

Handout 1: What Safety Means to Me

Part 1

1. In the spaces below, list six to eight things you like to do. For example, you might like to play basketball with your friends, watch videos, hang out at the mall or read.
 -
 -
 -
 -
 -
 -
 -
 -
2. Number the activities listed above in order of how much you like them. Put a number 1 beside your favorite activity, number 2 beside your second favorite and so on.
3. Put an **A** beside those you like to do alone and an **O** beside those that involve other people.
4. Put a check mark (✓) beside those you have done in the last two days, an **X** beside those you have done in the past week and a star (*) beside those you haven't done in the past month.
5. Think about the worst incident you can imagine happening to you. This would be an incident in which your injury would be severe enough to hospitalize you for a period of time. In the space below, jot down what your injuries might be (e.g., a broken leg, burns, disfigurement, or loss of fingers or arms).
6. Think about how your life would be affected. Draw a line through those activities in number 1 that you would not be able to do. Put an **L** beside those you could do in a limited way.

7. In the space below, write down:

a) How you think you would feel

b) What you might be thinking

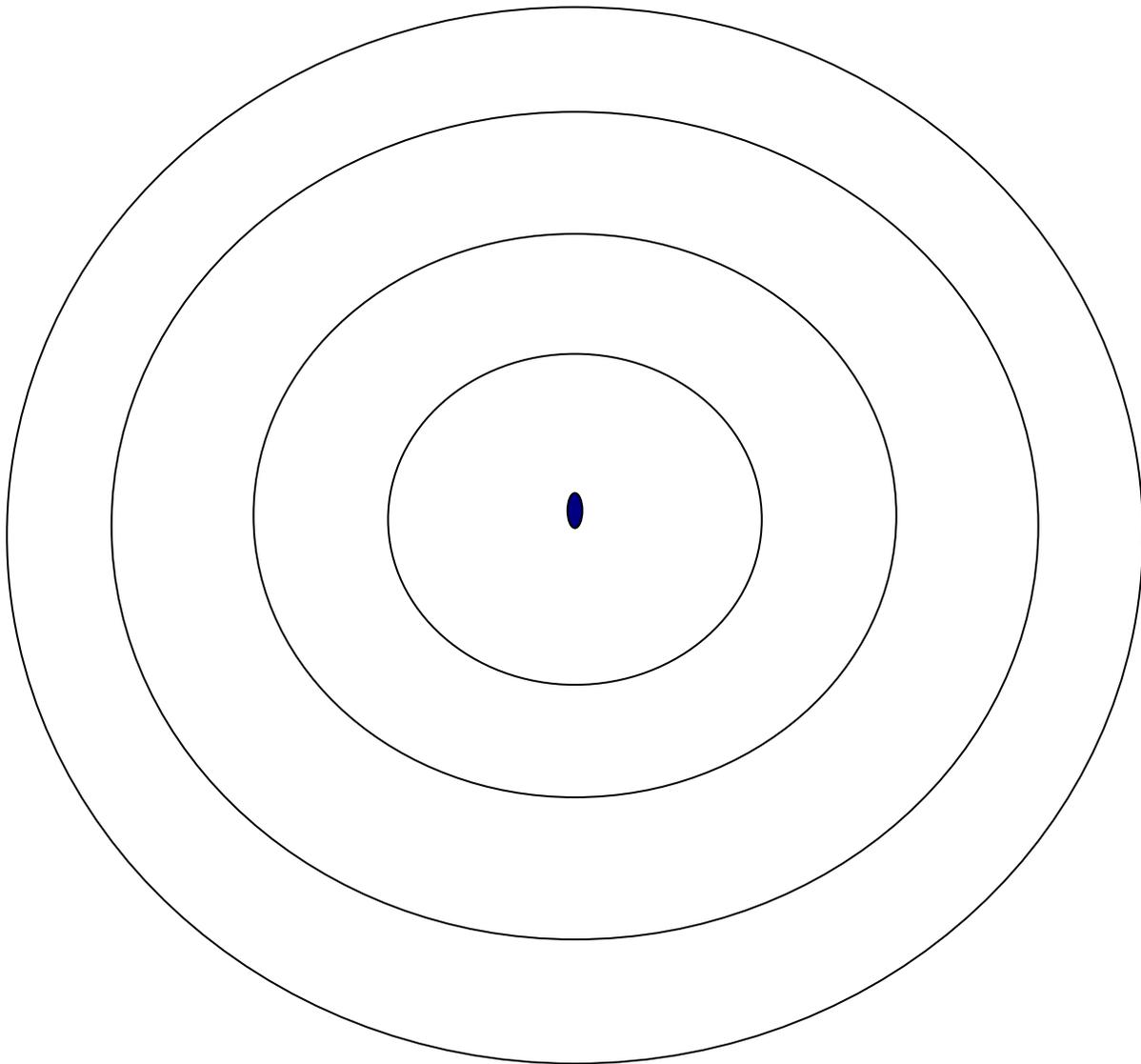
c) How you think others might feel or think about you

Part 3

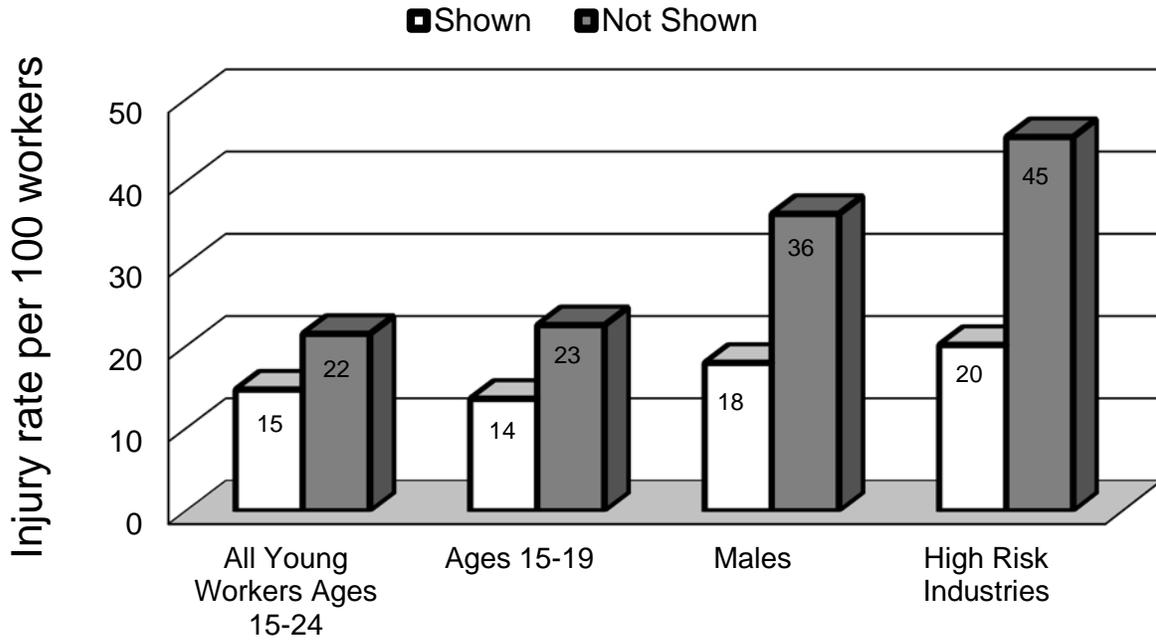
Complete the following:

“It is important to be safe at work because . . .

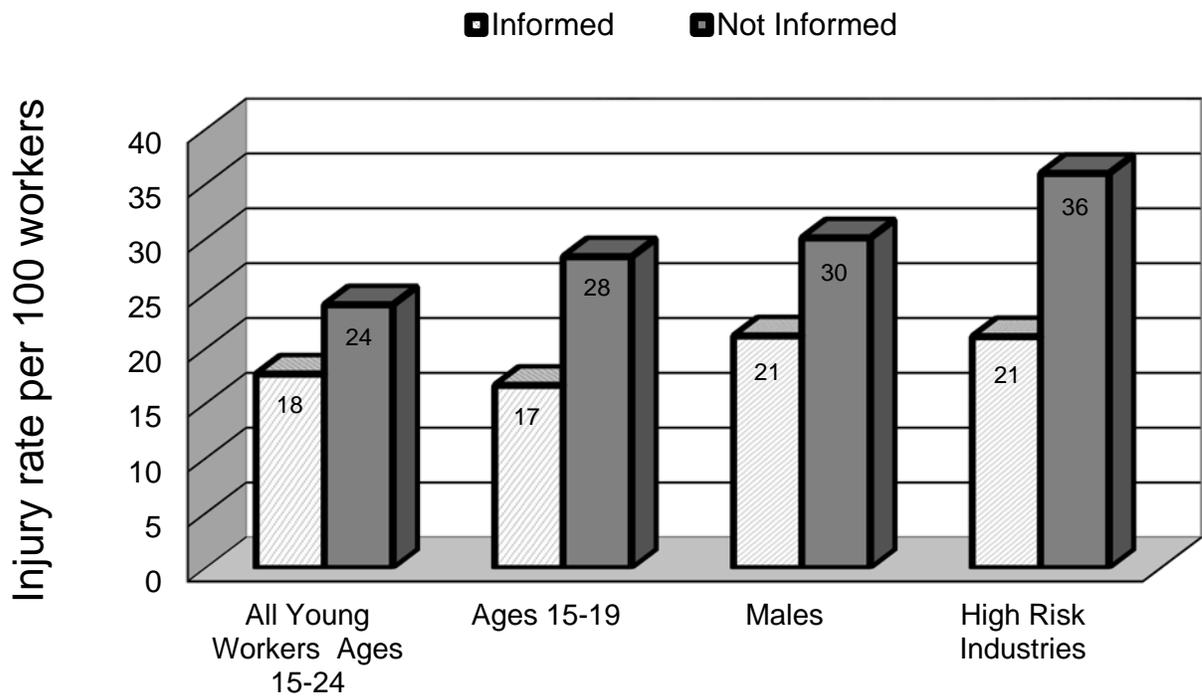
Circles of Influence



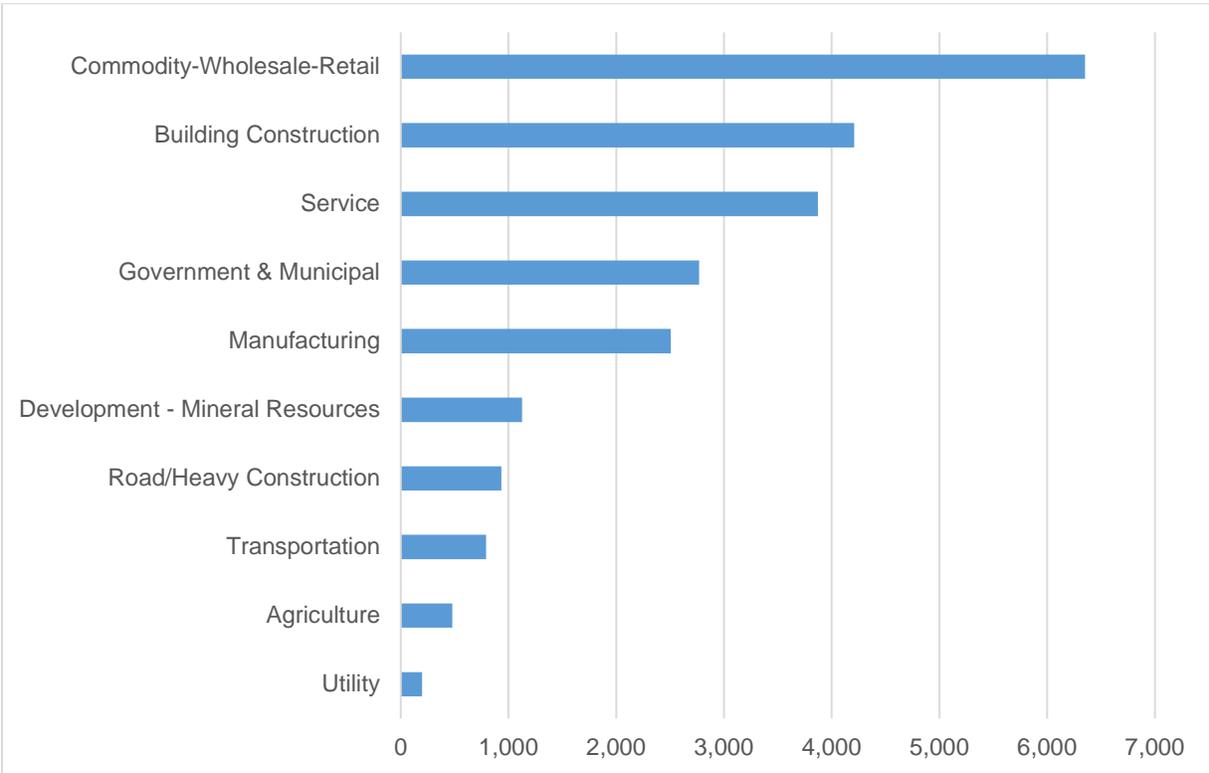
Showing Young Workers the Safe Way to Work Reduces Workplace Injuries



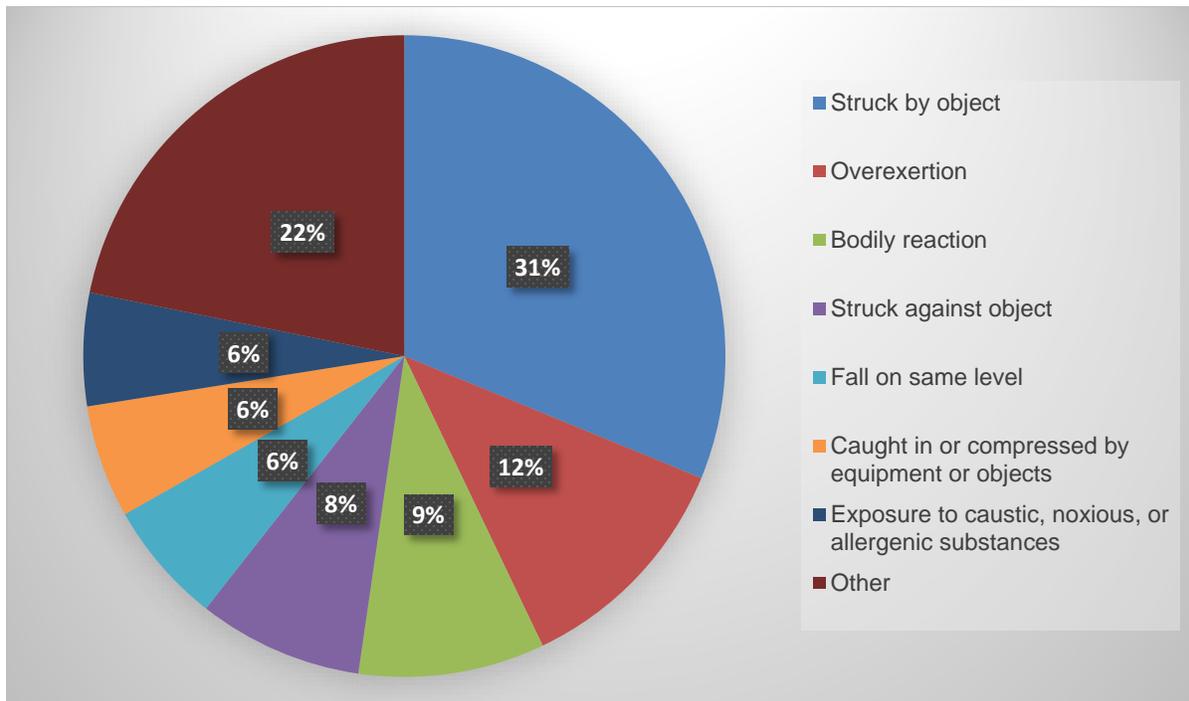
Informing Young Workers About Hazards Reduces Workplace Injuries



Industries with the Highest Accepted Injury Claims for Young Workers (age 15 to 24) from 2013 to 2017



Breakdown of Top Causes of Injuries for Young Workers (age 15 – 24) in 2015



Handout 4: Discussion Questions: Part 2

(Slides 10-19)

1. What does harassment have to do with workplace health and safety?
2. Give examples of the two types of hazards that can cause injuries in the workplace.
3. What caused the incident with the conveyor belt?
4. What legislation protects your rights in the workplace?
5. What do you have the right to know about in your workplace?
6. What does the **Right to Participate** mean?
7. Under what conditions do you have the right to refuse work?

Handout 6: Where would you find ...?

1. The general duty of every worker not to participate in harassment

2. The definition of employer

3. The rules about hiring young people

4. The employer's responsibility to provide training to workers

5. Minimum requirements for Class A qualifications for first aid certification

6. Protections that need to be in place when a worker may fall

Handout 7: Responsibilities of Employers, Supervisors and Workers

Employers	Supervisors	Workers
<ul style="list-style-type: none"> • Providing a safe and healthy workplace • Establishing a committee or designating a representative as needed and ensuring the committee or representative is effective • Consulting and co-operating with the committee or representative • Providing the information and training needed to protect the health and safety of workers. • Ensuring that committee members or the representative obtain training in their duties • Ensuring that supervisors are competent and provide competent supervision • Arranging for the regular inspection of the workplace, tools and equipment to ensure safety • Ensuring that tools, machinery and equipment are properly maintained • Ensuring that workers are not exposed to harassment • Enabling the committee or representative to inspect the workplace regularly • Promptly correcting unsafe conditions and activities reported by the committee or representative • Ensuring that the committee or representative investigates reportable incidents and dangerous occurrences • Knowing and complying with health and safety requirements 	<p>Supervisors are workers and bear all the health and safety responsibilities assigned to workers. They are also agents of the employer and are often assigned significant responsibility for carrying out the employer's duties under the legislation.</p> <p>Supervisors have specific duties under the regulations for:</p> <ul style="list-style-type: none"> • Ensuring that workers under their direction know and comply with health and safety requirements. • Ensuring that workers under their direction receive adequate supervision • Ensuring that workers know and follow health and safety requirements • Co-operating with the committee or representative • Knowing and complying with health and safety requirements 	<ul style="list-style-type: none"> • Taking reasonable care to protect their health and safety and that of other workers • Co-operating with employers, supervisors, committee members and representatives • Using safe work procedures, safeguards and personal protective equipment (PPE) • Reporting hazards (such as unsafe situations and activities) to the employer immediately • Refraining from harassment • Participating in training and health and safety meetings • Knowing and complying with health and safety requirements

Handout 9: A Hazard Control System

In Saskatchewan, anyone with responsibilities for health and safety must take every precaution reasonable in the circumstances to avoid harm or an offense to the law. This is called due diligence. It includes and goes beyond what the legislation covers. It is a principle of common law that describes a very high standard to take reasonable care. One aspect of due diligence is recognizing and controlling hazards in the workplace.

The following steps are a simple, practical and effective way to recognize, assess, and control hazards. The steps are useful for daily or comprehensive workplace inspections.

Step 1: See it!

A hazard is any situation, activity, procedure or equipment that may result in harm to a person. When spotting hazards, focus on all workplace tasks, equipment, substances and work procedures.

To help you **see** hazards in the workplace, keep the following in mind:

- Consider information about working conditions from your family, neighbours, co-workers, employer (e.g., workplace standards).
- Use your common sense.
- Look for hazardous substances and unsafe conditions in the workplace.
- Ask about past incidents and near incidents in the workplace.
- Read any product literature and information from suppliers.
- Check out old, new, or unfamiliar equipment before using it.

Keep an eye out for hazards 24
hours a day, every day!

Step 2: Think it!

You should next determine the risk of harm from these hazards. This will help you decide which hazards should be taken care of immediately. Risk mainly depends on two factors:

- The likelihood of an incident – Is it likely or unlikely?
- The severity of the incident – Could it cause death, serious injury, or minor injury?

	Likely	Unlikely
Death & Serious Injury	A	B
Minor injury	C	D

Classify all hazards you see as **A, B, C, or D.**

Eliminate or control **A** hazards first.

Hazards can vary in their risk, depending on the experience, training, and physical and mental abilities of the individual.

Make sure you tackle the high-risk hazards with more urgency than the low-risk hazards.

Step 3: Do it!

There are several ways to control a hazard. You may be able to take care of some hazards right away – wipe up water spilled on the floor, put trash in the garbage bin, or put supplies back in their proper storage spot.

You may not be able to take care of other hazards immediately. They will need to be reported to your supervisor or employer. In some workplaces, hazards are also reported to the Occupational Health Committee or the worker health and safety representative. You can also point out hazards to the committee or your employer when they do workplace inspections.

The employer will need to implement the most effective way to control the hazard. The employer will also need to provide workers with training about the hazard.

Three main ways to control hazards²

Hazard control should involve the following: Try 1 before 2, and 2 before 3.

4. Eliminate hazards!

Eliminate hazards posed by equipment and work processes at the source. For example, replace faulty equipment.

Eliminating hazards is the most desirable step in making the work environment safe.

2. Prevent or minimize exposure to the risk!

Prevent or minimize exposure to the risk by:

- a) **Substitution:** Substitute a less hazardous material, process, or piece of equipment to do the same task. For example, an employer could substitute a safer chemical for a hazardous chemical.
- b) **Redesign:** Redesign the workplace, the equipment or work processes.
- c) **Isolation:** Isolate the hazard. For example, in a deli the blade of a meat slicer has a metal guard.

These measures may include engineering controls. For example, use noise buffers or enclosures, ventilation to dilute the concentration of a hazardous substance, or guards to protect from cuts and puncture wounds.

3. Protect the workers!

Protect the workers if other controls are not feasible. Protect them through:

- a) **Administrative controls:** For example, training, supervision, changing the pace of work, job rotation. All workers should be trained in safe work procedures.
- b) **Personal protective equipment (PPE):** You should use proper clothes and masks for handling dangerous chemicals or biohazards.

² Adapted from a Guide published by the WorkSafe Western Australia Commission.

Hierarchy of control	
Most effective	Eliminate!
Less effective	<p>Prevent or minimize exposure to the risk!</p> <ul style="list-style-type: none"> • Substitution • Redesign • Isolation
Least effective	<p>Protect the worker!</p> <ul style="list-style-type: none"> • Administrative controls • Personal protective equipment (PPE)

The steps	What they mean
See it!	What is the hazard?
Think it!	Why is this a hazardous situation?
Do it!	What can be done to prevent an incident or injury?

Handout 10: Recognizing Hazards in the Workplace

Think about what your first job in this area of work could be like. In your mind, make a picture of your workplace and what it looks like. Think about how you could answer the following questions. **Use your imagination.** Be creative!

See it! Think it! Do it!		
Questions	Activity	Situation
Write down one unsafe activity and one unsafe situation you might find at work.		
Why is this a hazardous activity or situation? What is the potential for injury? What injury or health problem could result?		
What would you do to deal with the hazard? How could you prevent an incident from happening?		

Handout 11: Training for New Workers

All employers have responsibilities for ensuring the health, safety and welfare of the workers in their workplaces. Employers must provide training to new workers about the safety policies, safe work procedures and hazards specific to that workplace. The following topics need to be included in the orientation:

- Safety procedures and practices specific to the industry or type of work conducted at the workplace (e.g. hospitals, auto body shops, glass installation, wholesale bakeries, food preparation, and retail shops)
- Information about any hazards in the workplace and the procedures developed to address the hazards (may include policies about harassment and violence, as well as protection from physical, chemical or biological hazards)
- Use of the Workplace Hazardous Materials Information System (WHMIS) to identify hazardous materials in the workplace and the precautions to be taken when working with the materials
- Location of first aid supplies or facilities
- Procedures in the event of fire or other emergencies
- Identification of prohibited or restricted areas
- Personal protective equipment (training in its limitations and how to use and maintain it properly)
- Procedures for reporting hazards and incidents

“An employer shall ensure that no worker is permitted to perform work unless the worker:

- has been trained, and has sufficient experience, to perform the work safely and in compliance with the Act and the regulations; or
- is under close and competent supervision.”

(The Occupational Health and Safety Regulations, 1996 clauses 19(4))(a and b)

The Occupational Health and Safety Regulations, 1996 clause 2(1)(eee) states that train:

“means to give information and explanation to a worker with respect to a particular subject-matter and require a practical demonstration that the worker has acquired knowledge or skill related to the subject-matter.”

Handout 12: How do I participate in health and safety in the workplace?

Refer to *The Saskatchewan Employment Act, Part III* and *The Regulations, Part IV* to answer the following questions. In addition to the answer, please identify where you found the answer. Provide:

- The specific section or regulation number (1, 15, 16)
 - The letter in front of the applicable sub-clause (a, b, c)
 - The page number on which you found the answer
 - Whether it is found in the act or the regulations
1. Where are Occupational Health Committees required?
 - a) Generally

 - b) At construction sites

 2. What kinds of workplaces are required to have occupational health and safety representatives?

 3. Who is responsible for organizing committees?

 7. How many members must the committee have?

 8. How must representation on the committee be balanced between employer and worker members?

9. How must committee members be selected in:
 - a) Union workplaces

 - b) Non-union workplaces

10. As a worker, how do you find out who is your representative or on your committee?

11. How long do committee members serve?

12. What are the duties of the committee?

13. How often must the committee meet?

14. Read the act, sections 3-10 and regulations, section 13. Summarize below workers' responsibilities for safety in the workplace.

Handout 13: Occupational Health Committees Fact Sheet

Why set up a committee?

- Employers are required by law to protect the health and safety of workers.
- Committees help employers improve health and safety in the workplace.
- They give advice and recommend ways to eliminate and reduce workplace hazards.
- Workers can exercise their right to participate in health and safety in the workplace.

Occupational Health Committees (OHCs) are required in all workplaces with 10 or more workers. Worker health and safety representatives are required in high hazard industries with five to nine workers. Employers are required to consult and co-operate with the committee or representative.

What do committees do?

Occupational Health Committees help to reduce incidents and illnesses in the workplace. They help employers and workers co-operate to identify, eliminate and lessen workplace hazards.

Occupational Health Committees

- Help employers identify, assess, and control hazards
- Talk with workers about health and safety concerns
- Encourage better communication between employers and workers
- Recommend ways the employer can improve workplace health and safety
- Conduct regular inspections
- Take part in the investigation of incidents and dangerous occurrences
- Help employers meet legal health and safety requirements and investigate refusals to work

Employers have the ultimate responsibility to act on the Occupational Health Committee's advice and recommendations. They must deal with committee recommendations. If an employer does not agree with a recommendation, the employer must send the committee a written report saying why.

How do I set up a committee?

One way an employer can set up a committee is to:

- Meet with workers and their representatives, supervisors or managers to explain what a committee is, why you want one set up, and how to select members.
- Ask workers and managers to explain the selection process to workers.
- Give workers time to select members.
- Hold the first meeting within two weeks of the selection; appoint an employer co-chair at that meeting and ask workers to select their co-chair.
- Conduct a workplace inspection soon after the first meeting; discuss health and safety concerns with workers and meet to discuss those concerns.
- Post minutes of the meeting in the workplace.

Occupational Health Committee structure

- A committee must have between two and 12 members; at least half must be workers (not management).
- Union workplaces must appoint committee members as required by the union's constitution.
- In a non-union workplace, workers must elect their committee members.
- Employers select employer members; they must not outnumber worker members.
- It is important to have workers representative of all worker concerns. For example, shift workers should have their concerns fairly represented.

The names of committee members must be posted in the workplace so workers know who their members are.

Committee co-chairs

- Each committee must have two co-chairs. Employers select one and workers select the other at the first committee meeting.
- Co-chairs must be trained in their role and responsibilities.
- Co-chairs have equal rights and responsibilities, including the right to call and chair meetings.
- The employer co-chair keep the employer informed about committee work. The worker co-chair keeps workers informed. Both are entitled to receive information from the Occupational Health and Safety Branch. Either may distribute it to workers.

Committee meeting information (minutes)

- Committee meeting minutes are summaries of meetings and must be taken at every OHC meeting.
- OHCs are required to keep meeting minutes and provide copies to their employers.
- Employers are required to keep the minutes on file in a central, accessible location and ensure they are readily available for workers, committee members and occupational health officers who may need to view them.

- If there is an incident, an occupational health officer can request minutes. Failing to keep meeting minutes will result in enforcement action up to and including prosecution.

How long do members serve on the committee?

- Members serve a three-year term and may serve more than one term.
- Members should not leave committees until replacements are found.

Employers are legally responsible for setting up a committee and getting it working.

Handout 14: Steps in a Refusal to Work

- 1. The worker should inform the supervisor of the refusal to work.**
 - The worker should inform the supervisor that the refusal is because of a health and safety matter.
 - The worker shouldn't leave the work site without permission from the employer.
 - During the refusal, the employer can give the refusing worker other work to do (at no loss in pay or benefits).

- 2. If the refusing worker and supervisor cannot resolve the concern, involve the Occupational Health Committee (OHC) chairpersons.**
 - **The co-chairs cannot rule on whether the disputed job is unusually dangerous.** They can only help to resolve the concern.

- 3. If the refusing worker is not satisfied, have the full committee investigate, hold a committee meeting, and vote on the refusal.**
 - If the co-chairs cannot resolve the refusal, they should hold an emergency meeting of the whole committee.
 - The committee investigates the incident and votes on whether or not the work is unusually dangerous. It takes a unanimous vote to rule against a refusal.
 - The committee advises the worker of the decision.

- 4. If the refusing worker is not satisfied, contact an occupational health officer at the Occupational Health and Safety Branch, Ministry of Labour Relations and Workplace Safety.**
 - The officer will investigate and make a written ruling on the matter.
 - The officer will inform the worker, OHC and the employer.

- 5. Inform workers about the result of the officer's investigation or ruling on the matter.**
 - The results of the investigation should be summarized on the committee's minute forms and posted for all workers to see.

- 6. Monitor the effectiveness of any corrective action taken.**
 - The committee should check on the effectiveness of any corrective action taken by the employer to correct the situation.

Handout 15: Right to Refuse Case Studies

Instructions

Read the six case studies and then answer the questions below.

1. Do you think any of these work situations would be a good candidate for a refusal to work under section 3-31 of *The Saskatchewan Employment Act*?
2. State the reasons for your decision.
3. Where would you go to get advice and assistance with any of these situations if you didn't know what to do?
4. If you do decide to refuse the work as described in the situations, what should be your next step?
5. If the workers' concerns in any of these situations cannot be resolved, what further steps can they take?

Case study 1

You are a waitress working at a restaurant in your community. You are asked to wash the outside of the window of the building you work in. The window is sealed and cannot be opened from the inside. It can only be reached from the next window. You must sit on the edge of the next window and reach across it to wash the outside face of the sealed window. Another worker will hold your ankles to prevent you from falling. The window is on the 10th floor.

Case study 2

You work for a local hardware store. You are asked to shovel the snow off the roof of the storage shed. The roof has a slope of 45 degrees. Heavy ice is under the snow. The roof is not equipped with a lifeline or scaffold tie-in point. The roof of the nearby building collapsed recently because of heavy snow.

Case study 3

You were recently hired to operate a plastic food packaging press. The press forms and stamps raw plastic sheets into rectangular cups to hold processed food. The gate of the press opens upwards to allow the operator to reach into the mechanism. The gate consists of a heavy aluminum frame around a large transparent Plexiglas viewing panel. The gate has a safety shutoff that cuts power to the machine when it is opened. The Plexiglas viewing panel shattered some months ago and has not been repaired. Glass from the broken panel has gotten into the press mechanism and the safety shut-off switch. Neither works reliably anymore. The press jams frequently. Sometimes it starts when the gate is open.

Case study 4

You have been hired to make sandwiches in a sandwich shop. This morning you have been told to slice meat using a high-speed slicing machine. You have not been given any training on the machine.

Case study 5

Workers threaten to refuse work as a group.

Case study 6

You work for a local construction company. You and a co-worker have been told to drive a flatbed truck into town to get a large amount of lumber and bricks for the job that is being worked on. Neither of you has driven a truck before nor have you any training in driving a heavily loaded vehicle.

Handout 16: Questions to Ask Your Employer

1. When will I receive job safety training and orientation?
2. What hazards or risks I should be aware of in this job?
3. Who do I talk to if I have questions about carrying out a task safely?
4. If I notice something wrong, who should I report it to?
5. What health and safety procedures do I need to follow?
6. What safety equipment do I need to do my job?
7. Will I receive training on how to use the personal protective equipment (PPE) required for the job?
8. Who do I need to tell if I get hurt? Who is the first aid person?
9. What should I do in case of fire or another emergency?
10. Where do I find fire extinguishers, first aid kits, and emergency assistance?
11. What are my responsibilities regarding health and safety?
12. Is there an Occupational Health Committee or an occupational health and safety representative in this workplace? How do I contact them?