

**SAFE
WORK**

**S
A
F
E**

SPOT THE HAZARD
ASSESS THE RISK
FIND A SAFER WAY
EVERYDAY

**STUDENT
PROGRAM**

INTRODUCTION



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The SAFE Work Student Program focuses on rights and responsibilities and principles of hazard recognition in the workplace. Modules consist of a detailed lesson and instructional aids such as videos, visuals and student handouts. Additional instructional materials and resources are also included. This will assist in adapting the information for the type, ages and varying experiences of classes.

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WELCOME TO THE SAFE WORK STUDENT PROGRAM

SPECIAL THANKS

This publication would not have been possible without the generous assistance of organizations and individuals who provided valuable input into this project. Manitoba Labour and Immigration – Workplace Safety and Health Division gratefully acknowledges The Workers' Compensation Board of British Columbia for permission to adapt much of their material to make it Manitoba-specific.

Others who participated in the development of the SAFE Work Student Program: Manitoba Education and Youth, Manitoba Advanced Education and Training, The Workers Compensation Board of Manitoba and a variety of educators and students who reviewed the materials.

WHY THIS PROGRAM IS IMPORTANT

The Workplace Safety and Health Division of Manitoba Labour and Immigration, Manitoba Education and Youth, Manitoba Advanced Education and Training and The Workers Compensation Board of Manitoba are committed to reducing the number of injuries and fatalities among young workers. The SAFE Work Student Program is an integral component of the province's strategy to create and achieve long-term reductions in occupational injuries and disease.

HOW FREQUENTLY ARE YOUNG WORKERS HURT ON THE JOB? TOO FREQUENTLY.

Consider the facts:

- Workers between the ages of 15 and 24 reported more than 7,000 workplace injuries in 2001. That's more than 23 young workers injured every working day in Manitoba.
- Almost 50% of the accidents involving young workers occurred during the workers' first six months on the job.
- In 2001, two young workers were killed in work-related accidents – they were 16 and 19 years old. In 2003, three months into the year, a 20-year-old died in a construction accident.

Research indicates several causes for the higher rate of young worker injuries. Among them are:

- lack of supervision or training
- minimal knowledge of rights and responsibilities
- lack of experience in recognizing hazardous situations

After reviewing these causes, our focus for prevention is to build awareness and competence in the principles of hazard recognition. The SAFE Work Student Program provides a framework to help students build a hazard recognition experience base. With this training, they can make informed choices about the prevention of injury to themselves and others in the workplace.

WHO CAN USE THE SAFE WORK STUDENT PROGRAM?

An educator does not have to be an expert in occupational safety and health to introduce the concepts and skills in this program. The SAFE Work Student Program guide enables teachers and other educators to engage youth in learning about occupational safety and health. The activities can be used in schools, career awareness workshops, vocational and academic classes, alternative education programs, after-school programs, or in any situation where young people are learning or talking about jobs or work.

VISIT US ON THE INTERNET

www.gov.mb.ca/labour/safety

INTRODUCTION TO THE SAFE WORK STUDENT PROGRAM

SAFE WORK STUDENT GOALS

The SAFE Work Student Program is a guide for teaching young workers and high school age students the basic concepts of occupational safety and health. The activities are intended to raise awareness among young people about this important issue. The guide is designed for young people between the ages of 14 and 24 whether or not they are currently employed or in school. The intended users are classroom teachers, vocational teachers, alternative education providers, work placement coordinators, youth employment program staff, employers of youth, and school and job counselors. Many of the activities have also been used successfully with adults.

The activities in this guide provide young people the opportunity to develop and practice general health and safety skills that they will carry with them from job to job. These skills include being able to recognize hazards in any workplace, understanding how hazards can be controlled, and knowing about their rights to a safe and healthful workplace. As young people learn a trade or enter a new work situation, these general skills will provide a context for the job-specific safety and health training they must receive.

The overall goals of this generic program are to:

- raise young worker awareness about workplace hazards and ways of preventing occupational injuries and illnesses
- raise young worker awareness about their rights on the job and the resources available to help them
- encourage young workers to become active participants in creating safe and healthy work environments

The SAFE Work Student Program focuses on rights and responsibilities and on principles of hazard recognition in the workplace. Through repetition and practice, students develop the confidence they need to ask the right questions and to speak up when they feel they need more instruction to complete a task safely. As well, they will develop skills to recognize, evaluate and control hazards. By focusing on activities and scenarios, students learn how to recognize hazards and make their work environment safer. Hazard recognition, however, is not enough. Students also need to have the confidence to put their knowledge into action. If young people elect not to use the knowledge they have about safety when they are placed in an unsafe situation, they jeopardize their own and others' health and safety.

This program is also designed to strengthen students' self-confidence and decision-making skills so that they will be able to apply the knowledge they have about safety and make the decision to practice safe actions even when peers or supervisors do not. We believe that learning these principles at an early age will promote a positive attitude towards safety and health. Young workers will ultimately transfer this employable safety skill to their jobs as they enter the workplace.

TIME MANAGEMENT

This package presents a consistent and easy to use framework for teaching concepts already covered in the classroom. Typically, teachers spend time discussing personal safety, classroom safety and equipment safety with their class. These materials are provided in a ready to use format.

The program will use the hazard recognition principles in the **SAFE** strategy:

- S** - Spot the hazard (Recognize),
- A** - Assess the risk (Evaluate),
- F** - Find a safer way (Control),
- E** - Everyday - to provide a framework for consistent and effective instruction in safety and health. Over time, the intent is that students will become personally aware of hazards and able to monitor their own safety and health in the community and in the workplace.

EASE OF USE

- Lessons require little or no prep time
- Teachers can choose lessons that fit into their class theme or timetable
- Activities are hands-on, learner-focused
- Individual lessons and activities can be used independently
- Video tape and overhead masters are included

ABOUT THE SAFE WORK STUDENT PROGRAM

Specific modules are included that may be used at a variety of levels of learning and comprehension. The scenarios, case studies and activities focus on the three principles of hazard recognition and control:

- S** - Spot the hazard (Recognize) – look for and identify hazards
- A** - Assess the risk (Evaluate) – assess the situation, think about what must be done to make the situation safe
- F** - Find a safer way (Control) – eliminate or minimize the hazard prior to doing the job
- E** - Everyday

Each module consists of a detailed lesson and instructional aids such as videos, visuals and student handouts and in some modules, additional instructional strategies. Teachers may choose to deliver any part of the SAFE Work Student Program to their students, adapting the nature of the discussion and the scenarios to the level of the students. Doing so may result in repeated lessons to students in following years. Repetition in some areas may be beneficial in ensuring a level of understanding and confidence that can be taken to the workplace. This is an attempt to effectively reach as many young people as possible in order to accomplish the goal of reduced injuries and fatalities in young workers.

A module on employment standards has been included in this resource package. This is additional information that educators may choose to share with students. It will assist students to understand basic employment standards – workers' and employers' rights and obligations pertaining to such things as minimum wages, overtime and hours of work. This information has been prepared by the Employment Standards Branch of Manitoba Labour and Immigration.

There are two additional sections – one called Additional Instructional Materials and another titled Additional Resources. The Additional Instructional Materials section includes some additional activities that may be used instead of, or in addition to, activities within the modules. The Additional Resources include material that may be useful depending upon specific safety programs. For example, there is a sample checklist that work placement coordinators may wish to use when assessing a worksite prior to placement. There is also one for students to complete to assess their orientation at a worksite. This will reinforce for them the type of training that should be expected when starting a new job.



EVALUATION OF MODULES

A fax back evaluation form has been included in this resource package. Please print and complete this evaluation form every time you use the materials. We will review all evaluation forms very carefully, and consider suggestions in future revisions of the materials. In addition to the evaluation forms, The Workplace Safety and Health Division would be very interested in receiving:

- Student comments
- Samples of completed student work
- Samples of additions to any of the modules (new or modified worksheets, assessment tools)
- Suggestions for additional activities

These ideas can be sent to the fax number or address shown on the evaluation form. Suggestions are extremely important to us. Continued input from educators will keep these materials relevant and effective.



FAX EVALUATION FORM

**MANITOBA LABOUR AND IMMIGRATION
WORKPLACE SAFETY AND HEALTH DIVISION
SAFE WORK STUDENT PROGRAM RESOURCE PACKAGE**



FAX: 945-4556
MAIL: Workplace Safety and Health Division
Attn: Coordinator, Young Worker Safety and Education Program
200 – 401 York Avenue, Winnipeg, MB R3C 0P8

Teachers: After the delivery of this material, please provide us with your comments by completing the following questionnaire and returning it as noted above. The information you provide will assist us in the revision of present and future modules of the SAFE Work Student Program.

School: _____ Name: _____

Address: _____ City/Town/Postal Code: _____

Phone: _____ Fax: _____

Grade: _____ Number of students: _____

For Module (topic): _____

Lesson Plan: Easy to use? Y/N Age appropriate? Y/N

Comments or Suggestions:

Additional Activities: Easy to use? Y/N Age appropriate? Y/N

Comments or Suggestions:

Visuals: Easy to use? Y/N Age appropriate? Y/N

Do you have ESL students? Y/N Was the material useful in teaching ESL students? Y/N

Comments:

Handouts: Did you use handouts to accompany your lesson? Y/N

Comments or Suggestions:

General Comments:

FREQUENTLY ASKED QUESTIONS ABOUT WHERE TO GO FOR INFORMATION

Q. If I have an injury at work, what do I do?

- A.** The first thing to do is to get first aid and, if the injury is serious or you are concerned about it, go see a doctor. Be sure to tell your employer. If the workplace is covered by Workers Compensation, you should report your injury to them too, especially if you went to see a doctor or had to miss time from work. If you're not sure if you're covered or what to do, contact the WCB in one of the following ways:

Website: www.wcb.mb.ca

Claim Information Centre: reporting a claim (8:00 a.m. – 7:00 p.m., Mon. - Fri.)

Phone: 954-4100

Toll Free: 1-800-362-3340

Fax: 954-4999

Toll Free Fax: 1-877-872-3804

Mailing address: 333 Broadway Avenue, Winnipeg, MB R3C 4W3

General Information:

- questions about an existing claim
- reporting suspected fraud
- to obtain a WCB publication

Enquiry: phone 954-4922

Q. I have a question about my safety at work. I don't want anyone else to know I am asking about it. What do I do?

- A.** The first person to ask should always be your employer, usually a supervisor, since they know your workplace best. You can also talk to someone on the safety and health committee or the worker representative if these exist. If you still have concerns, you can contact the Workplace Safety and Health Division Client Services area noted below. If you're experiencing a serious problem, one of our Safety and Health Officers can drop by the workplace and check things out. All questions and complaints can be kept confidential.

Website: www.gov.mb.ca/labour/safety

General questions or to report a concern:

Client Services: 945-6848

Toll Free 1-800-282-806

Mailing address: 200 – 401 York Avenue, Winnipeg, MB R3C 0P8

Q. I work quite a bit of overtime and I don't think I am being paid what I'm entitled to. I also have questions about vacation pay. Where can I go to check?

- A.** The Employment Standards Code is the legislation in Manitoba that sets general minimum standards for wages, vacations and other workplace benefits. Although it is generally the employer's responsibility to meet minimum standards in the workplace, employees have some obligations as well.

Website: www.gov.mb.ca/labour/standards/

Call the Inquiry Lines:

Outside Winnipeg: 1-800-821-4307

Inside Winnipeg: 945-3352

Mailing address: 600 – 401 York Avenue, Winnipeg, MB R3C 0P8



**M1 SAFE WORK
AN ATTITUDE**

SAFE WORK – AN ATTITUDE – MODULE 1

LESSON AT A GLANCE

Purpose

This module is designed to introduce students to the issues surrounding health and safety in the workplace and to help students become aware of their ability to affect the outcome of a potentially hazardous workplace situation.

Length

1 hour

Learning Objectives

Students will:

- identify characteristics of the work environment
- recognize the impact of unsafe work practices and the effects on life
- assess the dangers associated with high risk activities
- state a proactive attitude toward safety in the workplace

Teaching Strategies

- video presentation
- in-class discussion
- personal reflection
- critical thinking
- questioning

Instructional Materials

Instructional Materials Video

1. “Safety and the Young Worker” (10 minutes)

Student Handouts

1. “Safety and the Young Worker” Viewing Guide
2. Examples of Workplace Hazards
3. Mel Camilli Profile

Equipment

1. VCR and TV
2. White board or flipchart and paper
3. Markers

Assessment Strategy

- reflection activity
- case study

LESSON BREAKDOWN

- Introductory Activity - Safety on the Job: 10 minutes
- Learning Activity - “Safety and the Young Worker” Video and Video Guide Activity: 30 minutes
- Learning Activity - Injured Worker Profile: 20 minutes



INTRODUCTION – 10 MINUTES

COMMENT

- More than 50% of young workers' work-related incidents happen during their first six months on the job.
- Males under 25 are more likely to be injured on the job than any other group of workers.
- Two young workers were killed on the job in 2001 (they were 16 and 19 years old). A 20-year-old was killed on a construction site early in 2003.
- Every hour at least one young worker was injured in a workplace incident.
- Almost 7,000 young workers filed a claim with the Workers Compensation Board in 2001. That's 23 young workers injured every working day in Manitoba.
- Job safety may not be something you think about; however, injuries can affect you for the rest of your life.
- As a result, we will be thinking about potential worksites and that being safe on the job is an important aspect of maintaining and enjoying a long work career as well as a fulfilling life.

DISCUSS

- What does a job represent to you?
- What do you expect from a job?
- What do you hope to gain from working?

RECORD

Record responses on whiteboard or flipchart. Responses include:

- money
- self-sufficiency
- prestige
- a lifestyle
- experience
- friends/network
- a career

ASK

How many of you have been hurt at work or know of someone who has had a workplace accident?
What are some injuries that could occur?

RESPONSES

Injuries include sprains and strains, cuts, broken bones, loss of limbs, crushing injuries, internal organ damage, eye injuries.

ASK

What are the consequences of a workplace injury?
Do any of you have a story about a workplace injury you can share?

“SAFETY AND THE YOUNG WORKER” VIDEO LEARNING ACTIVITY – 30 MINUTES

In this activity, students view the video, “Safety and the Young Worker”. They will respond to questions on a viewing guide, which will allow them to reflect on the consequences of lack of training, lack of personal protective equipment or unsafe work practices.

COMMENT

We are now going to see a video produced by the British Columbia Workers’ Compensation Board called “Safety and the Young Worker”. I will stop the video at certain points allowing you to think about and discuss the questions on this handout.

DISTRIBUTE

Distribute Student Handout #1 “Safety and the Young Worker” Video Viewing Guide, to students.

REVIEW

Review questions on handout with class.

START VIDEO

PAUSE (OR STOP) VIDEO AT EACH PAUSE SEQUENCE

DISTRIBUTE

Distribute Student Handout #2 Examples of Workplace Hazards, when discussing question 3. Discuss the handout questions at each of the pause sequences on the video. Have students write their thoughts on questions 1 to 3 on the handout.

RESUME VIDEO

PAUSE OR STOP AT FINAL PAUSE SEQUENCE AT 7:00 ON COUNTER

INTRODUCE

Introduce the video segment on Layton and Mel (injured workers). Their lives have been dramatically changed by workplace accidents.

FINISH WATCHING VIDEO

PAIR

Pair up students and have them brainstorm the response to questions 4 and 5 Student Handout #1.

DISCUSS

Have students share responses to questions 4 and 5 with class and discuss their responses.

ASK

How have the experiences of the people in these videos changed your attitude toward safety in the workplace? List three things you could do to increase your safety level at work or at home.

RECORD

Record student responses to questions above on a flipchart or white board for reference.

“SAFETY AND THE YOUNG WORKER” VIDEO VIEWING GUIDE

1. Why are 15 to 24 year olds more likely to be injured on the job?

2. Why do you think Tammy went ahead and performed the task?

3. What might some job-related hazards be? What are some of the precautions that should have been taken?

4. What question could Mel or Layton have asked their employer about safety that might have prevented their accident? (Discussion)

5. After watching the video, what are some questions you will want to ask your employer or prospective employer about safety in the workplace? (Discussion)



EXAMPLES OF WORKPLACE HAZARDS

SAFETY HAZARDS

An occupational safety or health hazard is anything in the workplace that has the potential to cause harm to a person's well being. Health and safety hazards vary greatly depending on the type of work involved. We usually associate work hazards with mines, construction sites and other industrial workplaces. But workplaces like schools, offices, farms, hospitals and stores have their own particular hazards. Hazards can be considered in a number of different categories. Thinking about hazards this way helps to consider all the possibilities when evaluating a task for the existence of potential hazards.

PHYSICAL HAZARDS

These include conditions produced by the environment and processes such as:

- noise
- temperature (e.g. heat or cold)
- lighting
- vibration
- radiation, sunlight
- unguarded machinery
- poor housekeeping

CHEMICAL HAZARDS

Chemical hazards can be in the form of solids, liquids, mists, vapours or gases. Examples include:

- acids, caustic materials, metals (e.g. lead or mercury)
- solvents, cleaners, gasoline
- paints
- pesticides or herbicides
- asbestos
- dusts (e.g. wood dust)

BIOLOGICAL HAZARDS

Biological hazards can include animals and insects as well as microorganisms in plant, animal or human tissue. These include materials such as:

- bacteria, viruses (e.g. hepatitis, HIV)
- plants (e.g. poison ivy, pollen)
- animal parasites, bites or dander
- bee stings
- unsanitary conditions

PSYCHO-SOCIAL HAZARDS

These are factors that have an effect on the behavioural patterns of people. Capabilities and limitations vary among people – what is stressful for some is not for another and vice versa. This group of hazards that people commonly refer to as causing “stress” can be caused by such psychological and sociological factors as:

- shift work
- work/life pressures (e.g. balancing work and family life)
- harassment
- potential for violence (e.g. retail workers, police, taxi drivers)
- production quotas cause stress for some people

ERGONOMIC HAZARDS

Ergonomics involves fitting the job to the worker. Ergonomic factors include:

- repetitive movements (e.g. cutting meat)
- monotony (e.g. assembly line work)
- discomfort and fatigue
- tool design
- work and work stations layout, poor posture due to layout or design
- heavy or awkward lifting

“SAFETY AND THE YOUNG WORKER” VIDEO VIEWING GUIDE – TEACHER'S ANSWER KEY

1. Why are 15 to 24 year olds most likely to be injured on the job?

- tend to think they are invincible (it won't happen to me) and tend to take risks
- not always aware of the risks of their jobs or what they need to do to protect themselves
- may be eager to impress an employer, may not report unsafe conditions
- may not ask questions for fear of losing their job or appearing incapable
- lack experience and are unfamiliar with workplace/machinery/equipment
- insufficient training
- don't understand/recognize the dangers
- don't understand their rights and responsibilities

2. Why do you think Tammy went ahead and performed the task?

- unsure of her rights
- didn't want to appear foolish/unknowledgeable to her peers or boss
- overly confident
- enthusiasm for her job
- overly eager

3. What might some job-related hazards be?

Physical

- electricity
- excessive noise and vibration
- excessive heat or cold
- dust and fibers
- being exposed to moving machinery parts

Chemical

- liquids (office supplies, cleaning products, paints, acids)
- vapors and fumes (oxygen, acetylene, propane, carbon monoxide)
- biological unclean restrooms
- improperly stored medical waste
- mold, fungus, and mildew
- bacteria and viruses
- plants (poison ivy)
- insect stings/animal bites

Ergonomic

- lighting
- workstation layout
- video display terminals
- workplace surfaces
- lifting
- repetitive movements
- posture

4. What question could Mel and Layton have asked their employers about safety that might have prevented their accident?

- Do I need to wear personal protective equipment?
- What are the hazards or risks I should be aware of while doing this job?
- How will I be trained to do the job safely?
- Will I get training about the safe work procedures for this job?
- Who do I ask if I have questions concerning this job?
- Who is my supervisor
- If I get hurt, who do I talk to?
- What do I do in case of an emergency like an injury, a fire or other emergency?

5. After watching the video, what is a question you will want to ask your employer about safety in the workplace?

Random responses, depending on workplace experiences.

INJURED WORKER LEARNING ACTIVITY – 20 MINUTES

DISTRIBUTE

Distribute Student Handout #3, Injured Worker Profile – Mel Camilli, to students.

ASK

Ask students to read Mel Camilli’s story. Have students write one page on how Mel’s life has changed as a result of his accident and their feelings towards workplace safety and health.



INJURED WORKER PROFILE – MEL CAMILLI

A moment. That's all it takes to change a life forever.

At 21 years old, Mel Camilli had every reason to enjoy life: a well-paying job as a logger, a girlfriend, and hopes for taking over a family forestry business in the future. But in a split second, his world changed. While doing a routine task at work, he was trapped by a 20,000 ton piece of machinery, crushing his legs beyond repair. Mel speaks from his own experience to motivate young workers about the importance of workplace health and safety.

For two days after his accident, Mel wasn't expected to live. And after waking up from a morphine coma six weeks later to discover his right leg had been amputated, Mel didn't know if he wanted to live. When he decided to try to accept his physical limitations, Mel decided not to look too far into the future. "I knew there were things I would never do, things I would have to learn to do all over again. I resigned myself to never having a girlfriend or a wife. Who'd want to be with a guy like me?" Instead of dating, playing sports, travelling, or any of the usual things his friends were doing, Mel was learning how to live each day.

Unable to bend his left leg at the hip since the accident, he used a "wheelchair-stretcher", which allowed him to move around the hospital, but forced him to lie flat because of his leg. After a year of using the stretcher, he felt it would be impossible to fit into society with the device. It was too awkward for everyday things like shopping, going to work, or just going out. So Mel made another tough decision: to have his remaining leg amputated in order to be able to use a regular wheelchair.

For another year and a half, Mel stayed in a rehabilitation centre, learning how to adapt once again. He had to learn the basics, like getting dressed, moving in and out of his wheelchair, even brushing his teeth in a wheelchair. While the days of rehabilitation activities were tough, the lonely evenings and weekends were almost as difficult. His chance to adapt back into society came when a friend was leaving her wheelchair-accessible apartment in Vancouver, and Mel moved right in. With the new freedom came the decision to take on some new responsibilities, become involved in the community, and make new friends.

He found new outlets for physical activity - wheelchair basketball and hockey – and started coaching. Not the type to stay still for long, Mel also took computer training and is now working for the Workers' Compensation Board. A custom-designed van and his own house keep him independent and active.

Mel isn't alone in his challenges. Every working day, an average of 23 young workers are injured on the job in Manitoba. Mel wants young workers to realize that workplace accidents can happen in an instant. And the effects can last forever. He encourages youth to be aware of the workplace hazards, to know their rights and responsibilities, and to stay safe and healthy on the job.



M2 RIGHTS AND RESPONSIBILITIES



RIGHTS AND RESPONSIBILITIES FOR SAFETY AND HEALTH IN THE WORKPLACE – MODULE 2

LESSON AT A GLANCE

Purpose

This module is designed to introduce students to employer and worker rights and responsibilities for safety and health in a workplace.

Length

1 hour

Learning Objectives

Students will:

- identify responsibilities for safety in the classroom
- identify ownership of responsibility for safety and health
- recognize employer and worker responsibilities in the workplace

Teaching Strategies

- in-class discussion
- cooperative groups
- critical thinking
- questioning
- group presentation

Instructional Materials

Overhead Transparencies (produce overhead transparency)

1. Rights and Responsibilities
2. Three Rights under Workplace Safety and Health Act
3. Steps in Right to Refuse Process

Student Handouts (photocopy for students)

1. Rights and Responsibilities
2. Rights and Responsibilities Sample
3. Responsibilities for Safety Scenarios (2 pages)

Equipment

1. Overhead projector and screen
2. White board or flipchart and paper
3. Markers

Assessment Strategy

- brainstorming activity
- case studies (scenarios)

LESSON BREAKDOWN

- Introductory Activity - Responsibilities in the Classroom: 10 minutes
- Group Learning Activity - Employer Responsibilities: 15 minutes
- Three Rights & Steps in Right to Refuse: 10 minutes
- Learning Activity - Responsibilities for Safety Scenarios: 20 minutes
- Conclusion: 5 minutes



INTRODUCTORY ACTIVITY – 10 MINUTES

NOTE TO TEACHER

This activity will help the students think about the potential hazards that exist in their classroom and who is responsible for ensuring safety in the classroom. It is important for students to understand that safety on the job is the responsibility of all workplace parties, the employer, supervisor and the worker.

ASK

- Who is responsible for ensuring safety in the classroom?
- What rights do the students have?
- What responsibilities do the students have?

SUGGESTED RESPONSES

- the teacher
- the school
- the principal
- the students

DISPLAY

Overhead #1, Rights and Responsibilities – Student/Teacher. List the rights and responsibilities of students and the school (teacher and administrator) for safety.

ASK

Ask for responses from students.

WRITE

Write on overhead or flipchart

REFER

Refer to the Teacher's Answer Key #1.

RIGHTS AND RESPONSIBILITIES



SAFE WORK

SPOT THE HAZARD
ASSESS THE RISK
FIND A SAFER WAY
EVERYDAY

RIGHTS

STUDENT:

What I have a right to expect.

RESPONSIBILITIES

STUDENT:

TEACHER (SCHOOL):

What they have a right to expect of me.

TEACHER (SCHOOL):

RIGHTS AND RESPONSIBILITIES – TEACHER'S ANSWER KEY

RIGHTS

STUDENT:

What I have a right to expect.

- A safe clean environment
- Safety training (e.g. fire, earthquake drills and evacuation procedures, first-aid station)
- Tools, desks and chairs in good repair
- To be treated respectfully

RESPONSIBILITIES

STUDENT:

- Arrive on time
- Follow safety rules
- Report all hazards to teacher
- Treat others with respect
- Pay attention

TEACHER (SCHOOL):

What they have a right to expect of me.

- To be treated respectfully
- To have equipment handled with care and to have any hazards reported to them

TEACHER (SCHOOL):

- Provide safety training
- Have clear class rules and safety procedures posted in class
- Ensure all students are properly trained in emergency procedures
- Ensure all students are treated respectfully

GROUP LEARNING ACTIVITY – 15 MINUTES

NOTE TO TEACHER

In this activity, students will identify the rights and responsibilities employers and workers have towards safety and health in any workplace in Manitoba. It is important to note that these apply no matter what the status of the worker is – for example, no age restriction, full or part-time, or a volunteer.

DISTRIBUTE

Student Handout #1, Rights and Responsibilities – Employee/Employer.

COMMENT

We are now going to think about what rights and responsibilities employers and workers have towards safety and health in the workplace.

DIVIDE

Divide class into groups of four or five.

ASK

Ask groups to choose a job that they do or may do in the future (e.g. garden worker, busboy, warehouse worker, kitchen worker, babysitter).

ASK

Ask groups to complete Student Handout #1, by answering the following questions:

- What do I have the right to expect from my employer?
- What responsibilities do I have?
- What does my employer have the right to expect from me?
- What responsibilities does my employer have?

FACILITATE

Facilitate each group to report their findings to class.

DISTRIBUTE

Distribute Student Handout #2, Rights and Responsibilities – Sample, to students as an example after each group has reported their findings.

RIGHTS AND RESPONSIBILITIES



**SAFE
WORK**

SPOT THE HAZARD
ASSESS THE RISK
FIND A SAFER WAY
EVERYDAY

NAME: _____

DATE: _____

JOB/ACTIVITY: _____

RIGHTS

EMPLOYEE:

What I have a right to expect.

RESPONSIBILITIES

EMPLOYEE:

EMPLOYER/SUPERVISOR:

What they have a right to expect of me.

EMPLOYER/SUPERVISOR:

RIGHTS AND RESPONSIBILITIES – SAMPLE



SAFE WORK

SPOT THE HAZARD
ASSESS THE RISK
FIND A SAFER WAY
EVERYDAY

NAME: _____

DATE: _____

JOB/ACTIVITY: _____

RIGHTS

EMPLOYEE:

What I have a right to expect.

- Clean safe working environment
- Tools and equipment in good repair
- Safety training

RESPONSIBILITIES

EMPLOYEE:

- Maintain work environment
- Maintain tools and equipment
- Report needed repairs
- Follow safety rules and procedures
- Wear protective equipment

EMPLOYER/SUPERVISOR:

What they have a right to expect of me.

- Worker arrives on time
- Worker reports hazards
- Worker follows safety procedures
- Worker comes well rested, not impaired, and prepared to work

EMPLOYER/SUPERVISOR:

- Provide training
- Correct hazards promptly
- Ensure worker follows proper procedures

BY LAW, EVERY WORKER, REGARDLESS OF AGE, HAS 3 BASIC RIGHTS IN EVERY WORKPLACE IN MANITOBA



**SAFE
WORK**

S SPOT THE HAZARD
A ASSESS THE RISK
F FIND A SAFER WAY
E EVERYDAY

THE RIGHT TO KNOW

about what hazards there are in the workplace and to know what precautions must be taken to prevent injuries from those hazards.

THE RIGHT TO PARTICIPATE

in safety and health activities in that workplace without fear of reprisal from any form of discriminatory action such as discipline, for participating in safety and health activities.

THE RIGHT TO REFUSE

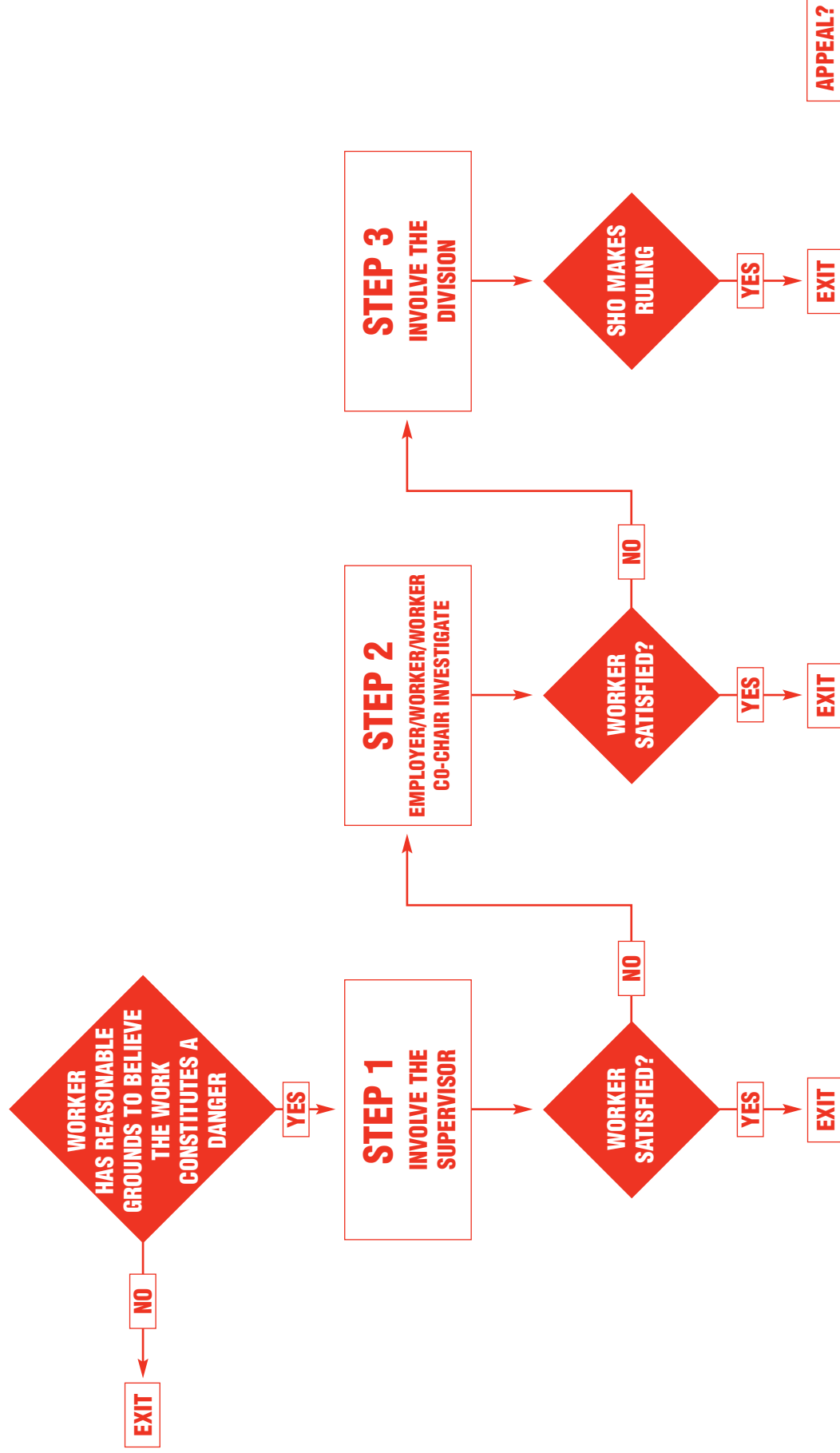
work that they reasonably believe can be dangerous to themselves or others.

PROCEDURAL SUMMARY FOR INVESTIGATING REFUSAL TO WORK



SAFE WORK

S SPOT THE HAZARD
A ASSESS THE RISK
F FIND A SAFER WAY
E EVERYDAY



ADDRESS TWO ISSUES



**SAFE
WORK**

S SPOT THE HAZARD
A ASSESS THE RISK
F FIND A SAFER WAY
E EVERY DAY

ARE THERE REASONABLE GROUNDS TO BELIEVE?

- Would the grounds for refusing work seem reasonable to a “reasonable person”?

IS THE JOB DANGEROUS?

- Is the danger beyond the risk normally found in the job?
- Would the danger normally stop work?
- Is this a situation for which the worker is not properly trained, experienced or equipped?

STEPS TO FOLLOW



**SAFE
WORK**

S SPOT THE HAZARD
A ASSESS THE RISK
F FIND A SAFER WAY
E EVERYDAY

INFORM THE SUPERVISOR

- Tell the supervisor that the refusal is because of a safety and health concern
- The supervisor can reassign the refusing worker
- Any replacement worker (including a worker doing the same job on another shift) must be advised about:
 - the refusal and the reasons for it
 - why the employer believes that the replacement worker can do the disputed job safely
 - the right to refuse and the steps to follow

STEPS TO FOLLOW



**SAFE
WORK**

S SPOT THE HAZARD
A ASSESS THE RISK
F FIND A SAFER WAY
E EVERYDAY

INVOLVE THE SHC WORKER CO-CHAIR

- Involve the SHC Worker co-chair if the refusal cannot be resolved by the supervisor and refusing worker.
- The three should investigate and attempt to resolve the refusal.
- They have no right to “rule” on the refusal.

STEPS TO FOLLOW



**SAFE
WORK**

S SPOT THE HAZARD
A ASSESS THE RISK
F FIND A SAFER WAY
E EVERY DAY

CONTACT THE WORKPLACE SAFETY AND HEALTH DIVISION IF:

- The matter has not been resolved by the employer representative, worker co-chair and worker or the refusing worker is not satisfied.
 - An SHO must investigate and provide a written ruling to all parties.
 - The refusal can continue until the ruling.
 - Sections 36(8) & 37 outline the appeal process.
 - Section 39(1) allows anyone directly affected by the ruling to appeal the director's ruling.
 - An appeal does not suspend the Officer's decision.

SCENARIOS LEARNING ACTIVITY – 20 MINUTES

NOTE TO TEACHER

This activity could be used as a homework assignment or instead of one of the other activities in this lesson.

DIVIDE

Divide class into groups of two or three students.

DISTRIBUTE

Distribute Student Handouts #3A and #3B, Responsibilities for Safety and Health Scenarios, to each group.

ASSIGN

Assign each group one or more scenarios to work on.

ASK

Ask groups to brainstorm and list the responsibilities of the worker and employer in the scenario. Student can record results on flipchart paper.

FACILITATE

Facilitate group activities. Encourage students to be thorough when brainstorming both the worker's and employer's responsibilities for a safe work environment.

REFER

Refer to the Teacher's Answer Key #3A and #3B.

ASK

Ask each group to present the results of their findings to the class.

CONCLUDE

The safety of workers is everyone's job. Workers and employers play a crucial role in ensuring a safe and healthy workplace. Remember your responsibilities as a worker and don't be afraid to ask questions.

If you have any questions that your supervisor can't answer, call the Workplace Safety and Health Division Client Services Line at (204) 945-6848 or toll free in Manitoba at 1-800-282-8069 or visit www.gov.mb.ca/labour/safety.

RESPONSIBILITIES FOR SAFETY AND HEALTH SCENARIOS

LIST WORKER'S AND EMPLOYER'S RESPONSIBILITIES IN THESE SCENARIOS:

Scenario # 1 Clean up

"There is often not enough time to clean the work area. Where I work, the garbage piles up in front of the fire exit, and once there was a spill in the work area and there was no time to clean it up." 17-year-old fast food employee.

Worker's Responsibilities	Employer's Responsibilities

Scenario # 2 Warehouse Worker

A warehouse worker uses an old ladder in order to reach supplies that are stacked up high on a shelving unit. The worker is afraid that the ladder will break each time he steps on it but it is the only ladder in the warehouse.

Worker's Responsibilities	Employer's Responsibilities

Scenario # 3 Data Entry

After the data entry clerk's 8-hour shift, she notices that her hand starts feeling sore and swollen. Her computer station is cramped and she often has to work on a small desk area. The chair she sits on is not comfortable and the keyboard sits on a desk that is too high. She figures that she can find a cushion to sit on when she goes to work the next day.

Worker's Responsibilities	Employer's Responsibilities

Scenario # 4 Painter

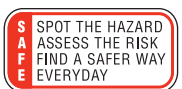
An 18-year-old painter often suffers from headaches after work. He suspects the headaches are from the paint fumes that he inhales during his 8-hour shift. He doesn't want to complain because the pay is good and he needs the money.

Worker's Responsibilities	Employer's Responsibilities

Scenario # 5 Service Clerk

A 19-year-old service clerk working in a grocery store sustained a skull fracture, a broken collar bone and badly bruised ribs when he fell over nine feet and through a T-bar ceiling.

Worker's Responsibilities	Employer's Responsibilities



RESPONSIBILITIES FOR SAFETY AND HEALTH SCENARIOS

LIST WORKER'S AND EMPLOYER'S RESPONSIBILITIES IN THESE SCENARIOS:

Scenario # 6 Retail Sales Clerk

“Once when I was trying to enforce the no-return policy of our store, a customer became more and more angry until I finally decided it would be better to give him the money and take the consequences from the boss”. 16-year-old retail sales clerk.

Worker's Responsibilities	Employer's Responsibilities

Scenario # 7 Fast Food

The oven mitts I was using to remove hot trays from the oven had huge holes in them. When I told my supervisor about them, I was told to put plastic bags inside the mitt. 17-year-old fast food employee.

Worker's Responsibilities	Employer's Responsibilities

Scenario # 8 Training

When asked how much training was received, one 16-year-old female responded she received “a lot of training”. When asked further, it turned out to be one day.

Worker's Responsibilities	Employer's Responsibilities

Scenario # 9 Warehouse Helper

A warehouse helper is asked to move a pallet using the forklift. The helper has never operated a forklift before and asks for training. The supervisor quickly explains how to operate the forklift and then tells the helper that he has to leave and will be back in about an hour.

Worker's Responsibilities	Employer's Responsibilities

Scenario # 10 Busboy

An 18-year-old busboy works in a very busy restaurant clearing dishes from tables. He is asked to use rubber bins to carry the dirty dishes from the tables to the dishwasher. The bins he uses to carry the dishes are old and he has a difficult time holding onto the rims. He has almost dropped the bins of dirty dishes many times.

Worker's Responsibilities	Employer's Responsibilities



SAFE WORK

SAFE
SPOT THE HAZARD
ASSESS THE RISK
FIND A SAFER WAY
EVERYDAY

RESPONSIBILITIES FOR SAFETY AND HEALTH SCENARIOS – TEACHER'S ANSWER KEY

LIST WORKER'S AND EMPLOYER'S RESPONSIBILITIES IN THESE SCENARIOS:

Scenario # 1 Clean up

“There is often not enough time to clean the work area. Where I work, the garbage piles up in front of the fire exit, and once there was a spill in the work area and there was no time to clean it up.” 17-year-old fast food employee.

Worker's Responsibilities	Employer's Responsibilities
<ul style="list-style-type: none"> • report that it is unsafe to block fire exit • clean up spills as other workers can slip and fall • wear rubber shoes if working in slippery work area • organize time accordingly • follow safety rules and procedures 	<ul style="list-style-type: none"> • ensure fire exit is clear for emergency access • ensure work area is safe and clean • provide training • correct hazards promptly • supervise workers

Scenario # 2 Warehouse Worker

A warehouse worker uses an old ladder in order to reach supplies that are stacked up high on a shelving unit. The worker is afraid that the ladder will break each time he steps on it but it is the only ladder in the warehouse.

Worker's Responsibilities	Employer's Responsibilities
<ul style="list-style-type: none"> • report unsafe work conditions (ladder) • do not put yourself at risk (falling off ladder) • follow safety rules and procedures 	<ul style="list-style-type: none"> • repair or replace old ladder if unsafe • properly train and supervise workers and work activities • regularly inspect equipment • ensure workers report unsafe conditions

Scenario # 3 Data Entry

After the data entry clerk's 8-hour shift, she notices that her hand starts feeling sore and swollen. Her computer station is cramped and she often has to work on a small desk area. The chair she sits on is not comfortable and the keyboard sits on a desk that is too high. She figures that she can find a cushion to sit on when she goes to work the next day.

Worker's Responsibilities	Employer's Responsibilities
<ul style="list-style-type: none"> • take stretch breaks from computer • report injuries to supervisor • report ergonomic issues to supervisor • follow safety rules and procedures 	<ul style="list-style-type: none"> • ensure work station is ergonomically correct for worker • record and report worker injuries • ensure staff take regular breaks from computer

Scenario # 4 Painter

An 18-year-old painter often suffers from headaches after work. He suspects the headaches are from the paint fumes that he inhales during his 8-hour shift. He doesn't want to complain because the pay is good and he needs the money.

Worker's Responsibilities	Employer's Responsibilities
<ul style="list-style-type: none"> • wear personal protective equipment • follow safe work procedures • report headaches to supervisor 	<ul style="list-style-type: none"> • provide proper breathing protection from paint fumes • ensure adequate air flow in work environment and regularly monitor it • report worker injuries • provide proper worker training

Scenario # 5 Service Clerk

A 19-year-old service clerk working in a grocery store sustained a skull fracture, a broken collar bone and badly bruised ribs when he fell over nine feet and through a T-bar ceiling.

Worker's Responsibilities	Employer's Responsibilities
<ul style="list-style-type: none"> • ensure safe work procedures are followed • ensure work is conducted with proper fall protection • do not overextend or reach for items • report unsafe conditions 	<ul style="list-style-type: none"> • provide training for workers • ensure workers are supervised • ensure fall protection is worn when required • correct hazards promptly • regularly inspect work area

RESPONSIBILITIES FOR SAFETY AND HEALTH SCENARIOS – TEACHER'S ANSWER KEY

LIST WORKER'S AND EMPLOYER'S RESPONSIBILITIES IN THESE SCENARIOS:

Scenario # 6 Retail Sales Clerk

“Once when I was trying to enforce the no-return policy of our store, a customer became more and more angry until I finally decided it would be better to give him the money and take the consequences from the boss”. 16-year-old retail sales clerk.

Worker's Responsibilities	Employer's Responsibilities
<ul style="list-style-type: none"> • follow safe work procedures for violence in the workplace • do not argue with customers • report violent situations • do not provoke angry customers 	<ul style="list-style-type: none"> • ensure workers do not provoke argument from customers • provide violence in the workplace training for workers • ensure workers are treated with respect • ensure violence in workplace regulations are adhered to

Scenario # 7 Fast Food

The oven mitts I was using to remove hot trays from the oven had huge holes in them. When I told my supervisor about them, I was told to put plastic bags inside the mitt. 17-year-old fast food employee.

Worker's Responsibilities	Employer's Responsibilities
<ul style="list-style-type: none"> • do not wear protective gloves if there are holes • report unsafe conditions • follow safety rules and procedures 	<ul style="list-style-type: none"> • correct hazards promptly by providing oven mitts without holes • ensure worker follows proper work procedures • ensure workers do not take risks with their safety

Scenario # 8 Training

When asked how much training was received, one 16-year-old female responded she received “a lot of training”. When asked further, it turned out to be one day.

Worker's Responsibilities	Employer's Responsibilities
<ul style="list-style-type: none"> • do not perform work activities without adequate training • ensure proper work procedures are followed • ask for assistance, if required 	<ul style="list-style-type: none"> • provide adequate training and supervision for workers • investigate unsafe conditions • correct unsafe conditions • provide assistance to workers if required

Scenario # 9 Warehouse Helper

A warehouse helper is asked to move a pallet using the forklift. The helper has never operated a forklift before and asks for training. The supervisor quickly explains how to operate the forklift and then tells the helper that he has to leave and will be back in about an hour.

Worker's Responsibilities	Employer's Responsibilities
<ul style="list-style-type: none"> • ask for assistance if required • do not operate equipment without adequate training • follow safe work procedures 	<ul style="list-style-type: none"> • provide proper training • ensure equipment is operated according to safe work procedures • provide assistance if required ensure proper training and supervision

Scenario # 10 Busboy

An 18-year-old busboy works in a very busy restaurant clearing dishes from tables. He is asked to use rubber bins to carry the dirty dishes from the tables to the dishwasher. The bins he uses to carry the dishes are old and he has a difficult time holding onto the rims. He has almost dropped the bins of dirty dishes many times.

Worker's Responsibilities	Employer's Responsibilities
<ul style="list-style-type: none"> • ask for bins that can be carried properly • follow safe work procedures • ask for assistance, if required 	<ul style="list-style-type: none"> • provide bins that are in working condition • ensure workers follow safe work procedures • correct hazards or unsafe conditions • provide training and supervision

CONCLUSION – 5 Minutes

TEACHER'S NOTES FOR WORKERS' LEGAL RIGHTS IN THE WORKPLACE

Using Overheads #2, #3 and #4, discuss the three basic rights in Manitoba workplaces, discuss possible situations where it might be “reasonable” to exercise the right to refuse.

RECORD

Record responses on a whiteboard or flipchart

Responses may include:

- Climbing an unsecured ladder
- Working with malfunctioning equipment
- Entering a confined space without proper instruction or equipment
- Cleaning hot equipment without proper gloves

DISCUSS

Discuss the steps in the right to refuse process using Overheads #2, 3 and 4.

The following is an excerpt from *The Workplace Safety and Health Act* that outlines the process for refusal to work. The entire Act may be found by going to: <http://www.gov.mb.ca/labour/safety/legislation/index.html>

RIGHT TO REFUSE DANGEROUS WORK

Right to refuse dangerous work

43(1) Subject to this section, a worker may refuse to work or do particular work at a workplace if he or she believes on reasonable grounds that the work constitutes a danger to his or her safety or health or to the safety or health of another worker or another person.

Reporting the refusal

43(2) A worker who refuses to work or do particular work under subsection (1) shall promptly report the refusal and the reasons for it to his or her employer or immediate supervisor, or to any other person in charge at the workplace.

Inspecting the workplace

43(3) If the employer does not remedy the dangerous condition immediately, the person who receives the report of refusal to work, or a person designated by that person, shall immediately inspect the workplace in the presence of the worker and one of the following persons:

- (a) if there is a committee under section 40, the worker co-chairperson of the committee or, if that person is unavailable, a committee member who represents workers;
- (b) if there is a representative designated under section 41, that representative or, if he or she is unavailable, another worker selected by the worker refusing to do the work;
- (c) if there is no committee or representative, another worker selected by the worker who is refusing to work.

Remedial action

43(4) The person required to inspect the workplace shall take any action necessary to remedy any dangerous condition, or ensure that such action is taken.

Worker may continue to refuse

43(5) Until the dangerous condition is remedied, the worker who reported it may continue to refuse to work or do particular work.

Other workers not to be assigned

43(6) When a worker has refused to work or do particular work under subsection (1), the employer shall not request or assign another worker to do the work unless the other worker has been advised by the first worker, or by a safety and health officer, of the first worker's refusal and the reasons for it.

TEACHER'S NOTES FOR WORKERS' LEGAL RIGHTS IN THE WORKPLACE – CONTINUED

Report of dangerous condition to an officer

43.1(1) If the dangerous condition is not remedied after an inspection under subsection 43(3), any of the persons present during the inspection may notify a safety and health officer of the refusal to work and the reasons for it.

Order by officer

43.1(3) If the officer decides that the work is dangerous, he or she shall

- (a) make a written report stating the officer's findings;
- (b) make any improvement order under section 26 or stop work order under section 36 that the officer considers necessary or advisable; and
- (c) give a copy of the report and any order to
 - (i) the worker who refused to do the work,
 - (ii) the employer, and
 - (iii) the co-chairpersons of the committee, or the representative.

Decision not to issue an order

43.1(4) If the officer decides that the work is not dangerous, he or she shall

- (a) inform the employer and the worker of that decision; and
- (b) inform the worker that he or she is no longer entitled to refuse to do the work.

Worker entitled to be paid despite refusal

43.2 If a worker has refused to work or do particular work under section 43,

- (a) the worker is entitled to the same wages and benefits that he or she would have received had the worker continued to work; and
- (b) the employer may re-assign the worker temporarily to alternate work.

Employer not to make worker work in unsafe conditions

43.3(1) When the employer at a workplace or his or her agent, or the supervisor or another person representing the employer at the workplace in a supervisory capacity, knows or ought to know of a condition at the workplace that is or is likely to be dangerous to the safety or health of a worker, he or she shall not require or permit any worker to do that work until the dangerous condition is remedied.

Employer may remedy dangerous condition

43.3(2) Subject to subsection 43(5), nothing in subsection (1) prevents the doing of any work or thing at a workplace that may be necessary to remedy a condition that is or is likely to be dangerous to the safety or health of a worker.



M3 HAZARD RECOGNITION AND CONTROL

HAZARD RECOGNITION AND CONTROL – MODULE 3

LESSON AT A GLANCE

Purpose

This module is designed to help the students become aware of their ability to affect the outcome of a potentially hazardous workplace situation and to develop the students' evaluation skills by assessing the dangers associated with various work activities.

Length

1 hour

Learning Objectives

Students will:

- define hazard
- evaluate hazardous situations to enact a proactive response
- demonstrate a knowledge of basic workplace safety and health by identifying hazards in the workplace

Teaching Strategies

- transparencies
- catch phrases
- cooperative groups
- questioning
- group presentations

Instructional Materials

Visuals and Overheads

Six Visual Laminate Cards (Hazard Recognition Scenarios)
(Optional: produce visuals into overheads)

Student Handouts (photocopy for students)

1. Hazard Recognition Activity Worksheet
2. Mark Ignores the Rules Activity Sheet
3. Safe Work Practices Worksheet

Equipment

1. Overhead projector and screen
2. White board or flipchart and paper
3. Markers

Assessment Strategy

- group scenario activity
- worksheet activity

LESSON BREAKDOWN

Introductory Activity - Define the word "hazard": 15 minutes

Group Learning Activity - Hazard Recognition Scenarios: 25 minutes

Group Learning Activity - Work Experience Activities: 20 minutes



HAZARD RECOGNITION AND CONTROL

INTRODUCTION – 15 MINUTES

DISCUSS

Let's spend a few minutes discussing the Injured Worker Profile - Mel Camilli, from Module 1. What are some questions you think Mel could have asked prior to his accident?

NOTE: If you did not do that lesson (Module 1) you could choose another job that a student or you identify and discuss questions that could be asked.

- What are the hazards of the job?
- What are my safety and health responsibilities?
- Who is my supervisor?
- When will I receive training on any personal protective equipment (safety gear) I'll need to use?
- When will I receive training on any chemicals I'll need to use?
- Who will train me about the safe work procedures that need to be followed?
- Who do I ask if I have a safety and health concern?
- What should I do if I see something I think is dangerous?
- What should I do if I get hurt?

INTRODUCE

This lesson is designed to establish a framework for dealing with hazardous situations at work.

(Teacher's Notes are found at the end of this section that summarize concepts around the types of workplace hazards and hazard recognition.)

ASK

How would you define the word "hazard"?

SUGGESTED RESPONSE

A hazard is an action or situation that could cause injury or death.

ASK

What are some hazards you can think of that were mentioned in our last class (or on a job a student may have)?

RECORD

Write some of the responses on a flipchart or white board under five categories: physical, chemical, ergonomic, psychosocial and biological.

Ask for various examples for each category of hazard.

See Teacher's Notes and Student Handout from Module 1.

SUGGESTED RESPONSES

- physical hazards (slipping/tripping hazards, unstable ladder, using saw without guard, dealing with violent customers)
- chemical hazards (unsafe handling of chemicals, improper use of chemical substance, prolonged exposure to fumes)
- ergonomic hazards (improper lifting, repetitive motions, overextending, long periods at computer)
- biological hazards (contact with needle stick, contact with bodily fluids)
- psychosocial hazards (shift work, work-life stresses, harassment, violence)

NOTE: Optional: Hand out Examples of Workplace Hazards (Student Handout #2) from Module 1 as a reminder or if it was not previously given to students.

COMMENT

The **SAFE** strategy will become the theme of this program and we are going to apply these elements in the next activity.

INTRODUCTION – 15 MINUTES – CONTINUED

COMMENT

Let's review the three steps to controlling a hazard.

Write steps on board:

- Recognition
- Evaluation
- Control

ASK

Can you think of another way of remembering these three steps?

Suggested Response – the **SAFE** strategy

S – Spot the hazard

A – Assess the risk

F – Find a safer way

E - Everyday



GROUP LEARNING ACTIVITY – 25 MINUTES

COMMENT

Before we start the next activity, let's review the questions you can ask when analyzing a hazardous situation.

DISCUSS

Spot the hazard. Questions to ask:

- What is unsafe?
- How many unsafe acts or conditions can you find?
- What are the hazards?

Assess the risk. Questions to ask:

- Why is it a hazardous situation?
- What could happen?
- What is creating the hazard?
- What injuries could occur?

Find a safer way. Questions to ask:

- What could be done to prevent an accident from happening?
- What could minimize the risk?
- What could be done to eliminate or minimize the hazard?

Everyday.

DIVIDE

Divide class into groups of five or six students for this activity.

DISTRIBUTE

Distribute one Hazard Recognition Visual (select appropriate ones) and Student Handout #1 and #2 to each group. Have groups brainstorm ideas and answer the questions on Student Handout #1. Write responses on Handout #2.

USE THE SAFE STRATEGY:

S – Spot the hazard

A – Assess the risk

F – Find a safer way

E - Everyday

ASK

Ask each group to present their findings to the class. If visual sets were made into overhead transparencies, use the overheads during the group presentations.



WAREHOUSE WORKER



**SAFE
WORK**

SPOT THE HAZARD
ASSESS THE RISK
FIND A SAFER WAY
EVERYDAY

Module 3 – Hazard Recognition Visual

CASHIER



**SAFE
WORK**

S SPOT THE HAZARD
A ASSESS THE RISK
F FIND A SAFER WAY
E EVERYDAY

KITCHEN



**SAFE
WORK**

S SPOT THE HAZARD
A ASSESS THE RISK
F FIND A SAFER WAY
E EVERYDAY

Module 3 – Hazard Recognition Visual

CONSTRUCTION WORKER



**SAFE
WORK**

S SPOT THE HAZARD
A ASSESS THE RISK
F FIND A SAFER WAY
E EVERYDAY

Module 3 – Hazard Recognition Visual

CLEANING GRILL



**SAFE
WORK**

S SPOT THE HAZARD
A ASSESS THE RISK
F FIND A SAFER WAY
E EVERYDAY

SERVER



**SAFE
WORK**

S SPOT THE HAZARD
A ASSESS THE RISK
F FIND A SAFER WAY
E EVERYDAY

Module 3 – Hazard Recognition Visual

HAZARD RECOGNITION AND CONTROL ACTIVITY

SPOT THE HAZARD

What work is being done?

Do you see some obvious hazards?

Who is at risk?

Do you see any unsafe behaviour?

Do you see any unsafe conditions or objects in the environment?

What are the signals that something may become a hazard?

ASSESS THE RISK

What kind of accident or injury could happen here?

Is someone doing something in an unsafe way?

What training or preparation do these people need to do their job safely?

Are there any pressures that might make these people do their work in an unsafe way? (e.g. time, supervisors, teacher demands, peer pressure)

What equipment do these people need to do their job safely?

FIND A SAFER WAY

What could be done to remove a danger or risk?

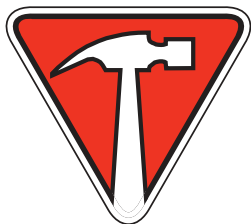
What could be done to reduce the risk, if it can't be removed?

How should people change their behaviour or attitudes?

What could the (teacher, parent, supervisor, friend) do to make the job safer?

How would you do it?

EVERYDAY



**SAFE
WORK**



HAZARD RECOGNITION GROUP ACTIVITY WORKSHEET

SETTING: _____

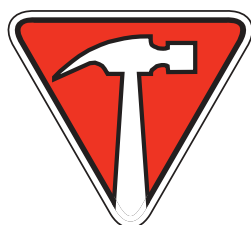
ACTIVITY/JOB: _____

SPECIFIC LOCATION: _____

KEEP IN MIND:

- Physical layout
- Tool condition
- Time of Day
- Use of protective equipment
- Supervision
- Material
- Process
- Equipment
- Housekeeping
- Safe work procedures
- Handling of hazardous materials or substances
- People
- Task

SPOT THE HAZARD (Recognition) What is unsafe?	ASSESS THE RISK (Evaluation) Why is it unsafe?	FIND A SAFER WAY (Control) What must be done to make it safe?



**SAFE
WORK**



HAZARD RECOGNITION AND CONTROL – TEACHER’S ANSWER KEY

VISUAL SET WAREHOUSE WORKER ON LADDER - VISUAL #1 AND O/H #1

Spot the hazard

How many unsafe acts or conditions can you find?

Assess the risk

Ask yourself, “Why is this a hazardous situation?”

Find a safer way

In this scenario, suggest how an accident can be prevented from happening.

Everyday

Reinforce the need to be diligent at all times.

What is unsafe and why?

- reaching too high to lift box
- worker in unstable position
- forklift is behind worker
- another worker may operate forklift
- worker could get back strain
- worker has leg on second rung of ladder
- box could be too heavy to lift
- worker could fall off ladder
- box could fall onto worker

Safer way...

- do not stand on the top two rungs of ladder
- ensure ladder is the correct one for the task and in correct and secure position
- ask for training on correct lifting techniques
- use proper lifting techniques
- ensure forklift driver is aware of worker on ladder
- ask for assistance with heavy boxes, if required

VISUAL SET CASHIER - VISUAL #2 AND O/H #2

Spot the hazard

How many unsafe acts or conditions can you find?

Assess the risk

Ask yourself, “Why is this a hazardous situation?”

Find a safer way

In this scenario, suggest how an accident can be prevented from happening.

Everyday

Reinforce the need to be diligent at all times.

What is unsafe and why?

- reaching over stacked items
- item may be too heavy for lifting
- strained arms, shoulder or back from awkward lifting
- if glass items broken, worker could get cut
- overextending arms
- items not stacked properly
- items could fall on worker if knocked over
- grocery items could fall off edge

Safer way...

- ask for training on how to lift correctly
- use proper lifting techniques
- ask for assistance in lifting heavy items
- stack items neatly so they are stable
- use good posture while working

HAZARD RECOGNITION AND CONTROL – TEACHER’S ANSWER KEY

VISUAL SET DEEP FRYER - VISUAL #3 AND O/H #3

Spot the hazard

How many unsafe acts or conditions can you find?

Assess the risk

Ask yourself, “Why is this a hazardous situation?”

Find a safer way

In this scenario, suggest how an accident can be prevented from happening.

Everyday

Reinforce the need to be diligent at all times.

What is unsafe and why?

- worker not concentrating on task
- second worker could knock over hot items
- hot oil could splatter onto workers
- kitchen items or utensils could fall into deep fryer
- kitchen items (flammable) too close to deep fryer
- worker’s hair not tied back
- workers could get burned by hot oil or deep fryer
- worker’s hair could get in the way

Safer way...

- remove items or utensils that are too close to deep fryer
- wear protective gloves or mitts
- tie hair back
- concentrate on the task
- ask if the safe way of doing the task is not known
- ensure safe work procedures are followed for deep frying

VISUAL SET CONSTRUCTION WORKER - VISUAL #4 AND O/H #4

Spot the hazard

How many unsafe acts or conditions can you find?

Assess the risk

Ask yourself, “Why is this a hazardous situation?”

Find a safer way

In this scenario, suggest how an accident can be prevented from happening.

Everyday

Reinforce the need to be diligent at all times.

What is unsafe and why?

- wood items stacked in unstable position
- extension cord across the work area
- messy / cluttered area
- wood items or ladders could fall onto worker
- worker could trip and fall on wood items on ground
- awkward lifting and handling of wood items
- worker not wearing safety gloves
- could get back injury from awkward lifting
- worker’s hand could get cut or could get slivers

Safer way...

- use proper lifting techniques
- ensure path or walkway is clear
- keep work areas clean and tidy
- move ladders and extension cord away from work area
- ask for training or assistance if required
- wear gloves to prevent slivers and possible infections

HAZARD RECOGNITION AND CONTROL – TEACHER’S ANSWER KEY

VISUAL SET CLEANING GRILL - VISUAL #5 O/H #5

Spot the hazard

How many unsafe acts or conditions can you find?

Assess the risk

Ask yourself, “Why is this a hazardous situation?”

Find a safer way

In this scenario, suggest how an accident can be prevented from happening.

Everyday

Reinforce the need to be diligent at all times.

What is unsafe and why?

- grill could be hot
- long sleeve in the way
- flammable aerosol can could explode
- long sleeve could get hot oil on it
- cleaning sponge may not be appropriate
- aerosol can on top of possible hot oil
- fingers could get burned from hot grill or oil
- fingers could get burned from using small sponge

Safer way...

- remove aerosol can from hot area
- ensure proper apparel is worn (no wide sleeves or sleeves too long)
- ensure proper cleaning tools is used
- use safe work procedures for cleaning grill (e.g. wear oven mitts, ensure grill is cool)

VISUAL SET SERVER - VISUAL #6 O/H #6

Spot the hazard

How many unsafe acts or conditions can you find?

Assess the risk

Ask yourself, “Why is this a hazardous situation?”

Find a safer way

In this scenario, suggest how an accident can be prevented from happening.

Everyday

Reinforce the need to be diligent at all times.

What is unsafe and why?

- overextending and awkward position
- glass items on tray unstable
- reaching over another tray while trying to lift
- worker could get strained shoulder/neck from awkward position
- glass items from tray could fall and cut worker
- worker could fall from trying to balance tray
- could get bumped by oncoming worker and tray could fall onto worker

Safer way...

- remove possible items in the way (extra tray) before reaching for tray
- ask for training and use proper lifting techniques
- ensure glassware is stable on tray
- ensure tray not too heavy for lifting off counter
- ask for assistance if necessary

WORK EXPERIENCE LEARNING ACTIVITY – 20 MINUTES

COMMENT

The next activity will give you an example of a situation you could face on a work experience.

DIVIDE

Divide students into groups of two.

DISTRIBUTE

Distribute Student Handout #3, Marl Ignores the Rules and #4, Safe Work Practices to students.

ASK

Ask students to brainstorm responses to questions on the handouts. Discuss as a group the possible responses.

SEE

See the Teacher's Answer Keys #3 and #4.

MARK IGNORES THE RULES

Mark is really enjoying his Co-operative Education placement in a cabinet-making factory. The thing he likes best about the job is the friendly atmosphere - he gets along with his co-workers very well.

On his first day, Mark's supervisor instructs him on the proper use of the electrical bench saw. A few days later, Mark's buddy, Jim, tells him to ignore using the safety guard. "It's a pain and it slows you down," Jim tells Mark. Mark decides Jim is probably right since he's worked there longer and doesn't want to hurt Jim's feelings by ignoring his suggestion. Mark decides not to use the safety guard.

1. What are the possible consequences of Mark's decision?

2. How could Mark have handled Jim's remark differently?

3. Two weeks later, Mark's supervisor discovers Mark has been ignoring the safety rules. After warning Mark of the seriousness of this, he contacts his Co-operative Education teacher to discuss a possible dismissal. What should the Co-operative Education teacher do?



MARK IGNORES THE RULES ACTIVITY – TEACHER'S ANSWER KEY

Mark is really enjoying his Co-operative Education placement in a cabinet-making factory. The thing he likes best about the job is the friendly atmosphere - he gets along with his co-workers very well.

On his first day, Mark's supervisor instructs him on the proper use of the electrical bench saw. A few days later, Mark's buddy, Jim, tells him to ignore using the safety guard. "It's a pain and it slows you down," Jim tells Mark. Mark decides Jim is probably right since he's worked there longer and doesn't want to hurt Jim's feelings by ignoring his suggestion. Mark decides not to use the safety guard.

1. What are the possible consequences of Mark's decision?

- serious injury - finger or fingers could be cut off
- reprimand from his supervisor - possible removal from placement
- delay in completion of work experience assignment
- possible removal from work placement program

2. How could Mark have handled Jim's remark differently?

- Mark could tell Jim that he intends to follow the safety rules
- Mark could tell Jim that he was trained and instructed to use the safety guard
- Mark could not comment on the remark and follow the rules anyway

3. Two weeks later, Mark's supervisor discovers Mark has been ignoring the safety rules. After warning Mark of the seriousness of this, he contacts his Co-operative Education teacher to discuss a possible dismissal. What should the Co-operative Education teacher do?

- remove Mark from placement immediately
- remove Mark from placement if and when rules are ignored again
- dismiss Mark from the work placement program

SAFE WORK PRACTICES

1. Describe at least five possible safety hazards you could encounter at a worksite.

- 1) _____
- 2) _____
- 3) _____
- 4) _____
- 5) _____

2. Explain why a clean work area is more likely to be a safe work area?

3. Identify a safeguard for each of the following body parts:

- (a) eyes _____
- (b) hands _____
- (c) lungs _____
- (d) feet _____
- (e) ears _____
- (f) head _____

4. List the most common causes of injuries in the workplace.

5. Describe what you can do to make your worksite a safe place to work?



SAFE WORK PRACTICES ACTIVITY – TEACHER'S ANSWER KEY

1. Describe at least five possible safety hazards you could encounter at a worksite.

- 1) liquids spilled on floor
- 2) hot objects
- 3) lifting heavy objects improperly
- 4) faulty equipment
- 5) lack of training

2. Explain why a clean work area is more likely to be a safe work area?

- less likely for injury to occur
- debris will not get in the way of work
- tripping/slipping hazards

3. Identify a safeguard for each of the following body parts:

- (a) eyes - safety goggles
- (b) hands - safety gloves, oven mitts,
- (c) lungs - dust mask, respirator
- (d) feet - steel toed boots
- (e) ears – ear plugs, ear muffs
- (f) head – hardhat

4. List the most common causes of injuries in the workplace.

Slips, trips and falls; improper lifting; overexertion; improper use of equipment; faulty equipment; improper storage or use of chemicals; falling objects, striking against objects; not using personal protective apparel; lack of training

5. Describe what you can do to make your worksite a safe place to work?

- follow all safety procedures, rules
- ensure you have adequate/proper training
- ask for assistance, if required
- use the **SAFE** strategy at the worksite

Conclusion

Reflect on the hazard recognition activity and how they can affect the outcome of potentially hazardous workplace situations.

Review the **SAFE** strategy

HAZARD RECOGNITION AND CONTROL – TEACHER'S NOTES

PREVENTION THROUGH HAZARD RECOGNITION

In order to prevent injuries and illnesses from the workplace, it is critical to identify the hazards that may be present. If the hazard is identified, it can be controlled and possibly eliminated. If it is not recognized, it is a matter of time before an incident will occur.

An occupational safety or health hazard is anything in the workplace that has the potential to cause harm to a person's well being. Health and safety hazards vary greatly depending on the type of work involved. We usually associate work hazards with mines, construction sites and other industrial workplaces. But workplaces like schools, offices, farms, hospitals and stores have their own particular hazards. Hazards can be considered in a number of different categories. Thinking about hazards this way helps to consider all the possibilities when evaluating a task for the existence of potential hazards.

CATEGORIES OF WORKPLACE HAZARDS

Physical Hazards

Physical agents which are forms of energy or force. These include conditions produced by the environment and processes such as: noise, temperature, illumination, vibration, radiation, machinery, materials and housekeeping.

Chemical Hazards

Chemical agents in the form of solids, liquids or gases. Examples such as: acids, alkalis, solvents, minerals, detergents, paints, pesticides, mists, vapours, gases, smoke, and fumes.

Biological Hazards

Biological agents that include animals and insects as well as microorganisms in plant, animal or human tissue or in materials derived from these sources. These include infectious living matter such as: bacteria, viruses, fungi and plant or animal parasites.

Psycho-Social Hazards

Factors which have an effect on the behavioural patterns of people. Capabilities and limitations vary among people. These include such psychological and sociological factors such as: shift work, work/life pressures, harassment, lack of job control, violence and production quotas.

Ergonomic Hazards

Ergonomics involves fitting the job to the worker. Ergonomic factors include: repetitive movement, monotony, discomfort and fatigue, work processes, tool design, work and work stations design.

HAZARD RECOGNITION AND CONTROL – TEACHER'S NOTES

HOW DO I IDENTIFY POTENTIAL HAZARDS?

Examine every aspect of the task to determine potential hazards and loss exposures. Every aspect of the task should be considered, including safety, quality, production, and long-term effects of performance. Consider losses to the area or environment as well.

SOME QUESTIONS TO ASK:

People:

- Could the worker be caught in, on or between? Struck by? Fall from? Fall into?
- What contacts are present that could cause injury, illness, stress, or strain.
- What practices are likely to affect safety and health?

Equipment:

- What hazards are presented by the tools, machines, vehicles or other equipment?
- What equipment emergencies are most likely to occur?
- How might the equipment emergencies cause loss of safety, productivity or quality?

Material:

- What harmful exposures do chemicals, raw materials or products present?
- What are the specific problems involving materials handling?
- How might materials cause loss of safety, productivity or quality?

Environment:

- What are the potential problems with housekeeping and order?
- What are the potential problems of sound, lighting, heat, cold, ventilation, or radiation?
- Is there anything in the general area that would be seriously affected if there are problems with the task?
- Has the external as well as the work and surrounding environment been considered?

HAZARD RECOGNITION AND CONTROL – TEACHER'S NOTES

STEPS TO CONTROLLING OCCUPATIONAL SAFETY AND HEALTH HAZARDS

The steps to controlling hazards are:

1. Recognition – SPOT THE HAZARD

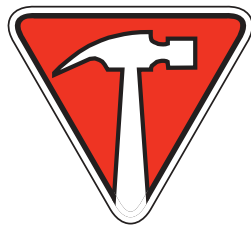
- Identifying factors that can cause adverse health effects or injury.

2. Evaluation – ASSESS THE RISK

- Assessing how the work is done by reviewing a number of factors.

3. Control Measures – FIND A SAFER WAY

- Establishing measures to eliminate the hazard or reduce it to a level that protects workers from adverse health effects or injury.
- The monitoring of the above controls to assess their effectiveness.



**SAFE
WORK**



HAZARD RECOGNITION AND CONTROL – TEACHER'S NOTES

The following describes these steps in more detail.

1. RECOGNITION

- Identifying factors that can cause adverse health effects or injury. Recognizing a hazard involves identifying those factors present in the workplace which have the potential to cause adverse health effects or injury. Recognition includes perceiving that a hazard is present, acknowledging the risk or danger, knowing what to do to rectify the problem and warning others of the potential problem.

Barriers to Recognizing or Perceiving Hazards

- Habitual activities - ongoing acceptance of risk; for example, constant noise which becomes acceptable after a while. It seems less loud as one hears it continuously.
- Warning Labels such as “danger” signs and sirens are often not acknowledged e.g. fire alarms ring and are ignored.
- Time lag between action and consequence - often health hazards such as loud noises, exposure to asbestos, and repetitive motion tasks are not recognized because of the long lag between occurrence of the hazard and appearance of the harm. This may lead to chronic health concerns.
- Time Constraint - company driven or self-imposed deadlines can affect ability to perceive hazards - people rushing to complete a job often overlook hazards they would normally avoid.
- Worker/Employer Experience - being given hazard information is not enough to ensure the danger is perceived. Information that is tested against worker experience often differs and as a result, worker experience is accepted as “correct” information. Workers are permitted to “learn” through experience what is and what isn't dangerous – often incorrectly.
- Lack of Information can be as much a problem as ineffective information. For example:
 - Knowing how to use a hoisting device but not knowing the load capacity.
 - Being told to wear a respirator but not being taught how to wear it or maintain it.

2. EVALUATION

- Assessing how the work is done by reviewing a number of factors. In order to evaluate hazards a systematic approach must be followed considering:
 - a) the task
 - b) the materials used
 - c) management
 - d) worker
 - e) environment

and their interactions with each other...

Once the hazards in the workplace have been recognized, then the process of evaluating becomes the next step in controlling them. Referencing existing standards and guidelines is a good place to start. These might be Regulations, (e.g. Hearing Conservation or First Aid); guidelines (e.g. Confined Entry), Material Safety Data Sheets; manufacturer specifications for equipment; materials and tools; other standards such as C.S.A. standards; emergency procedures; etc.

HAZARD RECOGNITION AND CONTROL – TEACHER'S NOTES

3. CLASSIFICATION

- Ranking or classifying the risks associated with each hazard.

The classification of hazards closely parallels the ranking of risk. Risk is the product of the likelihood or probability of occurrence, and the consequence or severity of the event.

$$[\text{Risk} = \text{Likelihood} \times \text{Consequence}]$$

You will of course, wish to address those hazards with serious consequences sooner than those with less serious consequences. In other words, hazards may need to be prioritized in order to develop appropriate measures to eliminate or control the hazards. For example, if you were to only move one board per day, the risk of getting a sliver would be 1/100 compared to moving 100 boards per day. Now if we tried to compare the consequence of handling lumber to that of handling sulphuric acid, would it be accurate to compare a sliver to corrosive burns to your hand?

4. CONTROL

- Establishing measures to eliminate the hazard or reduce it to a level that protects workers from adverse health effects or injury.
- The monitoring of control measures to assess their effectiveness. The internal responsibility system provides a mechanism for effective evaluation and control of hazards. Each of the following internal stakeholders participate in evaluating the effectiveness of controls by:

Employer

- Verifying systems
- Instructing and training workers
- Directly obtaining feedback from workers

Safety and Health Committee

- Conducting regular inspections
- Communicating recommendations for corrective actions
- Evaluating effectiveness of controls

Worker

- Following safe work practices and procedures
- Providing feedback to the committee and employer
- Participating in developing recommendations for corrective actions

HAZARD RECOGNITION AND CONTROL – TEACHER'S NOTES

TYPES OF CONTROLS

Generally there are three main types of control measures as described below. One or some, or all may apply to controlling a particular hazard. It is best to use engineering controls whenever possible as this eliminates the need for someone to remember to do something. For example, if you could buy a quieter machine or create a barrier to prevent noise from reaching people, there would be no need to have rules about hearing protection there or for anyone to remember to wear it.

Engineering Controls

These are measures designed into the work environment to prevent contact with a hazard or harmful substance. They are the best way to correct a hazardous situation because they are permanent solutions.

Administrative Controls (Work Rules)

Sometimes it is not possible to engineer out the hazard. Education, training, controlling the amount of exposure of a worker e.g. shorter work time in hazardous area, rules about operating procedures, safe work procedures are all examples of administrative controls.

Personal Protective Equipment (P.P.E.)

P.P.E. should be the last resort in protection against a hazard. These would include things such as hearing protection, steel toed shoes, gloves, safety eyewear, etc. These should only be used when a hazard can't be engineered out or eliminated by changing the way the job is done.

M4 INJURY PREVENTION



INJURY PREVENTION – MODULE 4

LESSON AT A GLANCE

Purpose

This module is designed to help students become aware of the main causes of injury and to develop the students' evaluation skills by analyzing a series of unsafe work practices in order to prevent workplace injuries or illnesses.

Length

1 hour

Learning Objectives

Students will:

- identify causes for the high injury rate to young workers
- identify major types of injury in the workplace
- recognize and control common hazards in industry
- evaluate hazardous situations and propose strategies to prevent incidents
- evaluate situations to discuss a proactive response
- identify resources available for assistance

Teaching Strategies

- transparencies
- catch phrases
- cooperative groups
- questioning
- group presentations

Instructional Materials

Visuals and Overheads

1. Optional: produce overheads from student handouts)

Student Handouts (photocopy for students)

1. Causes of Injury in Specific Industries
2. Safety and Health Committee Scenarios

Equipment

1. Overhead projector and screen
2. White board or flipchart and paper
3. Markers

Assessment Strategy

- brainstorming activity
- presentation

LESSON BREAKDOWN

Introductory Activity - Hazards on the Job: 10 minutes.

Learning Activity - Hazards in Specific Industries: 20 minutes.

Group Learning Activity – Injury Prevention – Safety and Health Committee: 25 minutes.

Conclusion / Homework Assignment: 5 minutes.



INJURY PREVENTION – MODULE 4

INTRODUCTION – 10 MINUTES

COMMENT

Research suggests there are three major causes for the high rate of young worker injuries

1. Lack of supervision or training
2. Minimal knowledge of rights and responsibilities
3. Lack of experience in recognizing hazardous situations

After reviewing these causes, our focus for prevention of injuries and illness to young workers is to build awareness of rights and responsibilities and competence in the principles of hazard recognition in students. With this training, they will be able to make informed choices about the prevention of injury to themselves and others in the workplace.

DISCUSS

Have any of you been injured on the job?

Have student(s) share their stories.

A hazard is an action or situation that could cause injury or death.

What are some types of jobs that you think are hazardous?

RECORD

Record responses on board or flipchart.

Responses could include:

- construction (lifting heavy items, operating equipment without proper training, repetitive work)
- warehouse worker (repetitive lifting of heavy boxes, boxes falling on you, operating forklift)
- waiter (slipping, tripping, handling of hot items, carrying heavy trays of food)
- kitchen worker (contact with hot items or oil, poor housekeeping in kitchen, food debris left on floor)

COMMENT

There are three steps to controlling a hazard (teacher's could review Teacher's Notes from Module 3)

WRITE ON BOARD

- Recognition
- Evaluation
- Control

ASK

Can you remember a simpler way of remembering these three steps from a previous lesson on Hazard Recognition?

“SAFE - Spot the hazard. Assess the risk. Find a safer way. Everyday.” is the theme of this program and we are going to apply these elements in the next activity.

The Hazard Recognition and Control principles in the *Spot the hazard* (Recognize), *Assess the risk* (Evaluate), *Find a safer way* (Control), *Everyday* strategy provide a framework for a consistent and effective approach to safety. You will ultimately transfer this employable safety skill to your job as you enter the workplace. This activity introduces recognizing and controlling hazards in the workplace in order to prevent injuries and illnesses.

COMMENT

All accidents and injuries are preventable and young workers don't have to be a statistic. Use the **SAFE** strategy to prevent injuries in all areas of life and in the workplace.

GROUP LEARNING ACTIVITY – 20 MINUTES

ASK

What are some of the major causes of injury in the workplace?

- slips, trips and falls
- strains and sprains
- hand injuries
- improper use or storage of chemicals and other hazardous materials
- cut by sharp objects (e.g. knives)
- not turning power off when repairing equipment

DISTRIBUTE

Distribute Student Handout #1, “Causes of Injury in Specific Industries”, to students. On Handout #1, have students choose three industry sectors and list the possible causes of injury to workers associated with those sectors.

An example is: Industry Sector: Logging

- improper use of tools and equipment
- lack of training or supervision
- falls from slipping and rough terrain
- not following safe work procedures
- objects falling on workers
- poorly maintained equipment

RECORD

Record responses on board or flipchart. Include:

- improper lighting
- lack of maintenance on equipment
- entry of unsafe confined space
- vehicle accidents
- improper lifting

ASK

Ask students to share their responses with class. Write some responses on flipchart. Emphasize that using the **SAFE** strategy for eliminating or controlling hazards will reduce the risk of injury.



CAUSES OF INJURY IN SPECIFIC INDUSTRIES

NAME: _____

DATE: _____

INDUSTRY SECTORS:

- Primary industry (logging, fishing, farming, oil, gas)
- Food service (supermarkets, grocery stores)
- Construction
- Hospitality (restaurants, fast food)
- Manufacturing
- Healthcare (home care, hospital work)
- Businesses (banks, offices, financial institutions)
- Transportation (couriers, taxis)
- Agriculture, farming (greenhouses, landscapers)
- Other industries

Choose Three industry sectors. List possible causes of injuries that are associated with the industry sector.

INDUSTRY	POSSIBLE CAUSE OF INJURY
Example: Logging	Improper use of tools and equipment, lack of training, falls from slipping or rough terrain, not following safe work procedures.
1.	
2.	
3.	



CAUSES OF INJURY IN SPECIFIC INDUSTRIES – TEACHER’S ANSWER KEY

HOSPITALITY (RESTAURANTS, FAST FOOD)

- greasy floors
- struck by objects
- slips and trips
- handling or contact with hot items
- contact with chemical substances
- lifting heavy or awkward objects
- horseplay
- lack of training or supervision
- lack of appropriate personal protective equipment

PRIMARY INDUSTRIES (LOGGING)

- lack of training or supervision
- improper use of equipment or tools
- contact with equipment
- fall from slipping or tripping
- struck by falling trees
- not following safe work procedures
- not paying attention
- lack of appropriate personal protective equipment

FOOD SERVICE (GROCERY STORE, SUPERMARKETS)

- lifting heavy or awkward boxes
- improper use of box cutter
- repetitive lifting
- poor posture
- heavy loads
- use of mobile equipment
- contact with hot objects
- contact with harmful substances or materials
- lack of training or supervision

SALES (RETAIL)

- lifting heavy or odd sized objects
- poor posture
- cluttered work area
- improper use of box cutter (or tools)
- repetitive lifting or movements
- lack of safe work procedures
- lack of training or supervision

CONSTRUCTION

- repetitive lifting or motion
- heavy loads
- lack of personal protective equipment
- lack of training or supervision
- overhead hazards

BUSINESS

- lifting
- repetitive work activities
- poor indoor air quality
- computer workstation not ergonomically correct
- sitting for extensive periods

INJURY PREVENTION LEARNING ACTIVITY - 35 MINUTES

SAFETY AND HEALTH COMMITTEE SCENARIOS

NOTE: As a homework assignment prior to this class, students could be asked to research safety and health committees and worker safety and health representatives. A discussion could be facilitated about when they are required, how you might become a member and what their role is in a workplace. Committees are a good example of one of the three rights discussed in a previous module - the “right to participate”.

Hazard recognition is everyone’s responsibility. However, recognizing hazards is only part of ensuring a safe and healthy work environment. Knowing what to do about a potentially hazardous situation is part of everyone’s responsibility. Decision-making skills to eliminate or control the hazard will help to make safety a transferable skill. Inexperience and lack of training are high among the main reasons for the high number of injuries and fatalities among young workers. This lack of experience makes them less likely to recognize workplace hazards and often, young workers are reluctant to ask for the training and instruction they need.

COMMENT

In this activity, students will think about the joint responsibility for preventing injury and illness in the workplace. They will practice the **SAFE** strategy as a member of a safety and health committee by reviewing injury scenarios and making recommendations for preventing such an event from re-occurring. This is an opportunity to review the steps to resolving a safety and health concern that were discussed in Module 2 (Step 1. Inform your supervisor; Step 2. Inform a safety and health committee member or representative if there is one; Step 3. Call the Workplace Safety and Health Division with the concern). Point out that a safety and health committee or representative is a key resource to preventing injuries as they help to monitor what goes on in a workplace. Each group will present their finding to the class and other “committees” will have an opportunity to comment on the recommendations.

PROVIDE BACKGROUND INFORMATION

Explain that during the next 35 minutes the class will learn about ways to reduce hazards in the workplace in order to prevent injuries and illnesses. Explain that there are many ways to reduce or eliminate hazards. Distribute Student Handout #2, Prevention Strategies: Methods for Controlling Hazards. Discuss the different methods.

TELL

Tell students that while engineering controls are the best, often a combination of strategies is needed to reduce hazards and prevent injuries and illnesses. Explain that injuries are not accidents. Injuries can be prevented. However, they cannot be prevented just by workers being more careful or watching what they are doing more closely. Explain that employers have a legal responsibility to create safe and healthy workplaces. This includes making sure that job tasks are appropriate for the workers, that tasks are not too strenuous, and that workers are well trained to do their tasks safely. Creating a safe and healthy workplace includes making sure that machines are maintained and have safety guards, that workplaces are set up to avoid injuries and that employees know what to do in the event something goes wrong. It also includes using the safest chemicals possible and limiting exposure to chemical products. Tell students the next activity will help them plan prevention strategies.

ASSIGN COMMITTEES

Divide the class into safety committees, three to five students per committee. Tell the students each committee will get one real-life situation to work on. Everyone should discuss the scenario, come up with possible strategies, and then decide which of the strategies they would recommend. They should write down their final recommendations. Tell them to choose a recorder and a spokesperson, who will present the situation and the committee’s recommendations to the entire class.

ASSIGN

Assign each committee a scenario and hand each student a copy of Student Handout #3, Make the Job Safer for (name), for their committee’s scenario. Tell the students they have 10 minutes to discuss the scenario and write down their recommendations. The recommendations should be changes they think might actually prevent the injury from happening again.

REPORT BACK

Reconvene the whole class and ask the committees to take turns reading their scenario and explaining their recommendations for prevention strategies. If the students’ recommendations don’t include the ones on the Teacher’s Answer Key for that scenario, encourage the students in that direction. Students from other committees may make other suggestions and have a discussion.

PREVENTION STRATEGIES: METHODS FOR CONTROLLING HAZARDS

ENGINEERING CONTROLS

The best way to correct hazardous situations is to engineer the problem out – that is, use equipment to make it safer. Because they are permanent solutions, engineering controls are the first choice, the best choice.

Here are a few ways to use permanent equipment to make work safer:

1. Change the way work is done – use safer equipment, materials, and processes.
2. Keep the hazard away from workers by enclosing it, guarding it, or putting it at a distance.
3. Improve air circulation and ventilation.

WORK RULES AND PROCEDURES (ADMINISTRATIVE CONTROLS)

Sometimes it is not possible to engineer out the hazard. Changing the rules, the way you do the job, can control hazards, but only if workers use the safe ways of working. Some safety rules require training before someone is allowed to do a dangerous task. Changing tasks from time to time and having shorter work shifts are other ways to reduce exposure to hazards. Working with a buddy can make some jobs safer.

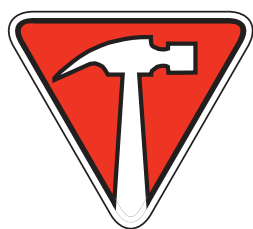
PERSONAL PROTECTIVE EQUIPMENT (P.P.E.)

P.P.E. includes equipment workers wear to reduce exposure to hazards, like ear plugs or muffs, goggles, gloves, hardhats, steel-toed shoes or respirators. Use P.P.E. only when the hazard can't be engineered out permanently or eliminated by changing the way you do the job. Remember, the best way to prevent injuries and illnesses is to remove the hazards permanently.

SPEAKING UP

Speaking up about workplace hazards can help prevent injuries. Speaking up means asking questions, reporting hazards and injuries, talking to your supervisor about safety concerns, and asserting your rights under the law. Before you speak, it's important to think about the most effective way to express yourself.

(Adapted from Occupational Safety and Health in Education and the Workplace, Maine Department of Labor, Maine Department of Education, and Curriculum Resource Center of Maine)



SAFE WORK



SAFETY AND HEALTH COMMITTEE EXERCISE – MAKE THE JOB SAFER FOR JAMIE

Jamie is a dietary aide in a hospital. To clean cooking pans she soaks them in a powerful chemical solution. She uses gloves to protect her hands and arms. One day, as Jamie was lifting three large pans out of the chemical solution at once, the pans slipped out of her hands and back into the solution, which splashed all over the side of her face and into her right eye. She was blind in that eye for two weeks.

You are the safety and health committee. You are meeting to decide on strategies to prevent an injury like this from happening again. Write down all your ideas for ways to make this job safer.

Select the best strategies from your list. What are your final recommendations to your employer?

Engineering Controls:

Work Rules (administrative controls):

Personal Protective Equipment:

What might Jamie have done before the accident?



SAFETY AND HEALTH COMMITTEE EXERCISE – MAKE THE JOB SAFER FOR ANDY

Andy is an employee in a pizza shop. To make pizzas, he starts by putting dough through an electric dough roller to roll out the crust. One day, the dough got stuck in the machine. Andy tried to push it through with his hand but his hand got caught between the two rubber rollers, crushing two fingers on his left hand.

You are the safety and health committee. You are meeting to decide on strategies to prevent an injury like this from happening again. Write down all your ideas for ways to make this job safer.

Select the best strategies from your list. What are your final recommendations to your employer?

Engineering Controls:

Work Rules (administrative controls):

Personal Protective Equipment:

What might Andy have done before the accident?



SAFETY AND HEALTH COMMITTEE EXERCISE – MAKE THE JOB SAFER FOR MOLLIE

Mollie is an employee at a grocery store. Mollie thought that the meat slicer was turned off before she began to clean it, but just as she started to clean the blades, the blades moved. The machine cut a finger on Mollie’s left hand all the way to the bone, and also broke her finger with the force.

You are the safety and health committee. You are meeting to decide on strategies to prevent an injury like this from happening again. Write down all your ideas for ways to make this job safer.

Select the best strategies from your list. What are your final recommendations to your employer?

Engineering Controls:

Work Rules (administrative controls):

Personal Protective Equipment:

What might Mollie have done before the accident?



SAFETY AND HEALTH COMMITTEE EXERCISE – MAKE THE JOB SAFER FOR STEPHEN

Stephen is an employee in a warehouse and parts department. One day, when he was loading 40-pound boxes onto shelves, he suddenly felt a sharp pain in his lower back. He had to stay out of work for a week to recover, and his back still hurts sometimes.

You are the safety and health committee. You are meeting to decide on strategies to prevent an injury like this from happening again. Write down all your ideas for ways to make this job safer.

Select the best strategies from your list. What are your final recommendations to your employer?

Engineering Controls:

Work Rules (administrative controls):

Personal Protective Equipment:

What might Stephen have done before the accident?



SAFETY AND HEALTH COMMITTEE EXERCISE – MAKE THE JOB SAFER FOR GURJANT

Gurjant is a cashier who works about 40 hours a week at a large discount retail store.

Lately it seems that he is always being yelled at by customers. When the boss gets involved, he always says the customer is right, which makes Gurjant angry. His boss is also always on him to work faster and ring up purchases more quickly. Not only is Gurjant feeling stressed out all the time, he is also starting to feel some pain in his wrist from working the cash register.

You are the safety and health committee. You are meeting to decide on strategies to prevent a situation like this from causing illness or injury. Write down all your ideas for ways to make this job safer.

Select the best strategies from your list. What are your final recommendations to your employer?

Engineering Controls:

Work Rules (administrative controls):

Personal Protective Equipment:

What might Gurjant have done before the accident?



SAFETY AND HEALTH COMMITTEE EXERCISE – MAKE THE JOB SAFER FOR REGGIE

Reggie is a gas station attendant. One very cold winter night, his fingers and toes started to feel cold and later became numb. He worked four more hours until the end of his shift at 11:00 p.m. He went home but woke up in the middle of the night and couldn't feel his fingers or his toes. He had second and third-degree frostbite on all his fingers and on three of his toes.

You are the safety and health committee. You are meeting to decide on strategies to prevent an injury like this from happening again. Write down all your ideas for ways to make this job safer.

Select the best strategies from your list. What are your final recommendations to your employer?

Engineering Controls:

Work Rules (administrative controls):

Personal Protective Equipment:

What might Reggie have done before the accident?



SAFETY AND HEALTH COMMITTEE EXERCISE – MAKE THE JOB SAFER FOR TANYA

Tanya is a worker for a summer cleanup corps which was cleaning up recreation centres, parks and playgrounds. One day while she was picking up trash, her hand was stuck with a hypodermic needle. She was later tested and diagnosed with hepatitis B virus.

You are the safety and health committee. You are meeting to decide on strategies to prevent an injury like this from happening again. Write down all your ideas for ways to make this job safer.

Select the best strategies from your list. What are your final recommendations to your employer?

Engineering Controls:

Work Rules (administrative controls):

Personal Protective Equipment:

What might Tanya have done before the accident?



SAFETY AND HEALTH COMMITTEE EXERCISE – MAKE THE JOB SAFER FOR JAMES

James is an employee with a public works department. One hot afternoon (it was 33°C outside) while James was weeding an overgrown lot, he started to feel dizzy and disoriented, and then fainted due to the heat.

You are the safety and health committee. You are meeting to decide on strategies to prevent an injury like this from happening again. Write down all your ideas for ways to make this job safer.

Select the best strategies from your list. What are your final recommendations to your employer?

Engineering Controls:

Work Rules (administrative controls):

Personal Protective Equipment:

What might James have done before the accident?



SAFETY AND HEALTH COMMITTEE EXERCISE – TEACHER’S ANSWER KEY

The following notes contain suggestions for each of the types of control measures that could be taken to prevent the injury or illness mentioned. This is a good opportunity as well, to reinforce how incidents like these can be prevented. The last question in each of the scenarios asks students to discuss their role in prevention and what they might have done prior to the incident. Reinforce that it is the employer’s responsibility to provide a safe and healthy workplace but that everyone has responsibilities to achieve that goal.

Responses might include

- talk to their supervisor and ensure he/she is aware of the issues
- if not sure about the safety of a task, don’t do it and ASK first
- take their concern to the safety and health committee or worker representative
- talk to another adult or instructor
- phone Workplace Safety and Health and ask for advice on what the law says

JAMIE

Jamie is a dietary aide in a hospital. To clean cooking pans she soaks them in a powerful chemical solution. She uses gloves to protect her hands and arms. One day, as Jamie was lifting three large pans out of the chemical solution at once, the pans slipped out of her hands and back into the solution, which splashed all over the side of her face and into her right eye. She was blind in that eye for two weeks.

Engineer the Hazard Out: (engineering controls)

- Substitute a safer cleaning product
- Use disposable pans

Work Rules and Procedures: (administrative controls)

- Training about the chemicals and how to protect herself
- Clean one pan at a time
- Training – ensure worker has had WHMIS training and knows what first aid measures to take if injured; ensure worker knows where to locate the Material Safety Data Sheet (MSDS) for all chemicals she is working with

Personal Protective Equipment:

- Gloves, goggles

What could Jamie have done?

- Ask for personal protective equipment and wear it at all times
- Ask what the safe work procedures are for the job and follow them

ANDY

Andy is an employee in a pizza shop. To make pizzas, he starts by putting dough through an electric dough roller to roll out the crust. One day, the dough got stuck in the machine. Andy tried to push it through with his hand but his hand got caught between the two rubber rollers, crushing two fingers on his left hand.

Engineer the Hazard Out:

- Automatic shut-off on machine so it shuts off if something other than dough gets into it
- A guard on the machine so that a hand cannot be placed near the rollers without unplugging the machine

Work Rules and Procedures:

- Unplug machine before pushing dough through
- Training on what to do if dough gets stuck

Personal Protective Equipment:

- A tool to push the dough through could be used

What could Andy have done?

- Talk to his supervisor about what to do if dough was stuck
- Ask what the safe work procedures are for the job and follow them at all times

SAFETY AND HEALTH COMMITTEE EXERCISE – TEACHER’S ANSWER KEY

MOLLIE

Mollie is an employee at a grocery store. Mollie thought that the meat slicer was turned off before she began to clean it, but just as she started to clean the blades, the blades moved. The machine cut a finger on Mollie’s left hand all the way to the bone, and also broke her finger with the force.

Engineer the Hazard Out:

- Guard on machine to keep fingers from being able to touch the blade

Work Rules and Procedures:

- Teach and require all workers to unplug machines before cleaning
- Have a lockout system that prevents anyone from accidentally turning on the machine while being cleaned

Personal Protective Equipment:

- Cut-resistant gloves

What could Mollie have done?

- Ask for personal protective equipment and wear it at all times
- Ask what the safe work procedures are for the job and follow them at all times

STEPHEN

Stephen is an employee in a warehouse and parts department. One day, when he was loading 40-pound boxes onto shelves, he suddenly felt a sharp pain in his lower back. He had to stay out of work for a week to recover, and his back still hurts sometimes.

Engineer the Hazard Out:

- Use a mechanical lifting device
- Get supplier to pack parts into smaller, lighter boxes

Work Rules and Procedures:

- Assign two people to do the job
- Training in lifting
- Pack boxes with less weight
- Train workers and enforce any policies about lifting

Personal Protective Equipment:

- Some employers ask workers to use back “belts” for lifting (although whether this really helps is not clear)

What could Stephen have done?

- Ask what the safe work procedures are for the job and follow them at all times
- Talk to his supervisor about another way to get the job done
- Ask for help with lifting
- Ask for training on the right way to lift heavy items

SAFETY AND HEALTH COMMITTEE EXERCISE – TEACHER’S ANSWER KEY

GURJANT

Gurjant is a cashier who works about 40 hours a week at a large discount retail store. Lately it seems that he is always being yelled at by customers. When the boss gets involved, he always says the customer is right, which makes Gurjant angry. His boss is also always on him to work faster and ring up purchases more quickly. Not only is Gurjant feeling stressed out all the time, he is also starting to feel some pain in his wrist from working the cash register.

Engineer the Hazard Out:

- Change design of cash register to allow more comfortable position

Work Rules and Procedures:

- Frequent breaks
- Training on how to deal with angry customers
- Alternate the types of work

Personal Protective Equipment:

- Wrist supports, but only if prescribed by a doctor

What could Gurjant have done?

- Tell supervisor the effect working fast has on his wrists
- Tell supervisor how it felt to be yelled at by customers and not supported.
- Discuss the issue with the safety and health committee or worker representative

REGGIE

Reggie is a gas station attendant. One very cold winter night, his fingers and toes started to feel cold and later became numb. He worked four more hours until the end of his shift at 11:00 PM. He went home but woke up in the middle of the night and couldn't feel his fingers or his toes. He had second- and third-degree frostbite on all his fingers and on three of his toes.

Engineer the Hazard Out:

- Have only self-serve gas
- Warming lights near the gas islands

Work Rules and Procedures:

- Limit time out in the cold
- Heated space to warm up in
- Warm beverages to drink
- Training on dangers of working in the cold and dangers of frostbite
- Ensure there is a working alone plan

Personal Protective Equipment:

- Warm coat, hat and gloves.

What could Reggie have done?

- Talk to his supervisor about the cold and its effects in him
- Ask the supervisor what to do to keep warmer
- Wear appropriate clothing for the job being done

SAFETY AND HEALTH COMMITTEE EXERCISE – TEACHER’S ANSWER KEY

TANYA

Tanya is a worker for a summer cleanup corps which was cleaning up recreation centers, parks and playgrounds. One day while she was picking up trash, her hand was stuck with a hypodermic needle. She was later tested and diagnosed with hepatitis B virus.

Engineer the Hazard Out:

- Only rake or shovel trash into approved waste containers.

Work Rules and Procedures:

- Training on what to do whenever she found a needle
- Use shovels, not hands, to pick up trash
- Employees picking up trash could have hepatitis B vaccines

Policy that employees are not to touch needles

- Supervisor should assess the area before employees begin working
- Train workers on how to assess the hazards in the area before work starts each day
- Train to report any injury immediately and go for medical treatment

Personal Protective Equipment:

- Heavy work gloves

What could Tanya have done?

- Talk to her supervisor about what to do if she found sharp items
- Ask for personal protective equipment and wear it at all times
- Ask what the safe work procedures are for the job and follow them

JAMES

James is an employee with a public works department. One hot afternoon (it was 33°C outside) while James was weeding an overgrown lot, he started to feel dizzy and disoriented, and then fainted due to the heat.

Engineer the Hazard Out:

- None

Work Rules and Procedures:

- Limit outdoor work on very hot days
- Have cool place to go for breaks
- Have plenty of water available
- Training on symptoms of heat stress and how to keep from being overheated
- Work in teams to watch one another for symptoms of overheating

Personal Protective Equipment:

- Hat for shade
- Light weight and light colored clothing

What could James have done?

- Ask what the safe work procedures are for the job and follow them at all times
- Talk to the supervisor and ask for training on how to prevent heat related illness
- Wear appropriate clothing for the job being done



M5 EMPLOYMENT STANDARDS

M5 EMPLOYMENT STANDARDS



EMPLOYMENT STANDARDS – MODULE 5

LESSON AT A GLANCE

Purpose

To introduce students to Employment Standards legislation.

Length

1 hour

Learning Objectives

Students will become more aware of employee rights and obligations in the workplace.

Teaching Strategy

- in-class discussion
- personal reflection
- critical thinking
- questioning

Skills Developed

- reflection
- critical thinking
- problem solving

Advance Preparation

- photocopy student handouts
- review website: www.gov.mb.ca/labour/standards/

Assessment Strategy

- observation
- random response
- case studies

LESSON BREAKDOWN

- Introductory Activity – Employment Standards Legislation: 20 minutes.
- Learning Activity – Role Playing Activity: 40 minutes.



EMPLOYMENT STANDARDS – INTRODUCTORY QUESTIONNAIRE

INTRODUCE

Introduce students to the concept of employee rights and employee obligations in the workplace.

DISTRIBUTE

Distribute questionnaire, Student Handout #1.

DIVIDE

Divide class into several large groups. Allow time for groups to discuss answers.

REGROUP

Regroup and discuss as a class.



EMPLOYMENT STANDARDS – INTRODUCTORY QUESTIONNAIRE

1. Are there different laws for workers under the age of 18?

2. What is meant by minimum wage? Can you think of situations where someone was paid less than minimum wage?

3. What is overtime? What are standard hours of work? Do you know anyone who works different hours than the standard hours?

4. Are employees entitled to time off?

5. Where can you go if you have questions about your rights and obligations at work?



EMPLOYMENT STANDARDS – INTRODUCTORY QUESTIONNAIRE – TEACHER’S ANSWER KEY

1. Are there different laws for workers under the age of 18?

All workers are covered by the same Employment Standards Code; however, if you are under the age of 16 you will require a Child Employment Permit to work and you may not work primarily with machinery. If you are under the age of 18, there is legislation preventing employment in or around mines and selling, handling or serving liquor.

SUMMARY OF ISSUES:

- Child Employment Permit
- Conditions of employing youth

2. What is meant by minimum wage? Can you think of situations where someone was paid less than minimum wage?

An employee is entitled to minimum wage, or the amount that was agreed upon, for all hours worked including overtime. The legislation does not include a person employed in a family residence who is paid by a family member (e.g. babysitting, mowing the neighbor’s lawn etc.) Minimum wage applies to employees paid on an hourly rate, salary or commission. It is important to note that there are different, higher, rates for the construction industry. (Construction rates are outlined in *The Construction Industry Wages Act*).

SUMMARY OF ISSUES:

- Minimum wage
- *Construction Industry Wages Act*

3. What is overtime? What are standard hours of work? Do you know anyone who works different hours than the standard hours?

Standard hours of work are eight hours per day, five days per week for a total of 40 hours per week. For more than eight hours in a day, or more than 40 hours in a week, overtime pay is owed at one and a half times the regular rate of pay. Employees are not required to work overtime. Employers must give permission to work overtime. Employers need special permission to vary the standard hours of work in a workplace.

SUMMARY OF ISSUES:

- Standard hours of work
- Overtime

EMPLOYMENT STANDARDS – INTRODUCTORY QUESTIONNAIRE – TEACHER’S ANSWER KEY – CONTINUED

4. Are employees entitled to time off?

Employees are entitled to:

- an unpaid break of at least 30 minutes for every five hours worked
- a weekly day of rest
- vacation or vacation pay
- statutory holidays or holiday pay
- leave for having or adopting a baby

Employers decide whether to give:

- coffee and bathroom breaks
- sick leave
- bereavement leave
- time for appointments

SUMMARY OF ISSUES:

- Meal breaks
- Weekly day of rest
- Vacation pay, statutory holiday pay
- Maternity and family leave
- Employer’s discretion

5. Where can you go if you have questions about your rights and obligations at work?

First go to your employer and try to politely discuss any questions and concerns you may have about the job. If you are unable to resolve things with your employer, the Employment Standards Branch is responsible for administering The Employment Standards Code. Officers at the Branch can answer your questions and provide information.

SUMMARY OF ISSUES:

- Communicating the terms of employment
- The role of the Employment Standards Branch
- The Employment Standards website: www.gov.mb.ca/labour/standards/
- The right to file a claim

ROLE PLAYING ACTIVITY

DISTRIBUTE

Distribute role play scenarios, Student Handouts #2, #3 and #4. Have students role-play each case scenario as time and number of students permits.

ASK

Ask questions and discuss answers with the class.

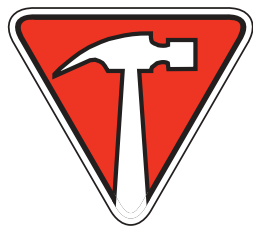
COMMENT

The Employment Standards Code is the legislation in Manitoba that sets general minimum standards for wages, vacations and other workplace benefits. Although it is generally the employer's responsibility to meet minimum standards in the workplace, employees have some obligations as well.

A summary of issues is outlined in each lesson. It may be helpful to reference the Employment Standards Division website for more detailed information. The website may be accessed at www.gov.mb.ca/labour/standards/.

CASE #1 ROLE PLAY

- Narrator:** Jill ran into her friend Carey after school one day. Carey told her that some kids she knew were selling stuff at hockey games and earning commission.
- Jill:** “How much do they make and where do they get the stuff to sell?”
- Carey:** “The company supplies the stuff. They make \$1.50 for every chocolate bar or whatever they sell.”
- Jill:** “How could a company make any money like that?”
- Carey:** ”The kids show up and sign out the stuff they want to sell – like pop, chocolate bars, candy. They get to keep \$1.50 for each thing they sell and they give the rest of the money to the boss. Do you want to go down there and see if we can get hired? You don’t have to be 16.”
- Narrator:** Jill thought it sounded like a pretty good job but wondered when she would have time to sell things with school, basketball and homework.
- Jill:** “Who’s working there? Anybody I know?”
- Carey:** “Yeah, Derek’s been doing it for two weeks and he’s making lots of money. He says the boss is really cool and it’s a great way to meet other kids.”
- Jill:** “How much did he make so far? And when does he do all this selling?”
- Carey:** “Last week he worked six hours on Saturday and six hours on Sunday. They had a party Sunday evening. He said he made almost forty bucks. Not bad eh?”



**SAFE
WORK**



CASE #2 ROLE PLAY

Narrator: Cindy graduated from high school and was hired by a restaurant in the neighbourhood. She did not ask very many questions about the job and was asked to show up for work the next day, which was Canada Day. After working a couple days bussing tables and washing dishes, the manager informed Cindy that he would call her when he needed her. Three weeks has gone by and Cindy has not heard from the restaurant. Her parents suggested she call the Employment Standards Branch for information about her rights.

E.S. Officer: “How much were you making at the restaurant?”

Cindy: “They didn’t say. I just thought I’d wait until they saw what a good worker I was before I brought up the question of wages.”

E.S. Officer: “So you haven’t received a pay cheque yet?”

Cindy: “No, I called a few times to ask about work but never asked about my pay.”

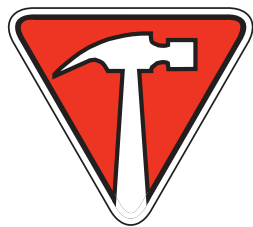
E.S. Officer: “Did the manager tell you at any time that you were terminated, or that there would be no more work for you?”

Cindy: “No, he just said he’d call me.”

E.S. Officer: “How many hours did you work so far?”

Cindy: “I’m not sure. I worked two days but I didn’t keep track of the exact hours worked; I know I worked on Canada Day and then late on the other night.”

Narrator: The Employment Standards Officer gave Cindy some information about keeping track of the days and hours she works and suggested she go to the restaurant to see if her pay cheque was waiting for her.



SAFE WORK



CASE #3 ROLE PLAY

- Narrator:** Melanie worked in a retail store in a local mall. When she applied for the job, the manager explained that each cashier was given a \$200 float. At the end of the shift the float would be returned and counted. If the cash remaining at the end of the shift did not balance with the till tape, the missing money would come out of the cashier's pay. Melanie was working at the store for nearly two months before she ran into any problems with the till.
- Manager:** "Melanie, the till was short \$100 today! That is a very large amount and I can't have that kind of carelessness around here. I'm giving you two weeks notice and deducting the money from your last pay cheque."
- Melanie:** "You can't do that! I need that money to pay my rent this month."
- Manager:** "You were told about this policy and you even signed a form agreeing to the deductions when you were hired. I do expect you to show up for your shifts until the last day though."
- Melanie:** "No way, you can find someone else."
- Narrator:** Melanie stormed out of the store and didn't return until the next payday. When she showed up to collect her last pay cheque, the Manager said that she owed him two weeks pay for not working out the notice period and therefore would not be receiving any money.



CASE #1 ROLE PLAY – TEACHER’S ANSWER KEY

CASE #1, ASK:

1. Do these workers need a Child Employment Permit to do this type of work?
2. Can they be paid \$1.50 for each item sold?

CASE #1, ISSUES FOR DISCUSSION:

- People under the age of 16 years can be employed in Manitoba once they obtain a Child Employment Permit from the Employment Standards Branch.
- An application for the permit requires detailed information about the employment and requires the signature of the worker, employer, parents and even the principal during the school year.
- Each Permit issued is specific to that employee and that position, if you change jobs a new application must be submitted.
- Commission and other forms of payment are considered wages and must meet the minimum wage.
- Vacation pay, statutory holiday pay and overtime wages, where applicable (at 1.5 times the regular rate), should be paid by the company.

SUMMARY OF ISSUES:

- Child Employment Permit
- Minimum wage for commissioned sales
- Vacation pay, statutory holiday pay and overtime

CASE #2 ROLE PLAY – TEACHER’S ANSWER KEY

CASE #2, ASK:

1. Does Cindy have the right to any wages?
2. Does the employer have a right not to call Cindy back?
3. When should information about the job and the rate of pay be discussed?
4. Is Cindy entitled to have stat holiday and vacation paid? Under what conditions would this be possible?

CASE #2, RESPONSES AND FACTS FOR DISCUSSION:

- Employees are entitled to at least minimum wage for all hours worked. Payment of wages must be at least twice a month, not more than 10 working days from the end of each pay period.
- Overtime may be owed in this situation at 1.5 times the regular wage. Statutory holiday pay at 1.5 times the regular wage is owed for all hours worked on Canada Day. In some cases employees may get an additional day of pay for the holiday. If the employer does not call back, vacation pay at 4% of regular wages must be paid out.
- Employees should ask questions about job expectations and pay before beginning work. In general, the employer will set the terms of employment and, providing they do not contravene The Code, the employee has the right to refuse, negotiate or accept the terms.
- Each employee should keep a record of all hours worked, dates and all pay stubs.
- In the first 30 days, either the employer or the employee can terminate the employment relationship without giving notice. After this period, notice of at least one pay period is required and employees must be available to work out the notice period. If proper notice is not given, the equal amount of money may be owed. Employers can change the length of the notice required if they display the new practice in a highly visible permanent location in the workplace and give each employee a written copy of the new practice.
- Both employees and employers have the right to file a complaint with the Employment Standards Branch. Employees are encouraged to first try to work things out with the employer. If the situation can not be resolved by asking questions, employees should file a claim as soon as possible. Claims can only be filed within six months.

SUMMARY OF ISSUES:

- Communicating terms of employment
- Payment of wages
- Vacation pay, statutory holiday pay and overtime
- Termination
- Filing a complaint

CASE #3 ROLE PLAY – TEACHER’S ANSWER KEY

CASE #3, ASK:

1. Does the employer have the right to make deductions from the pay cheques?
Can the employer keep Melanie’s last pay cheque?
2. Does Melanie owe the employer the missing money?
Does Melanie owe the employer for the two-week notice period?
3. Can the employer fire Melanie because she was short of money?

CASE #3, RESPONSES AND FACTS FOR DISCUSSION:

- Employees have a right to their wages; employers may not withhold payment.
- Employers must give a pay stub clearly accounting for all money being paid, including the amount and reason for any deductions. The only deductions allowed by law are for Employment Insurance, Canada Pension Plan, income tax and deductions authorized by the employee. No additional deductions may be made to wages without an employee’s written authorization.
- Employees have the right to decide whether or not to pay for any damages, shortages or losses. An employer may not use blanket authorizations, signed by employees, to cover the costs of losses; each authorization for deduction must identify the specific amount and dates involved and approval must be obtained without threat, bullying or force.
- An employer has the right to set the rules for acceptable workplace behaviour and the consequences for breaking those rules may include termination. Both the employers and the employees still have to follow the guidelines for termination.
- Once the first 30 days of employment has passed, notice must be given for termination of at least one pay period. Employees must be available to work out the notice period. If proper notice is not given the equal amount of money is owed, unless the employee was fired for cause (insubordination, violence, etc.) It is important to note again that employers can change the length of the notice required if they display the new practice in a highly visible permanent location in the workplace and give each employee a written copy of the new practice.

SUMMARY OF ISSUES:

- Unauthorized deductions
- Termination

EMPLOYMENT STANDARDS – TEACHER’S NOTES

The Employment Standards Code (the Code) establishes the minimum rights and responsibilities of employers and employees in all Provincially regulated businesses in Manitoba and provides mechanisms for remedy with respect to violation of these entitlements. When an individual believes that the legislated rights and responsibilities have not been met, he or she may seek advice from the Employment Standards Branch. If a complaint is filed, Officers of the Branch will investigate, maintaining a neutral position, and determine if the Code has been contravened.

The investigation and determination process is case and fact specific, regardless of the industry or occupation. Although a positive determination for one individual would extend to other employees performing the same work under the same conditions for the same employer, Investigative Officers are obliged to investigate the facts of each particular situation to determine if those similar conditions in fact exist. An investigation and determination is a snapshot of a particular situation at a particular point in time. The reality is that workplaces contain a variety of complex work relationships in many different occupations. The moment parties change any of the terms and conditions of work, it becomes a different snapshot with potentially a different determination.

Because of the dynamic complex nature of today’s working relationships and growing economic diversity of our time, it is increasingly difficult to give yes or no answers to questions about labour legislation. Usually “it depends” on the specific facts of each case. For this reason, this lesson plan has not been set up to answer specific questions, but rather to provide the basics of Manitoba’s employment legislation and to provoke thought and critical thinking, as outlined in the “Lesson at a Glance”.

The message is that all jurisdictions *have* labour legislation, and it is up to the individual to know their rights and obligations. Employment is a form of a contract, if you are unsure of your rights and obligations with regard to that contract you should seek the answers: at work, at home, at school and at the Employment Standards Branch.



ADDITIONAL INSTRUCTIONAL MATERIALS

ADDITIONAL INSTRUCTIONAL MATERIALS



ADDITIONAL INSTRUCTIONAL MATERIALS – CASE STUDY

JENNIFER B. STUDENT HANDOUT

17-year-old Jennifer B. was working alone at a sandwich shop late on a school night. She had asked if she could leave by 9 p.m., after a four hour shift. But, as usual, there was nobody else the boss trusted to close up. So Jennifer stayed even though it was the third night in a row she would have to work past 11 p.m.

Jenn was worried about her grades because she had not had time to study for two major tests coming up. However, she didn't make a big deal out of it because she wanted to keep her job. At about 11 p.m. as she was locking up the store, Jennifer was robbed at gun point. The robber hit her and knocked her down. Then he took several hundred dollars from the cash register. The store had no alarm system. After the robber left, Jenn called a friend to take her to the emergency room because she was bleeding. The emergency room notified the police, and Jenn gave the police a statement before going home.

Jennifer's supervisor called her the next day to see how she was doing. The supervisor told her she would try to hold onto Jenn's job while she was recovering. The supervisor mentioned Jennifer could get in trouble because she had not called 911 right away. Jenn didn't know there was a company policy that employees should inform police of robberies immediately. The supervisor also said that an injury like this isn't covered by workers' compensation.

1. What laws were broken? For each law you mention, explain whether it could have prevented Jenn's injury, and how.

2. What other protections could have prevented Jennifer's injury?

3. If you were Jennifer, what would you have done? Would you have agreed to work late alone? Why or why not?



ADDITIONAL INSTRUCTIONAL MATERIAL – CASE STUDY

JENNIFER B. – ANSWER KEY

17-year-old Jennifer B. was working alone at a sandwich shop late on a school night. She had asked if she could leave by 9 P.M., after a 4-hour shift. But, as usual, there was nobody else the boss trusted to close up. So Jennifer stayed even though it was the third night in a row she would have to work past 11 P.M.

Jenn was worried about her grades because she had not had time to study for two major tests coming up. However, she didn't make a big deal out of it because she wanted to keep her job. At about 11 P.M. as she was locking up the store, Jennifer was robbed at gun point. The robber hit her and knocked her down. Then he took several hundred dollars from the cash register. The store had no alarm system. After the robber left, Jenn called a friend to take her to the emergency room because she was bleeding. The emergency room notified the police, and Jenn gave the police a statement before going home.

Jennifer's supervisor called her the next day to see how she was doing. The supervisor told her she would try to hold onto Jenn's job while she was recovering. The supervisor mentioned Jennifer could get in trouble because she had not called 911 right away. Jenn didn't know there was a company policy that employees should inform police of robberies immediately. The supervisor also said that an injury like this isn't covered by workers' compensation.

1. What laws were broken? For each law you mention, explain whether it could have prevented Jenn's injury, and how.

Under Manitoba law anyone working alone (regardless of age or place) must have a working alone plan that was developed by the employer and agreed to by the worker. Employers are required to provide a safe and healthful workplace. They should take proper security measures to avoid workplace violence. These may include security training, alarm systems, safe cash handling procedures, and limits on working alone, especially late at night. Every employer is required to provide safety training. Jennifer was not trained in how to handle an emergency.

Jennifer's injury occurred on the job and is covered by workers' compensation. Jenn, along with her employer and the medical practitioner, must report the injury to the Workers Compensation Board. If her claim is accepted, she may be eligible to have her medical bills paid and payments to replace lost wages.

2. What other protections could have prevented Jennifer's injury?

Here are some examples. The employer could:

- Set up a "buddy system" so no one ever works alone in a store at night.
- Limit the amount of cash on hand, and post a sign saying so.
- Provide workers with a personal alarm.
- Set up a plan so someone else is in attendance when closing the store.

Note that the working alone plan is agreed upon between the workers and employer and could include a combination of many things including the above suggestions.

3. If you were Jennifer, what would you have done? Would you have agreed to work late alone? Why or why not?

NOTE: There is no law in Manitoba that says you cannot work alone. The Working Alone Regulation can be found on the website (www.gov.mb.ca/labour/safety) and this could be a homework assignment for students to look up the answer to that question. They could also consult the Employment Standards Code if desired and come back with facts on hours of work etc.

ADDITIONAL INSTRUCTIONAL MATERIAL – RESEARCH A CAREER

RESEARCH A CAREER

Have students research a 'career of interest' for:

- Industry hazards or worksite specific hazards
- Types of injuries/accidents related to job
- Equipment used in job
- Safe work practices or standards for job
- Personal protective equipment required for various aspects of the job
- Available safety and health training for job

Students to research library, internet, interview workers and employers in that field, contact and get materials from supporting associations, interview Workplace safety and Health Officer or Occupational Hygienist, interview a staff person from The Workers Compensation Board about the kinds and types of injuries, etc.

Outcome could be a presentation, report or essay.

ADDITIONAL INSTRUCTIONAL MATERIAL – ROLE PLAY

ROLE PLAY – TEACHERS NOTES

Activity time: Approximately 45 minutes

MATERIALS NEEDED:

Role play sheet: one copy per student

NOTE: Instructors may elect to have students write their own role play as a supplement to or substitute for the role play in this activity.

READ THE PLAY

Ask four volunteers to act out the parts in the role play to the class.

DIVIDE THE CLASS INTO SMALL GROUPS

After students have read the play, divide the class into two to five small groups to come up with an ending to the play. Tell the small groups that they should be prepared to act out their endings for the rest of the class. Remind students that they should work together in their small groups to come up with a realistic dialogue for ending the role play. Note that when a problem arises at work, the employees should think through several steps. Summarize the following steps on the blackboard:

CLARIFY THE ISSUE AND DEFINE YOUR GOAL.

For example,

- It's difficult for me to lift heavy boxes
- I've already hurt my back
- My goal is to keep my job, but not be expected to lift heavy boxes. Plus, I'm not getting enough sleep or time for homework.

KNOW YOUR RIGHTS

- Are there any laws that state these people cannot be working these hours?
- Is it OK for an employer to ask you to lift heavy boxes?
- What are an employer's responsibilities for training?

KNOW HOW HAZARDS CAN BE REDUCED

For example:

- How else could the boxes be lifted?
- Determine who else you might consult with before approaching your boss. For example: co-workers, your parents, someone at school, the Workplace Safety and Health Division, The Employment Standards Division.
- Approach the supervisor in a group, or alone. Tell the supervisor how the problem is affecting you. Provide information.
- Offer suggestions for improvement.
- If this workplace has 20 or more workers, there must be a safety and health committee. Find out who the worker members are and tell them about your concern. It should be discussed at their next meeting and someone should get back to you with a response from the employer within 30 days.
- If the workplace has between 10 and 19 workers, they must have a worker safety and health representative to go to with concerns.
- If this fails, you may need to contact an outside agency or search the Internet for help, for example, the Department of Labour.
- Suggest that when the students develop their role play, they consider each of these steps and, if possible, include the discussion in their dialogue.

ADDITIONAL INSTRUCTIONAL MATERIALS – ROLE PLAY FACILITATION INSTRUCTIONS

ASSIGN THE ROLE OF THE SUPERVISOR

Ask the person who read the part of Mr./Ms. Smith if he or she would like to continue to act as the supervisor for the small groups when they present their endings, or find another volunteer. Pull Mr./Ms. Smith out of the small group to meet with you separately. Alternatively, you or another adult could play the role of the supervisor.

If a student plays the role of the supervisor, tell him/ her to try to react to the small groups as realistically as possible and to consider how he/she is being approached and respond accordingly. For example, if the young workers are hostile, the supervisor will most likely respond similarly. If the young workers approach the supervisor in a polite way, providing information and making reasonable requests, he/she will probably respond more positively.

SMALL GROUPS MEET (15 MINUTES) TO PLAN WHAT THEY WILL SAY TO MR./MS. SMITH

REPORT BACK

Reconvene the whole class and ask the small groups to take turns acting out their different endings to the play. After all the groups have had a turn to present their endings, the class should compare, contrast, and evaluate the different approaches.

The following questions may be used to guide this discussion:

- What did the workers hope to accomplish?
- What did the workers do before approaching the supervisor?
- Did they find out what their rights are?
- Did they discuss ways to solve the problem?
- Who did they talk to before going to the employer?
- When they met with the employer what did they say and how did they say it?
- Did they achieve the goal(s) they set at the beginning?
- If not, what else should they do?
- Why might you approach the employer as a group?

It is sometimes easier to approach the supervisor in a group or with one other person. It also demonstrates to the supervisor that the issues are of concern to many of the workers, not just one or two. It may be more difficult for the supervisor to dismiss the concerns of a group than of an individual. A group provides witnesses if the workers are trying to exercise their rights to a safe and healthful workplace, which may dissuade an abusive employer from taking negative actions.

TO THE SUPERVISOR:

What did you think of the group's approach?

If the answer is negative, ask the supervisor: What would have made you react more positively?

SUMMARIZE THE ACTIVITY BY REVIEWING THE FOLLOWING POINTS:

- Clarify the problem and your goals.
- Know your rights.
- Know how hazards can be reduced.
- Consult with others first when you have a problem (co-workers, parents, school counselors or other trusted adults and The Workplace Safety and Health Division).
- Tell the supervisor how the problem is affecting you.
- Be polite. Provide information. Make suggestions for how to improve the situation.
- If the above approaches don't work, contact your Safety and Health Committee (required in workplaces with 20 or more workers) or Safety and Health Representative (required in workplaces with 10 – 19 workers).
- If that doesn't work contact an outside agency that can help protect your rights, for example, the Department of Labour or Workers Compensation Board if there is an injury. Reinforce that these agencies are there to monitor safety and health in a workplace and can be of help without putting anyone's job in jeopardy.

(Adapted from: Starting Safely - Teaching Youth About Workplace Safety and Health, Maine Department of Labor - Training Resource Center)



ADDITIONAL RESOURCES

ADDITIONAL RESOURCES – WORKSITE SAFETY OBSERVATION

MATERIAL NEEDED:

- Student Safety Observation Form

PROCEDURES

- Discuss safety with the student and supervisor.
- Observe the student on the job and record observations on Student Safety Observation Form.
- Discuss observations with student at your next meeting outside the workplace.
- Decide what, if any, changes need to be made and strategies for making the changes.

Educators - Use site visits to reinforce safety and to evaluate the worker's application of safety teaching.

(Adapted from: Starting Safely - Teaching Youth About Workplace Safety and Health,
Maine Department of Labor - Training Resource Center)

STUDENT SAFETY OBSERVATION FORM

STUDENT NAME: _____

WORK LOCATION: _____

SUPERVISOR: _____

OBSERVER: _____

DATE: _____

DESCRIPTION	YES	NO	NOT OBSERVED	COMMENTS
Wears required safety gear				
Asks questions when doesn't know how to do the job safely				
Follows all safety rules and practices				
Does not engage in horseplay				
Follows good housekeeping practices				

General comments and observations:



ADDITIONAL RESOURCES – PREPARATION FOR A JOB INTERVIEW – DISCUSSION QUESTIONS

Whether they are starting a new job or already working, young workers need to know about safety and health hazards and their right to training and protection at the places they work.

EXPLAIN

Explain that students have learned important general safety and health information in this course. When they have a job, they need to know specific information about the hazards at their workplace and what they need to do to protect themselves and those around them.

Before young workers take their questions to their workplaces, it's important to discuss how and when to ask for the information they need. It is likely that some or all of the questions will be answered during the interview or orientation. If not, it's best to ask their supervisor, rather than a co-worker.

INSTRUCT

Instruct the students how you want to complete the questions and when you will discuss their findings.

The following questions can help guide a discussion on this important issue.

1. Why is it important to find out about the safety and health hazards and safe work procedures at your workplace before you have a problem?
2. When do you think is a good time to ask questions about the safety program? What are the advantages and disadvantages of asking during the interview? Of waiting until orientation?
3. How do you think an employer might react if you ask about safety and health during the interview? Some employers say that if asked about safety and health during an interview, they might think the applicant is interested in getting hurt in order to get workers' compensation. On the other hand, an employer could be impressed with an applicant's interest in safety. And it would be a good opportunity to talk about any training the worker may have had.
4. During a job interview, how could you talk about this safety and health course and what you have learned from it?
5. Why is it a good idea to ask your supervisor for information on safety procedures rather than a co-worker?
(It is the supervisor's responsibility to train and to know the correct procedures as well as to answer any questions. Co-workers may not know the correct procedures.)

(Adapted from: Starting Safely - Teaching Youth About Workplace Safety and Health, Maine Department of Labor - Training Resource Center)

SAFETY AND HEALTH CHECK LIST FOR WORKSITE PLACEMENTS – SAMPLE

NAME OF EMPLOYER: _____

ADDRESS: _____

TELEPHONE: _____

FAX: _____

		Yes	No
1	Is there a written safety and health policy?		
2	Is there a policy regarding training:		
	Is there safety and health training for people working in the workplace, including use of vehicles, plant and equipment, and will they provide all necessary safety and health training for the placement student?		
3	Is the organization registered with:		
	The Workers Compensation Board		
4	Serious Incidents, Plan for Emergencies		
	a Is there a formal procedure for reporting and recording accidents and incidents?		
	b Are there procedures to be followed in the event of serious and imminent danger to people at work in the workplace?		
	c Is there a procedure to ensure a report to the placement agency of all incidents (injury or illness) involving placement students?		
	d Is there a process to investigate serious incidents and to take action to prevent reoccurrence?		
	e Are there written emergency procedures?		
	f Are responsibilities for safety and health assigned and communicated?		
5	Hazard Identification, Risk Assessment and Safe Work Procedures		
	a Is there a procedure for inspection and risk assessments in the workplace on a regular basis?		
	b Are risk assessments kept under regular review?		
	c Are control measures identified as a result of risk assessments implemented?		
	d Are there written safe work procedures for any critical tasks a worker may be performing?		

CONTACT PERSONNEL

Who is the contact if there are concerns about compliance with the requirements of safety and health legislation?

NAME AND POSITION: _____

TELEPHONE: _____



STUDENT ORIENTATION CHECK LIST – SAMPLE

Name of student:	Start date:
Employer:	
Department:	
Supervisor:	
Contact phone number:	
Contact fax number:	
Contact e-mail:	

The following items should be included in your orientation training into the organization, preferably on your first day. Please check off the items below when they occur and inform your placement organizer of any items not covered within one week of the start of your placement. This list is not exhaustive and other topics may be covered, which you should also note:

Health and safety issues	Date
Emergency procedures	
Safety policy received or location known	
Location of First Aid supplies	
First Aid arrangements (including names of first-aiders)	
Fire procedures and location of fire extinguishers	
Accident reporting procedure (to whom, where)	
Any specific safety and health regulations	
Instruction on chemicals participant will be using (WHMIS training) (list here):	
Manual handling procedures	
Personal Protective Equipment or clothing requirements	
Instruction on equipment participant will be using (list equipment):	
Other items for which training was given:	

Signed: _____ Date: _____

Please return to the Work Placement Coordinator as soon as possible.



**SAFE
WORK**



ADDITIONAL RESOURCES ABOUT SAFETY AND HEALTH

RESOURCES IN SAFETY AND HEALTH

There are many resources available to assist with various aspects of safety and health. The intent of this section is to provide a broad list of possibilities. The Occupational Health and Safety Resource Guide provides a great deal of information and it is discussed below.

OCCUPATIONAL HEALTH AND SAFETY RESOURCE GUIDE

www.gov.mb.ca/labour/safety/publication/oshresourceguide.pdf

The development of sound health and safety programs in the workplace leads to fewer accidents, fewer claims to the Workers Compensation Board and lower costs for everyone. This Occupational Health and Safety Resource Guide has been prepared by the Workers Compensation Board of Manitoba and the Workplace Safety and Health Division of the Department of Labour and Immigration to encourage employers and workers to improve safety in their workplaces. It does this by providing a guide to various organizations that offer workplace health and safety resources and/or services. The resource guide provides assistance on where to go for help when dealing with various workplace safety issues such as training, hazardous chemicals, WHMIS, etc.

The guide is divided into two sections as follows:

Section 1 lists various health and safety issues together with those organizations (government, non-profit and private-sector companies and consultants) which may be able to offer some assistance with a particular issue. In most cases the organizations are based in Winnipeg but are willing to provide services outside Winnipeg. Some have offices outside Winnipeg as well, and others are based in other communities. A number of organizations referenced in Section 1 charge on a “fee for service” basis. Generally, organizations that charge fees for service do not do so for information and advice, provided that long consultations or on-site visits are not involved.

Section 2 provides information that will assist you to make contact with the various organizations listed in the first section. The information provided, while as comprehensive as possible, is not necessarily a complete list of all the various organizations providing some health or safety assistance. To be included on this list, please contact the Communications Branch of the Workers Compensation Board at 1-800-362-3340.

Note: Persons and companies are included in this guide on a voluntary basis. The Workers Compensation Board of Manitoba and the Workplace Safety and Health Division of the Department of Labour and Immigration do not approve, endorse or accept responsibility for the use of any products or services offered for sale by the listed suppliers. The guide is intended for information only.

There are a number of industry based safety associations that have resources available. These Associations are funded by employers in that sector, through the Workers Compensation Board. There are currently four such associations:

Manitoba Building Contractors Safety Program
Website: www.constructionsafetyervices.mb.ca

Manitoba Heavy Construction Association Safety, Health And Environment Program (SHEP)
Website: www.mhca.mb.ca

Manitoba Restaurant Safety Program
Website: www.dinemanitoba.com

Prairie Implement Manufacturers Association Safety Program
Website: www.pima.ca

ADDITIONAL RESOURCES ABOUT SAFETY AND HEALTH

OTHER ORGANIZATIONS

Workers of Tomorrow

Website: www.workersoftomorrow.com

Manitoba Federation of Labour (MFL)

Website: www.mfl.mb.ca

MFL Occupational Health Centre

Website: www.mflohc.mb.ca

OTHER WEBSITES

This is by no means an exclusive list – it is merely intended to point out a few websites and to demonstrate the wide variety of information that is available.

www.gov.mb.ca/labour/safety/index.html

(Province of Manitoba – Workplace Safety and Health Division website)

www.wcb.mb.ca

(The Workers Compensation Board of Manitoba website)

www.job-one.ccohs.ca/en/default.html

(A website developed by the Canadian Centre for Occupational Health and Safety (CCOHS) – many items for young workers, parents, educators, supervisors and employers. Has links to other websites with educational programs)

www.ccohs.ca/oshanswers/hsprograms/job-haz.html#_1_4

(CCOHS – Job Hazard Analysis summary and how to do them)

www.awcbc.org/english/NWISP_Stats.htm

(Association of Workers Compensation Boards of Canada – National work injury statistics)

www.canoshweb.org/

(Links to all Canadian jurisdictions that deal with safety and health)

www.cdc.gov/niosh/pdfs/02-123.pdf

(Electrical safety - student guide)

www.ossa.com

(Ontario – safety information in the service industries)

www.youngworker.healthandsafetycentre.org/s/Home.asp

(BC young worker program and resources)

www.safetyline.wa.gov.au/pagebin/edcnwssm0018.htm

(Australia - WorkSafe Smart Move is a safety and health resource package for grades 10, 11 and 12 high school students going on work experience and work placements)

www.nscsa.org/resource_work_practices.html

(Nova Scotia Construction Association - variety of jobs with safe work practices)

www.state.me.us/labor/bls/startingsafely.pdf

(State of Maine teaching resource materials for young workers)

www.sasked.gov.sk.ca/docs/paa/career/forms/frm16.html

(Saskatchewan work experience resources)

www.yworker.com

(Ontario Workplace Safety and Insurance Board - young worker resources)

10 QUESTIONS TO ASK AN EMPLOYER

If you're thinking about getting a job, there are some things you must know. Your safety and health are crucial no matter what job you do. Following are 10 questions you should ask your employer. If they are not answered during your interview or job orientation, ASK your supervisor!

1. What are the hazards of my job?

Your new employer is required by law to tell you about any workplace hazards. This includes such things as exposure to chemicals, potentially dangerous equipment, excess noise and situations where you may have to work at a height. When you know what the potential dangers are, you can take steps to protect yourself.

2. What are the company's safety and health rules?

Every company should have safety and health policies or rules. It is your employer's responsibility to set these standards and make sure you know about them when you begin your job. It is your responsibility to learn and follow them.

3. When will I receive training in job safety and the workplace hazardous materials information system (WHMIS)?

Manitoba's health and safety laws require your new employer to make sure you have all the information and skills you need to safely do the work you're assigned. You must be supervised by someone who knows how to do the job safely until you can do the job safely.

When you're learning a job and your skilled supervisor is called away for a time, stop working until he or she returns. Some jobs may look easy, but until you're completely trained, it can be dangerous to go ahead on your own. Make sure you learn everything you need to know before you do a job on your own.

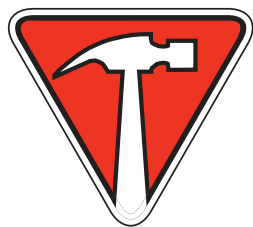
If you've been asked to do something that you believe may endanger you or your co-workers because you have not been adequately trained, you may refuse to do the work. *The Workplace Safety and Health Act* allows you to legally refuse work you believe to be dangerous and protects you from any disciplinary action by your employer for refusing.

4. Is there a safety and health committee or a worker representative? Where is the safety and health bulletin board located?

Manitoba law requires workplaces with 20 or more workers to have a safety and health committee and to have meetings at least quarterly. If the workplace has 10 to 19 workers, there must be a worker representative who you can go to if you have concerns. The company bulletin board should post information such as who knows first aid, the minutes from the health and safety committee meetings and any other relevant information.

5. Do I need to wear safety gear and when will I be shown how to use it?

The law requires your employer to provide and make sure that you use appropriate safety equipment when and where it's necessary. Your employer is also required to make sure that you're trained in how to use this equipment properly. For some equipment, such as safety shoes, your employer can ask you to bring your own as a condition of employment. Ask if you're not sure. It is your responsibility to wear the required equipment and use it properly.



SAFE WORK



10 QUESTIONS TO ASK AN EMPLOYER – CONTINUED

6. When will I be trained in emergency procedures?

Before you start work, your employer must tell you about the emergency procedures you need to follow to protect yourself in situations such as a fire or a chemical spill. You must be informed about such things as how to exit the building, where to go if you have an injury and what to do when you encounter an emergency situation.

7. Where is emergency equipment located?

The law requires your employer to control the hazards at your workplace. This includes providing fire extinguishers and any special equipment required to respond to emergencies that could arise in your workplace. All workplaces must have a first aid kit; the type depends on the number of workers, how hazardous the work is and the location of the workplace. Most workplaces are required to have employees who are trained in first aid.

8. What do I do if I get hurt? Who is the first aid person? Is this workplace covered by Workers Compensation?

Find out who can provide first aid in case you ever need their help. This information should be posted on the bulletin board. If you do get injured and require first aid, you are required by law to report the injury to your employer as soon as possible. If you are injured at work, you should also report it to The Workers Compensation Board (WCB). They have a phone-in Claims Centre: Call 954-4100 in Winnipeg, or toll free at 1-800-362-3340. If you see doctors or other health care professionals because of the injury, they must report the workplace injury to the WCB.

9. Who do I ask if I have a health or safety question?

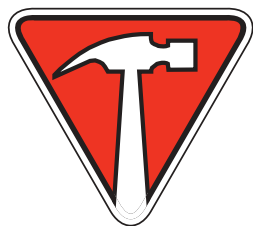
The first person to ask should always be your employer or supervisor, since they know your workplace best. You can also talk to someone on the safety and health committee or the worker representative if these exist. If you still have concerns, you can contact the Workplace Safety and Health Division Client Services by dialling 945-6848 in Winnipeg, or toll free at 1-800-282-8069 and talk with one of our staff, or reach us on the Internet: www.gov.mb.ca/labour/safety.

If you're experiencing a serious problem, one of our safety and health officers can drop by the workplace and check things out. All questions and complaints are kept confidential.

10. What are my safety and health responsibilities?

The law requires you to take reasonable care to protect your own safety and health and that of other workers. It is your responsibility to co-operate with your employer and follow all the rules and policies. Once you've been properly trained to do a job, you must ensure you do it safely and wear the required protective equipment at all times. It is also your responsibility to report any hazardous conditions that you see to your supervisor.

For more information, contact:
Workplace Safety and Health Division
www.gov.mb.ca/labour/safety
Winnipeg: 945-6848
or toll free: 1-800-282-8069



SAFE WORK

