

# READY FOR WORK

## Module 4. Slides to Safety



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# Slides to Safety: An Occupational Health & Safety Presentation for Young Workers

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## Introduction to Slides to Safety

### Purpose

*Slides to Safety* is a slide-script presentation containing images about health and safety at Saskatchewan workplaces. It targets young people (14 to 24) years old and new workers entering the workforce.

This presentation is a useful starting point to create awareness and further discussion about healthy and safe workplaces. It's best used by teachers, counsellors and other presenters knowledgeable about workplace issues. The Saskatchewan Federation of Labour (SFL) provides trained facilitators to deliver this slide presentation called, *Are You Ready for Work?*

The SFL's *Slides to Safety* presentation is available on WorkSafe Saskatchewan's website at [www.worksafesask.ca](http://www.worksafesask.ca).

### What's included in this package?

This guide has three parts:

- First, the background to *Slides to Safety* presentation – its purpose, objectives, and intended audience
- Second, how to conduct the presentation and evaluation

### Why focus on young workers?

Young people are a very important part of our workforce. One in every six workers in Saskatchewan is under 25 years of age.<sup>1</sup> Almost one third of high school students work while attending school full time.<sup>2</sup> Many will continue to work while participating in post-secondary education programs.

Unfortunately, all too often a young person's first work experiences are not as rewarding as they should be. Consider these facts:

- Young or new workers experience higher rates of injury than other workers.
- Nearly 4,000 young workers (14-24 years old) are injured each year in Saskatchewan.
- On average, three young people in Saskatchewan die on the job each year.<sup>3</sup>

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<sup>1</sup> Statistics Canada. *Labour Force Review, 1998*.

<sup>2</sup> People Patterns Consulting. *Saskatchewan Youth 15-24. Changing Realities of Work and School, 1997*. Sauve, R.

<sup>3</sup> Saskatchewan Workers' Compensation Board Annual Reports. Statistical Supplements.

There are various reasons why young workers experience higher rates of injury and unfair working conditions compared to older workers. One important factor is that young workers generally lack knowledge of what constitutes safe, fair and co-operative work practices. They are not fully aware of their rights and responsibilities as workers and potential employers.

First experiences can shape a person's attitudes and behaviours for the rest of their lives. Young workers will make an easier and safer transition to work when they are aware of their rights and responsibilities in the workplace.

### ***Ready for Work objectives***

Young people starting to work need practical knowledge and skills so they can enjoy their first work experiences. They need to know:

- a) About their responsibilities for health and safety
- b) What they can expect their employer to do to make the workplace safe

To meet these objectives, these modules have been developed for secondary and post-secondary programs in Saskatchewan. The implementation of these modules throughout the province begins to address students' needs as they make the transition from school to work.

This strategy will help young people entering the workforce for the first time to:

- Understand their rights and responsibilities as potential workers, employers and supervisors
- Know how to recognize workplace hazards
- Know when and how to use personal protective equipment (PPE)
- Identify key questions and how to ask questions to help make their workplace experiences safe, fair and co-operative
- Know how to access information and agencies that can help them with workplace issues
- Develop skills in exercising both their rights and responsibilities
- Understand that if they don't exercise their rights and responsibilities, they could become another workplace statistic

### ***Slides to Safety objectives***

The *Slides to Safety* presentation gives a one-hour introduction to health and safety issues in the workplace. The presentation invites questions and further discussion about health and safety in the workplace. *Slides to Safety* specifically helps students to:

- Develop an awareness of overall workplace health and safety issues
- Develop an awareness of job hazards
- Develop an awareness about their three basic rights as workers: to know, to participate, and to refuse
- Understand young workers' responsibilities for keeping themselves and others safe on the job
- Ask key questions about job hazards and safety gear requirements
- Ask important questions about job safety training and procedures
- Know who to ask about health and safety concerns

## How should I make the presentation?

This section describes the four components of the *Slides to Safety* presentation:

1. **Overview** provides information about the intended audience, how much time to budget for the presentation, tips on giving an effective presentation, and a list of resources you will need.
2. **Script outline** provides a summary of the content of the slides.
3. **Information resources** lists pamphlets, guides and other resources from Occupational Health and Safety. These resources provide additional background to support you as you prepare for making a presentation. Much of this information is provided as part of the presentation material.
4. **Feedback sheets** are evaluation forms to be completed by the teacher, the students, and the presenter.

## Overview

### Knowing your audience and timeframe

Typical audiences include:

- Young people (14 to 24 years old) entering the workforce
- New workers
- The general public

You should be able to complete the presentation within **one hour**. Allow at least two hours in total for setting up and taking down the equipment, as well as a question and answer period. Times vary from session to session. Adjust your delivery accordingly.

You may want to allow for more audience interaction. Here are some suggestions:

- ✓ Complete the slide talk in **40 minutes**, leaving the remaining time for a question and answer period.
- ✓ Hold a question and answer session first, and then do the slide talk.
- ✓ Structure your time efficiently.
- ✓ If you stick to the script, you won't have to rush to finish.

## Presentation tips

It goes without saying that you want your presentation to succeed. Young people will challenge you to hold their interest. Here are some tips that can help.

- ✓ Know your audience.
  - Why do they want this presentation?
  - How does it fit into their education and work experience?
  - If you are presenting to a school, how has the teacher or the work experience co-ordinator prepared the students?
  - What is the role of the teacher in your presentation?
- ✓ Spend your time on what is most interesting to the audience.
- ✓ Use anecdotes from your experience, but also be prepared to provide information from a cross-section of workplaces.
- ✓ Use background information from the kit to prepare for your presentation, but stick to the script, or you will run out of time. **The information kit is for the presenter only.**
- ✓ Concentrate on your delivery as much as on the content.
- ✓ Encourage audience participation and questions.
- ✓ Treat all participants and questions with respect.
- ✓ Follow up the presentation with answers to questions you couldn't easily answer during the presentation.
- ✓ Follow up the presentation with information on how to access other *Ready for Work* resources and other agencies that can help with workplace concerns.

## **Preparing for the presentation**

Bring a prop box with examples of safety gear (e.g., goggles, hard hat, work boots, earplugs). Give students an opportunity to actually see personal protective equipment (PPE) or safety gear and learn about how, where and when to use it.

You will need the following resources:

1. A projector and:

- A copy of the presentation
- Spare bulbs
- Extension cords and duct tape to fasten the extension cord to the floor as a safety measure
- Remote control for projector
- Microphone with spare batteries (optional)
- Projector screen

2. Handouts (enough for each participant):

- Your business cards (optional)
- Evaluation forms
- Promotional items, if any (options: pins, pens, magnets)

3. Reference publications and props, such as:

- A prop box with safety gear (optional)
- *The Saskatchewan Employment Act* and Regulations

## Process suggestions

You can use a questionnaire (see page 11) to help students stay on track during the presentation. Here is a way to use it.

### Before the presentation . . .

1. Tell students the questionnaire has eight questions that follow the sequence of the slides. Let them know that they probably won't know how to answer any of the questions, but they will learn the answers as they watch the slides. Tell them that most adults couldn't answer all the questions, and maybe even their teacher can't answer them all correctly.
2. Give the students a chance to read over the questions and try to answer them before the presentation. Tell them that they can talk to each other and "cheat" while they try to answer the questions. The freedom to "cheat" has great motivational appeal. Reassure them that they will not be marked on their answers. Only the students themselves will see their sheets. They won't hand in the questionnaire to the teacher or anyone else.
3. Tell the students they will feel really great at the end of the presentation because they will be able to answer all the questions.

### During the presentation . . .

4. Help the students stay on track by telling them that a certain slide matches, for example, question 3 on their sheet.

### After the presentation . . .

5. After the presentation, go over the same questions on the reverse side of the sheet.
6. If you have some free samples of PPE (e.g., ear plugs), reward students who give correct answers with a free gift. At the end, allow everyone who didn't answer a question to come up and receive a free gift too.

**Note on question 6:** You may wish to explain this one to your students.

Saskatchewan occupational health and safety laws indicate that employers must provide workers with drinking water at work. If the water is supplied in an upward direction, such as from a water fountain, the employer has no responsibility to provide drinking cups. If the water is provided in a downward direction, such as from a faucet, then the employer has to provide drinking cups for the workers.

Students may find it interesting that the “old practice” of providing a bucket of water and a dipper for a group of workers wouldn’t pass occupational health and safety standards today. Why? Workers could easily infect each other by sharing the same drinking vessel.

This might also be a good opportunity to show your students a copy of the act and explain to them how much detail is contained in that document.

## Occupational Health & Safety Questionnaire

1. How many young workers (14-24 years old) are injured each year in Saskatchewan?

- a) 6,000                      b) 4,000                      c) 1,000                      d) 500

2. As a worker, what are your three rights for safety in the workplace?

- First:                              Second:                              Third:

3. What does PPE stand for?

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4. As a young worker (14-24 years old), you are most likely to injure your:

- a) Eyes                              b) Hands and fingers                              c) Back                              d) All of the above

5. Which of these workplaces are required by law to have a violence policy?

- a) Hospitals                              b) Schools                              c) Convenience stores                              d) All of the above

6. My employer has to provide me with drinking water while at work.

- a) True                              b) False

7. How can you participate in health and safety in the workplace?

- a) As a member of an Occupational Health Committee                              b) As a health and safety representative                              c) By reporting unsafe conditions or equipment to the supervisor                              d) All of the above

8. Every workplace has to have an Occupational Health Committee.

- a) True                              b) False

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## Occupational Health & Safety Questionnaire

(Teacher's copy)

1. How many young workers (14-24 years old) are injured each year in Saskatchewan?

- a) 6,000                      **b) 4,000**                      c) 1,000                      d) 500

2. As a worker, what are your three rights for safety in the workplace?

- First: **to know**                      Second: **to participate**                      Third: **to refuse**

3. What does PPE stand for?

          **personal**                        **protective**                        **equipment**          

4. As a young worker (14-24 years old), you are most likely to injure your:

- a) Eyes                      b) Hands and fingers                      **c) Back**                      **d) All of the above**

5. Which of these workplaces are required by law to have a violence policy?

- a) Hospitals                      b) Schools                      c) Convenience stores                      **d) All of the above**

6. My employer has to provide me with drinking water while at work.

- a) **True**                      b) False

7. How can you participate in health and safety in the workplace?

- a) As a member of an Occupational Health Committee                      b) As a health and safety representative                      c) By reporting unsafe conditions or equipment to the supervisor                      **d) All of the above**

8. Every workplace has to have an Occupational Health Committee.

a) True

b) **False** (only in workplaces with 10 or more workers)

## “Sound” facts to add spice to your presentation

### Smart sleep<sup>4</sup>

Shift work and the move toward a “24-hour society” is making us impaired. According to the Sleep Research Centre at England’s Loughborough University, missing significant amounts of sleep for a week can easily knock 15 points off your IQ. And that’s on top of the direct effects of sleepiness, another reason why so many “seemingly obvious” incidents seem to happen on the graveyard shift. The good news? Get one night of good sleep, and you’re back to your bright old self.

### Turn it down!

You can buy car stereos that may cause traumatic hearing loss. According to the files of the British Columbia Workers’ Compensation Board, some stereos are capable of producing an unimaginable 164 decibels (dB) of volume. A rock concert in 1970, with ear-splitting noise levels of just 120 dB, actually killed fish in a nearby pond. In Saskatchewan workplaces, when workers are exposed to noise levels above 80 dBA<sup>5</sup>, the employer must take action to protect them from hearing damage.

### Decibel levels of common noisemakers

*Dangerous:* firearm, firework, jet engine at close range, loud concert or music club (greater than 110 dBA)

*Harmful:* chain saw, snowmobile (between 100 and 110 dBA)

*Potentially harmful:* circular saw, lawn tractor and riding mower, motorcycle at high speeds (between 85 and 100 dBA)

*Relatively safe:* air conditioner or central air, city traffic noise (less than 85 dBA).

### Cellphone dangers

There seems to be only one indisputable link that can be made between cellphone use and a negative human health effect. Cellphone users have far more than their fair share of traffic incidents. Drivers on cellphones will have a driving ability similar to a drunk driver and will not be able to see objects in their peripheral vision. These drivers will be four times more likely to be in a car crash than drivers not using a cellphone.<sup>6</sup>

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<sup>4</sup> OHS Canada, June 1999.

<sup>5</sup> Amplitude or “amp” is the strength of the sound signal being received, or how loud a sound is. It is measured in decibels (dB). There are three different weighting systems to measure sound. An “A” weighted sound level (dBA) comes the closest to approximating human responses.

<sup>6</sup> Roy, P. *British Columbia Medical Journal*, Vol. 51, March 2009, p. 58.

Surprisingly, cellphones that leave the driver's hands free don't offer any safety advantage. According to the University of Toronto, drivers on the phone have a tendency to pay less attention to traffic, drive at unsafe speeds or on the wrong side of the road, strike fixed objects, or run off the roadway.

Motor vehicle incidents that occur when the vehicle is being used for work are considered workplace incidents.

### **What students need to know and remember**

Saskatchewan legislation is clear about the fact that persons in the workplace who have greater authority (i.e., owners and employers) also have greater responsibility for occupational health and safety. Young workers still need to be clear about their role in health and safety in the workplace and keep these key points in mind.

**Obey the safety laws and regulations** – You don't have to know *The Saskatchewan Employment Act and Regulations*, but your employer must tell you about all the laws that apply to you in your workplace. It's your responsibility to follow the rules for health and safety.

**Report any hazard to your boss** – You have a legal duty to tell your boss about anything that seems dangerous or that you think is against safety laws and regulations.

**Use any personal protective equipment (PPE) your employer tells you to use** – If your employer tells you to use PPE, it's probably not just a policy, but the law.

**Use equipment safely** – Use equipment the way you have been shown to use it. If you aren't sure how, ask!

**Don't remove any safety device** – There may be guards or warning signs on a piece of equipment. Leave these intact.

**Report every incident to your employer** – **Your employer needs to know about accidents so he or she can do something about them.** If you hurt yourself once, you could hurt yourself again and so could the next person doing the same job.

## Script Outline

The presentation is designed as an informal talk with some structure. It is sequential and builds upon health and safety information and statistics to create an awareness of safety in the workplace. The contents include:

- Statistics that illustrate the number of youth injured and killed each year on the job
- Statistics that describe the injuries to youth and the industries where the largest number of injuries to youth occur
- A description of several incidents involving young people and why those injuries and deaths occurred
- Information about how injuries and deaths can occur when workers don't receive proper orientation and training in safe work procedures
- A review of participants' rights and responsibilities under the law
- Information about health and safety questions to ask at your workplace
- A reminder to students that it's important to ask questions about health and safety in the workplace because "you could be at risk!"
- The message that you should ask questions and use your rights and responsibilities

## Information Resources

There is additional information to supplement the content of the *Slides to Safety* presentation. This information will help you increase your overall understanding of the area of occupational health and safety. The information listed below should come with the presentation.

- Fact sheets for teachers, students, parents and employers
- Prescribed workplaces tables excerpt from *The Saskatchewan Employment Act & Regulations*
- *Guide for New Workers*
- *A Sample Policy on Workplace Violence*
- *Rights and Responsibilities: A Guide to Employment Standards in Saskatchewan*
- *Ready for Work q-cards* (wallet size question booklet)
- *Young and New Worker Safety Orientation*

Hand these out to participants at the end of your presentation. The q-cards have important questions for young workers to ask employers. If you wish to obtain any of these resources (free of charge), contact WorkSafe Saskatchewan.

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## Appendix A: Ready for Work (Additional Resources)

Resource materials have been developed to build upon the information introduced to students in the *Slides to Safety* presentation. These resources will help your students make a successful transition to the workplace. If you want more information about health and safety for young workers, you can ask for copies of the resource modules.

### Resource modules

- *Module 3: Safety Works: Occupational Health and Safety for Young Workers* – seven activities (**about six hours**) about rights and responsibilities in the workplace
- *Module 5: Workplace Hazardous Materials Information System* – a **two- to three- hour** introduction to basic WHMIS information and symbols
- *Module 6: Recognizing Hazards* – about **four to nine hours** of activities related to common health and safety hazards and prevention techniques
- *Module 7: Fairness Works: An Introduction to Employment Standards and Module 8: Fairness Works: Employment Standards for Young Workers* – **one to four hours** of activities to introduce provincial labour standards information

### Brochures and fact sheets

These resources provide brief background information on a variety of topics such as the results of a youth and the workplace survey, injuries to young workers and provincial legislation governing workplace practices. You can use this information to create your own lessons and activities or it can be included in your existing course plans.

Visit our website: [www.worksafesask.ca](http://www.worksafesask.ca)

WorkSafe Saskatchewan has *Ready for Work* modules and occupational health and safety information, along with resources for teachers, students, employers and parents. The acts and regulations administered by Labour Relations and Workplace Safety can be viewed at [www.saskatchewan.ca](http://www.saskatchewan.ca), along with information on occupational health and safety, employment standards, labour relations, and farm safety.

The *Ready for Work* program has information on topics that young workers and those preparing to enter the labour market will find interesting and useful.

WorkSafe Saskatchewan  
200 – 1881 Scarth Street  
Regina, SK S4P 4L1

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

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

Online: [saskatchewan.ca](http://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: [worksafesask.ca](http://worksafesask.ca)

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