



Training Module For Informal Sector Waste Recyclers

Workplace Safety in a Kabari Shop

(2016)

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About Chintan Environmental Research and Action Group

We are a registered non-profit organization with a vision of inclusive, sustainable, and equitable growth for all. Our mission is to reduce ecological footprints and increase environmental justice through systemic change brought about through partnerships, capacity building at the grassroots, advocacy and research, and sustainable, scalable models on the ground.

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Introduction

This module is intended as a guide for people who work with informal wastepickers, waste recyclers and small junk dealers, commonly known as 'informal recycling sector'. It provides guidelines and creative training exercises for building wastepickers technical and functional skills so that they could lead an informed, dignified and confident life and use these skills to meet everyday challenges they face as wastepickers and efficiently perform their role in keeping cities clean.

Recycling in developing countries often takes place through a complex chain comprising a huge mass of workers involved in the informal sector. This sector includes waste pickers, small middlemen (kabarisi in India), itinerant waste collectors, and big waste traders. Their work includes picking out even the smallest scrap of recyclable waste, such as paper, cardboard, plastics and metals from the trash, and sell them to waste dealers who in turn sell them to big traders. Finally, they are sold to recycling factories.

They are not formally recognized and depend on recyclable waste mined out of the city's

dustbins, waste dumps, offices and other sources. Since they are not recognized, their work is virtually free for the municipality. Yet, at the levels of the wastepickers at least, many earn an equivalent of minimum wages or less. In India, there are approximately 15 lakh persons engaged in the job of wastepicking, amounting to 10% of the total wastepickers globally.

Hence, while recycling is carried out by the poor and offers them a livelihood, it is fraught with risk. The immediate burden of the toxic waste is borne by them since there are almost no satisfactory systems or designed facilities in place where work safety issues are addressed. Although waste pickers are the backbone of the waste collection process in, small traders are also important components of the chain. They buy the waste from waste pickers and sell it to big dealers who deal with specific items and materials, sorting, bailing and trading, playing the highs and lows of the market.

The informal sector of recycling works like a pyramid (Fig. 1). The first layer comprises several hundred thousand men, women and children in urban pockets who mine garbage heaps and bins for recyclable wastes like plastics, paper and metals. At the second layer come the small middlemen, often marginalized

in many ways themselves, who buy waste from the wastepickers or rag pickers. They in turn sell the waste to the third layer, comprising large buyers who own huge godowns.

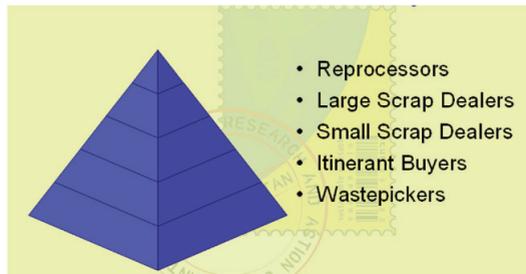


Figure 1: Structure of Informal Recycling Sector

For a comprehensive approach towards building sustainable, inclusive and equitable cities, informal recycling sector needs to have knowledge on legal aspects of their work, various legislations relates to waste sector, quality and safety at workplace along with work and life skills like work ethics, communication skills, health and hygiene and self confidence and self esteem. Figure 2 shows Chintan’s change model:

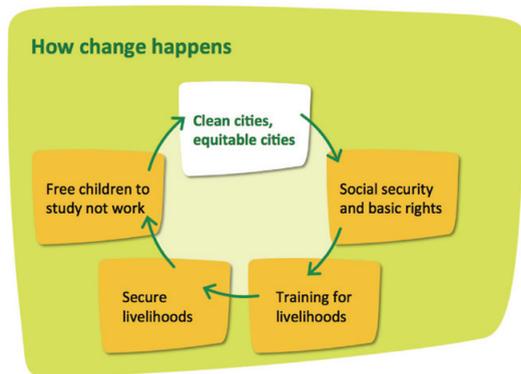


Figure 2: Chintan’s Change Model

The approach described is based upon evidences collected from various researches on waste recyclers traders and handlers as well as from Chintan’s first-hand experience with working with Safai Sena – an army

of cleaners – is a registered group of wastepickers, doorstep waste collectors, itinerant buyers, small junk dealers and other types of waste recycler.

Who can use this module?

We hope that those working with an interest in supporting informal sector waste recyclers will find this module useful. These might include:

- Program managers in agencies working on informal sector recycling programs and other informal sector programs
- Core members/group leaders of advocacy and support groups for informal sector waste recyclers
- National stakeholders, including the municipalities and the Department of Environment
- Informal recyclers’ collectives to train their members

The module may also be used as a reference for those wishing to design their own training program for other informal sector workers other than waste recyclers.

Structure of the Module

The main objective of this module is to gear up the informal sector recyclers to face the challenges they may face with the changing landscape of e-waste collection and management.

To inform participants about e-waste, its types and how it differentiates from the other types of wastes. To raise awareness about rules on e-waste.

To sensitize them about the risks of improper handling of e-waste and pollution caused by wrong handling. To appraise informal sector

waste workers about potential challenges that they may face with formalization of e-waste sector. To help participants prepare for the potential role they can play in the e-waste collection chain to augment their livelihoods.

Organization of the Modules

Each module is divided into session plans. The numbers of session plans differ for each module. Each session plan is in-turn divided into six content sections represented by an icon:

	Learning outcomes	This section specifies what learners will know or be able to do as a result of activities in the session.
	Set Induction	This includes ideas about getting the learners ready and inducing them into the right mind-set.

	<p>Materials</p>	<p>This section gives a list of materials that the facilitator should prepare before starting the session.</p>
	<p>Activity</p>	<p>This includes step-by-step activities to meet the learning outcomes planned for the session.</p>
	<p>Note for Facilitator</p>	<p>This provides specific advice for the session including suggested sequencing, timing, resources and questions to ask.</p>
	<p>Closure</p>	<p>This section provides a fitting conclusion and context for the participant learning that has taken place.</p>

Methodology

The activities in this module are based on principles of adult experiential learning. The underlying principle is that much of the content will come from the participants and that the module will serve as a framework for drawing out their experiences. Participants and facilitators commit themselves to engage in a process of mutual teaching and learning.

The activities in this module are designed for adult learners and are based upon following adult learning principles:

Principle of Active Learning: The activities involve active participation of learners through discussions, games, role-plays and feedback. Thus creating more learning than passive listening or reading.

Principle of Relevance: Every activity has been contextualized to the settings in which informal sector recyclers live. They aim at providing adults with guidance on solving problems and their pressing issues.

Principle of Previous Experience: New information has to be linked to previous knowledge and experience or it will not be remembered. The sessions designed in the module allow participants time to discuss with each other how the new information connects with what they already know. There are specific pointers for the facilitator to help the participants see the connections.

Principle of Self-Learning: Adult learners have some strong beliefs about how they learn. These beliefs, whether accurate or not, can interfere or enhance their learning.

Every session begins with set induction that explains why the audience should participate in specific activity and how the process as well as content benefits their learning.

Principle of Alignment: All the content covered in the module are aligned with the learning outcomes and activities. Learning outcomes are carefully decided and written and the activities are aligned to meet the outcomes.

Principle of Fun: Learning should be fun. The sessions and activities are designed to make the learning fun for the participants. The module is activity based and power point presentations are mostly used to summarize or reinforce the topic.

A great deal of thought has gone into the selection and writing of each activity. Each activity included in the module was chosen because it was felt that it best achieved the objectives for the session. They use a variety of tools to develop participants' knowledge including case studies, role-plays, small group work, brainstorming and other learning techniques. A range of methodologies has been used in this module that align with the principles of the experiential learning approach. With an emphasis on interactivity among participants, the course incorporates the following techniques and methodologies:

- ✓ Individual exercises and reflections
- ✓ Stories and scenarios
- ✓ Small and large group discussions
- ✓ Games and role-playing exercises
- ✓ Team projects and
- ✓ Presentations

Facilitator Prerequisites

Facilitate means 'to make easy'. Facilitation is the glue that holds a group together. It is

about empowering others. The role of the facilitator is not only to pass on information, but also to provide a learning environment in which participants can share their experiences and become comfortable with new ideas/information. Facilitated learning is based on the notion that people learn best in an atmosphere where they interact with others, are encouraged to ask questions, exchange ideas, and feel supported by the facilitator.

This module assumes that facilitators are comfortable with highly interactive techniques and that they have some expertise in classroom management, creating effective learning environments, and facilitation skills. While facilitating the sessions in this module, a facilitator's role is to:

- ✓ Explain the learning objectives
- ✓ Help the group set ground rules and keep them
- ✓ Encourage and guide participants to think critically
- ✓ Listen to participants' comments, questions and feedback
- ✓ Keep focus and keep things moving
- ✓ Help with observations and analysis
- ✓ Help participants arrive at appropriate conclusions
- ✓ Encourage participants to contribute to the discussion
- ✓ Help participants to reach an appropriate consensus
- ✓ Build trust
- ✓ Help identify opportunities and potentials
- ✓ Summarize the discussion or ask others to do so

Ice-Breakers

Icebreakers help to set the scene, relax the environment and engage the participants, as well as creating the first impression for the entire session. Successful use of icebreakers can grab the attention of trainees and assist them in full participation. They give participants the opportunity to find out a little more about each other thereby creating a degree of familiarity before starting on the main session objectives. By doing this, participants are more likely to be in a mindful state and open to learning.

Given below is a list of icebreakers that could be used to build create a relaxed atmosphere and encourage each participant to introduce aspects of himself/herself. Facilitators are encouraged to choose the icebreaker carefully considering the environment and group dynamics.

1. Names and Actions

Gather the participants in a circle. Each participant announces their name and a corresponding action. The action called must begin with the same letter as the first letter of each name. E.g. Mera naam Nazeer hai aur mujhe naachna accha lagta hai. The person calling this action must actually do the action.

Variation:

The game can be used to Help participants remember each others' names. Continue the game by asking participants to announce So that members of the group remember each other's names, the game can be continued by asking members to announce someone else's name and the corresponding action. This will take place when you have gone around the group at least once. So for example: "Mera naam Nazeer hai aur mujhe naachna accha lagta hai. Mujhe Rashid se milkar accha laga. Rashid ko rassi koodna accha lagta hai". Allow members to randomly choose anyone in the

group, but make sure that everyone chooses someone different each time.

2. Action Chain

Instruct the participants to stand in a line, all facing one direction, looking at the person's back in front of them. Begin the game by going to the back of the line and tapping the last participant on the shoulder. Only that participant would turn and watch you perform an action. Once he/she has witnessed the action, he/she must tap the next person on the shoulder who will then watch the action as exactly as possible. Continue the process until all participants have shown the action to the participant in front. The final participant should demonstrate what they saw to the entire group, as well as say what they think the action is. The person who began the action should re-enact the initial action to show what has changed.

Ideas for the actions are:

- Washing a car
- Cleaning an elephant
- Throwing a ball
- Chopping vegetables

3. Name Catch

Gather the group in a circle. Throw a ball at a participant who tells his/ her name and where they have come from. Moving clockwise, all participants take turns to tell the same to the whole group. After a round of introductions, pass the ball again to a different participant. The participant must say their own name first, and then as they throw the ball, call out the person's name to which they are throwing the ball.

E.g. 'Mera naam Mansoor hai. Main ball Rehaana ko doonga.' Then Rehaana would continue by saying 'shukriya Mansoor, Mera naam Rehaana hai aur main ball Nizam to doongi'.

Ensure that everyone is fully included in this game, and that the group knows each other by the end of the game. Control the speed of the game, and increase the pace by making sure that participants don't pause before saying someone's name.

4. Animal Name

Create sheets of paper with names of different animals and birds. The number of sheets should be equal to the number of participants. Attach one sheet of paper to every person's back without allowing him/her to see the sheet. Ask the participants to go around the room and ask questions to figure out what their 'animal name' is. Questions may only be answered with 'Yes' or 'No'. Once the participant correctly guesses their animal name, they may sit down. Ensure that chosen animals are very well known in order to make the game plausible.

5. Sweet Talk

Assemble the participants in a circle. Pass a bag of sweets around the group. Tell them that they make take as many sweets as they like, but they are not to eat them. Once everyone has taken some sweets, tell participants that they must now tell the whole group one thing about themselves for every sweet they have taken. This can be anything from where they live to their favorite food. Go around the circle, allowing each member his or her turn to talk. Once they have finished, allow them to eat their sweet.

6. Name pictures

Ask the participants to draw a picture for their name e.g. for Pushpa they could draw a flower. Ask them to write their names on the portrait. Fold these name pictures and put them in a container. Ask the participants to pick any picture from the container and guess the name. The person who drew the card would

verify the name and ask the other participant's name. Ask the participants to display the name pictures on a wall (board) in the room. If possible stick the photographs next to each name picture. Also write each participant's name clearly in Hindi. Give the participants time to move around and have a look at the picture.

7. Suddenly

Start a story with a sentence that ends in SUDDENLY. Ask the next person then to add to the story with his own sentence that ends in SUDDENLY. Continue the story until everyone has contributed. Record it and play it back. For example; 'Yesterday I went to the zoo and was passing the elephant enclosure when SUDDENLY....'

8. Word link

This is a word association game. Ask the group to sit in a circle. The first person starts with any word they wish i.e. red. The next person repeats the first word and adds another word which links to the first i.e. tomato. The next person repeats the previous word and add another word link i.e. soup, and so on. To keep this moving, only allow five seconds for each word link.

9. One minute please!

The aim of the game is to talk for one minute on a given subject. Announce the topic and a member of the group is randomly selected to speak for one minute. Use a pack of cards to randomly select i.e. person who draws the lowest number. Choose subjects to stimulate the imagination and which may be amusing. Put a stopwatch on each person to see how long they last before drying up! Subjects might include, my earliest memories, my favourite computer game, why beans are good for you, 10 things you can do with potatoes, Alligator wrestling, pre-millennialism (no, not really!)

Sharing Expectations

It is always a good idea to move from introductions to reasons why everyone has come to the training programme. The following exercise is very useful for getting to know the different reasons participants have for attending the training programme. It also gives the facilitator information about the special abilities and knowledge present in the group. Understanding expectations will give facilitator the opportunity to reassure participants that the trainers will strive to meet expectations, and to clarify any misconceptions about the training.

1. Divide a chart paper in two sections.
2. On left side write, "Why I am here?" Ask each participant to think of two reasons why they have come for the training.
3. Write them on the chart and read out each statement. Explain which of those expectations would be fulfilled through the program and which of those are beyond the scope of work of the current training.
4. On the other section write "fears and concerns". Ask participants - What fears did you have about coming to this training?; What concerns do you have about this training.

This exercise provides excellent opportunities to empathize with trainees' needs, and give reassurance by sharing how the training does/ does not relate to their concerns or how the training might help them overcome their fears and concerns. Be prepared to deal with issues such as:

- Will others laugh at me if I ask silly questions?
- Will I really learn about the things I want to know?
- What will the trainers be like?
- Will the food be to my liking?

Ask the participants for solutions/response. Ask the participants what you could do to reduce their concerns or fears.

Establishing Group Norms

Ground rules (also called group norms) are guidelines developed by the participants to be used within the workshop setting. Ground rules help create a safe environment and enable tasks to be accomplished efficiently. They serve as a tool for detecting and correcting unhealthy group interactions and evolving toward productive and healthy interactions. Ground rules should be specific, visible to everyone (posted in the room), derived with group input and then agreed to by all group members, and malleable (in other words, adaptable as needed throughout the workshop). Ground rules should follow some basic principles regarding their creation and use.

Process of setting Group Rules:

1. Explain to the group that this is their time together and that it is useful for everyone to agree to some ground rules. You may make some suggestions such as punctuality, being non-judgmental or giving everyone a chance to participate and to speak. Explain them that these rules are essential to ensure that the sessions happen smoothly and everyone works better as a team.
2. Explain them that during our sessions we would only focus on positive behaviours and therefore the rules will be about what we must do instead of what we must not.
3. If the participants are having difficulty thinking of rules, prompt them by using scenarios such as the example below: "In a session Hina and Pooja talked about a personal problem. After the session, Pooja heard Hina giggling with other friends about the session and telling them about

the things Pooja had said. She is very upset.”

4. Record all responses on a flip chart. When the group has listed all of its ideas, ask, “Can we agree on these ground rules?” If any ideas are not agreed on, the group needs to discuss them until it reaches agreement or decides to eliminate one or more of the ideas.
5. Once the group norms have been decided, post them. You can refer to them as needed if the group slips into behaviours that do not support effective teamwork.

Recommended Ground Rules

- Respect: Everyone should pay attention to the person who speaks and respect her/his ideas.
- One at a time: Only one person should speak at a time.
- Confidentiality: What is shared in the group shall remain in the group.
- Openness: Everyone will try and be as open and honest as possible without discussing personal and private issues or lives. Everyone will avoid using names and places while sharing their experiences.
- Non-judgmental approach: No one will put down, make fun of or tease another person about her/his beliefs and ideas.
- Keep time: Stick to the time schedule set for the course

Energizers

Energizers, as the name suggests, are used to revitalize and awaken trainees. Ideally they can be integrated into training after a large amount of information has been delivered, or after a meal when participants

may be feeling sluggish and tired. Energizers are also a fantastic way to switch attention from one topic to a completely different one.

Following are examples of some energizers that could be used with the participants:

I. My Spot

Ask participants to walk around the room, identify a particular ‘spot’ that is ‘theirs’ and stand there. Ask participants to move around the room while you give instructions like “Say hello to someone wearing yellow”; “clap twice”, “skip thrice”, “jump and clap” and so on. Participants have to complete the commands and on “stop” command go back to their ‘spot’ as soon as possible. Continue this energizer for no longer than 5 minutes.

II. Laughter therapy

This energizer is useful after a stressful discussion or if the discussions or activities lead to tensions among the group members. Tell the participants that they will go through a special therapy called the ‘Laughter therapy’. Start by saying ‘Ha!’ and get the next person to repeat your ‘Ha’ adding one of his or her own. Participants repeat what their neighbor says and add another ‘Ha!’ In this way, people are ‘made’ to laugh and very quickly everyone will be laughing.

III. Touch blue

Clear the room of any obstacles and ask the group to stand in a circle. As you say “Touch blue!”, participants are to rush and touch one thing blue. Change the command to ‘touch red’ and repeat the activity for 5 minutes with different colors.

IV. Wake up in the jungle

Ask participants to silently think and select a jungle animal. Ask them to think: what action do you think it makes when it wakes up?

What sound does it make? Select a participant to start the game. The participant starts by performing waking action of the a selected animal and makes its sound while waking up another animal (participant) in the jungle. The two go making their own sounds and wake up the next participant and so on. Explain that this activity is a go-round called waking up in the jungle. Continue until all animals in the jungle wake up.

V. Snake, dog, cat

Divide the participants into two groups and ask them to stand at opposite sides of the room. Give action and sounds for snake, cat and dog. Let participants practice these sounds for a minute. Ask what would happen if a snake met a cat (the cat would kill the snake). What would happen if a snake met a dog (the snake would kill the dog). What would happen if a dog caught a cat (the dog would kill the cat). Ask both groups to decide what they are on the count of 5. Then on being said go, they do the action and sound. Keep scores and continue the game for 5 minutes.

VI. Barkha rani

Tell the group that they will make rain. Explain that through a traditional set of actions, they would create the sounds of rain hoping for a plentiful crop and future growth. Ask the group to do five action sequence:

“Rub your hands together
Half of the group snap fingers slowly
Other half snap their fingers quickly
Lightly slap their thighs
Clap thrice”

Ask participants to repeat the action together.

Splitting groups

The way the trainer splits the main group into smaller working groups can be done in a variety of ways.

I. Picture Cards:

Hand out cards with images on such as plastics, glass, cardboard, electronic waste. Ask participants to find someone with the card that goes with their card. Have two of the same cards, if it is a paired activity, three for groups of three and so on. This could be conducted with any category – fruits, animals, cars etc.

II. Numbering

Simply ‘count off’ the participants into small groups, i.e. 1, 2, 3, (or 4 if 4 groups will be required.) if the groups do not need to be balanced in any way. People call out or are assigned numbers in sequence, up to the number of groups needed (e.g. for four groups, 1, 2, 3, 4; 1, 2, 3, 4, etc.). Then all the 1s form one group, the 2s another, and so on. Alternatively, use letters of the SESSION alphabet or names of fruit. Be clear after you have split the groups where each group should work.

III. Sinking ship

Clear a large space, climb onto a chair and explain that you are the captain of a ship and the ship is sinking. Ask everyone to clap and repeat after you ‘The ship is sinking, the ship is sinking’. Explain that the only way for people to save themselves is to jump into a lifeboat containing a precise number of people – you will call out the number required. Start the chorus and then yell out a number e.g. eight. Everybody should now rush to find seven other people to form a lifeboat. This should provoke much noise and laughter. Repeat a few times with different numbers until you feel the group is ready to stop, and then yell out the number you want for small group work.

IV. Sorting Hat

Give each team a name, put the names on slips of paper and put them into a hat. Have each

participant pull a team name from a hat. They join the teams whose names they pulled.

V. Pairs

For making pairs, put a slip on each participant's back with one of a famous pair: cricket bat and ball, football and boots, cup and saucer, etc. Ask participant to find the other of the pair.

Giving instructions

Each session has step-by-step instructions on how to conduct the listed activities. To successfully conducting these activities, it is important to provide the instructions to the

participants clearly. Following are some tips on how to give instructions well:

- Signal that you are going to give instructions.
- Say the instructions a minimum of three times.
- Get participants to explain back to you what they have to do.
- Give step-by-step instructions to the participants and allow them to complete each step before giving instruction for the next step.
- Practice giving instructions before the session.

Module: Workplace Safety in a Kabari Shop

Overview

Solid waste has become a big concern in Indian cities. According to a World Bank report of 2012, in urban India, a staggering 109,589 tonnes of waste is generated every day. This waste is recycled by millions of informal sector wastepicker and recyclers in India who are exposed to a wide range of health and safety hazards. The risks faced by workers in the waste sector go beyond the expected risks of infection and communicable diseases. Cuts and wounds, animal bites, chemical burns and inhalation of toxic gases, falls and traffic accidents, musculo-skeletal problems, sexual violence and mental trauma are all part of their daily burden.

As an article in the GIZ Fact Sheet on Environment and Climate Change says:

“The working environment of waste pickers is very critical because it combines unhygienic context and risks of accidents. Additional dangers for the informal sector appear because their living and working environments usually overlap.”

It is important therefore, for the recyclers to know about safe handling of waste,

protection from hazardous materials, fires and injuries. This module provides a blueprint to create safer and healthier workplaces for informal sector recyclers. It provides steps to be taken at Material recovery facilities and plastic godowns. It provides awareness training regarding the hazards of high noise level exposure, prevention and protection instructions. It includes a fire safety awareness training. It also highlights ways in which recyclers can make themselves more credible and gain trust of general public.

Learning Outcomes

At the end of this module participants will be able to:

- Examine health and safety standards to be followed to have an ideal kabari shop
- Understand importance of following safety norms at MRFs and waste godowns.
- Learn practical ways to protect themselves from injuries, accidents and illness while handling waste.
- Explore ways to professionally run a kabari shop.

	<p>4. Show MOD8/PPT Section: Fire Safety.</p> <p>5. Ask participants to design a poster to educate godown owners about ensuring fire safety in the godown.</p> <p>6. Ask the group: “Which one of you work in a godown? Are there any instructions that the godown owner has given you to ensure safety of the workers in the godown?”</p> <p>7. Show MOD8/PPT Section: Safety in a Waste Godown”**</p>	<p>40 min</p> <p>15 min</p> <p>45 min</p>
	<p>* For segregating waste mooras are being recommended because the MRF is based on many experiments tried by Chintan and the mooras were the most accepted culturally by wastepickers and embraced by them. They are also inexpensive</p>	
	<p>Tell participants that you will throw a ball at different participants and give a word e.g. ‘fire’ and they have to tell 2 things they learnt about that word in the sessions on safety. The words could be:</p> <ul style="list-style-type: none"> Fire Electricity Hands Insects Stored waste Platform Receipts Social security forms Angocha Gloves Process of waste segregation Sand Cigarette or bidi smoking in the godown Organized shop Segregated waste 	<p>30 min</p>

SESSION 3-4: DESIGNING A MODEL KABARI SHOP

	<p>At the end of this session participants will be able to:</p> <ul style="list-style-type: none"> ✓ Name important components of a safe kabari shop ✓ Visualize and design a model kabari shop ✓ Critically evaluate kabari shops in terms of the safety measures and physical layout. 	
	<p>Tirpal piece, cardboards, waste soap boxes, show boxes, glue, paper cutters, clay or play dough, paper flags for labels.</p>	
	<ol style="list-style-type: none"> 1. Ask participants to think of their vision of an ideal world. 2. Ask for 3-4 volunteers to share their vision to the rest of the group. 3. Tell participants, “An ideal world is not impossible. It requires smaller steps towards it and as we complete each step we move closer towards our vision. Likewise, creating safer workplaces for people working with waste is also possible through the steps we discussed over previous sessions”. 	<p>20 min</p>
	<ol style="list-style-type: none"> 1. Ask participants to list some of the components of an ideal kabari shop. Highlight the points discussed in earlier session. 2. Model Kabari Shop Contest: <ul style="list-style-type: none"> • Divide the participants in 4 groups. Give each group the materials mentioned above. • Instruct the participants to plan a “Model Kabari Shop”. Before starting to make the final model ask them to create a model layout on the paper. • Allow participants to create the model and label areas using paper flags. • Ask participants to look at each model and give points (1-5) based upon the layout, security measures and worker safety in that model. • Give a winner badge to the winning team 	<p>15 min 90 min 45 min</p>
	<p>Make sure that the safety norms discussed are all covered in the models. Encourage each team to improve their model.</p>	
	<p>Encourage participants to replicate this knowledge in the waste godams where they work. Encourage them to take pictures of the winning model and show it to godam owners and share their learning.</p>	<p>10 min</p>

SESSION 5: HANDLING COMMON INJURIES

	<p>At the end of this session participants will be able to:</p> <ul style="list-style-type: none"> ✓ Understand the role of first aid in dealing with an emergency situation. ✓ Assess the situation and circumstances in order to act safely, promptly and effectively in an emergency ✓ Understand the importance of basic hygiene in first-aid procedures ✓ Administer first aid to a casualty who is unconscious and/or in seizure ✓ Administer cardiopulmonary resuscitation ✓ Administer first aid to a casualty who is wounded or bleeding and/or in shock <p>Provide appropriate first aid for minor injuries (including small cuts, grazes and bruises, minor burns and scalds, small splinters).</p>
	<p>Snakes and Ladders Floor game, MOD8/PPT Section: First Aid; MOD8/PPT Section: Quiz</p>
	<p>Start by recapitulating previous sessions using a snakes and ladder floor game.</p> <p><u>Snakes messages:</u></p> <ul style="list-style-type: none"> Cooking near the MRF Smoking bidi near a kabari shop Allowing water to stand in or near a kabari shop Uncovered waste Workers segregating sitting on floor No changing place for workers Water for exhausting water <p><u>Ladders messages</u></p> <ul style="list-style-type: none"> Sand bags near MRF No waste on ground Social security forms for workers Receipts for waste purchased Well ventilated room 3 drums of water for workers Platform for segregation Gloves, masks and shoes for workers Mooras for workers to sit.

	<ol style="list-style-type: none"> 1. Tell participants that irrespective of the safety measures we take, sometimes accidents occur. In those situations we must know how to act immediately to prevent bigger after-effects. 2. Show MOD8/PPT Section: First Aid to explain basic first aid measures in event of: <ul style="list-style-type: none"> • Bleeding • Fractures • Burns • Unconsciousness • No breathing (CPR) • Bites and Stings and • Eye Injuries 	
	<p>Conduct the quiz using MOD8/PPT Section: Quiz and summarize the session.</p>	

Annexure

Slide 1:

कबाड़ी की दुकान में
सुरक्षा के उपाय



Slide 2:

मीडिया में मुख्य खबरें

मीडिया में खबरें

अनौपचारिक धाड़ियाँ
खतरनाक इकाइयों को बंद करने की मांग

18 मार्च, 2009 को एक अनौपचारिक धाड़ियाँ दिल्ली उपखण्ड (एनएचएचए) में बंद करा है कि गणेशगढ़, पेंडार, निजवावा, मंडुका, कमरुद्दीन जमर, टिकरी बसा और रन्हीमा के गांवों में औपचर्यीय घन रहे हैं.

Residents seek removal of scrap dealers
Delhi

Delhi, Mar 18
 The demand for removing scrap dealers from slum areas, who were polluting the area by burning plastic waste, had once again come up during the public grievance committee meeting held at the sub-divisional level here.

Members alleged that even though the Deputy Commissioner on April 26 had directed officials concerned to shut down the dealers, nothing has been done so far.

Speaking over the meeting, Social Work Officer directed the Sub-divisional Magistrate, Additional Forest Officer, to take steps to remove the scrap dealers from the area, who have obtained the gas licence in violation of the bye-laws. He also asked the officials to inspect all the scrap dealers in the area and for the time being, issue stop work orders to the dealers.

Meanwhile, local residents strongly feeling displeas that their children were getting their injury on the burning waste of Section 1 and 2, had demanding the transfer of officials, health authorities, from all the villages, who get their due in the Parliament building of area in the next coming morning.

Deputy Commissioner advised that directed the DM (Civil) to submit a detailed report after conducting the area. Residents should immediately get together and write a letter to the DM office. The Deputy Commissioner of Police, West Delhi (CPD) also directed the police concerned to take the parking of waste on the spot.

Meanwhile directed the officials concerned to 50 yards on both sides in the street. Waste should be burnt through of labor. About 20 different requests have been made by the officials had come up during the meeting and time taken were noted on the spot.

हरियाणा राज्य प्रदूषण नियंत्रण बोर्ड (HSPCB) ने खतरनाक अपशिष्ट के प्रबंधन के उन्नयन के लिए मट्टाला और कोना गाँवों के लगभग एक ली कबाड़ियों को (प्रबंधन, हैंडलिंग और ट्रांसपोर्ट) नियम 2008 के तहत एक नोटिस जारी किया था। (The Haryana Pollution Control Board (HSPCB) has issued a notice to about one lakh scrap dealers in Mattala and Kona villages for the management, handling and transport under the provisions of the Environment Protection Act, 1986.)



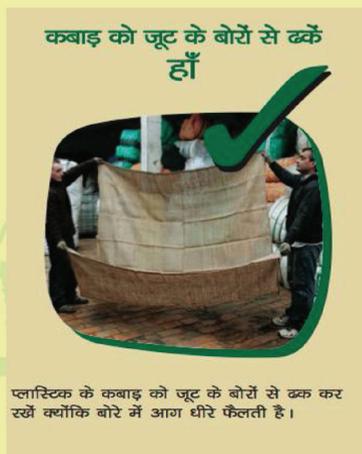
Slide 3:

असुरक्षित हालात



Slide 4:

आग से बचाव



Slide 5:

आग से बचाव

बीड़ी या सिगरेट न पियें
नहीं



गोदाम के आस पास बीड़ी या सिगरेट न पियें क्योंकि इससे कूड़े में आग लगने का खतरा रहता है।

गोदाम के पास खाना न पकाएं
नहीं



कबाड़ के गोदाम या उसके आस पास खाना न पकाएं इससे आग लगने का खतरा रहता है। खाना पकाने के बाद सुनिश्चित करें कि आग बुझा दी गयी है।

Slide 6:

आग से बचाव

बर्तनों में पानी भरकर न रखें
नहीं



आग बुझाने के लिए बाल्टी या बर्तनों में पानी भरकर न रखें।



- बाल्टी या बर्तनों में पानी भरकर रखने से पानी में मच्छर पैदा होने की आशंका रहती है जो डेंगू या मलेरिया जैसी भयंकर बीमारियों का कारण बन सकता है।
- बिजली से लगी आग को पानी से बुझाने से बिजली का झटका लगने का खतरा रहता है।

Slide 7:

आग से बचाव

बिजली की तारों से दूर रहें
हाँ

बिजली की तारों के नीचे गोदाम न बनाएं, गोदाम के भीतर बिजली के तारों के जोड़ों को टेप से अच्छी तरह ढकें

गोदाम के पास रेत के बोरे रखें
हाँ



आग पर काबू पाने के लिए रेत से भरे बोरे गोदाम के पास रखें तथा जरूरत पड़ने पर किसी भी प्रकार की आग को बुझा दें।

Slide 8:

छांटे गए कबाड़ को भंडारित करना



धातु सहित सभी कबाड़ को किसी छत के नीचे बड़े प्लास्टिक की चादरों या तिरपाल से ढक कर रखें।



कबाड़ पर मक्खियां नहीं बैठनी चाहिए।

Slide 9:

छांटे गए कबाड़ को भंडारित करना



यदि संभव हो तो कबाड़ को थेलों में रखें।



जो कबाड़ आपके काम का नहीं है उसे हमेशा बोरों में भरकर ढलाव में भेजें

Slide 10:

जमीन पर कचरा नहीं बिखरना चाहिए

- "कबाड़ी की दुकानें गंदी होती हैं" जैसी उनकी को बदलना होगा।
- कबाड़ जमीन पर चिपक जाता है जिसे साफ करने में मुश्किल होती है।
- ऐसे स्थानों पर तिलस्चट्टे और अन्य कीड़े खूब पनपते हैं।
- कुछ प्रकार के कबाड़ को साफ करना बहुत मुश्किल होता है।
- यदि रोगी के घर से कचरा निकला है जो खुले में कचरा फेंकने से संक्रमण फैल सकता है।

Slide 11:

छंटनी वाले क्षेत्र को तैयार करना



- छंटनी वाले क्षेत्र को जमीन से एक इंच ऊपर बनाया जाना चाहिए।
- छंटनी वाले स्थान पर चमकने वाले रंग का तिरपाल या प्लास्टिक का थैला फैला होना चाहिए।
- छंटनी वाले स्थान पर एक छत बनाएं ताकि ओस, बारिश और धुंध से छांटे गए कचरे से बदबू पैदा न हो।

Slide 12:

छंटाव कार्य के दौरान कर्मियों की स्थिति



- कर्मियों को कबाड़ की छटाई का काम जमीन पर बैठकर नहीं करना चाहिए। इसके लिए छोटा पटिया या मूरा उपयोग करना चाहिए।
- हर कर्मिक के पीछे कचरे के लिए 100 लीटर की एक बाल्टी होनी चाहिए ताकि कचरा फर्श पर न गिरे।

Slide 13:

छंटाई का तरीका

अधिकतम मूल्य प्राप्त करने के लिए प्रत्येक कर्मिकछंटाव मेज पर केवल एक तरह के कबाड़ को छांटे और बचे कबाड़ को आगे दूसरे समूह को सौंप दे।

- चरण 1: लौहा और कांच अलग कर लें। लौहे को चुंबक का उपयोग करके और कांच को लकड़ी के मोटे टुकड़े की मदद से अलग करें।
- चरण 2: ऐसा कोई भी कबाड़ जो या तो गंदे है या जिसे छूना न हो, या ऐसा कुछ भी जिससे कर्मिकों को पहुँच सकता है जैसे गंदे सैनिटरी तौलिए, डायपर या फिर बहुत गंदी बदबू वाला कचरा उसे अलग कर देखें।
- चरण 3: बेकार कबाड़ को अंत में ढलाव में डाल दें।



Slide 14:



Slide 15:

भौतिक सुरक्षा



- कम लागत वाले सौर लैंप और लालटेन
- (एक लालटेन की कीमत चार सौ रुपये से शुरू होती है।)

- पर्याप्त रोशनी हो। कम से कम दो सीएफएल या ट्यूबलाइट्स हों।
- पर्याप्त वेंटिलेशन हो।
 - दो खुली खिड़कियां हों, या
 - एक खुली खिड़की और दरवाजा हो, या
 - दो दरवाजे हों।

* कमरे से संदूषित हवा को बाहर निकलने और कमरे में ताजी हवा को अंदर आने के लिए कमरे में हवा के पर्याप्त बहाव की व्यवस्था होनी चाहिए।



Slide 16:

भौतिक सुरक्षा

काम के दौरान पहनने के कपड़े और सामान

- दो दस्तानों, रुई और रबड़ का एक सेट।
- अपनी नाक को ढकने के लिए एक दुपट्टा या मास्क।
- यदि शरीर और पैर को ढकने वाली पोशाक नहीं है तो कपड़ों के ऊपर एक बड़ा कोट (किसी भी सामग्री का)।
- पोशाक या जैकेट के नीचे कोई स्वेटर पहनना चाहिए। अच्छा होगा कि कर्मचारी एक टोपी पहनें नहीं तो अपने बालों को ढक लें। इसी कारण से अनुकूल जूते (आदर्श) या मोटी तलवों वाले बूट पहनें।
- धूल और छोटे कणों से अपनी आंखों की रक्षा के लिए शून्य शक्ति का मोटा चश्मा पहनें।



Slide 17:

भौतिक सुरक्षा

काम के समय पहने जाने वाले कपड़ों का रखरखाव

- जाने से पहले कर्मचारी अपनी पोशाक/कोट एवं दस्ताने, मास्क आदि निकालकर अपने प्लास्टिक थैले में रखें।
- आदर्श रूप से मास्क और दस्तानों सहित कपड़ों की रोजाना धुलाई होनी चाहिए। यदि ऐसा संभव नहीं हो तो कम से कम पोशाक एक सप्ताह में तीन बार और दस्तानों को रोजाना धोना चाहिए।
- यदि संभव हो तो गोदाम के पास ही पोशाकों को धोना और सुखाया जाना चाहिए।



Slide 18:

भौतिक सुरक्षा



- पीने के लिए और हाथ धोने के लिए पानी की कम से कम तीन टंकी होनी चाहिए।
- कर्मचारियों के लिए कपड़े धोने, सुखाने और कपड़े बदलने की जगह होनी चाहिए।
- पुरुषों और महिलाओं के लिए अलग-अलग शौचालय होना चाहिए।

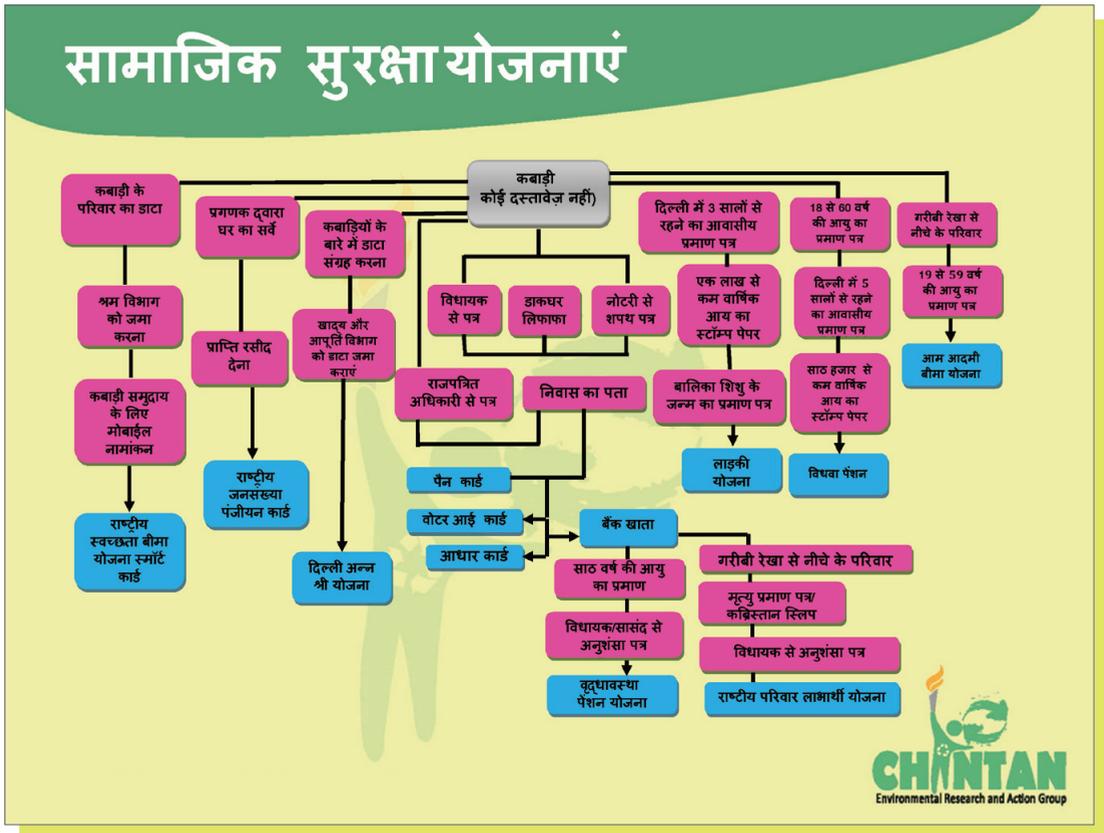
Slide 19:

सामाजिक सुरक्षा



- सामाजिक सुरक्षा का उपयोग करने के तरीके के बारे में जानकारी मुहैया करायी जाए।
- ट्रंक में सामाजिक सुरक्षा योजनाओं के फॉर्म, बैंक खाते के लिए फॉर्म, पहचान दस्तावेज फॉर्म रखें।
- एक साक्षर व्यक्ति को रखें जो आकर फॉर्म भरने में सहायता करें।
- हर दस दिनों में कुछ घंटों का समय निकाल कर आप संबंधित कार्यालय में फॉर्म जमा कराने में उनकी मदद कर सकते हैं।

Slide 20:



Slide 21:

अच्छे व्यवसाय की बातें

“हम चोर नहीं हैं”

खरीदने की तारीख: 12 नवम्बर 2014		रसीद सं: 00015
विक्रेता का नाम: श्री मनोज गुप्ता	क्रेता का नाम: मैया मिया कबाड़ी की दुकान	
खरीद का विवरण: 10 किलो तांबे की तार (6 तार वाली)	प्रति बूगिट राशि ₹ 200 /- प्रति किलो	
कुल राशि : ₹ 2000/-		

- रसीद दें।
- रसीद के साथ सभी आइटम खरीदें, उदाहरण के लिए:
 - तांबे के तार
 - कहीं से भी प्राप्त धातु के बड़े टुकड़े
 - कोई भी घरेलू उपकरण या इलेक्ट्रॉनिक उत्पाद
 - फोन तार
- चोरी के प्रतीत होने वाली किसी भी आइटम से इनकार करें



Slide 22:

प्राथमिक उपचार

- किसी दुर्घटना के बाद तुरंत इलाज शुरू कर दें हालांकि यह नहीं सोचे कि इससे ठीक हो जाएंगे लेकिन अधिक नुकसान से बचने के लिए यह जरूरी है।

उद्देश्य:

- जीवन बचाने के लिए
- रोगी की स्थिति को अधिक बिगड़ने से रोकने के लिए
- जल्दी से ठीक होने के लिए



प्राथमिक चिकित्सा किट:

प्राथमिक चिकित्सा उपचार देने के लिए उपयोग की जाने वाली आपूर्ति और उपकरणों का संग्रह।

Slide 23:

प्राथमिक चिकित्सा किट की सामग्री

- विभिन्न आकार की पट्टी
- रुई
- छोटी कैंची
- प्लास्टिक या रबर के दस्ताने
- जालीदार कपड़े की पट्टी
- डिटोल जैसे रोगाणु रोधक लोशन
- बकसुआ
- थर्मामीटर
- सर्जिकल टेप
- जीवाणुरोधी मरहम
- आय-पैड
- जीवाणुरहित आयवाँश
- ओआरएस (मौखिक रीहाइड्रेशन नमक)/इलेक्ट्रॉल/ग्लूकोज पाउडर
- सिरदर्द, बुखार, पेट दर्द, उल्टी, खाँसी, दर्दनिवारक आदि सामान्य दवाएं



Slide 24:

प्राथमिक उपचार का एबीसी

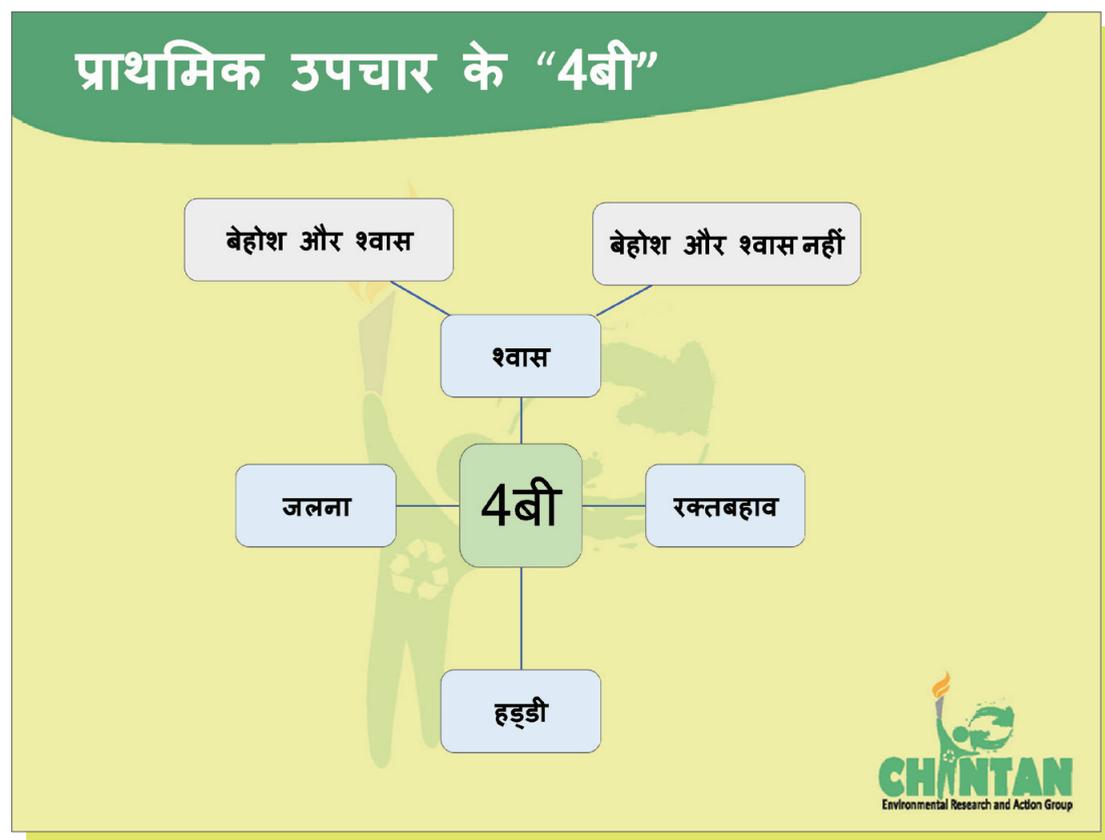
ए— वायुमार्ग
मरीज/घायल के वायुमार्ग में कोई अवरोध न हो।

बी—सांस
मरीज/घायल सचेत अवस्था में हो और उसे सांस लेने में कोई तकलीफ न हो।

सी—रक्तसंचार-
रक्तसंचार के लिए मरीज/घायल की नाड़ी दर (pulse rate) का निरीक्षण।

CHINTAN
Environmental Research and Action Group

Slide 25:



Slide 26:

बेहोश और श्वास

ठीक होने की स्थिति:

मरीज के घुटने कमर से मोड़ें

हाथ को सही से अपने से सटा कर रखें (जिससे लगे कि मरीज गिरे न)

अपने से दूर वाले हाथ को पकड़े, उसके हाथ को पीछे से पकड़े और जबड़े को सटा कर रखें।

पैरों को घुटनों पर अपने से दूर रखे और मरीज के पैर फर्श पर रखें।

घुटने का उपयोग लीवर की तरह करें, व्यक्ति को उसकी तरफ खींचें

स्रोत: <https://www.youtube.com/watch?v=uCDa-AhrjHo>



Slide 27:

बेहोश और श्वास बंद होन पर

एंबुलेंस को बुलाएं

छाती को दबाएं

- मरीज की छाती के पास घुटने टेक कर बैठें→मरीज की छाती के ऊपर कंधों की स्थिति में दोनों कोहनियों को बांधें
- हाथों की मांसपेशियों से ही नहीं बल्कि ऊपरी शरीर से छाती दबाएं
- हर एक मिनट में कम से कम सौ से एक सौ बीस बार छाती दबाएं
- छाती को एक तिहाई गहराई तक दबाएं

सी.पी.आर. करना- <https://www.youtube.com/watch?v=AGznNGtT4xw>



Slide 28:

थोड़ा रक्तबहाव



चरण 1



चरण 2



चरण 3



चरण 4

Slide 29:

अत्यधिक रक्तबहाव

पी: मरीज की एक सुरक्षित / आरामदायक स्थिति; ई: जोड़ ऊपर की ओर

ई: चोट को देखना और जांच करना*

पी: दबाव - रक्त बहाव को नियंत्रित करने के लिए चोट पर सीधे दबाव डालना।

आपातकालीन सहायता के लिए कॉल करें



Slide 30:

यदि हड्डी टूटने की संभावना हो

चरण 1: व्यक्ति को स्थिर रहने को कहें।



कदम 2: चोट वाले स्थान को खुला रखें। किसी भी प्रकार के रक्त बहाव या चोट को देखें।



चरण 3: यदि हड्डी त्वचा के बाहर आ गयी है तो इसे हिलाएं नहीं। इसे एक रोगाणुरहित पट्टी बांध दें।



यदि खून लगातार बह रहा है तो घाव के आसपास की जगह को मामूली सा दबाएं



Slide 31:

एंबुलेंस को बुलाने की आवश्यकता



- आप व्यक्ति को हिला नहीं पा रहे हैं।
- अंग नीले या ठंडे पड़ गए हैं
- मरीज को तीव्र दर्द हो रहा है।
- आपको संदेह है कि उसे अन्य गंभीर चोट लगी हो सकती है।

Slide 32:

जलना

क्या करें

- कम से कम 10 मिनट के लिए बहते पानी से जले क्षेत्र को तुरंत शांत करें।
 - यदि बहता पानी उपलब्ध नहीं है तो किसी भी हानिरहित तरल को जले स्थान को ठंडा करने के लिए इस्तेमाल किया जा सकता है।
- जल क्षेत्र को एक गैर चिपचिपी क्लिंगफिल्म, एक प्लास्टिक बैग, नॉन-फ्लॉमी पट्टी आदि ड्रेसिंग से ढके।
- चिकित्सा पर ध्यान दें, यदि अधिक जला है तो एम्बुलेंस को कॉल करें।

क्या न करें

- जलने से त्वचा पर चिपके कपड़ों को हटाने की कोशिश न करें, बल्कि कपड़ों के माध्यम से ठंडक प्रदान करें।
- जले स्थान पर दूधपेस्ट / मक्खन / क्रीम न लगाएं। बहता पानी सबसे प्रभावी शीतलन विधि है।
- किसी भी फफोले को मत फोंड़े।
- 10 मिनट से पहले शीतलन बंद न करें!

Slide 33:

काटना और दंश

संकेत और लक्षण

लाल निशान

सूजन

दर्द

खुजली

जी मिचलाना

साँस लेने में

परेशानी होना

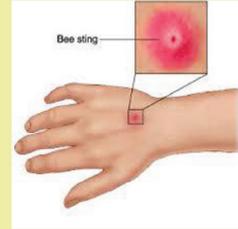
सामान्य प्राथमिक चिकित्सा

साबुन और साफ पानी से क्षेत्र को धो लें।

एक चिपकने वाला पट्टी या कीटाणुरहित पट्टी से क्षेत्र ढक कर रखें।

यदि दर्द और सूजन को कम करने की आवश्यकता हो तो बर्फ रखें।

डॉक्टर के पास जाएं।



Slide 34:

आंख की चोट

संकेत और लक्षण

दर्द, लालिमा, ऐंठन

जलन, खुजली

आँखों के आसपास रगड़ लगना

प्रकाश के प्रति संवेदनशीलता

कम दिखना या दोहरा दिखाई देना

दिखाई न देना।

आँख में कुछ खटकना

सामान्य प्राथमिक चिकित्सा

खारे* विलयन से आंखों को धोना।
यदि खारा पानी उपलब्ध नहीं है तो
नल के पानी से आंखों को धोना।

वस्तु को हटाने का प्रयास न करें

पीड़ित को घायल आंखों पर दबाव
डालने या आंखों को दबाने न दें।

आंख को एक साफ पट्टी से या
रोगाणु रहित पट्टी से हल्के से ढके।

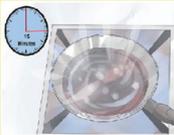
चिकित्सीय सावधानी बरतें।

Slide 35:

खारे पानी का घोल



एक कढ़ाही में एक कप पानी और आधी चम्मच नमक लो।



इसे पंद्रह मिनट तक गर्म करने के बाद ठंड होने दें।



इसे एक रोगाणुरहित बोतल में भरें।

उपयोगी होगा:

गले की समस्या के लिए।
त्वचा के संक्रमण में।
आंखों में लगी चोट में।

Slide 36:

प्रश्न

1. आप जब किसी दुर्घटना स्थल पर पहली बार पहुंचेंगे तो आप क्या करोगे?
 - 1) चिल्लाएंगे।
 - 2) घायल व्यक्ति की प्रतिक्रिया को जांचेंगे।
 - 3) घायल व्यक्ति की सांसों को देखेंगे।



Slide 37:

प्रश्न

2. बेहोश और सांस रुके व्यक्ति की छाती आप प्रति मिनट में कितनी बार दबाएंगे?

- 1) दस-पंद्रह प्रति मिनट
- 2) तीस-चालीस प्रति मिनट
- 3) अस्सी-नब्बे प्रति मिनट
- 4) सौ-एक सौ बीस प्रति मिनट



Slide 38:

प्रश्न

3. एक व्यक्ति का खून गंभीर रूप से बह रहा है। आप किस क्रम में प्राथमिक चिकित्सा करेंगे:

- 1) एक एम्बुलेंस को कॉल करेंगे, दुर्घटना को कम करेंगे, ड्रेसिंग करेंगे, सीधा दबाव डालेंगे और अंग को ऊपर उठाएंगे।
- 2) दुर्घटना को कम करेंगे, ड्रेसिंग करेंगे, सीधी दबाव डालेंगे, अंग को ऊपर उठाएंगे, एम्बुलेंस को कॉल करेंगे।
- 3) ड्रेसिंग करेंगे, दुर्घटना को कम करेंगे, एम्बुलेंस को कॉल करेंगे, सीधा दबाव डालेंगे और अंग को ऊपर उठाएंगे।
- 4) दुर्घटना को कम करेंगे, अंग को ऊपर उठाएंगे, सीधा दबाव डालेंगे, एम्बुलेंस को कॉल करेंगे और ड्रेसिंग करेंगे।

Slide 39:

प्रश्न

4. यदि कोई बेहोश हो गया है, तो आप उसके हृदय स्तर से किस तरफ ऊपर उठाओगे?

- 1) सिर की ओर
- 2) पैरों की ओर



Slide 40:

प्रश्न

5. यदि आप किसी ऐसे व्यक्ति के साथ हैं जिसकी सीपीआर की आवश्यकता है, लेकिन आप इसमें प्रशिक्षित नहीं हैं, तो आपको क्या करना चाहिए?

- 1) व्यक्ति के सिर को ऊपर करेंगे।
- 2) सांसो को वापिस लाने पर ध्यान देंगे
- 3) केवल छाती दबाएंगे।
- 4) प्रशिक्षित सहायता के लिए प्रतीक्षा करेंगे।

Slide 41:

प्रश्न

6. यदि कोई रसायन आपकी आँखों में गिर गया है तो आपको कितनी देर तक अपनी आँखों को पानी से धोना चाहिए?

- 1) एक मिनट
- 2) दो मिनट
- 3) दस मिनट
- 4) पाँच मिनट
- 5) बीस मिनट



Slide 42:

प्रश्न

7. जल जाने की स्थिति में आपको क्या करना चाहिए:

- 1) जले क्षेत्र पर वेसलीन को लगाना चाहिए।
- 2) जले हुए स्थान को बीस मिनट तक बहते हुए ठंडे पानी के नीचे रखना चाहिए।
- 3) बर्फ वाले पानी से भरी बाल्टी में हाथ डाल कर रखना चाहिए।
- 4) रोगाणुनाशक क्रीम और एक ठंडी पट्टी से उस स्थान को ढकना चाहिए।

Slide 43:





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