Painting
Lesson Five: Painting Safety

Facilitator Guide
Choosing Your Colors

Building Plan / Blue Prints / Specs (Getting Ready to Teach)

Lifeskill Objective: Learners will be able to identify the proper and improper uses of ladders and describe measures for securing ladders properly and maintaining a safe job site. They will also identify important protective clothing painters should wear.


SCANS Skills: Resources (allocate facility and material resources)
Interpersonal (participates as member of a team; teaches others; works with individuals from a variety of ethnic, social or educational backgrounds; works and communicates with co-workers; provides basic leadership and negotiation skills)
Information (acquire and evaluate information related to ladder safety and the steps in painting a residential exterior; this information is then interpreted and communicated through a variety of methods)
Systems (provide basic understanding of systems)
Technology (determine the procedures and tools needed to produce the desired results)

Lesson Length: 2 hours

Tools

Activity #1: Is This Ladder Safe? Pictures--large versions
Unsafe Ladder Explanations--cut up

Activity #2: Ladder and Safety Basics Handout
Is This Ladder Safe? Pictures--large versions
An Unsafe Painting Job Site Handout
Safety Solutions Cards--cut up; multiple sets for group activity

Activity #3: Ladder Safety Conversations Handout A
Ladder Safety Conversations Handout B
# Target Vocabulary

**Nouns:**
- aluminum
- brace
- extension
- fiberglass
- ladder feet
- ladder mitts
- rope
- rungs
- safety stop
- shim
- shoe treads
- wood

**Verbs:**
- fall
- lean
- secure
- slide
- slip
- stretch
- tie

**Adjectives:**
- level
- secure
- worn
### Laying the Foundation

#### Warm-Up / Presentation

<table>
<thead>
<tr>
<th>Actions</th>
<th>Materials</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Activity #1: Ladder Safety Matching</strong></td>
<td><strong>Is This Ladder Safe? Pictures</strong></td>
</tr>
<tr>
<td>1. Tell the learners that today they will be learning about safety on</td>
<td></td>
</tr>
<tr>
<td>the painting job site. First, they will learn to identify the correct</td>
<td></td>
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<tr>
<td>use and location of ladders for exterior painting.</td>
<td></td>
</tr>
<tr>
<td>2. Show the <em>Is This Ladder Safe? Pictures</em> one at a time. Elicit</td>
<td></td>
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<tr>
<td>answers to the question, &quot;Is this ladder safe?&quot; Write the</td>
<td></td>
</tr>
<tr>
<td>responses <em>Yes, it is</em> and <em>No, it’s not</em> on the board. Say,</td>
<td></td>
</tr>
<tr>
<td>&quot;Painters need to know how to put a ladder on a surface so that</td>
<td></td>
</tr>
<tr>
<td>it is safe. Look at the ladders in these pictures and tell me if</td>
<td></td>
</tr>
<tr>
<td>they are safe for someone to climb on or not.&quot; Point to the</td>
<td></td>
</tr>
<tr>
<td>responses on the board, and tell them that they will say one of</td>
<td></td>
</tr>
<tr>
<td>these answers.</td>
<td></td>
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<tr>
<td>3. After the learners have responded to this question for each of</td>
<td></td>
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<tr>
<td>the pictures, affix the pictures of unsafe ladders from the *Is This</td>
<td></td>
</tr>
<tr>
<td>the phrases from the <em>Unsafe Ladders Explanations</em> on the left side</td>
<td></td>
</tr>
<tr>
<td>of the board or the wall next to the board.</td>
<td></td>
</tr>
</tbody>
</table>

**Unsafe Ladder Explanations**

- This ladder is unsafe because
  - 
  - 
  - 

4. Ask a student to read the phrases in the *Unsafe Ladder Explanations* affixed to the left side of the board. Discuss any questions learners may have about the phrases.
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<tr>
<td>clarify that <em>it's</em> is a contraction of <em>it is</em> and that <em>its</em> shows something that belongs to or is part of the ladder.</td>
<td><em>Unsafe Ladder Explanations</em></td>
</tr>
<tr>
<td>5. Starting with the first picture on the board, ask for a volunteer to come to the board and select the phrase that explains why the ladder in that picture is unsafe. If the group agrees with his or her choice, have the volunteer affix the phrase under the picture it describes. Say the complete sentence in phrases, pausing slightly between them; e.g., &quot;The ladder is unsafe/ because it is too close/ to the house.&quot; Ask the group to repeat the sentences in phrases after you.</td>
<td><em>Is This Ladder Safe? Pictures</em></td>
</tr>
<tr>
<td>6. Remove the unsafe pictures from the board (all but C, F and K) and hold up each of the pictures in a random order. Ask, &quot;What's unsafe about this ladder?&quot; Model the Q &amp; A with a strong speaker. In the answers, learners should use: <em>it's</em> or *its ______ + is/are + adjective form as in &quot;It's not level.&quot; or &quot;Its rungs are wet.&quot;, like the <em>Unsafe Ladder Explanations</em> still on the board.</td>
<td><em>Is This Ladder Safe? Pictures</em></td>
</tr>
</tbody>
</table>
### Actions

#### Activity #2: Safety Solutions

1. Distribute the **Ladder and Safety Basics Handout** to each learner. Ask a student (someone with higher reading skills) to read the vocabulary for ladder materials and safety equipment. Have learners repeat the words after the volunteer. Discuss the vocabulary.

2. Hold up the pictures of the three safe ladders (C, F, and K) from the **Is This Ladder Safe? Pictures**. Ask the learners what the painter did to make these ladders secure or safe.

   - C: This ladder is tied to the house at the bottom rung. The ladder can’t kick back or skid away from the house.
   - F: This ladder has a safety stop behind it. The stop keeps the ladder from kicking back and falling.
   - K: This ladder has ladder mitts and is tied to the house at its top rung. The ladder can’t slide or tip back.

3. Distribute the **An Unsafe Painting Job Site Handout** to each learner. Have learners work together in groups of 3-4 (mixed levels) to discuss the safety problems on this job site.

4. Hand out the **Safety Solution Cards** to strong speakers in the group. Tell the rest of the learners to listen to the solutions and draw the changes on the job site depicted in the **An Unsafe Painting Job Site Handout**. Do an example together as a group. Mid and higher level learners work individually to draw the changes on their pictures. Beginning learners can work together.

5. Circulate throughout the class to check learners’ comprehension and to assist beginning learners.

### Materials

- **Ladder and Safety Basics Handout**
- **Is This Ladder Safe? Pictures**
- **An Unsafe Painting Job Site Handout**
- **Safety Solution Cards**
## Building on the Foundation
### Practicing the New Language

<table>
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<th>Actions</th>
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<tr>
<td><strong>Activity #3:</strong> Ladder Safety Conversations</td>
<td>Ladder Safety Conversations Handout A</td>
</tr>
<tr>
<td><strong>Handout</strong> (A for beginners and B for mid- and higher level learners) to each learner. Tell the pairs that they will write conversations about the safety problems on this site. One partner will be a painter and the other will be the company’s safety inspector. Ask two strong speakers to read the first conversation. Discuss the meaning of <em>could</em> as <em>possible</em> or <em>maybe</em>. Repeat the sample conversation one line at a time and have the whole group say it after you. Ask learners to work together to write and practice the conversations. Ask volunteer pairs to demonstrate their conversations for the whole group.</td>
<td>Ladder Safety Conversations Handout B</td>
</tr>
</tbody>
</table>
### Actions

1. Learners research additional ladder safety information on the web. Here are some sites to check out:
   - [http://paintingourhouse.info/safety%20details%20l%20.htm](http://paintingourhouse.info/safety%20details%20l%20.htm)
   - [http://ehs.sc.edu/modules/Ladders/ladder.htm](http://ehs.sc.edu/modules/Ladders/ladder.htm)

2. Learners inspect the condition of their work and personal ladders.

3. Learners complete a writing log about the use of ladders in their work. They respond to the question, "Do you and your co-workers follow these safe ladder rules?"

4. Groups or individual learners create "Safe Ladder Use" posters and display them in the classroom. Use symbols for **Do Not** and **Caution** on the posters.

5. Learners watch the OSHA "Ladder Safety" training video and discuss or write about information they learned.

### Materials

**OSHA Safety Training Video**
Painting
Lesson Five: Painting Safety

Facilitator Materials
C
Is This Ladder Safe? Picture D

Lesson Five Facilitator Materials

Virginia Adult Learning Resource Center
Is This Ladder Safe? Picture E
Is This Ladder Safe? Picture F
Is This Ladder Safe? Picture G

Virginia Adult Learning Resource Center
Lesson Five Facilitator Materials
Is This Ladder Safe? Picture K

Virginia Adult Learning Resource Center
Lesson Five Facilitator Materials
Activity #1: Unsafe Ladder Explanations

It’s too close to the house.

It’s too far from the house.

It’s on uneven ground.

Its rope is worn.

It’s on loose ground.
It’s too close to the wires.

It’s the wrong kind of ladder.

Its shoes are worn.

It’s too short.
1. **Materials**
   - fiberglass
   - wood
   - aluminum

2. **Types**
   - extension
   - step-ladder
   - A-frame
   - platform

3. **Parts**
   - rung
   - rail
   - tool tray
   - brace
   - ladder shoes or feet
4. Safety Equipment and Supplies

- roof hooks
- ladder shoes
- ladder mitts
- safety stop
- shim
- block
- stake
- rope

5. Protective Clothing

- coveralls
- bib overalls
- work pants
- non-skid, work shoes with heel and rubber soles
- painter’s hat
- safety glasses
- dust mask
- gloves
| Place a block under ladder D to make it level. | Tie ladder C to the house. Tie the rope to the bottom rung of the ladder. | Remove the drop cloth from under ladder B. |
| Place ladder A at a bigger pitch or angle. It is too close to the house. | Remove the lawn mower from under ladder D. | Place ladder F closer to the house. It is too far from the house. |
| Put ladder mitts on ladder B. | Tie ladder A to the house. Tie the rope to the top rung of the ladder. | Cover the bushes with drop cloths. |
Read the conversations on the left. Choose the correct sentence on the right to finish each conversation. Write the correct sentence on the line.

Example

Supervisor: This ladder isn’t safe. 
New painter: What’s wrong with it? 
Supervisor: It could slide. 
New painter: Well, what do we do? 
Supervisor: **Put ladder mitts on it.**

1. Supervisor: This ladder isn’t safe. 
New painter: What’s wrong with it? 
Supervisor: Some kids could get on it. 
New painter: Well, what do we do? 
Supervisor: **Take it down when you are not using it.**

2. Supervisor: This ladder isn’t safe. 
New painter: What’s wrong with it? 
Supervisor: It could tip back. 
New painter: Well, what do we do? 
Supervisor: **Tie it to the house.**

3. Supervisor: This ladder isn’t safe. 
New painter: What’s wrong with it? 
Supervisor: It’s wet. 
New painter: Well, what do we do? 
Supervisor: **Dry off the rungs.**

4. Supervisor: This ladder isn’t safe. 
New painter: What’s wrong with it? 
Supervisor: It’s on uneven ground. 
New painter: Well, what do we do? 
Supervisor: **Put a block under it.**

5. Supervisor: This ladder isn’t safe. 
New painter: What’s wrong with it? 
Supervisor: It’s too far from the house. It can kick back. 
New painter: Well, what do we do? 
Supervisor: **Put it closer to the house.**

Now practice these conversations with your partner.
Activity #3: Ladder Safety Conversations

Handout B

Look at the An Unsafe Painting Job Site Handout. Create 3 conversations between a safety supervisor and a new painter. Talk about what is unsafe. Talk about what could happen. Then give a suggestion to make the ladder or the area safer.

**Example A**

Supervisor: This ladder isn't safe.  
New painter: What's wrong with it?  
Supervisor: It could slide side to side.  
New painter: Well, what do we do?  
Supervisor: Put ladder mitts on it.

**Example B**

Supervisor: This ladder isn't safe.  
New painter: What's wrong with it?  
Supervisor: Some kids could get on it.  
New painter: Well, what do we do?  
Supervisor: Do not leave it up. Take it down when you are not using it.

Useful Words for Safety Conversations

<table>
<thead>
<tr>
<th>What could happen to a ladder?</th>
<th>What could happen to a person?</th>
<th>What can you do?</th>
<th>What can you use?</th>
</tr>
</thead>
<tbody>
<tr>
<td>slide</td>
<td>slip</td>
<td>place</td>
<td>brace</td>
</tr>
<tr>
<td>tip back</td>
<td>fall</td>
<td>allow</td>
<td>shim</td>
</tr>
<tr>
<td>tip over</td>
<td>fall off</td>
<td>put</td>
<td>block</td>
</tr>
<tr>
<td>kick back</td>
<td>get hurt</td>
<td>let</td>
<td>safety stop</td>
</tr>
<tr>
<td>fall</td>
<td>hurt yourself</td>
<td>remove</td>
<td>ladder mitts</td>
</tr>
<tr>
<td>fall over</td>
<td></td>
<td>use</td>
<td>roof hooks</td>
</tr>
<tr>
<td>collapse</td>
<td></td>
<td>brace</td>
<td>rope</td>
</tr>
</tbody>
</table>

Write these conversations on your own paper. Then practice saying them with your partner.