

READY FOR WORK

Module 2. Curriculum Objectives & Resource Materials



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Curriculum Objectives & Resource Materials

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Introduction

These pages outline the overall foundational learning objectives for each of the following sections included in this module.

- Section 1: Occupational Health and Safety
- Section 2: Recognizing Hazards
- Section 3: Workplace Hazardous Materials Information System (WHMIS)
- Section 4: Employment Standards

The above sections address learning objectives at Introductory, Intermediate, and Advanced Levels for use in Grade 10, 11 and 12 education programs.

Section 1: Occupational Health and Safety

Foundational objectives

- To develop an awareness of rights and responsibilities with respect to safe workplace practices and procedures
- To identify and explain potential health and safety hazards in the workplace to minimize the potential for injury
- To introduce provincial legislation governing workplace health and safety
- To develop skills, knowledge and attitudes which will enable the student to practice health and safety

Introductory level objectives

Suggested time: 1-2 hours

Learning objectives	Notes
To recognize the impact of unsafe work practices and the effect on peoples' lives	<p>Use videos, case studies, or presentations depicting real life scenarios to illustrate the impact of unsafe work practices.</p> <p>For example, a video showing 'real people' and how their lives have been changed as a result of an injury or death. A discussion of the impact of an injury on the student's life and the lives of friends and families could follow the video.</p> <p>Emphasize that most incidents are preventable if training and appropriate supervision are provided and if safe work practices and procedures are followed.</p> <p>Provide information on youth injury statistics in Saskatchewan.</p>

Learning objectives	Notes
<p>To explain the purpose of Part III of <i>The Saskatchewan Employment Act</i> and <i>The Occupational Health and Safety Regulations, 1996</i> and how they affect workplace practices.</p>	<p>The Ministry of Labour Relations and Workplace Safety administers <i>The Saskatchewan Employment Act</i>. Discuss the purpose of the act and the role it plays in establishing healthy and safe workplaces.</p> <p>Emphasize the following key messages:</p> <ul style="list-style-type: none"> • Employer and worker rights and responsibilities are described in the legislation. • The specific regulations a worker needs to be aware of will vary according to the work setting and the specific job tasks. • Everyone has a role to play in maintaining health and safety in the workplace. However, the employer is ultimately responsible and accountable for health and safety. • The legislation sets minimum standards for health and safety.
<p>To identify employer and worker responsibilities.</p>	<p>Using a chart, brainstorm the responsibilities of the employer and the worker. Refer to <i>The Saskatchewan Employment Act</i> and <i>The Occupational Health and Safety Regulations, 1996 (regulations)</i> or informational pamphlets for a comprehensive list.</p> <p>The employer list could contain items such as:</p> <ul style="list-style-type: none"> • Ensure the health, safety and welfare of the employees in their workplaces • Assess risk for all workplace activities along with the frequency of that activity • Provide protection from biological and chemical substances • Provide equipment that is maintained and functioning • Establish procedures for reporting incidents and dangerous occurrences • Tell workers about hazard reporting procedures • Provide training to new workers about the safety policies, safe work procedures and hazards specific to the workplace

Learning objectives	Notes
	<ul style="list-style-type: none"> • Provide competent and knowledgeable supervisors • Have policies and procedures on how to work safely and be safe (harassment and violence, first aid emergency procedures, etc.) <p>The worker list could contain items such as:</p> <ul style="list-style-type: none"> • Report any unsafe conditions to the supervisor • Work and act safely on the job • Co-operate with the employer, supervisor, Occupational Health Committee (OHC), or a health and safety representative • Use safety equipment and personal protective equipment correctly and as required • Not initiate or participate in harassment
<p>To identify three worker rights:</p> <ol style="list-style-type: none"> 1. The right to know about workplace hazards. 2. The right to participate in health and safety activities. 3. The right to refuse work that the worker believes to be unusually dangerous/hazardous. 	<p>Using tip sheets for young workers, discuss with students the three rights. Information should include that workers have:</p> <ul style="list-style-type: none"> • The right to know and be informed about workplace hazards and how to deal with them • The right to participate in health and safety activities in the workplace (e.g., become a member of the OHC, report unsafe conditions and equipment to the supervisor, and participate in the identification of hazards) • The right to refuse work that the worker believes to be unusually dangerous.
<p>To identify and discuss potential safety hazards around the home/school</p>	<p>Once potential hazards have been identified, discuss how injuries could be prevented and who might have responsibility or a role to play in helping keep the home/school safe.</p> <p>Make sure students know that home hazards aren't regulated by law unless employees work in the home.</p>

Learning objectives	Notes
	<p>Relate hazard identification and control to workers' right to know about hazards and how to deal with them and workers' right to participate in health and safety in the workplace.</p>
<p>To develop health and safety questions to ask employers</p>	<p>Brainstorm a list of possible questions to ask such as:</p> <ul style="list-style-type: none"> Will I receive job safety training and orientation before I begin work? Are there any health and safety procedures I should follow? What safety gear will I be expected to wear or provide? Are there any risks or hazards I should be aware of in my job? If I get hurt, who is the first aid person? Where are safety notices posted? What should I do in case of fire or another emergency? Where do I find fire extinguishers, first aid kits, and emergency assistance? What should I do if I get injured or have an incident? How can I contact my health and safety committee or representative? <p>Discuss appropriate times to ask questions.</p>

Intermediate learning objectives

Suggested time: 4-5 hours

Learning objectives	Notes
<p>To be aware of agencies concerned with safe workplace practices</p>	<p>Discuss federal and provincial agencies that contribute to safe workplace practices. For example:</p> <ul style="list-style-type: none"> • Human Resources and Skills Development Canada • Saskatchewan Human Rights Commission • Saskatchewan Workers' Compensation Board • Ministry of Labour Relations and Workplace Safety • Provincial safety associations <p>Tell the teachers/students where they can get more information.</p>
<p>To become familiar with the purpose, scope and structure of Part III of <i>The Saskatchewan Employment Act</i> and <i>The Occupational Health and Safety Regulations, 1996</i></p>	<p>The Ministry of Labour Relations and Workplace Safety, one of the agencies concerned with safe workplace practices, administers <i>The Saskatchewan Employment Act</i> and <i>The Occupational Health and Safety Regulations, 1996</i>.</p> <p>Briefly review the purpose of health and safety legislation. Discuss the difference between an act and a regulation.</p> <p>Show students copies of the act. Discuss the table of contents, index, and so on. In small groups, have students conduct a “search for information” activity.</p>
<p>To identify worker/employer responsibilities in the workplace</p>	<p>Review worker/employer responsibilities in the workplace.</p> <p>Review case studies/hazard scenarios and determine the responsibilities of the worker and the employer.</p>

Learning objectives	Notes
To identify types of hazards in the workplace	<p>Review the three main worker rights: to know, to participate, to refuse unusually dangerous work.</p> <p>Discuss workers' right to know about workplace hazards.</p> <p>Define a hazard as any activity, situation or substance that can cause harm.</p> <p>Safety hazards are unsafe working conditions that can cause injury, illness and death. Safety hazards are the most common workplace hazards.</p> <p>They include:</p> <ul style="list-style-type: none"> • Anything that can cause spills or tripping such as cords running across the floor or ice • Anything that can cause falls such as working from heights, including ladders, scaffolds, roofs, or any raised work area • Unguarded machinery and moving machinery parts that a worker can accidentally touch • Electrical hazards like frayed cords, missing ground pins, or improper wiring • Confined spaces <p>Identify the five categories of health hazards:</p> <ul style="list-style-type: none"> • Physical agents: for example, excessive noise, heat, or cold, electricity, moving machinery, dust and fibres • Chemical hazards: for example, paints, acids, cleaning supplies, gases such as carbon monoxide, propane, oxygen, acetylene • Ergonomic hazards: for example, video display terminals, lifting, repetitive movements • Biological hazards: for example, mould, fungus, mildew, plants, bacteria and viruses, unclean washrooms, medical waste stored improperly, insect stings and animal bites

Learning objectives	Notes
	<ul style="list-style-type: none"> Workplace stress: This is restricted to harassment as defined under <i>Part III of The Saskatchewan Employment Act</i> and <i>The Occupational Health and Safety Regulations, 1996</i>. <p>In the school, have students identify examples of the five types of hazards or identify occupations where each type of hazard might be encountered.</p>
<p>To describe and use simple steps to identify and control workplace hazards (recognizing that hazard identification and control in the workplace will be more complex)</p>	<p>Describe the three steps to recognize, assess, and control hazards:</p> <ol style="list-style-type: none"> See it – What is the hazard? Think it – Why is this a hazardous situation? How likely is it that someone will be hurt or killed? How serious is the risk? Do it – What can be done to control the hazard? To prevent an incident or injury? <p>Discuss ways to control hazards:</p> <ol style="list-style-type: none"> Eliminate the hazard – Wipe spills, replace faulty equipment, substitute a safer chemical for one that is more hazardous. Reduce the risk to workers – Use machine guards, noise enclosures or ventilation systems to dilute or remove hazardous substances from the air. Protect workers – Use safe work procedures, effective safety training, proper supervision, or personal protective equipment. <p>Using pictures, case studies, or videos of various workplaces, ask students to identify potential hazards such as a slippery floor, an electric saw without a safety guard, a ladder, open drawer on a file cabinet, and so forth.</p> <p>Identify the type of hazard, assess the risk the hazard poses and identify how to control the hazard.</p>

Learning objectives	Notes
To understand the right to participate in health and safety activities in the workplace	<p>Workers can participate in health and safety activities by:</p> <ul style="list-style-type: none"> • Reporting unsafe conditions or concerns • Becoming a member of the Occupational Health Committee • Becoming the health and safety representative <p>Have students research and report on the role and responsibilities of the OHC by using the internet, pamphlets, <i>The Saskatchewan Employment Act and Regulations</i>, or interviews.</p>
To understand the right to refuse work the worker believes to be unusually dangerous	<p>Outline the steps in a refusal to work.</p> <p>Review case studies/scenarios and decide if the worker has the right to refuse to work that is unusually dangerous.</p>
To develop health and safety questions to ask your employer	<p>Review, revise or add to the questions developed in the Introductory Level activity.</p> <p>Discuss students' experiences with asking questions in the workplace.</p> <ul style="list-style-type: none"> • Were their questions answered? • Did they encounter any difficulties? • Did they receive any health and safety orientation, education or training? <p>Discuss appropriate times to ask questions.</p>

Advanced learning objectives

Suggested time: 4-6 hours

Learning objectives	Notes
<p>To understand how rights are applied in the workplace</p>	<p>Right to Know: Review hazard identification process. Provide a generic workplace inspection checklist.</p> <p>With a co-operating employer or the school's Occupational Health Committee, have students:</p> <ul style="list-style-type: none"> • Conduct a partial workplace inspection to identify and assess potential hazards • Make recommendations regarding control of identified hazards <p>Right to Participate: Organize an Occupational Health Committee in your classroom. Role play various scenarios where an OHC would be called to act.</p> <p>Right to Refuse: Role play approaching your supervisor to report a refusal to do a task because of health and safety concerns. Have students plan how they would start the conversation, what their voice tone would be like and so on.</p>
<p>Identify employer responsibilities with respect to hiring guidelines and prescribed workplaces</p>	<p>Have students conduct research on industries and job tasks that have age restrictions.</p> <p>Identify workplaces that are required to have a formal safety program, violence policy, Occupational Health Committee, or safety representative.</p> <p>Using resources available from the Occupational Health and Safety Division of the ministry, have students develop a safety program or violence policy for a specific workplace.</p>

Learning objectives	Notes
To explain health and safety regulations with respect to work placement choice or career of interest	<p>Through informational interviews with workers, employers, family members, or training centres, identify what health and safety regulations apply or what hazards exist in students' work placement choice, career interest, or present place of employment. Discuss ways that the hazards are controlled in the workplace.</p> <p>Information about health and safety related to a variety of industries can also be obtained through the internet, safety associations, and other practical and applied arts curriculum guides.</p>

Section 2: Recognizing Hazards

Suggested time: 3-9 hours

Foundational objectives

- To identify and explain health and safety hazards in the workplace so the potential for personal injury, and damage to equipment and the environment are minimized
- To develop skills, knowledge and attitudes which will enable the student to act on safe, fair and co-operative workplace practices knowledge
- To introduce students to the subtle nature of hazardous materials around them and the need to be proactive about the safe use of these materials

Notes:

It is recommended that the introductory level activities in **Section 1: Occupational Health and Safety** be completed before doing hazard recognition activities.

Common workplace hazards for young workers include manual handling, noise, and harassment. It is essential to address these hazards.

Teachers will need to survey their students to determine which hazard recognition activities have been covered previously and select lessons accordingly. For example, if students have already completed an introduction to Workplace Hazardous Materials Information System (WHMIS), it will be necessary to review only the safety data sheets and the international hazard pictograms (symbols) for hazardous products that are present in the classroom.

Workers under the age of 16 cannot be employed or permitted to work where they may be exposed to a chemical or biological substance that is likely to endanger their health or safety.

Learning objectives	Notes
To define and provide examples of types of workplace hazards	Refer to <i>Section 1: Occupational Health and Safety</i> for definition and examples.
To identify common risks or hazards associated with job/work placement interest	<p>Use <i>Recognizing Hazards</i> supplements to high hazard Practical and Applied Arts courses, informational interviews, community agencies, internet or print resources to research workplace hazards.</p> <p>NOTE: If students have already completed the section on occupational health and safety, they will have identified hazards related to their job/work placement interest.</p>
To apply injury prevention principles and techniques to ensure safe, injury-free work performance in the workplace	<p>Identify workplace procedures and instructions for risk control in areas such as:</p> <ul style="list-style-type: none"> • Manual handling • Hazardous materials and substances • Managing shiftwork • Noise • Slips and falls • Maintenance/safe operation of machinery • Electrical usage • Stress • Harassment • Violence <p>Choose hazard recognition activities based on students' areas of job/work placement interests. For example, manual handling is relevant in a number of workplaces: retail stores, grocery stores, warehouses, construction sites, and so on.</p> <p>Wherever possible, demonstrate and practice the safe way to do tasks (proper way to lift, ergonomically correct office workstation).</p> <p>Use videos or case studies to illustrate topics such as noise, harassment, repetitive strain injuries (RSIs), and so on.</p>

Learning objectives	Notes
<p>To identify workplace procedures and instructions for risk control in manual handling</p>	<p>Introduce the concept of manual handling. Manual handling is any task requiring the movement of objects by humans.</p> <p>Discuss different activities that involve moving objects and how they are done. For example, lifting, pushing, pulling, carrying, wheeling, and wearing of loads (such as backpacks and tool belts) are all types of manual handling.</p> <p>Demonstrate the steps to lifting correctly and discuss the need for proper lifting techniques.</p> <p>Explain that employers are required to train workers in safe techniques for lifting, holding or carrying loads (Regulation 78).</p>
<p>To identify workplace procedures and instructions for risk control in managing shiftwork</p>	<p>Develop an awareness of the health and safety hazards associated with shiftwork.</p> <p>Discuss the symptoms of poor health that may be related to shiftwork.</p> <p>Recognize that there is an increased risk of violence for certain types of shiftwork (for example, working alone at night).</p> <p>Recognize that there is an increased risk of incidents associated with working extended and late shifts.</p>
<p>To identify workplace procedures and instructions for risk control in working with chemical and biological substances</p>	<p>Lead a brainstorming activity to create awareness of hazardous materials and substances in the workplace.</p> <p>Explain that hazardous materials and substances can be toxic solids, liquids or gases, which are poisonous to the body and can cause injury or disease when we are exposed to them.</p> <p>Provide examples of hazardous materials and substances. Examples may include: bleach, oven cleaner, fertilizer, and pesticides.</p> <p>Identify hazardous materials and substances through hazard recognition activities.</p> <p>Introduce students to the WHMIS classification system for hazardous materials.</p>

Learning objectives	Notes
	<p>Run an activity/quiz to recognize the WHMIS pictograms (symbols).</p> <p>Explain that not all products are controlled by the WHMIS legislation. These products use international hazard symbols.</p> <p>Run an activity to recognize the international hazard symbols and understand the hazards they represent (such as poison, flammable, explosive, corrosive).</p>
To identify procedures and instructions for risk control in working with noise in the workplace	<p>Through discussion and awareness activities, introduce noise as a hazard in the workplace.</p> <p>Develop an awareness that since there is often no pain involved in hearing loss, people are not aware it is happening.</p>
To identify procedures and instructions for risk control in dealing with slips and falls in the workplace	<p>Discuss steps to recognize a potential incident situation and correct it:</p> <ul style="list-style-type: none"> • Use safe work procedures and good housekeeping measures to reduce and eliminate injury. • Understand your abilities and limitations and realize that the only way to do the job is the safe way, even if it may take longer. • Use the proper tools and equipment to do the job.
To identify procedures and instructions for risk control in dealing with maintenance/safe operation of machinery in the workplace	<p>Discuss and develop an understanding of the maintenance needs and safe handling of machinery.</p> <p>Recognize that all machinery (hand or powered) has the potential to harm the user.</p> <p>Discuss the potential for injury and the need to be aware that when working with machinery with moving parts, you are exposed to hazards that may lead to injury. Examples of injuries include: amputations, fractures, strains and sprains, dislocations, crush injuries, open wounds, and electrocution.</p>

Learning objectives	Notes
	<p>Discuss the need to be aware of hazards that result from working near machinery. These include: being hit by objects from the machinery, heat, noise, fumes, and chemicals.</p> <p>Recognize the importance of and demonstrate the use of guards on machinery as a routine safety procedure.</p> <p>Recognize the importance of and demonstrate the use of lock-out procedures when doing maintenance on machinery. Understand and follow the lock-out procedures specific to each workplace.</p> <p>Demonstrate the necessity of wearing personal protective equipment, when appropriate.</p>
<p>To identify procedures and instructions for risk control in dealing with electricity in the workplace</p>	<p>Brainstorm and discuss the kinds of electrical hazards in the workplace.</p> <p>Demonstrate safe work procedures when working with electrical equipment.</p>
<p>To identify procedures and instructions for risk control in dealing with stress, harassment and violence in the workplace</p>	<p>Discuss the idea that harassment is a stress hazard that can affect work performance.</p> <p>Define harassment and discuss the statement "every worker is entitled to a working environment that is free of harassment."</p> <p>Discuss the safety procedures to follow (outlined in the employer's violence policy) to reduce the potential for violence in the workplace.</p>

Section 3: Workplace Hazardous Materials Information System (WHMIS)

Suggested time: 2-3 hours

Foundational objectives

- To develop an awareness of rights and responsibilities with respect to health and safety in the workplace
- To develop skills, knowledge and attitudes which will enable the student to act on knowledge of safe, fair and co-operative workplace practices
- To identify and explain health and safety hazards in the workplace so that the potential for personal injury and damage to equipment and the environment are minimized

Notes:

Before beginning this section, survey your class to determine if students have taken WHMIS in other courses. That will determine whether they require only a review or more in-depth lessons. Ensure students are aware of the following information about WHMIS in the workplace.

Employers can send workers to general WHMIS education that does not have to be workplace-specific. At the same time, each employer must develop workplace-specific WHMIS training designed to equip the worker to handle the hazardous products that are used, transported, stored, or disposed of at the workplace. This includes workers who may not directly handle the materials but may be exposed to them because they are in the vicinity. Both education and training must be provided before you use hazardous products in the workplace.

The worker education and training program can be divided into two main areas:

1. **General education** – to include topics such as supplier, employer and worker responsibilities; supplier and workplace labels; and content required in safety data sheets (SDSs).
2. **Workplace training** – to include topics such as specific hazardous substances present and used in the workplace; control measures used; location of SDS in the workplace; the labeling system used in the workplace; safe work procedures for the use, storage, handling and disposal of hazardous substances; and emergency procedures.

The general education could be provided in a classroom setting with participants from many different work areas. The workplace training **must** be facilitated by the employer and be specific to the work site. Worker training in safe work practices must also include products that are partially exempt from WHMIS labeling and SDS requirements, such as consumer products.

All workers will not require the same level of workplace specific training. Office workers and retail cashiers may not require as comprehensive a training program as industrial workers.

Learning objectives	Notes
To become familiar with the information contained in the Workplace Hazardous Materials Information System (WHMIS) to reduce risk of injury when handling hazardous materials	Use case studies and guided questions to introduce the history, purpose, and content of the WHMIS.
To describe the three main methods to control hazardous materials	<p>Identify WHMIS as one tool used to recognize and manage hazards in the workplace. It is part of the information the worker has a right to know when starting a new job or starting a new task in an existing job.</p> <p>Review the three basic ways in which hazardous material can be controlled:</p> <ol style="list-style-type: none"> 1. At the source (eliminate or substitute hazardous substance) 2. In the pathway (use ventilation or enclosures to keep hazardous substances away from workers) 3. At the worker level (provide training and use personal protective equipment) <p>Refer to <i>Section 1: Occupational Health and Safety</i> for more information on controlling hazards and the Right to Know.</p>
To identify the three parts to WHMIS as information you have a right to know	<p>The three parts of WHMIS that help workers identify and handle hazardous materials safely are:</p> <ol style="list-style-type: none"> 1. Labels with warning pictograms (symbols) 2. Safety data sheets 3. Worker education and training programs
To understand the responsibilities of the employer, the supplier and the worker for safely handling hazardous materials	<p>Responsibilities of the employer include:</p> <ul style="list-style-type: none"> • Informing workers of hazardous materials on the job site • Ensuring hazardous materials are labeled properly

Learning objectives	Notes
	<ul style="list-style-type: none"> • Having safe procedures for the use, handling, storage and disposal of hazardous materials • Providing worker education and training • Supplying and replacing all safety equipment • Ensuring safety data sheets are readily available within the workplace • Ensuring appropriate personal protective equipment (PPE) is used by workers • Setting up a plan to prevent workers from being exposed to hazards • Setting up emergency procedures <p>Responsibilities of the worker include:</p> <ul style="list-style-type: none"> • Acting on information received about hazardous materials at the work site • Learning how to use WHMIS • Following procedures to protect yourself and others in the workplace • Informing the employer of hazards or damaged and missing labels <p>The supplier is responsible for:</p> <ul style="list-style-type: none"> • Providing labels and the information on the safety data sheets <p>List several responsibilities and ask students to identify who has responsibility for that task in the workplace.</p>
To identify the three main types of WHMIS labels	<p>Discuss requirements for:</p> <ul style="list-style-type: none"> • The types of information on supplier labels (seven types for WHMIS 1988 and six types for WHMIS 2015) • The three types of information on workplace labels • Other means of identification specific to a work site

Learning objectives	Notes
<p>To recognize product classification and hazard symbols</p>	<p>Using a video, pictures, or products, introduce students to product classification and hazard pictograms (symbols).</p> <p>Given several common products, ask students to place products in the appropriate classification.</p>
<p>To identify the type of information required in safety data sheets (SDS) and understand how to use the information</p>	<p>A current SDS sheet must be present for every hazardous material at the work site. List and discuss the 16 main sections of an SDS:</p> <ul style="list-style-type: none"> • Identification • Hazards identification • Composition/information on ingredients • First aid measures • Firefighting measures • Incidental release measures • Handling and storage • Exposure control/personal protection • Physical and chemical properties • Stability and reactivity • Toxicological information • Ecological information • Disposal consideration • Transport information • Regulatory information • Other information <p>Use questions about products or case studies that require students to understand and apply information from SDSs.</p>
<p>To identify hazardous materials that are present in the work placement or career of interest</p>	<p>Through informational interviews or other types of research, identify hazardous materials in the work placement or career of interest. Have students summarize and report on information from the SDS sheets and safe handling procedures.</p>

Section 4: Employment Standards

Foundational objectives

- To introduce students to the issues surrounding fair workplace practices
- To develop an awareness of rights and responsibilities with respect to fair workplace practices and procedures
- To develop skills, knowledge, and attitudes which will enable the student to act on fair workplace practices and procedures

Introductory learning objectives

Suggested time: 1–2 hours

Learning objectives	Notes
To become knowledgeable about fair workplace practices	Using a survey or question sheet, discuss the concept of fairness as it relates to the workplace.
To identify how Part II of <i>The Saskatchewan Employment Act</i> promotes fair workplace practices	<p>Use a video, flashcards or quiz to introduce the scope and provisions of <i>The Saskatchewan Employment Act</i>. It is the law that sets minimum standards for employing people in Saskatchewan. It governs working conditions such as: minimum wage, hours of work, public holidays, annual holidays, overtime, termination, and permits.</p> <p>Discuss how collective agreements (unions) and employer and professional association policies build on or add to minimum labour standards.</p>
To identify labour standards questions to discuss with an employer	<p>Brainstorm a list of questions to ask. Questions may include:</p> <p>What is my schedule of work hours?</p> <p>What is my wage? How and when will I be paid?</p> <p>What deductions will be made from my pay cheque?</p> <p>Who is my supervisor?</p> <p>Discuss appropriate times to ask these questions. Role play situations.</p>

Learning objectives	Notes
To introduce strategies for addressing problems arising from unfair workplace practices	<p>Discuss types of conflict and methods to deal with conflict in the workplace. Using case studies, identify ways to address workplace disputes concerning areas such as not being paid overtime.</p> <p>If students are presently working, discuss issues that they may have encountered, whether they chose to address the concern and how/if the concern was resolved.</p> <p>Provide information about community agencies to contact for more information or to clarify an issue related to labour standards.</p>

Intermediate objectives**Suggested time:** 2 hours

Learning objectives	Notes
To understand and appreciate the role of different agencies involved in the workplace	<p>Discuss federal and provincial agencies that contribute to fair workplace practices, for example:</p> <ul style="list-style-type: none"> • Human Resources and Skills Development Canada • Saskatchewan Human Rights Commission • Ministry of Labour Relations and Workplace Safety
To describe employers' and workers' rights and responsibilities for promoting and maintaining fair workplace practices	<p>Use flashcards, case studies or quizzes to discuss employers' and workers' rights and responsibilities with respect to fair workplace practices. Include topics such as:</p> <ul style="list-style-type: none"> • Overtime • Meal breaks • Work schedules • Minimum callout • Annual holiday pay • Shift work • Termination • Age of employment • Uniforms • Public holidays • Equal pay
To identify the employment standards that apply to the work placement choice or career of interest	<p>Through informational interviews and surveys with workers, employers, or family members, identify the employment standards that apply to the student's work placement choice, career interest, or present place of employment.</p>

Advanced objectives

Suggested time: 2 hours

Learning objectives	Notes
To determine strategies and develop skills in applying conflict resolution, anger management, and negotiation techniques to address problems arising from unfair workplace practices	<p>Use case studies and role playing to discuss methods of managing anger, negotiating, and resolving conflict in the workplace. Use knowledge of fair workplace practices, and anger management.</p> <p>Using case studies, identify ways to address workplace disputes concerning areas such as not being paid overtime.</p> <p>If students are presently working, discuss issues that they may have encountered, whether they chose to address the concern and how/if the concern was resolved.</p> <p>Provide information about community agencies to contact for more information or to clarify an issue related to labour standards.</p>

Resource Materials

Telephone helplines

For employment standards questions, call 1.800.667.1783.

For health and safety questions, call 1.800.567.7233.

Guide for New Workers

Download this guide for new or young workers at www.worksafesask.ca or contact WorkSafe Saskatchewan at 1.800.667.7590 to order copies.

Related Internet Sites

The following sites may be of interest to you or your students.

Canadian Centre for Occupational Health and Safety

www.ccohs.ca

Contains research articles and publications related to health and safety. A resource that may be of interest to teachers is the safety guide booklets. Titles in this series include: *Groundskeepers Safety Guide*, *Cold Weather Workers Safety Guide*, *School Workers Health and Safety Guide*, *Office Ergonomics Safety Guide*, *Food Service Workers Safety Guide*, *Warehouse Workers Safety Guide*, *Indoor Air Quality Health and Safety Guide*, *Welders Health and Safety Guide*, and *Violence in the Workplace Prevention Guide*.

Saskatchewan Ministry of Labour Relations and Workplace Safety

www.saskatchewan.ca/government/government-structure/ministries/labour-relations-and-workplace-safety

Saskatchewan Workers' Compensation Board

www.wcbsask.com/

WorkSafe Saskatchewan

www.worksafesask.ca

Young Worker Readiness Certificate Course

www.saskatchewan.ca/ywrcc

Provides a variety of information about young worker injuries, training needs, and research. Information on hazard recognition and control in industries such as construction and hotels/restaurants is also available.

Labour Relations and Workplace Safety
Occupational Health and Safety Division
300 - 1870 Albert Street
Regina SK S4P 4W1
Toll free: 1.800.567.SAFE(7233)

Online: www.saskatchewan.ca



WorkSafe Saskatchewan
Head Office
200 - 1881 Scarth Street
Regina SK S4P 4L1

Saskatoon Office
115 24th Street East
Saskatoon SK S7K 1L5

Phone: 306.787.4370
Toll free: 1.800.667.7590
Fax: 306.787.4311
Toll-free fax: 1.888.844.7773

Online: www.worksafesask.ca

