or [www.hse.gov.uk/msd/pushpull/risks.htm](http://www.hse.gov.uk/msd/pushpull/risks.htm)

### Summarise your 3M SafeTea Break

- ▶ Thank the group for their input.
- ▶ Summarise the main points and actions.
- ▶ Outline a timeframe for feeding back on issues raised that could not be answered in the session.

### Final thought:

Remember, if you want to make the most of your weekends always take care of yourself during the week at work.



### Fact 1

The total number of MSD (musculoskeletal disorders) cases in 2016/2017 was 507,000, which amounts to nearly half of all work related illnesses.

## Did you know?

The Labour Force Survey estimates that the main work activities making back disorders worse are manual handling, working in awkward or tiring positions and workplace accidents.

### Fact 2

The number of new MSD cases in 2016/2017 was 159,000.

Source: HSE Musculoskeletal Disorders in Great Britain 2016/2017.



## Looking to help protect your workforce from muscle and joint injuries? Here's a few favourites from our range.

### 3M™ Safety-Walk™ Cushion Matting

Reduces muscle discomfort and body aches by distributing cushioned support across the bottom of the shoe. These mats are recommended for use in factory assembly, production areas, or any other area where workers stand or walk.

The three versions available are:

#### 5270E

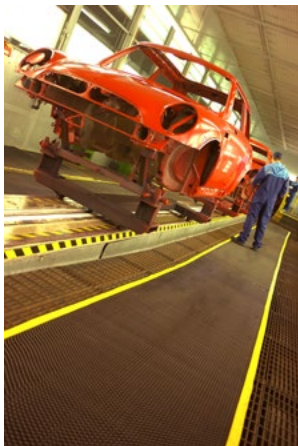
This version is available with edging to allow wheeled traffic, and is oil and grease resistant. It is suitable for heavy duty foot traffic environments.

#### 5100

This mat has an open construction for easy cleaning, and allows easy traffic of typical carts over the surface. The vinyl composition offers excellent resistance to a variety of chemicals, greases and detergents found in industrial or food service environments.

#### 3270E

This version has oil and moderate chemical resistance, and is suitable for heavy duty foot traffic environments.



**FUTURO™**  
Products  
*Live More™*



### 3M™ FUTURO™ braces and supports

FUTURO™ supports are designed to empower you to live life to the fullest and get more out of every day. Designed and developed by a panel of medical specialists and engineers, FUTURO™ braces and supports provide the comfort, support and proper fit that enable you to live, work and play more fully.



# 7

# 3M SafeTea Break

## Wellbeing



## Set the scene and engage the audience

### Icebreaker

Ask each person to name 1 thing that they would like to add to 'Room 101' (i.e. something that frustrates or upsets them) and 1 thing that relaxes them. You can use this information to make a relevant point later on.



### Example to set the scene

An HSE case study tells the story of David who was given a new role in a different location after the staff in his department were required to reapply for their jobs. Unfortunately, previous eye surgery had left David sensitive to bright light and with difficulties driving at night. His previous work had been adapted to meet these needs, but requests to his new manager for adaptation were declined.

Over a period of weeks David struggled to get a good night's sleep, found it difficult to concentrate at work and became irritable at home. His blood pressure and heart rate increased & David was signed off work for 2 weeks. After this time, and a constructive meeting with senior management, David was able to return to his original location and duties with all the necessary adjustments.<sup>1</sup>

### Signs & symptoms

Signs of stress may include:

- ▶ Loss of motivation and/or productivity.
- ▶ Tearfulness or increased aggression.
- ▶ Poor concentration or memory.
- ▶ Mood swings.
- ▶ Anxiety or depression.
- ▶ Changes in sleep patterns or eating/drinking/smoking habits.<sup>2</sup>



### Top tip:

Stress can be an uncomfortable topic of conversation – lead by example by sharing your own Room 101 & relaxation examples.

<sup>1</sup> Work related stress, anxiety & depression statistics in Great Britain 2015, HSE

<sup>2</sup> <http://www.hse.gov.uk/stress/signs.htm>

## Fact 1

The total number of cases of work related stress, depression or anxiety in 2016/17 was 526,000, a prevalence rate of 1,610 per 100,000 workers.<sup>1</sup>

## Did you know?

Stress can show itself in many different ways, but it often leads to a change in a behaviour. Some signs are only noticeable to the individual, so it is important to assess how you are feeling as well as being aware of others around you.<sup>2</sup>

## Fact 2

In 2016/17 stress, depression or anxiety accounted for 40% of all work-related ill health cases and 49% of all working days lost due to ill health.<sup>2</sup>

<sup>1</sup> Work related stress, anxiety & depression statistics in Great Britain 2016/17, HSE

<sup>2</sup> [www.hse.gov.uk/stress](http://www.hse.gov.uk/stress)



### Identify potential risks and personal responsibilities

**Start by discussing the factors which could cause workplace stress**

- ▶ Job demands: workload, work patterns and the working environment.
- ▶ Control: how much say you have in the way you do your job.
- ▶ Support: encouragement and equipment provided by management and colleagues.
- ▶ Role: ability to positively contribute to the organisation.
- ▶ Change: how this is managed and communicated.
- ▶ Relationships: avoiding conflict and dealing with unacceptable behaviour.<sup>1</sup>

**Then ask for ideas on how to reduce the risk of stress**

- ▶ Recognise the warning signs in yourself and your colleagues.
- ▶ Talk to your line manager or an experienced colleague if any of the factors we've just discussed are negatively impacting you or you have concerns about someone else in your team.
- ▶ Take care of yourself – exercising regularly and eating well will help you to become more resilient.<sup>2</sup>

**Highlight the possible barriers preventing the reduction of these risks**

- ▶ Embarrassment – but remember stress is natural and affects all of us.
- ▶ Not knowing who to talk to.
- ▶ Concern that a perceived inability to cope could affect future job prospects – remember excessive stress will negatively affect your work, but by managing pressure you can perform at your best.

Conclude card 2 by stating that line managers/HR/union representatives/any specific helplines your company uses are a key first point of contact.



**Top tip:**

Link the things your group would like to add to Room 101 to the factors which cause workplace stress and the things which relax your group to ideas on how to prevent stress.

<sup>1</sup> INDG430, How to tackle work related stress, HSE

<sup>2</sup> NHS One You





### Wrap up the session with your proposed improvements

#### Potential improvements

Give useful tips for the team to follow and seek their input.

- ▶ Anticipate the times or activities that are likely to make you feel stressed – plan how you will cope. Try to prioritise and organise your work.
- ▶ Know who your first point of contact is.
- ▶ Allow yourself to feel stressed and find a constructive outlet for it. Some people find exercise or writing down their thoughts helps them to process their emotions.
- ▶ Look out for your colleagues – a friendly face and a quiet offer of help can go a long way.
- ▶ Involve and consult staff where possible in changes, work patterns and work equipment.

#### Outline company policies and processes

Remind the group about any company policies or resources you might have to help employees manage workplace stress and report concerns.

#### Summarise your 3M SafeTea Break

- ▶ Thank the group for the open discussion.
- ▶ Summarise the main points.
- ▶ Outline a timeframe for feeding back on issues raised that could not be answered in the session.

#### Final thought:

Stress can be an uncomfortable topic of conversation, but it is one of the most common workplace health issues. By looking out for each other and ourselves we can help to prevent it.



#### 4 ways to dispel stress:

- ▶ Take time away.<sup>1</sup>
- ▶ Talk it over with someone else.<sup>1</sup>
- ▶ Connect with others.<sup>1</sup>
- ▶ Accept the things you can't change.



<sup>1</sup> [www.helpguide.org/articles/stress/stress-at-work.htm](http://www.helpguide.org/articles/stress/stress-at-work.htm)



8

# 3M SafeTea Break

Think for 30 seconds



### Set the scene and engage the audience

#### Icebreaker

Ask the group to name something they do without thinking about it; something which has a process so engrained in their memory that they do it on 'autopilot'. The questions below can be used as prompts to help your group identify these activities:

- ▶ Who had to button up a shirt or tie their shoe laces this morning?
- ▶ Who makes a cup of tea or coffee every day?
- ▶ Who drives or cycles into work?



After observing their answers, tell your group that these are all common examples of activities which are performed on 'autopilot'.

You can use this information to make a relevant point later on.

#### Example to set the scene

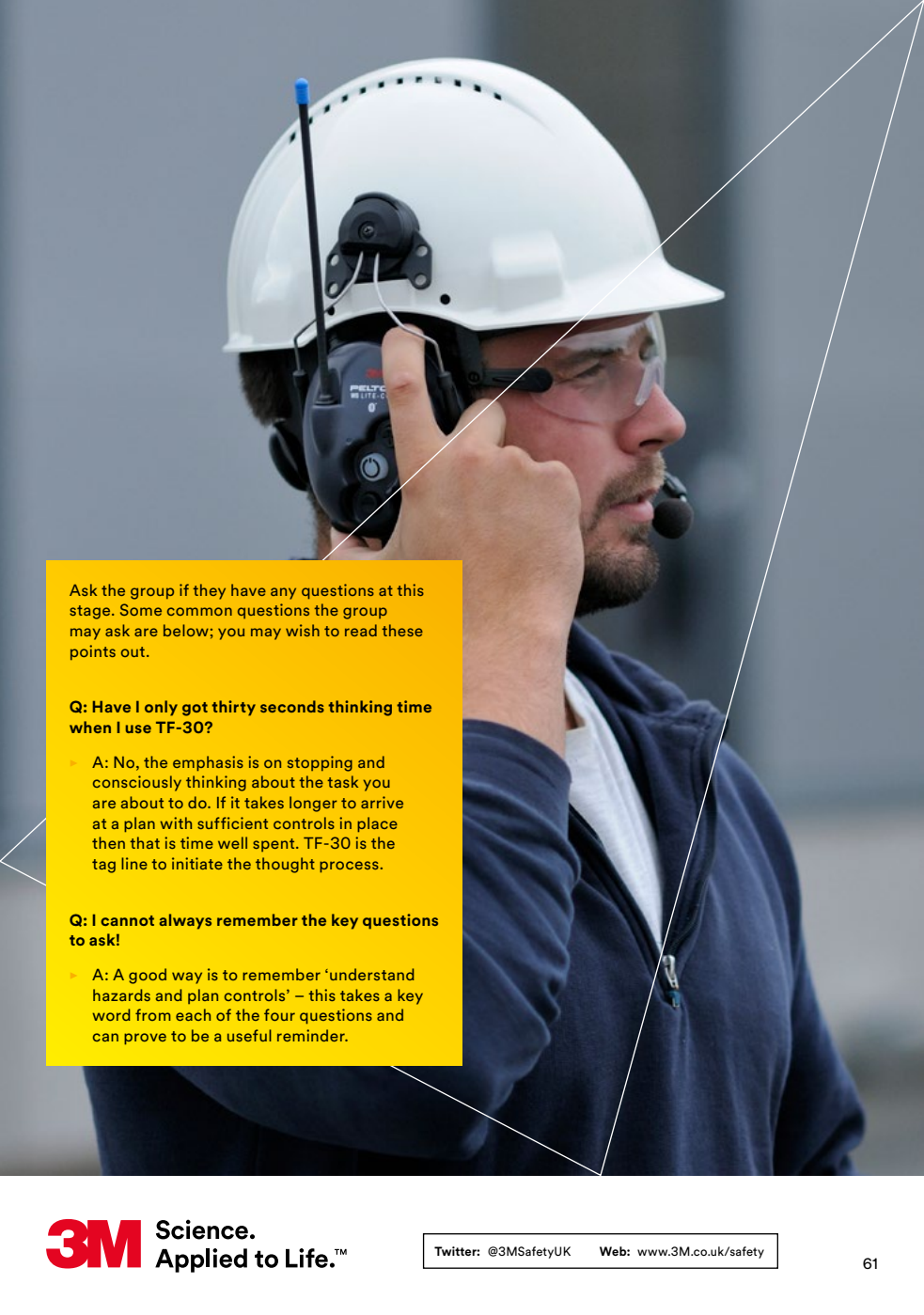
A construction worker has been busy on a project in a disused kitchen area in a hotel. Part of his job involves carrying large slats of wood from one area to another. Over the last few weeks, he's identified the quickest route possible which involves passing through an area where the kitchen dishwashers are. In the last week, the dishwashers have been removed for disposal and the worker doesn't notice water on the floor which has come from the disconnected pipes. Now in autopilot mode and without being aware of the hazard, he slips causing injury to himself.\*

#### Explain the effect of being on 'autopilot' and rushing a job in the workplace

Think back to the things we discussed we all do on 'autopilot' each day; driving to work and making a cup of tea. These have the potential to be dangerous activities, yet we often do them without thinking. Can you think of jobs in the workplace that are equally or more dangerous, yet we still do them on 'autopilot'?

Acting without thinking when completing a task at work can have a number of consequences. An obvious one is the harm it can cause to the employees concerned. If injured, employees could be off work for a period of time; all for something which may have been preventable.

\*Case study is fictional

A man wearing a white hard hat and safety glasses is shown in profile, holding a black 3M TF-30 communication device to his ear. The device has a blue antenna and a microphone. The background is a blurred industrial setting.

Ask the group if they have any questions at this stage. Some common questions the group may ask are below; you may wish to read these points out.

**Q: Have I only got thirty seconds thinking time when I use TF-30?**

- ▶ A: No, the emphasis is on stopping and consciously thinking about the task you are about to do. If it takes longer to arrive at a plan with sufficient controls in place then that is time well spent. TF-30 is the tag line to initiate the thought process.

**Q: I cannot always remember the key questions to ask!**

- ▶ A: A good way is to remember 'understand hazards and plan controls' – this takes a key word from each of the four questions and can prove to be a useful reminder.



## Identify potential risks and personal responsibilities

### Explain the 'Think for 30 Seconds' initiative:

At some of 3M's manufacturing sites, we encourage our employees to think before they act, especially before they complete non-routine tasks. The 'Think for 30 Seconds' (TF-30) initiative highlights the importance of understanding hazards and planning controls. In this initiative, the worker is encouraged to answer four main questions:



1. Do I understand the task?



2. Am I aware of the hazards?



3. Do I have a plan for the task?



4. Does the plan have sufficient controls to eliminate or reduce risk?

The concept is to go through questions 1-3 and answer yes to each one. These questions should force you to stop, think and work out a plan. Question 4 will challenge your overall understanding, hazard awareness and your plan to make sure that you have sufficient controls for the task to be safely done... you must answer yes before commencing!

### Ask for ideas on how you can use TF-30 to reduce risks:

Ask your audience to have a think about where they could use TF-30 in the workplace. Ask them to think about some of the benefits which could be achieved, or some of the potential problems which could be avoided by using the TF-30 methodology.

You could ask the group to work in pairs and then feedback to the rest of the audience after a few minutes.

### Highlight the possible barriers preventing the reduction of these risks:

Discuss with your group any barriers which may prevent them implementing the TF-30 initiative, and how these can be overcome. The suggestions below can be used as prompts:

I've done it this way for years, I don't need to rethink it!

▶ Has anything changed over time which could cause an accident? Are you on 'autopilot' mode?

We're on a tight deadline and work has got to be done – why should I stop?

I haven't got time to stop and think!

▶ Accidents can happen, but many can be prevented with more thought and assessment. No one wants to be off work for prolonged periods of time with an injury!

Ask the group if they have any questions at this stage. Some common questions the group may ask are below; you may wish to read these points out.

**Q: What is a control?**

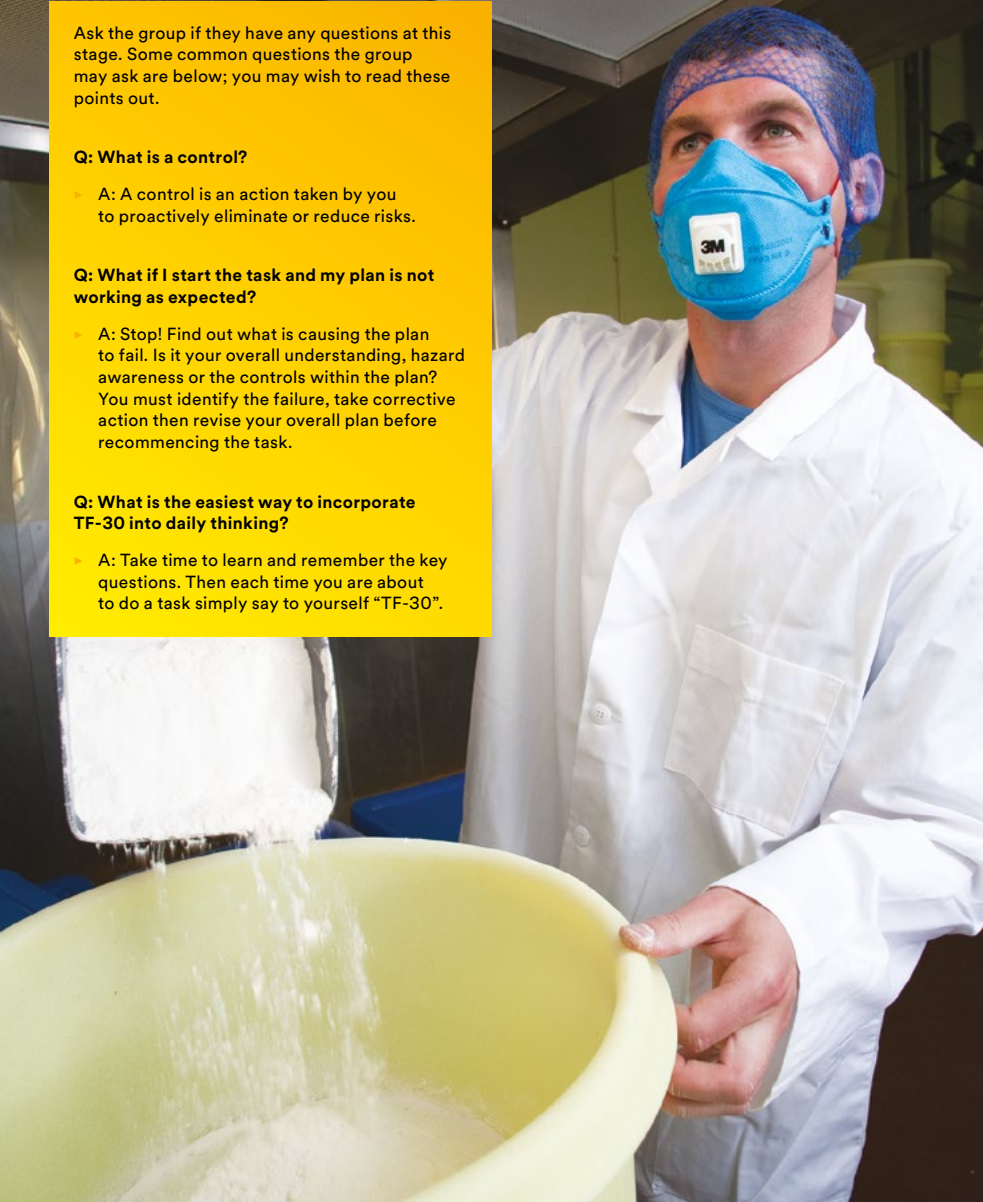
- ▶ A: A control is an action taken by you to proactively eliminate or reduce risks.

**Q: What if I start the task and my plan is not working as expected?**

- ▶ A: Stop! Find out what is causing the plan to fail. Is it your overall understanding, hazard awareness or the controls within the plan? You must identify the failure, take corrective action then revise your overall plan before recommencing the task.

**Q: What is the easiest way to incorporate TF-30 into daily thinking?**

- ▶ A: Take time to learn and remember the key questions. Then each time you are about to do a task simply say to yourself "TF-30".







### Wrap up the session with your proposed improvements

#### Potential improvements

Your group may have already suggested ideas for areas of potential improvements, if so summarise these. If needed the suggestions below could be used as prompts. Choose the items you plan to implement.

- ▶ Use TF-30 when undertaking a new task.
- ▶ TF-30 can also be used when you are undertaking a task which is unfamiliar or out of the norm.
- ▶ Use the tagline 'TF-30' in your workplace to remind colleagues to think before they act.



#### Top tip:

Posters around the workplace can be a great way to remind and reinforce the TF-30 initiative.

#### Outline company policies and processes

Remind the group of the hierarchy of control elements the organisation already has in place and the policies to comply with.

The HSE discuss a similar four-step concept which encourages the worker to think before they act. This can be found at:

[www.hse.gov.uk/managing/plan-do-check-act.htm](http://www.hse.gov.uk/managing/plan-do-check-act.htm)

#### Summarise your 3M SafeTea Break

- ▶ Thank the group for their input.
- ▶ Summarise the main points and actions.
- ▶ Outline a timeframe for feeding back on issues raised that could not be answered in the session.

#### Final thought:

However you approach it, the message is the same: thinking before you act can help to reduce the risk of accidents occurring. This can also apply to your home life as much as it applies in the workplace.





**Did you  
know?**

31.2 million working days lost due to work-related ill health and non-fatal workplace injuries in 2016/17<sup>1</sup>.

Could some of these injuries have been prevented by thinking before acting?

<sup>1</sup> Source: [www.hse.gov.uk/Statistics/causing/index.htm](http://www.hse.gov.uk/Statistics/causing/index.htm)



9

# 3M SafeTea Break

Slips, trips and falls



### Set the scene and engage the audience

#### Icebreaker

Ask each member of your group to think about the last time they had or saw a slip or a trip (or a near-miss). This could either have been within the workplace or at home. Encourage them to think about what the circumstances were, and how it happened. E.g. Did someone walk their dog at the weekend, trip on a fallen tree branch and fall over?

Ask for volunteers to feedback their experience to the group. You can use this information to make a relevant point later on.

#### Example to set the scene

A 16 year old girl was employed at a fast food outlet to cook fries at a frying range. She slipped on water leaking from an ice-making machine and instinctively put out her hand to break her fall. Unfortunately her hand went into the deep fat fryer containing oil at a temperature of 360°F and she sustained severe burns to her left hand and forearm.



Although the company policy was to mop up spillages, it was common practice to leave spillages at busy times and cover them with a sheet of cardboard, which itself can create a tripping hazard. At busy times it was usual to give greater priority to serving customers than to cleaning spillages. The ice-making machine had been leaking for several days and various attempts had been made by different contractors to cure the leak. No-one had sole responsibility to coordinate the repair of faulty equipment and a lack of communication between different shift managers left the equipment leaking over a long period of time.

The local authority prosecuted the company, and on successful conviction the magistrates imposed a total fine of £15,000. The investigating Environmental Health Officer believed that the accident was entirely avoidable as the company had failed to maintain a safe system of work or to carry out a suitable and sufficient assessment of the risks associated with slipping within the kitchen.<sup>1</sup>

#### Effects of slips and trips in the workplace

Ask your group about any injuries they (or a relative/friend) have sustained from a previous slip or trip. The following examples outline some of the possible effects to the worker:

- ▶ Pain from injury
- ▶ Loss of income
- ▶ Reduced quality of life
- ▶ Worry and stress

<sup>1</sup> [www.hse.gov.uk/slips/experience/flash-fries.htm](http://www.hse.gov.uk/slips/experience/flash-fries.htm)

The following exercise can help to bring the topic to life and engage members of the audience who have a 'practical' learning style.

- ▶ Select a few people in your group who came from different directions to your current meeting space. Hand them some Post-it® Notes and ask each person to retrace their journey. Ideally, this should take no longer than a few minutes. When retracing their journey, ask them to identify all the possible slip and trip hazards they may face by sticking a Post-It® Note on to each one.
- ▶ Ask them to reconvene in the meeting space and share the potential risks they identified with the group. Have a discussion about these risks and encourage conversation about how these can be reduced.







# Slips and trips

Card 2



## Identify potential risks and personal responsibilities

**Start by discussing the potential slips and trips hazards in your workplace**

### Common causes of Slips are:

- ▶ Slippery materials: water, oils, powders, snow, ice.
- ▶ Slippery surfaces: polished tile or stone, smooth painted concrete.
- ▶ Inappropriate footwear for the surface.



### Common causes of Trips are:

- ▶ Uneven walking surfaces.
- ▶ Unexpected or unseen steps.
- ▶ Unseen platforms or thresholds.
- ▶ Obstructions to the walkway.
- ▶ Loose rugs and mats.
- ▶ Exposed cables or cords.



**Then ask for ideas on how to reduce the risk of slips and trips**

- ▶ Take ownership – if you see something that requires attention (e.g. a spillage), deal with it yourself. If you're unable to, then report it straight away.
- ▶ Think about your own journey – pay attention to your own route by slowing down, not letting mobile devices distract you, and using things like handrails where applicable.
- ▶ Don't let objects you are carrying obstruct your view.
- ▶ Ensure that you wear appropriate footwear.
- ▶ Keep your place of work clear and tidy.

**Highlight the possible barriers preventing the reduction of these risks**

Discuss with your group any barriers which may prevent them working to reduce slip and trip risks. The suggestions below can be used as prompts.

I don't know who to report a hazard to

This is not my role

I've done it this way for years and I've never slipped or tripped

Conclude the card by reminding the group that we ALL have a responsibility for ensuring a safe and clean workplace. Also highlight who your primary contact is for reporting any hazards.



### Top tip:

If you have an accident or a near miss, make sure you report it promptly. This information can be used to prevent future accidents!

## Common examples of slip and trip hazards

- ▶ Liquid spillages



- ▶ Obstructions



- ▶ Obscured vision



# Slips and trips

Card 3



## Wrap up the session with your proposed improvements

### Potential improvements

There may be ideas that have already been suggested, if so summarise these. If needed the suggestions below could be used as prompts. Choose the items you plan to implement.

Always think 'good housekeeping' and clean up any hazards as soon as possible.



Know who to report a hazard to if you can't fix it yourself.



Think about your route, how you navigate it and potential hazards on this route.



### Outline company policies and processes

Remind the group about any company policies or resources you might have to help employees address slips and trips. For any team supervisors within the group, suggest further resources available for identifying potential hazards within their departments.

The HSE has a range of information and useful tools at your disposal to help you further on this topic. These include:

The **hazard spotting checklist** is suitable for all workplaces as a practical guide to help employers identify problem areas for slips and trips and how to tackle them: [www.hse.gov.uk/pubns/ck4.pdf](http://www.hse.gov.uk/pubns/ck4.pdf)

The **slips and trips mapping tool** shows you how to identify hotspots for slips and trips in your workplace so you can prioritise actions: [www.hse.gov.uk/slips/mappingtool.pdf](http://www.hse.gov.uk/slips/mappingtool.pdf)

### Summarise your 3M SafeTea Break

- ▶ Thank the group for their input.
- ▶ Summarise the main points and actions.
- ▶ Outline a timeframe for feeding back on issues raised that could not be answered in the session.



# Did you know?

In 2016-17:

- **111,000 self reported injuries** were due to slips and trips on average between 2014/2015 and 2016/2017.
- **18% of reported specified injuries in the workplace were a result of slips and trips.**

Work together to reduce the risk of any slips and trips!



Source: [www.hse.gov.uk/statistics/causinj/kinds-of-accident.pdf](http://www.hse.gov.uk/statistics/causinj/kinds-of-accident.pdf)

**Looking for protection from slips and trips that your workforce will want to use? Here's a few favourites from our range.**

### **3M™ PELTOR™ ProTac III Headset**

A sophisticated communications solution with technology and design that enhances attenuation, comfort and sound reproduction. With the PELTOR ProTac III, you can hear your surroundings and communicate with your colleagues without taking the hearing protector off. It safeguards your ears from harmful noise, while heightening your senses and ability to react.



### **3M™ Safety-Walk™ Anti-slip Tapes**

The Safety-Walk Anti-slip Tapes consist of abrasive particles embedded into a tough backing, which provides a durable, slip resistant surface for a large variety of applications. The reverse side is coated with a rubber based pressure sensitive adhesive, making it easy to apply without the use of anchoring.

The tapes are primarily for use on dry, wet, oily floors in industrial and commercial applications with intensive pedestrian or light vehicle traffic such as: corridors, protection and storage rooms, ramps, stairways, ladders, foot plates on machines, emergency exits, etc.

Available in 4 types for differing applications: coarse, general purpose, conformable and resilient. For new product information, please visit [www.3M.co.uk](http://www.3M.co.uk)

### **3M™ DRSK-DP Disposable Spill Kit**

Everything you need in one kit! The design allows safer clean-up by reducing the risk of injury. The ideal product for quickly handling a spill. Kits can be positioned for immediate access in areas where spills are likely to occur.

- Highly visible dispenser holds 4 kits and can be easily wall or shelf mounted.
- Quickly and easily deal with a spill.
- Absorbs up to 1.5 litres.

### **3M™ Hazardous Spill Response Kits**

We also offer a range of hazardous spill response kits, which contain a carefully selected variety of 3M™ Chemical Sorbents. Available in five configurations, these convenient kits assist with providing fast and effective containment and clean-up of hazardous spills.





# 10

 **NEW** module

# 3M SafeTea Break

## Fall protection



# Fall protection

Card 1



## Set the scene and engage the audience

### Icebreaker

Ask the group what kind of exercise they enjoy. Below are some prompts to get the discussion moving. If you know the group well, you could include some things they will relate to. Make a list of the most popular ones – you will refer to these later on.



Going to the gym



Walking



Playing football



Golf



Racquet sports



Playing with your children

### Example to help set the scene

A case study from the HSE website features a worker who, while cleaning the mixing machines at a bakery (a routine job he carried out every few weeks), lost his footing and fell nearly two metres. As a result he was hospitalised and unable to return to work for around a year. Even after he came back, he was dismissed within a year after it turned out he was unable to continue his old role. The company was fined £2 million.

### How would falling from height affect the activities listed in the icebreaker

The main hazards associated with working at height are people falling and objects falling onto people below. Falling from height can result in a fatality or serious injuries. This could also be the result if people below are hit by the falling objects.

Go back to the everyday tasks you started with in the ice breaker. Ask people to name other ordinary things they couldn't do if they got seriously injured from a fall.



### Top tip:

Encourage them to think about their personal lives as well as their work lives. Getting people to think out of their normal work context can instantly make the topic more engaging.

### Training

3M Safety Training provides a range of height safety courses for all different industries and sectors. They can be delivered at the 3M safety training centre or at a customer site. Our training specialists can assist you with selecting the right course or developing the bespoke solutions to meet your requirements.

### Consultancy

If your business carries out work at height or confined space access work, we offer a range of consultancy services. From simply incorporating company policy and procedures into your training, to developing integrated policy, process and training solutions, our team of experts are here to help.

### 3M Fall Protection demo van

Your workforce can watch practical fall protection demonstrations on site, and get to grips with all our latest safety equipment, including a Mobile Drop Testing Unit – specially designed to show fall arrest forces.



# Fall protection

Card 2



## Identify potential risks and personal responsibilities

**Start by discussing the potential work at height risks in your workplace**

- ▶ What is the definition of working at height?
- ▶ Is there an issue with non-compliance?
- ▶ Are there issues of fit? Comfort? Maintenance of your fall protection equipment?

**Then ask for ideas on how to reduce the risks**

If the audience doesn't have any ideas you could suggest these:

- ▶ Being trained and competent
- ▶ Conducting a risk assessment and planning properly
- ▶ Having suitable equipment available
- ▶ Developing a comprehensive rescue plan

**Highlight the possible barriers preventing reduction of these risks**

Ask the team what is stopping us reducing our risks. These barriers may form the basis of your action plan:

- ▶ What challenges does wearing fall protection pose to moving around a site?
- ▶ How does it feel to wear fall protection during a long shift?
- ▶ To what extent does the group believe that tight deadlines take priority over safe working at height?
- ▶ Why are some individuals reluctant to wear their fall protection equipment when required?
- ▶ Do those working at height feel competent to do so?



**Top tip:**

Ask if anyone knows a relative or friend who has suffered from a fall injury. If so, does that person ever talk about how their problems might have been avoided? *If there's no response, you can always use the example on card one as a focus for your discussions here.*



The following example can help to bring the topic to life and engage members of the audience who have a 'practical' learning style.

## Required fall clearance distance using a 2m fall arrest lanyard

**LL** = Lanyard length (2m)

**DD** = Shock absorber deployment length (1.75m)

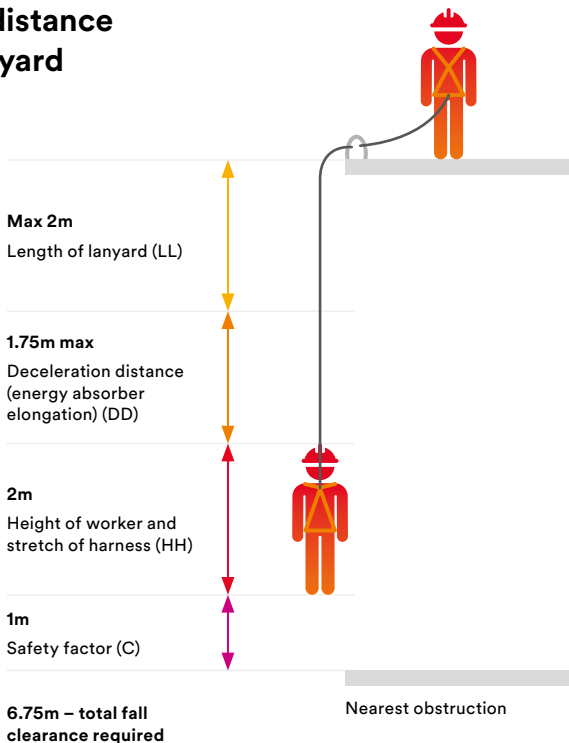
**HH** = Worker displacement and harness extension – 2m

**C** = Safety factor and clearance under worker – 1m

**RD** = Minimum free distance below feet of the user to nearest obstruction –  $LL + DD + HH + C$

This example of fall clearance requirements is of a 2 metre CE energy absorbing lanyard complying to EN355 standard.

Whenever possible, when attaching a fall arrest lanyard choose an anchorage point located **ABOVE** the position of the user.



**Note:** This information is provided as a general explanation. In use the specific manufacturer's product instructions must be read, understood and followed.





# Fall protection

Card 3



## Wrap up the session with your proposed improvements

### Potential improvements

There may be ideas that have already been suggested, if so summarise these. If needed the suggestions below could be used as prompts:

- ▶ Inspect all protective equipment before use
- ▶ Have a rescue plan
- ▶ Complete a risk assessment
- ▶ Ensure everybody is trained and competent
- ▶ Use collective fall prevention methods (e.g. guard rails) before looking to PPE
- ▶ Use measures to protect people from dropped objects
- ▶ Ensure that all equipment is appropriate, safe to use and inspected

### Outline company policies and processes

Remind the group of the control elements the organisation already has in place. This could include designated working areas, height safety plan, fall protection equipment, the storage and maintenance of it.

### Summarise your 3M SafeTea Break

- ▶ Thank the group for the open discussion.
- ▶ Summarise the main points.
- ▶ Outline a timeframe for feeding back on issues raised that could not be answered in the session.

### Final thought:

No job is so urgent that it cannot be done safely

# ABCs of fall protection

A typical Personal Fall Arrest System (PFAS) incorporates key components often described as the ABCs of fall protection.

## A Anchorages

Anchorages are a secure point of attachment.

Anchorage connectors vary by industry, job, type of installation and structure. They must be able to hold fast under the load of a fall, working in suspension or a rescue.



## B Body support

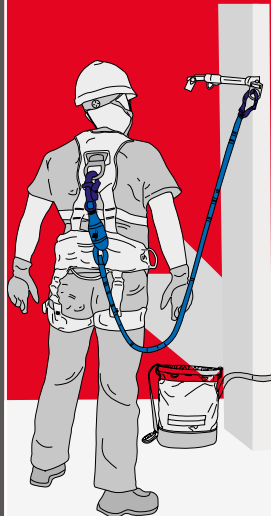
Harnesses distribute fall forces over the upper thighs, pelvis, chest and shoulders.

They provide a connection point on the worker for the personal fall protection system.



## C Connecting devices

Products such as shock absorbing lanyards or self-retracting lifelines connect a worker's harness to the anchorage.



## Looking for fall protection that your workforce will want to wear? Here are a few favourites from our range.

### 3M™ ExoFit NEX™ harnesses

In today's workplace, where speed and efficiency are project requirements, the purchase of an ExoFit NEX™ harness is an investment in productivity. Innovative safety devices and ground-breaking design features – such as Integrated Suspension Relief Straps sewn into the harness, Duo-Lok™ quick-connect buckles, and a covered pocket with elastic sides to store personal items – permit wearers to work smart, fast and safe.



### 3M™ Expander Lanyard

The double lanyard system allows the user to always remain safely attached, while freely move around the workplace. 'Expander' elastic system reduces length whilst not under tension. 'Zorba' energy absorber technology, in case of a fall, reduces forces to below 6kN, with elongation of around 1.5 metres.



### 3M™ Rebel™ self retracting lifeline

The Rebel™ self retracting lifeline (SRL) is built to last, providing an economical fall protection solution without compromising performance or safety. The Rebel™ 3-Way SRL features a built-in emergency retrieval winch, 140kg user capacity and a robust design ensuring longevity. Rebel™ is designed with the worker in mind, featuring a stackable, space-maximising design and an impact indicator to provide easy verification of whether the equipment has been involved in a fall.



### 3M™ Fall protection for tools

Protecting workers takes more than just keeping them from falling. Their equipment also needs to be kept safe at height. That's why for over 10 years, we've been pioneering an innovative line of products and solutions to prevent dropped tools and equipment. The range of our equipment varies from tool lanyards to holsters, belts, pouches and many more.



# 3M SafeTea Break

The SafeTea Break, brought to you by 3M, is a 20 minute tea break providing you with a platform to engage your workforce in a discussion about workplace health.

In this 3M SafeTea Break kit, you will find a 10 module framework and suggested techniques to run interactive sessions, raising awareness of potential health issues in the workplace and the steps that each individual can take to protect themselves and their colleagues.

- ✓ Free training materials to help improve long-term health in the workplace
- ✓ Help reduce risk to your organisation
- ✓ Improve your safety culture
- ✓ New ideas for workforce training
- ✓ Action plan on completion
- ✓ Minimal disruption to the working day

**Twitter:** @3MSafetyUK

**Web:** [www.3M.co.uk/safety](http://www.3M.co.uk/safety)

**Helpline:** 0870 60 800 60 (UK)  
or 1 800 320 500 (Ireland)