



Republic of Rwanda
Ministry of Education



RTB | RWANDA
TVET BOARD

CCMHE301

SAFETY, HEALTH AND ENVIRONMENT AT WORK

Maintain SHE at Workplace

Competence

RQF Level: 3

Learning Hours



Credits: 3

Sector: All

Trade: All

Module Type: Complementary

Curriculum: All

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| Purpose statement | This module describes the skills, knowledge and attitudes required to respect and apply personal and workplace hygiene, safe, health and sanitation. It also covers the personal protective attitudes required in the sector. Moreover, the module describes the skills, knowledge and attitudes required to maintain personal safety health, to sustain hygiene and sanitation practices, apply safe reproductive health practices, apply covid-19 pandemic prevention measures, make safe situations at work place, respond to emergencies at work place and ensure environmental sustainability. | | | | |
| Delivery modality | Training delivery | 100% | Assessment | Total 100% | |
| | Theoretical content | 30% | Formative assessment | 100% | |
| | Practical work: | 70% | | | 70% |
| | <ul style="list-style-type: none"> Group project and presentation 20% Individual project /Work 50% | | | | |
| | | Summative Assessment | | N.A | |

Elements of Competency and Performance Criteria

| Elements of competency | Performance criteria |
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| 1. Maintain personal safety health | 1.1. Personal safety and Health habits are properly maintained according to MINEDUC school health policies. |
| | 1.2. Food Contamination is Appropriately prevented according to MINEDUC school health policies. |
| | 1.3. Work clothing and personal protective Equipment are correctly used in line with workplace regulations. |
| | 1.4. Nutritional behaviour in adolescence and youth are effectively practiced according to MINEDUC school health policies. |
| 2. Sustain hygiene and sanitation practices | 1.4. Personal hygiene practice is properly done in line with MINEDUC school health policies. |
| | 1.5. Water supply insurance is effectively done in line with MINEDUC school health policies. |

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| | 1.6. WASH (Water Access Sanitation and Hygiene) description is properly done in line with MINEDUC school health policies. |
| | 1.7. Measures for healthy Diet application are properly taken according to MINEDUC school health policies. |
| 3. Apply safe reproductive health practices | 1.8. Reproductive health description is properly done according to comprehensive sexuality education program. |
| | 1.9. Reproductive system hygiene is effectively applied according to comprehensive sexuality education program |
| | 1.10. Transmission, prevention and treatment of HIV /AIDS and other STI's description is adequately done in line with RBC policies. |
| | 1.11. Sexual Violence incidences are adequately identified in accordance with Ministry of gender and family promotion policies. |
| | 1.12. Unwanted pregnancy is properly prevented in line with reproductive safety measures. |
| 4. Apply covid-19 pandemic prevention measures | 4.1. Covid-19 pandemic description is properly done according to the information published by World Health organisation. |
| | 4.2. Contamination of Covid-19 is appropriately prevent in accordance with World Health Organization guidelines. |
| | 4.3. The spread of Covid-19 are effectively prevented in accordance with World Health Organization guidelines. |
| 5. Make safe situations at Work Place | 5.1 Proper description of unsafe situation is properly described in line with workplace context. |
| | 5.2 Unsafe situation is properly avoided in line with workplace regulations. |
| | 5.3 Hazards at work place are appropriately identified in line with workplace context. |
| | 5.4 Hazards are correctly addressed in line with workplace regulations |
| | 5.5. Control measures to avoid hazards are properly implemented in line with workplace procedures. |
| 6. Respond to emergencies at work place | 6.1. Emergency situations are promptly recognized according to workplace policies and regulations. |

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| | 6.2. Emergencies are appropriately handled in line with workplace procedures |
| | 6.3. Safety equipment are properly managed in line with workplace policy and regulations. |
| 7. Ensure environmental sustainability | 7.1. Environmental laws, standards and regulations are properly identified in line with working context. |
| | 7.2. Best practices to keep the environmental clean are properly applied according to environmental laws, standards and regulations. |
| | 7.3. Climate change adaptation and mitigations measures are described in line with environmental laws, standards and regulations. |

Course content

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| Learning outcomes | At the end of the module the learner will be able to: <ol style="list-style-type: none">1. Maintain personal safety health2. Sustain hygiene and sanitation practices3. Apply safe reproductive health practices4. Apply covid-19 pandemic prevention measures5. Make safe situations at Work Place6. Respond to emergencies at work place7. Ensure environmental sustainability |
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| Learning outcome 1: Maintain personal safety health | Learning hours: 4 |
| Indicative content | |
| <ul style="list-style-type: none">• Maintenance of Personal safety and Health habits<ul style="list-style-type: none">✓ Meaning of good personal safety health✓ Balanced diet✓ Aspects of good personal safety health<ul style="list-style-type: none">✚ Balanced diet✚ Personal hygiene✚ Domestic hygiene✚ Clean edible products and water✚ Cooking with care✚ Abstaining from habit-forming substances (drugs abuse)✚ Exercise✚ Regular sleep and relaxation• Prevention of food contamination<ul style="list-style-type: none">✓ Main types of food contamination✓ Main types of food contamination<ul style="list-style-type: none">✚ Microbial✚ Physical✚ Allergenic✚ Chemical✓ Ways to prevent food contamination<ul style="list-style-type: none">✚ Wash your hands (Before handling food, after raw food-including meat, fish, eggs and vegetables, after touching the bin, going to toilet, blowing your nose or touching animals)✚ Wash worktops, knives and utensils✚ Wash dishcloths✚ Use separate chopping boards✚ Keep raw meat separate✚ Store raw meat on the bottom shelf✚ Cook food thoroughly✚ Keep your fridge below 5C | |

- ✚ Cool leftovers quickly
- ✚ Respect 'use-by' date
- ✓ Edible products handlers qualities
 - ✚ have been Trained
 - ✚ having skills and knowledge on
 - ✚ having personal hygiene
 - ✚ Being healthy

- **Use of work clothing and Personal Protective Equipment**

- ✓ Assessment and selection of Personal Protective Equipment
 - ✚ Breathing Protection Respirators
 - ✚ Skin & Body Protection Equipment
 - ✚ Eye Protection
 - ✚ Hearing Protection
 - ✚ Feet protection
 - ✚ Hands protection
 - ✚ Head protection
- ✓ Role of Personal Protective Equipment
- ✓ Maintenance of work clothing

- **Practice nutritional behaviour in adolescent and youth**

- ✓ Healthy nutrition for adolescents and youth
 - ✚ balanced diet
 - ✚ Source of balanced diet
 - ✚ Benefits of balanced diet
 - ✚ Consequences of unbalanced diet
- ✓ Nutrition measures at school:
 - ✚ Storing
 - ✚ Food preparation
 - ✚ Self-Service
 - ✚ Food Service
 - ✚ Keys to safe edible products
 - ✚ Keep clean
 - ✚ Separate raw and cooked
 - ✚ Cook thoroughly
 - ✚ Keep edible products at recommended temperatures
 - ✚ Ensure edible product are stored in a fridge, in appropriate storage boxes and in separate fridge where necessary
 - ✚ Use safe water and raw materials
- ✓ Hygiene of edible products:
 - ✚ Definition of edible products
 - ✚ Methods to practice hygiene of edible product
- ✓ Personal behaviours to protect edible product

Resources required for the learning outcome

Equipment

Food treatment equipment, Flipcharts stand, Food storing equipment, PPEs, Projector,

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| | Computer |
| Materials | Markers, Water, Soaps, Soaps used for food preparation, Food items, Flipcharts, Balanced nutritional sample, Food treatment materials |
| Tools | First Aids kit, hygiene kit, tools for preparing food. |
| Facilitation techniques | Demonstration and simulation, Individual and group work, individualized, Trainer guided, Group discussion |
| Formative assessment methods | Written assessment, Oral presentation, Performance assessment |

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| Learning outcome 2: Sustain hygiene and sanitation practice | Learning hours: 4 |
| Indicative content | |
| <ul style="list-style-type: none"> • Practice Personal hygiene <ul style="list-style-type: none"> ✓ Relationship between health and hygiene ✓ Measures to ensure personal hygiene practice through: <ul style="list-style-type: none"> ✚ Hand hygiene (hand washing) ✚ body hygiene; ✚ Clothes hygiene ✚ Mouth hygiene ✚ Hair cutting ✚ Wearing shoes ✓ Ways of preserving Personal Hygiene <ul style="list-style-type: none"> ✚ Avail water everywhere ✚ Avail soap everywhere ✚ Avail hand washing facilities • Insure Water supply <ul style="list-style-type: none"> ✓ Relationship between water and hygiene and sanitation ✓ Measures to ensure water supply <ul style="list-style-type: none"> ✚ Rainwater ✚ Ensuring safe water at 'point of use ✚ Effective use of water ✓ Measures for water collection and storage <ul style="list-style-type: none"> ✚ Bucket ✚ Jerri cans ✚ Water tanks ✚ Water bottles ✚ Control of rainwater ✓ Role of water in personal hygiene <ul style="list-style-type: none"> ✚ Body washing ✚ Cleaning Utensils ✚ Cleaning edible products ✚ Washing Clothing | |

- **Description of WASH (Water Access Sanitation and Hygiene)**
 - ✓ Relationship between Water, Sanitation and Hygiene
 - + Definition of Water
 - + Definition of Hygiene
 - + Definition of sanitation
 - + Meaning of WASH
 - ✓ Measures to ensure hygiene and sanitation
 - + Hand hygiene and personal hygiene;
 - + Edible products hygiene
 - + Cross infection reduction
 - + Ensuring safe water at 'point of use
 - + Water distribution
 - ✓ Measures to ensure sanitation practices
 - + Household sanitation
 - + School sanitation
 - + Safe disposal of wastes (from human and animals)
 - + Disposal of solid waste
 - + Control of wastewater and rainwater
 - ✓ Relationship between hand washing and hygiene
 - + Hand washing on hygiene
 - + Use of sanitizer on hygiene
 - ✓ Measures to ensure hand washing practices:
 - + Education on Hand hygiene and personal hygiene;
 - + Avail education materials
 - + Ensuring safe water at 'point of use
 - + Use of hand sanitizer
- **Applying measures for healthy diet**
 - ✓ Relationship between diet and health
 - ✓ Measures to ensure hygiene practice through
 - + Edible products hygiene
 - + Ensuring safe water at 'point of use
 - + Safe disposal of wastes (from human and animals)
 - ✓ Ways of preventing contaminated diet
 - + Personal Hygiene
 - + Cleaning Utensils
 - + Raw edible products safe storage
 - + Pest and waste control
 - + Clean Protective Clothing

Resources required for the indicative content

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| Equipment | Flipcharts stand, sanitary equipment's, computer, projector |
| Materials | Markers , flipcharts , water, soap, pen |
| Tools | Tooth brush, water collection and storage |
| Facilitation techniques | Demonstration and simulation, Individualized work, trainer guided, group |

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| | discussion |
| Formative assessment methods | Written assessment, oral presentation, product based assessment |

| Learning outcome 3: Apply safe reproductive health practices | Learning hours: 4 |
|--|-------------------|
| Indicative content | |
| <ul style="list-style-type: none"> ● Description of reproductive health <ul style="list-style-type: none"> ✓ Puberty and sexual development <ul style="list-style-type: none"> ✚ Physiological changes ✚ Sexual Maturation (Puberty) ✓ Human reproduction system <ul style="list-style-type: none"> ✚ Female ✚ Male ✓ Technics to conduct the counselling and reproductive health information with adolescent and youth ✓ Youth Friendly services <ul style="list-style-type: none"> ✚ Girl's room (location, equipment, staffing) ✚ Youth corner (location, Friendly staff, Equipment, Accessibility, Services affordability, Service delivery) ✚ Youth centre (location, Friendly staff, Equipment, Accessibility, Services affordability) ✚ Youth clubs (Location, Health, Size of youth club, Norms, regulations and activities in the club) ✓ Life skills <ul style="list-style-type: none"> ✚ Life skills components (problem solving skills, critical thinking skills, communication skills, decision making skills, creative thinking skills, interpersonal relationship skills, safety awareness and empathy skills) ✚ Types of life skills (living with self, living with others, taking informed decision) ✚ Life skills in adolescence and youth and BCC (Behaviour change communication) ✓ PAC (Parent Adolescent Communication) <ul style="list-style-type: none"> ✚ Basic information on PAC ✚ Steps of PAC (5W: who, where, what, when and why) ● Applying Reproductive system hygiene <ul style="list-style-type: none"> ✓ Menstrual hygiene management <ul style="list-style-type: none"> ✚ Definition of menstrual system ✚ Definition of menstruation ✓ Materials used to collect menstruation blood <ul style="list-style-type: none"> ✚ Pieces of clothes ✚ Cotton ✚ Washable pads ✚ Single use pads ✓ Materials needed for menstrual waste management <ul style="list-style-type: none"> ✚ Clean water | |

- ✚ Soap
- ✚ Adequate infrastructure
- ✚ Hygiene of reusable pads (wash, warm)
- ✓ Healthy habits for safe menstruation
 - ✚ Self-counselling
 - ✚ Drinking water
 - ✚ Physical activity
 - ✚ Warm bottle/towels
 - ✚ pain killer if necessary
- ✓ Male circumcision
 - ✚ Definition of male circumcision
 - ✚ Basic information on voluntary medical male circumcision (VMMC)
 - ✚ Benefits of male circumcision
 - ✚ When to do VMMC
 - ✚ Where to get VMMC
- **Description of transmission, prevention and treatment of HIV/AIDS and other STI's.**
 - ✓ Classification of STIs
 - ✚ Diseases characterized by genital ulcer
 - ✚ Diseases characterized by urethritis and cervicitis
 - ✚ Diseases characterized by vaginal discharge
 - ✚ Pelvic Inflammatory Disease (PID)
 - ✓ STIs modes of Transmission
 - ✚ Sexual Transmission
 - ✚ Sharing injecting equipment
 - ✚ Mother to Child Transmission (MTCT)
 - ✚ Breast-Feeding Transmission
 - ✓ STIs prevention strategies
 - ✚ Vaccination (Hepatitis B and HPV)
 - ✚ Seek and encourage STI testing
 - ✚ Circumcision
 - ✚ Abstinence
 - ✚ Being faithful
 - ✚ Condom use
 - ✚ HIV post-exposure pro phylaxis (PEP)
 - ✚ Post exposure prophylaxis for other STIs
- **Identification gender based violence cases**
 - ✓ Meaning of GBV
 - ✓ Forms of GBV
 - ✚ Economic violence
 - ✚ Physical violence
 - ✚ Sexual violence
 - ✚ Psychological violence
 - ✓ Responses to GBV
 - ✚ Health care services,

- ✚ Victim assistance services
- ✚ Media information and awareness campaigns,
- ✚ Education,
- ✚ Legal responses,
- ✚ Community interventions
- ✚ Faith-based programs
- ✓ Legal aspect of GBV in Rwanda
- ✓ consequences Sexual Behaviour
 - ✚ Sexually reactive behaviour
 - ✚ Sexually secretive behaviour
 - ✚ Sexual abuse
 - ✚ Sexual Harassment
- ✓ Causes of Gender Based Violence:
 - ✚ gender norms
 - ✚ War and conflict
 - ✚ Discrimination
 - ✚ Unemployment
 - ✚ Poverty
- **Prevention of unwanted pregnancy**
 - ✓ Meaning of Unwanted pregnancy and abortion
 - ✓ Types of unwanted pregnancies
 - ✚ Rape
 - ✚ Forced marriage
 - ✚ Unprotected sexual intercourse
 - ✚ Non-agreed artificial insemination
 - ✓ Types of acceptable abortion in Rwanda
 - ✚ Rape
 - ✚ Forced marriage
 - ✚ Incest
 - ✚ Risk to the health of the woman or the foetus
 - ✚ Cases of minors
 - ✓ Methods of birth control
 - ✚ Artificial methods (male or female condom, diaphragm, cervical cup, sponge, spermicide)
 - ✚ Hormonal methods (contraceptive pills, patches, injection, vaginal ring, intrauterine devices and implants)
 - ✚ Natural family birth control methods (Emergency, ruing, contraceptive pills, sterilization)
 - ✓ Use of each birth control
 - ✓ Side effects of each birth control

Resources required for the indicative content

Equipment

Flipcharts stand, drawing of human body, projector, computer

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| Materials | Cloth pads, birth control pills, female condom, male condom, sanitary pads, vaginal ring, contraceptive pill |
| Tools | Reference books, Health reproduction documentation tools Hand-outs |
| Facilitation techniques | Demonstration and simulation, Individual and group work, Individualized trainer guided , Group discussion |
| Formative assessment methods | Written assessment, oral presentation, Performance assessment |

| Learning outcome 4: Apply Covid-19 pandemic prevention measures | Learning hours: 4 |
|---|-------------------|
| Indicative content | |
| <ul style="list-style-type: none"> • Description of Covid-19 pandemic <ul style="list-style-type: none"> ✓ Definition of Covid-19 ✓ Modes of contamination of Covid 19 <ul style="list-style-type: none"> ✚ Through droplets of water in infected person’s respiratory system, if they sneeze, cough or touch their nose or mouth, these particles can spread ✚ Touching infected surfaces then touch their mouth, eyes or nose, ✚ Contact with infected persons ✓ Signs and symptoms of person with Covid-19 <ul style="list-style-type: none"> ✚ Coughing ✚ Sneezing ✚ Fever ✚ Pneumonia ✚ Difficulty breathing ✚ Kidney failure ✓ Important information about Covid-19 <ul style="list-style-type: none"> ✚ Risk factors ✚ Reporting on suspect covid-19 cases ✚ Covid-19 case management ✚ Rumours on Covid-19 • Prevention of contamination of Covid-19 pandemic <ul style="list-style-type: none"> ✓ Preventive measures of Covid-19 prevention <ul style="list-style-type: none"> ✚ Hand washing ✚ Use of hand sanitizer ✚ Social distancing ✚ Use of face masks ✚ Avoid personal contacts ✚ Avoid to touch on mouth, nose and eyes ✚ well-ventilated spaces ✚ Cover your nose and mouth with your bent elbow or a tissue when you cough or sneeze | |

- ✚ Limitation of movements
- ✓ Tools and equipment to prevent the contamination of covid-19
 - ✚ Gloves
 - ✚ Water
 - ✚ Soap
 - ✚ Face mask
 - ✚ Hand sanitizer
- ✓ Use of tools and equipment to prevent the contamination of covid-19
- ✓ Specific measures at school to avoid the contamination of covid-19
 - ✚ Hand washing
 - ✚ Temperature measurement
 - ✚ Stay in school
 - ✚ Safe games with respect of distancing
 - ✚ Not exchange school materials
 - ✚ Stay in your place
 - ✚ Open windows
 - ✚ Go straight home after school
 - ✚ Personal protective equipment
 - ✚ Stay home if you feel unwell.
- ✓ World Health Organization guidelines to prevent the contamination of Covid-19
 - ✚ Protect yourself and others from COVID-19
 - ✚ Keep yourself and others safe from COVID-19
 - ✚ Practice the basics of good hygiene
 - ✚ Make your environment safer

- **Prevention of spreading Covid-19 pandemic**

- ✓ Tools and equipment to prevent the contamination and spread of covid-19
 - ✚ Face mask
 - ✚ Hand sanitizer
 - ✚ Gloves
 - ✚ Water
 - ✚ Soap
- ✓ Use of tools and equipment to prevent the contamination and spread of covid-19
- ✓ Measures to avoid the spread of Covid-19
 - ✚ Community mobilization
 - ✚ Respect of preventive measures
 - ✚ Safety of preventive materials
 - ✚ Systematic screening in public areas
 - ✚ Vaccination
 - ✚ Isolation
 - ✚ Treatment centres

Resources required for the indicative content

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| Equipment | |
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| | Flipcharts stand, Sanitary equipment, ace masks, Computer Projector |
| Materials | Flipchart, Markers, Water, Soaps, Covid-19 prevention materials |
| Tools | covid-19 diagnostic tools |
| Facilitation techniques | Demonstration and simulation, Individual and group work, individualized rainier guided ,Group discussion |
| Formative assessment methods | Written assessment, Oral presentation, Performance assessment |

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| Learning outcome 5: Make safe situations at Work Place | Learning hours: 5 |
| Indicative content | |
| <p>● Description of unsafe situation at work place</p> <ul style="list-style-type: none"> ✓ Meaning of unsafe situation at work place ✓ Common types of unsafe working conditions <ul style="list-style-type: none"> ✚ Lack of training. ✚ Operating equipment without training or authorization. ✚ Using defective equipment, or equipment that has not been properly calibrated ✚ Too many workers in hazardous areas ✚ Failure to warn others about a safety hazard. ✚ Operation of equipment in an inappropriate manner. ✚ Workplace congestion. ✚ Lack of cleaning and poor housekeeping. ✚ Fire hazards ✚ Inadequate safety warning systems ✚ Failure to fix dangerous structures ✚ Repetitive stress injuries ✚ Exposure to toxins ✚ Bullying and harassment, ✚ Using inappropriate handling techniques ✓ Unsafe unhealthy situation at workplace <ul style="list-style-type: none"> ✚ Ineffective or negative communication, ✚ Unprofessional or dishonest behaviour, ✚ Punitive practices or policies and/or strained relationships between employees and office leadership. ✓ Cause of unsafe unhealthy working environment <ul style="list-style-type: none"> ✚ Lack of recognition, | |

- ✚ Favouritism
- ✚ Allocating tasks to staff or contractors without checking their competence
- ✚ Failure to supply or use adequate safety equipment and PPE
- ✚ Unhealthy communication
- ✚ Gossiping

● **Avoiding unsafe situation at work place**

- ✓ Technics to identify unsafe situation
- ✓ Addressing unsafe conditions
 - ✚ Stop and take the time to evaluate your work area and work task.
 - ✚ Recognize unsafe conditions or what can possibly turn into one.
 - ✚ Take action to immediately correct the condition if possible.
 - ✚ Stop work and involve other personnel to have the condition corrected if the situation requires you to do so.
 - ✚ Follow through to ensure any hazards you identified are properly mitigated.
 - ✚ Continue to evaluate your work area throughout the workday for possible new hazards.

● **Identification of hazards at workplaces.**

- ✓ Methods of identifying workplace hazards in line with occupation
 - ✚ Interviews
 - ✚ Brainstorming
 - ✚ Checklists
 - ✚ Assumption Analysis.
 - ✚ Cause and Effect Diagrams
 - ✚ Nominal Group Technique (NGT)
 - ✚ Affinity Diagram
- ✓ Types of hazards in the workplace:
 - ✚ Safety
 - ✚ Physical
 - ✚ Chemical
 - ✚ Biological
 - ✚ Other health hazards
- ✓ characteristics of emergency control
 - ✚ Scrambled control
 - ✚ Opportunistic control
 - ✚ Tactical control
 - ✚ Strategic control
- ✓ Different warning time for emergencies
 - ✚ Before
 - ✚ During and
 - ✚ After
- ✓ Different phases of an emergency
 - ✚ Preparedness
 - ✚ Response
 - ✚ Recovery

✓ Actions related to different time and phases of an emergency:

- ✚ Prevent/Prepare
- ✚ Control/Protect
- ✚ Recover/Rebuild

● Addressing of Hazards at workplace

✓ Categories of equipment needed in emergencies:

- ✚ Recover/Rebuild
- ✚ Equipment for personnel;
- ✚ Equipment for basic needs supply
- ✚ Technical materials, tools and consumables;
- ✚ Equipment for vector control;
- ✚ Items used in monitoring and surveillance;
- ✚ Laboratory equipment and materials;
- ✚ Maps, reports and other materials for information management
- ✚ Administrative and office items

✓ Items to survey in monitoring the risk or hazard:

- ✚ Noise levels
- ✚ Lighting
- ✚ Air contaminants
- ✚ Chemicals
- ✚ Radiation
- ✚ Air quality
- ✚ Biohazards
- ✚ Air Temperature
- ✚ Asbestos
- ✚ Vibration

✓ Responsive Leadership Style in addressing specific problem:

- ✚ Attitude of Open Communication
- ✚ Availability
- ✚ Awareness of Reactions
- ✚ Acknowledgment of loss
- ✚ Appreciation of efforts


● Implementation of control measures to avoid hazard

✓ Basics for survival and how to maintain them in emergen

- ✚ Water
- ✚ Shelter
- ✚ Fire
- ✚ Food

✓ Steps in Hierarchy of Hazards:

- ✚ Eliminate
- ✚ Substitute
- ✚ Controls
- ✚ Administrative Controls

 Personal Protective Equipment















Resources required for the learning outcome

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| Equipment | Fire extinguishers, Computer, Projector |
| Materials | Flip charts, Pictures |
| Tools | Pen, Marker pen, Color, Visual Aids, First aid kits |
| Facilitation techniques | Demonstration and simulation, Individual and group work, individualized, Trainer guided, Group discussion, Case study, Field study |
| Formative assessment methods | Written assessment ,Oral presentation , Performance assessment |

Learning outcome 6: Respond to emergencies at workplace

Learning hours: 5

Indicative content

- **Recognize Emergency Situations**
 - ✓ Common types of emergencies:
 -  Fires or explosions
 -  Medical emergencies
 -  Severe weather
 -  Earthquakes
 -  Major power failure
 -  Hazardous material spill
 - ✓ Importance of emergencies identification
 -  Keep employees and responders free from harm
 -  Manage life-threatening situations
 -  Minimize damage to the environment, equipment, machinery, tools, etc.
 -  Minimize downtime
 - ✓ Signs of Critical Event:
 -  Lack of experience
 -  Lack of effective communication
 -  Delay in delivering tasks
 -  Lack of competence of critical staff

- ✓ Possible Immediate Reactions:
 - ✚ Physical reaction (First aid treatment, Call form help, Take the patient emergently to hospital)
- ✓ Emotional reaction (Personal counselling, Stay close with the patient)
- **Handling emergencies**
- ✓ Guidelines of an emergency protocol:
 - ✚ Stay calm
 - ✚ Take command
 - ✚ Assess the situation
 - ✚ Provide protection
 - ✚ Preserve the scene
 - ✚ Follow procedure
- ✓ Chain of command and their responsibilities:
 - ✚ Emergency Command Structure
- ✓ Principles of Early Intervention:
 - ✚ Safety
 - ✚ Calmness
 - ✚ Efficacy
 - ✚ Connectedness
 - ✚ Hope
- ✓ Response to the Emergency
 - ✚ Fires or explosions
 - ✚ Medical emergencies
 - ✚ Severe weather
 - ✚ Earthquakes
 - ✚ Major power failures
 - ✚ Hazardous material spill
- **Managing safety equipment.**
- ✓ Identify Safety Equipment.
 - ✚ Fire extinguisher
 - ✚ Fire horse
 - ✚ Fire blanket
 - ✚ First aid kit
 - ✚ Fire triangle
 - ✚ Water fire extinguisher
 - ✚ Fire Ball
- ✓ Safety equipment handling:
 - ✚ Fire extinguisher
 - ✚ Fire horse
 - ✚ Fire blanket
 - ✚ First aid kit
 - ✚ Fire triangle
 - ✚ Water fire extinguisher

 Fire Ball

Resources required for the indicative content

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| Equipment | Fire extinguishers equipment, Emergencies alarms, Disaster Blaster, game board, ambulance, Alarm signals, computer, Projector |
| Materials | Flipcharts, paper, pen , marker pen |
| Tools | First aid kit, Emergencies handling checklists, Emergencies handling manuals |
| Facilitation techniques | Demonstration and simulation, Individual and group work Individualized, Trainer guided, Group discussion, Role play |
| Formative assessment methods | Written assessment, Oral presentation, Performance assessment |

Learning outcome 7: Ensure environmental sustainability

Learning hours: 4

Indicative content

- **Identifying environmental laws, standards and regulations in Rwanda**
 - ✓ Rwanda’s environmental features
 -  Natural environment
 -  Geophysical features
 -  Natural resources and biodiversity
 -  Human environment
 - ✓ Environmental problems
 -  Degradation of natural resources and biodiversity
 -  Energy crisis
 -  Various types of pollutions disasters
 -  Poor consideration of environmental dimension by socio-economic sectors
 - ✓ Fundamental principles of protection, conservation and promotion of the environment in Rwanda
 -  The protection principle
 -  The principle of sustainability of environment and equal opportunities among generations
 -  The polluter pays principle
 -  The Principle of Information dissemination and Community sensitization in conservation and protection of the environment
 -  The Principle of Cooperation
- **Applying the best practices to keep the environment clean.**
 - ✓ Categories of waste
 -  Non-hazardous waste
 -  Hazardous waste
 - ✓ Best practices according to the case
 -  Waste collection
 -  Reuse of waste

- + Waste disposal
- + Biodegradable waste
- + Non-biodegradable waste

- **Description of climate change adaptation and mitigation measures.**

- ✓ Basics of geography climate components:
 - + Radiation
 - + Air pressure humidity
 - + Temperature
 - + Wind speed and direction
 - + Evapo - transpiration
 - + Precipitation
 - + Condensation
 - + Cloud cover
- ✓ Climate factors:
 - + Geographic latitude
 - + Altitude
 - + Land and water pattern
 - + Relief
 - + Vegetation cover (land use)
 - + Exposition
- ✓ Basics of hydro-geography
 - + Hydrological cycle
 - + Water balance equation
 - + Virtual water
- ✓ Concept of Climate Change Causes:
 - + Greenhouse Gases
 - + Nature Contributions
 - + Human Contributions
- ✓ Concept of climate change effects:
 - + On natural system
 - + On human activities
- ✓ Measures for mitigation and adaptation:
 - + Sustainable Energy Production and Efficient Use
 - + Efficient Infrastructure
 - + Sustainable Forest and Carbon Sink Management
 - + Government Leadership and Outreach
 - + Water Management

Resources required for the indicative content

Equipment

Pictures, Climate and Weather measuring devices, World Map, Computer,

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|-------------------------------------|--|
| | Projector, Flipchart stand |
| Materials | Flipcharts, paper, cards, map, pen , marker pen |
| Tools | Climate and Weather measuring devices, Climate and Weather measuring devices, isual Aids, environmental regulations, Rwanda Environmental Policy |
| Facilitation techniques | Demonstration and simulation, Individual and group work Individualized, Trainer guided, Group discussion |
| Formative assessment methods | Written assessment, Oral presentation, Performance assessment |

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