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Module 1. Introduction



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Introduction

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Why focus on young workers?

Youth and the Workplace

Getting a job or starting a career is a big step in a young person's life and young people are a very important part of our workforce.

First experiences

Unfortunately, all too often a young person's first work experiences are not as rewarding as they should be. Younger and/or new workers experience higher rates of injuries than other workers. One in five workplace injuries reported to the Saskatchewan Workers' Compensation Board involves a worker younger than 25 years of age. More than 2,659 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.¹

Each year, employment standards staff members:

- Respond to approximately 32,000 inquiries from employers and employees
- Address over 2,000 formal complaints
- Collect approximately \$2.2 million in unpaid wages for employees and former employees

Several employers are prosecuted, convicted and fined each year. Charges often involve failing to properly pay wages or maintain records. Unpaid wages and annual holiday pay have consistently represented two-thirds of all employment standards complaints.

Young people are a very important part of Saskatchewan's workforce. Approximately one in every six workers here is under 25 years of age². Almost one third of high school students work while attending school full time³. One in every two high school graduates enters the workforce instead of, or before, continuing their education or training.⁴ Many continue working while attending university or technical school. Nearly half of all young employees work in the services sector – most frequently in sales, accommodation or food services⁵.

Transition to work

The reasons are varied as to why younger workers experience higher rates of injuries and unfair working conditions than older workers do. One important factor is that young

¹ Saskatchewan Workers' Compensation Board Annual Reports. Statistical Supplements.

² Statistics Canada – Labour Force Survey, 2006, and data from the Saskatchewan Bureau of Statistics.

³ Sauve, Roger. *Saskatchewan Youth 15-24. Changing Realities of School and Work*. People Patterns Consulting, Regina, Canada.

⁴ Estimate based on the number of high school graduates and first year post-secondary enrolments.

⁵ Statistics Canada, Labour Force Survey, 2006.

workers generally lack knowledge of what constitutes fair, safe and co-operative workplaces. They are not fully aware of their rights and responsibilities as workers and/or potential employers.

First experiences shape a person's attitudes and behaviour for the rest of his or her life. Proper preparation and awareness of rights and responsibilities in the workplace can help ensure young workers make a positive transition to the work world. Knowing where to get help will also prevent or reduce potential workplace problems. (See Appendix 1 for more information on public agencies responsible for regulating workplace practices.)

Workplace practices

Most young workers will have work-based learning experiences and jobs in businesses and organizations that come under the jurisdiction of provincial laws. In the classroom, teachers can help young people become aware of their rights and responsibilities under these laws. They can also help students by ensuring that work-based training plans include safe and fair workplace practices.

The Ministry of Labour Relations and Workplace Safety is one of the provincial agencies that is involved in setting standards for safe, fair and co-operative workplace practices. The Ministry administers *The Saskatchewan Employment Act*.

Occupational Health and Safety

The Saskatchewan Employment Act (the act) and *The Occupational Health and Safety Regulations, 2020* (the Regulations) set minimum standards for health and safety in the workplace. This includes physical safety as well as protection from harassment and violence. All workers under provincial jurisdiction are covered by the act; there are no exceptions. Under the act, everyone in the workplace has a role to play in maintaining healthy and safe working conditions.

Employers, contractors, suppliers, and owners are required by law to protect the health and safety of workers. This expectation applies to work placement students as well as paid employees. For example, the requirement for employers to provide training and orientation for workers regarding potential hazards in the workplace applies to all workers, including work placement students.

Employers are responsible for knowing and following the regulations related to their business or industry.

Employers are also required to:

- Develop and implement a harassment policy in their workplaces
- Provide adequate training for all new workers and for existing workers who are assigned new tasks, or are moved to a different job (See Appendix 2 for required training topics)
- Ensure close and competent supervision is provided until the worker has sufficient experience to work safely
- Put first aid, a Workplace Hazardous Materials Information System (WHMIS) and emergency procedures in place
- Provide a copy of the act and the OHS Regulations for workers' reference;
- Establish procedures for reporting incidents and dangerous occurrences specified in the OHS Regulations
- Hire according to age restrictions (See Appendix 3 for restrictions)
- Develop a written health and safety program (See Appendix 4(a) for a list of workplaces where a program is required)
- Develop a violence policy (See Appendix 4(b) for a list of workplaces where this policy is required)
- Develop any other policies, plans, procedures required for the specific workplace
- Address and resolve health and safety issues and concerns in a timely manner

Workers have a responsibility to work and act safely on the job. They are expected to:

- Take reasonable care to protect their health and safety and the health and safety of others who may be affected by their acts or omissions
- Refrain from causing or participating in the harassment of another worker
- Follow safe work procedures in the workplace
- Participate in and use training provided by the employer
- Use equipment in a proper manner
- Wear and maintain any required safety gear (personal protective equipment);
- Report any unsafe equipment or other safety hazards
- Co-operate with the employer, Occupational Health Committee or health and safety representative

Workers also have three basic rights that are protected by the legislation:

1. The right to know a) about workplace hazards and how to deal with them, b) to know their rights provided under the act, and c) to know the legislation that applies to the workplace.
2. The right to a) participate in and be consulted on health and safety matters, b) raise health and safety concerns and have them addressed, and c) participate as a member of an Occupational Health Committee (in workplaces with 10 or more employees), as a safety representative (in higher-risk workplaces with five to nine employees), or directly with the employer (where neither a committee nor a representative is required).

3. The right to refuse work they believe to be unusually dangerous to themselves or others.

Employment Standards

The Saskatchewan Employment Act sets basic standards for working conditions in Saskatchewan in areas such as hours of work, wages, termination and holiday pay. This act is particularly significant for young people as it defines the conditions under which many of them will begin their work lives. Union contracts and professional association agreements often build upon the minimum standards and rights provided to workers in the act.

The act applies to most Saskatchewan employers and workers **except** the self-employed, farm workers¹², casual (“baby”) sitters, businesses in which only immediate family members of the employer are employed, and employees working in federally regulated industries. (See Appendix 1 for a list of federally regulated industries.) Outfitters are completely exempt, and fishers and trappers are partially exempt, from the act. The rules governing the payment and collection of wages, record keeping, and payroll administration continue to apply to fishers and trappers who employ workers.

The act applies equally to all workers covered by the legislation, including part-time, full-time, temporary, seasonal and permanent workers. There are some partial exemptions and special rules for some types of employees. For example, managers are exempt from overtime provisions. Teachers are exempt from the sections on annual and public holidays and hours of work. (Note: Occupational Health and Safety rules apply to all employers, employees, and self-employed persons not regulated by the federal government.)

Examples of the rights provided to Saskatchewan workers by the act include the right to receive:

- A minimum wage (Find up-to-date minimum wage at www.saskatchewan.ca.)
- A minimum call-out pay of three times the employee’s hourly wage each time they report for work, even if there is no work for them that day. Students in the K-12 system in regular attendance during the school year, school janitors, noon-hour supervisors employed by a board of education, and school bus drivers are exempt
- Notice of when their work begins and ends over a period of one week
- Overtime pay (1½ times the employee’s regular wage) after working eight hours /day, 40 hours/week or 32 hours/week with a public holiday in workplaces that do not have averaging of hours permits

¹² *The Saskatchewan Employment Act* does not apply to employees primarily employed in farming, ranching or market gardening. However, the operation of egg hatcheries, green houses and nurseries, bush clearing and commercial hog barn operations do not fall within the meaning of farming, ranching or market gardening and are covered by the act.

- A 30 minute unpaid meal break within the first five hours, when working six hours or more
- Paid public holiday pay for 10 public holidays (for most part-time and full time workers)
- Notice or pay in lieu of notice when discharged or laid-off after being employed for three months or more. Minimum notice depends upon the worker's length of service with the employer.

Ready for Work Resources

To assist young people in gaining practical knowledge and skills, WorkSafe Saskatchewan has developed a number of resources for use in high schools. A variety of formats are available, including brochures, videos, presentations, the internet and teaching modules.

The resources help young workers to:

- Understand their rights and responsibilities as potential workers, employers and/or supervisors
- Develop skills in exercising both rights and responsibilities
- Identify key questions, and how to ask them, 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
- Obtain information on industry specific workplace hazards

For a complete list of available resources, refer to *Module 2: Curriculum Objectives & Resource Materials*.

Appendix 1: Agencies and Legislation Governing Workplace Practices

Provincial legislation

The law	Who is responsible for the law?	Who is affected?	What does it say?
<i>The Saskatchewan Employment Act</i>	The Ministry of Labour Relations and Workplace Safety www.saskatchewan.ca Employment Standards: 1.800.667.1783 Occupational Health and Safety: 1.800.567.7233	Saskatchewan employers and employees (some exemptions, see www.saskatchewan.ca)	Sets the minimum standards for the workplace including employment standards, health and safety.
<i>The Human Rights Code</i>	The Saskatchewan Human Rights Commission http://saskatchewanhumanrights.ca/ or call 1.800.667.8577	Saskatchewan employers and employees except those covered by the <i>Canadian Human Rights Code</i> .	Addresses and discourages harassment and discrimination in the workplace on the basis of ancestry, nationality, creed, sex, age, sexual orientation, religion, disability, place of origin, family status, marital status or receipt of public assistance.
<i>The Workers' Compensation Act</i>	Workers' Compensation Board www.wcbask.com or call 1.800.667.7590	Most Saskatchewan employers and employees, except groups such as teachers belonging to the Saskatchewan Teachers' Federation or household servants working for the resident of a private home.	Provides work injury insurance and services to workers and employers.

Federal legislation

The law	Who is responsible for the law?	Who is affected?	What does it say?
Canada Labour Code (Occupational Safety and Health)	Human Resources and Skills Development Canada or call your nearest HRSDC office	Federally regulated industries: air, inter-provincial rail, road and pipeline transportation, banking, broadcasting, uranium mining, shipping and related services, telecommunications, federal public service, Crown Corporations, and some employees involved with oil and gas exploration.	Administers programs and services that work towards preventing workplace incidents and exposure to hazards and hazardous substances that could adversely affect employees' health and safety.
Canada Labour Code (Labour Standards)	Human Resources and Skills Development Canada (as above)	Federally regulated industries as listed above.	Establishes and protects employers and workers' right to fair and equitable conditions of employment regarding holidays, overtime, lay-offs, wages, sick leave, etc.
Government Employees' Compensation Act	Human Resources and Skills Development Canada (as above)	Employees of the federal government.	Provides benefits to injured employees of the federal government.

Appendix 2: Training for New and Experienced Workers

All employers have responsibilities for ensuring the health, safety and welfare of the employees 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 that are specific to the industry or type of work conducted at the workplace (e.g., hospitals, auto-body shops, wholesale bakeries, food preparation, retail shops)
- Information about any hazards in the workplace and the procedures developed to address the hazard (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 and/or facilities
- Procedures in the event of fire or other emergencies
- Identification of prohibited or restricted areas
- Personal Protective Equipment (training on how to use and maintain the equipment)
- Procedures for reporting hazards and accidents
- Employers have a duty to make a copy of the legislation (laws) available to workers

There is an *Orientation for Young and New Worker Safety Orientation Guide for Employers* resource available at www.worksafesask.ca.

“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; or
- is under close and competent supervision.” (*The*

Occupational Health and Safety Regulations, 2020 3-8 Training of workers)

The word ‘Train’ is defined as:

“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.”

(*The Occupational Health and Safety Regulations, 2020* 1-2 Definitions and Interpretation)

A Competent Supervisor is a person that possesses the knowledge, training and experience to direct the work of others.

Appendix 3: Employment of Young People

Under *The Saskatchewan Employment Act*

Employment standards

In Saskatchewan, the minimum age at which young people can work is 16 years of age. There are no employment standards restrictions on 16-year-olds. Under Occupational Health and Safety, there are restrictions on where youth under the age of 16 and under the age of 18 are not permitted to work. (See link to section where this is noted)

Fourteen or 15-year olds who want to work:

1. Must have written consent from one of their parents.
2. Must complete the online *Young Worker Readiness Certificate Course* provided by the Ministry (<http://www.saskatchewan.ca/ywrc>) and print a Certificate of Completion to provide to the employer.
3. Cannot work after 10 p.m. on a day before a school day or before the start of school the following day.
4. Cannot work more than 16 hours during a school week. During school holidays, 14 and 15-year-olds can work the same hours as other employees.

Young people under the age of 14 cannot work without a special permit from the Director of Employment Standards (<http://www.saskatchewan.ca/business/employment-standards/work-schedules-permits-and-modified-work-arrangements/permits-licenses-and-variances>).

The same employment standards rules that apply to other workers apply to young workers, including rules governing overtime, rest periods and the minimum wage.

Exemptions

Employment standards rules do not apply to family businesses employing only immediate family, to the self-employed or to traditional farming operations. They do not apply to babysitters or newspaper carriers. However, occupational health and safety rules do apply.

Occupational health and safety

An employer or contractor shall ensure that no person **under the age of 16 years** is employed or permitted to work:

- On a construction site
- In a production process at a pulp mill, sawmill, or woodworking establishment
- In a production process at a smelter, foundry, refinery or metal processing or fabricating operation
- In a confined space as defined in Regulation 18-1 Definitions for Part
- In a production process in a meat, fish, or poultry processing plant

- In a forestry or logging operation
- On a drilling or servicing rig
- As an operator of powered mobile equipment, a crane, or a hoist
- Where exposure to a chemical or biological substance is likely to endanger the health or safety of the person
- In power line construction or maintenance

An employer or contractor shall ensure that no person **under the age of 18 years** is employed:

- Underground or in an open pit at a mine
- As a radiation worker
- In an asbestos process as defined in Regulation 23-1 Definitions for Part
- In a silica process as defined in Regulation 24-1 Definitions for Part
- In any activity which requires the use of an atmosphere-supplying respirator.
(The Occupational Health and Safety Regulations, 2020 3-3(1) and 3-3(2) Employment of young persons.)

Under The Education Act

Students under the age of 16 must get written permission from the principal to work during school hours. While the law does not require it, students should inform their parents.

Under The Alcohol and Gaming Regulation Act

Part VII, Section 115 prohibits minors (under 19 years of age) from working in the sale, handling or serving of alcohol.

Under The Highway Traffic Act

Someone must be at least 16 years of age to operate a motor vehicle.

Appendix 4(a): Workplaces Required to Have an Occupational Health and Safety Program

Although it is recommended that all workplaces have a written health and safety program, only employers in moderate to high-hazard industries with 10 or more workers are **required** to implement a health and safety program. Those industries include hospitals, nursing homes, home care, metal foundries and mills and workplaces at which the following types of work are performed:

• Aerial crop spraying, operation of helicopters, water bombing • Autobody and automotive paint repairing, bumper electroplating, auto rust proofing, auto glass installation, auto vinyl roofing, fiberglassing boats and autos • Wholesale baking, dairy products, soft drinks and food preparation and packaging • Forwarding and warehousing as a business • Building construction • Camp catering • Forestry work other than pulp and paper production • Farming and ranching	• Metal manufacturing and machining, marble works, concrete block and ready mix manufacturing • Oil and gas drilling, well servicing with a rig, water well drilling • Trucking • Processing meat, poultry and fish • Oil well servicing • Road construction and earthwork, urban sewer and water construction, tunnelling
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(The Occupational Health and Safety Regulations, 2020; Section 22 and Table 7)

Appendix 4(b): Workplaces Required to Have a Violence Policy

Places of employment that provide the following services or activities are required to have a violence policy statement:

• Services provided by health care facilities • Pharmaceutical-dispensing services • Education services • Financial services • Police, corrections, or other law enforcement services • Security services	• Crisis counselling and intervention services • Taxi and transit services • The sale of alcoholic beverages or the provision of premises for the consumption of alcoholic beverages • Late night retail businesses open to the public between 11:00 p.m. and 6:00 a.m.
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(The Occupational Health and Safety Regulations, 2020 3-26 Violence and 3-17 Safety measures – retail premises)

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300-1870 Albert St.
Regina, SK S4P 4W1
Toll free: 1.800.567.SAFE(7233)

Online: saskatchewan.ca



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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	Use videos, case studies, or presentations depicting real life scenarios to illustrate the impact of unsafe work practices. 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. Emphasize that most incidents are preventable if training and appropriate supervision are provided and if safe work practices and procedures are followed. Provide information on youth injury statistics in Saskatchewan.

Learning objectives	Notes
To explain the purpose of Part III of <i>The Saskatchewan Employment Act</i> and <i>The Occupational Health and Safety Regulations, 2020</i> and how they affect workplace practices.	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. Emphasize the following key messages: • 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.
To identify employer and worker responsibilities.	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, 2020 (Regulations)</i> or informational pamphlets for a comprehensive list. The employer list could contain items such as: • 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
	• 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.) The worker list could contain items such as: • 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
To identify three worker rights: 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.	Using tip sheets for young workers, discuss with students the three rights. Information should include that workers have: • 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.
To identify and discuss potential safety hazards around the home/school	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. Make sure students know that home hazards aren't regulated by law unless employees work in the home.

Learning objectives	Notes
	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.
To develop health and safety questions to ask employers	Brainstorm a list of possible questions to ask such as: - 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? Discuss appropriate times to ask questions.

Intermediate learning objectives

Suggested time: 4-5 hours

Learning objectives	Notes
To be aware of agencies concerned with safe workplace practices	Discuss federal and provincial agencies that contribute to safe workplace practices. For example: • Human Resources and Skills Development Canada • Saskatchewan Human Rights Commission • Saskatchewan Workers' Compensation Board • Ministry of Labour Relations and Workplace Safety • Provincial safety associations Tell the teachers/students where they can get more information.
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, 2020</i> .	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, 2020</i>. Briefly review the purpose of health and safety legislation. Discuss the difference between an act and a regulation. 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.
To identify worker/employer responsibilities in the workplace	Review worker/employer responsibilities in the workplace. Review case studies/hazard scenarios and determine the responsibilities of the worker and the employer.

Learning objectives	Notes
To identify types of hazards in the workplace	Review the three main worker rights: to know, to participate, to refuse unusually dangerous work. Discuss workers' right to know about workplace hazards. Define a hazard as any activity, situation or substance that can cause harm. Safety hazards are unsafe working conditions that that can cause injury, illness and death. Safety hazards are the most common workplace hazards. They include: • 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 Identify the five categories of health hazards: • 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
	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, 2020</i>. In the school, have students identify examples of the five types of hazards or identify occupations where each type of hazard might be encountered.
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)	Describe the three steps to recognize, assess, and control hazards: 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? Discuss ways to control hazards: 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. 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. Identify the type of hazard, assess the risk the hazard poses and identify how to control the hazard.

Learning objectives	Notes
To understand the right to participate in health and safety activities in the workplace	Workers can participate in health and safety activities by: • Reporting unsafe conditions or concerns • Becoming a member of the Occupational Health Committee • Becoming the health and safety representative 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>, 2020 or interviews.
To understand the right to refuse work the worker believes to be unusually dangerous	Outline the steps in a refusal to work. Review case studies/scenarios and decide if the worker has the right to refuse to work that is unusually dangerous.
To develop health and safety questions to ask your employer	Review, revise or add to the questions developed in the Introductory Level activity. Discuss students' experiences with asking questions in the workplace. • Were their questions answered? • Did they encounter any difficulties? • Did they receive any health and safety orientation, education or training? Discuss appropriate times to ask questions.

Advanced learning objectives

Suggested time: 4-6 hours

Learning objectives	Notes
To understand how rights are applied in the workplace	Right to Know: Review hazard identification process. Provide a generic workplace inspection checklist. With a co-operating employer or the school's Occupational Health Committee, have students: • Conduct a partial workplace inspection to identify and assess potential hazards • Make recommendations regarding control of identified hazards Right to Participate: Organize an Occupational Health Committee in your classroom. Role play various scenarios where an OHC would be called to act. 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.
Identify employer responsibilities with respect to hiring guidelines and prescribed workplaces	Have students conduct research on industries and job tasks that have age restrictions. Identify workplaces that are required to have a formal safety program, violence policy, Occupational Health Committee, or safety representative. Using resources available from the Occupational Health and Safety Branch of the ministry, have students develop a safety program or violence policy for a specific workplace.

Learning objectives	Notes
To explain health and safety regulations with respect to work placement choice or career of interest	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. 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.

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	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. 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.
To apply injury prevention principles and techniques to ensure safe, injury-free work performance in the workplace	Identify workplace procedures and instructions for risk control in areas such as: • Manual handling • Hazardous materials and substances • Managing shiftwork • Noise • Slips and falls • Maintenance/safe operation of machinery • Electrical usage • Stress • Harassment • Violence 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. Wherever possible, demonstrate and practice the safe way to do tasks (proper way to lift, ergonomically correct office workstation). Use videos or case studies to illustrate topics such as noise, harassment, repetitive strain injuries (RSIs), and so on.

Learning objectives	Notes
To identify workplace procedures and instructions for risk control in manual handling	Introduce the concept of manual handling. Manual handling is any task requiring the movement of objects by humans. 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. Demonstrate the steps to lifting correctly and discuss the need for proper lifting techniques. Explain that employers are required to train workers in safe techniques for lifting, holding or carrying loads (Regulation 6-15 Lifting and handling loads).
To identify workplace procedures and instructions for risk control in managing shiftwork	Develop an awareness of the health and safety hazards associated with shiftwork. Discuss the symptoms of poor health that may be related to shiftwork. Recognize that there is an increased risk of violence for certain types of shiftwork (for example, working alone at night). Recognize that there is an increased risk of incidents associated with working extended and late shifts.
To identify workplace procedures and instructions for risk control in working with chemical and biological substances	Lead a brainstorming activity to create awareness of hazardous materials and substances in the workplace. 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. Provide examples of hazardous materials and substances. Examples may include: bleach, oven cleaner, fertilizer, and pesticides. Identify hazardous materials and substances through hazard recognition activities. Introduce students to the WHMIS classification system for hazardous materials.

Learning objectives	Notes
	Run an activity/quiz to recognize the WHMIS pictograms (symbols). Explain that not all products are controlled by the WHMIS legislation. These products use international hazard symbols. Run an activity to recognize the international hazard symbols and understand the hazards they represent (such as poison, flammable, explosive, corrosive).
To identify procedures and instructions for risk control in working with noise in the workplace	Through discussion and awareness activities, introduce noise as a hazard in the workplace. Develop an awareness that since there is often no pain involved in hearing loss, people are not aware it is happening.
To identify procedures and instructions for risk control in dealing with slips and falls in the workplace	Discuss steps to recognize a potential incident situation and correct it: • 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	Discuss and develop an understanding of the maintenance needs and safe handling of machinery. Recognize that all machinery (hand or powered) has the potential to harm the user. 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.

Learning objectives	Notes
	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. Recognize the importance of and demonstrate the use of guards on machinery as a routine safety procedure. 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. Demonstrate the necessity of wearing personal protective equipment, when appropriate.
To identify procedures and instructions for risk control in dealing with electricity in the workplace	Brainstorm and discuss the kinds of electrical hazards in the workplace. Demonstrate safe work procedures when working with electrical equipment.
To identify procedures and instructions for risk control in dealing with stress, harassment and violence in the workplace	Discuss the idea that harassment is a stress hazard that can affect work performance. Define harassment and discuss the statement "every worker is entitled to a working environment that is free of harassment." Discuss the safety procedures to follow (outlined in the employer's violence policy) to reduce the potential for violence in the workplace.

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 site 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. See Regulation 22-4 Worker education and training.

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	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. Review the three basic ways in which hazardous material can be controlled: 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) Refer to <i>Section 1: Occupational Health and Safety</i> for more information on controlling hazards and the Right to Know.
To identify the three parts to WHMIS as information you have a right to know	The three parts of WHMIS that help workers identify and handle hazardous materials safely are: 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	Responsibilities of the employer include: • Informing workers of hazardous materials on the job site • Ensuring hazardous materials are labeled properly

Learning objectives	Notes
	• 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 Responsibilities of the worker include: • 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 The supplier is responsible for: • Providing labels and the information on the safety data sheets List several responsibilities and ask students to identify who has responsibility for that task in the workplace.
To identify the three main types of WHMIS labels	Discuss requirements for: • The types of information on supplier labels (seven types for WHMIS 2015 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
To recognize product classification and hazard symbols	Using a video, pictures, or products, introduce students to product classification and hazard pictograms (symbols). Given several common products, ask students to place products in the appropriate classification.
To identify the type of information required in safety data sheets (SDS) and understand how to use the information	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: • 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 Use questions about products or case studies that require students to understand and apply information from SDSs.
To identify hazardous materials that are present in the work placement or career of interest	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.

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	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. Discuss how collective agreements (unions) and employer and professional association policies build on or add to minimum labour standards.
To identify labour standards questions to discuss with an employer	Brainstorm a list of questions to ask. Questions may include: What is my schedule of work hours? What is my wage? How and when will I be paid? What deductions will be made from my pay cheque? Who is my supervisor? Discuss appropriate times to ask these questions. Role play situations.

Learning objectives	Notes
To introduce strategies for addressing problems arising from unfair workplace practices	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. 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. Provide information about community agencies to contact for more information or to clarify an issue related to labour standards.

Intermediate objectives**Suggested time:** 2 hours

Learning objectives	Notes
To understand and appreciate the role of different agencies involved in the workplace	Discuss federal and provincial agencies that contribute to fair workplace practices, for example: • 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	Use flashcards, case studies or quizzes to discuss employers' and workers' rights and responsibilities with respect to fair workplace practices. Include topics such as: • 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	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.

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	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. Using case studies, identify ways to address workplace disputes concerning areas such as not being paid overtime. 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. Provide information about community agencies to contact for more information or to clarify an issue related to labour standards.

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
300-1870 Albert St.
Regina, SK S4P 4W1
Toll free: 1.800.567.SAFE(7233)

Online: saskatchewan.ca



WorkSafe Saskatchewan
Head Office
200-1881 Scarth St.
Regina, SK S4P 4L1

Saskatoon Office
800-122 1st Ave. S.
Saskatoon, SK S7K 7E5

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

Online: worksafesask.ca



READY FOR WORK

Module 3. Safety Works: Occupational Health & Safety



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Safety Works: Occupational Health & Safety for Young Workers

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Introduction to Safety Works

Young people will make an easier transition to the workplace if they are prepared for it. Young people need to know their rights and responsibilities for a healthy and safe workplace. This knowledge and the ability to act upon it constitute an important employability skill.

Young workers are at a significantly higher risk of injury than older or experienced workers. In fact, studies have found that workers under the age of 25 are 33 per cent more likely to suffer a job-related injury or illness than an older worker.¹

For young workers, this is a time of inexperience and uncertainty, a time of feeling powerless about your situation, hesitant about questioning authority and pressured to work quickly to keep up with more experienced workers for fear of being let go. With this lack of experience generally comes less ability to recognize hazardous situations, and an unfamiliarity of the importance of adhering to policies and procedures in place for their own protection.

It is not just young workers getting hurt. Starting a new job can be risky for workers of any age, including experienced workers. Young or old, new workers may not be aware of the hazards in their new workplace. They may feel pressured to work quickly to keep up with experienced workers or to adapt to their new work environment with little guidance.

The goal of this module is to help students develop the skills, knowledge and attitudes that will enable them to have positive initial and continuing work experiences. *Safety Works: Occupational Health and Safety for Young Workers* focuses on *Part III of The Saskatchewan Employment Act* (the act), *The Occupational Health and Safety Regulations, 2020* (the Regulations) and the role this legislation plays in creating and maintaining safe working conditions. This law has significance for young workers, as most youth are likely to have jobs in businesses that come under the jurisdiction of this provincial law.

This module also gives young workers the opportunity to develop the skills they need to recognize and manage hazards in the workplace. It will help them learn appropriate health and safety questions to ask to protect themselves when entering the workplace.

¹ Occupational Health and Safety Insider, April 15, 2015

Module Description

Safety Works: Occupational Health and Safety for Young Workers is a six-hour module that provides teachers with learning objectives, learning activities, evaluation tools and resource lists. Approximate time frames are provided for each learning activity. Teachers will need to choose or adapt activities to fit their school's timetable and their course.

The module can be used as a separate unit of instruction or specific learning activities can be integrated within existing unit and course plans. The module can be used in a number of secondary level courses, but has specific relevance for courses with a transition-to-work dimension.

As an alternative to using all the activities in the module, we recommend a one-hour *Are You Ready for Work? An Occupational Health and Safety Presentation for Young Workers* (Refer to *Activity 2: Overview of Occupational Health and Safety*). Teachers can invite a speaker to deliver the presentation or deliver it themselves.

This module addresses the following key concepts:

1. Entry-level workers are better prepared for the workplace if they know about healthy and safe workplace practices.
2. Everyone in the workplace has responsibility for health and safety, to act and work safely on the job. However, the employer is ultimately responsible and accountable for health and safety.
3. Workers have three basic rights:
 - The **Right to Know** about workplace hazards and how to deal with them
 - The **Right to Participate** in health and safety activities in the workplace
 - The **Right to Refuse** work that the worker believes is unusually dangerous
4. Employer and worker rights and responsibilities are described in provincial legislation.
5. The act and regulations set minimum standards for health and safety in most Saskatchewan workplaces.

These concepts are considered essential as students enter the workforce. Many new workers will become supervisors and employers. Knowledge of health and safety practices and a positive attitude toward them will be of continuing value.

Objectives

Foundational objectives

- To develop an awareness of rights and responsibilities with respect to safe workplace practices and procedures
- To introduce students to provincial legislation governing workplace health and safety
- To identify and explain health and safety hazards in the workplace so that the potential for personal injury is minimized
- To develop skills, knowledge and attitudes students need in order to act on safety knowledge

Learning objectives

- Describe the impact of unsafe work practices and the effect on peoples' lives (Activity 1)
- Develop an understanding of rights and responsibilities regarding healthy, safe workplace practices (Activity 2)
- List safety resources and contacts in the workplace and the community (Activity 2)
- Explain the purpose of the act and regulations and how they affect workplace practices (Activity 3)
- Understand the rights (to know, to participate, to refuse) and responsibilities of workers (Activities 4, 5, 6)
- Explain the role and responsibilities of Occupational Health Committees (OHCs) (Activity 4)
- Evaluate hazardous situations to determine how to respond (Activity 5)
- Describe the steps in a refusal to work situation (Activity 6)
- Identify health and safety questions to discuss with employers (Activity 7)

Resource List

Module resources

1. *An Occupational Health and Safety Presentation for Young Workers* (PowerPoint with guide available at www.worksafesask.ca) or book a speaker from Saskatchewan Federation of Labour.

Phone: 306.525.0197

Email: sfl@sfl.sk.ca

2. *Don't Risk Your Life* (video available at <https://rover.edonline.sk.ca/>)
3. *Guide for New Workers*
Download from: www.worksafesask.ca
4. *Tips for Young Workers*
Download from: www.worksafesask.ca
5. *Ready for Work* q-cards
Download from: www.worksafesask.ca
6. *The Saskatchewan Employment Act and The Occupational Health and Safety Regulations, 2020*
Download from: www.publications.gov.sk.ca

Additional resources

1. Websites: www.saskatchewan.ca and www.worksafesask.ca
2. Young Worker Readiness Certificate Course (www.ywrcc.saskatchewan.ca)
3. Related modules:
 - *Module 5: An Introduction to Workplace Hazardous Materials Information System (WHMIS) 2015*
 - *Module 6: Recognizing Hazards* and hazard supplements (e.g., construction, electrical)

Course Outline

Time frame: 5.5 - 6 hours

What you will learn

- Why it is important to work safely on the job
- Who is responsible for health and safety in your workplace
- What health and safety rights and responsibilities workers have in the workplace
- How to recognize hazards and take steps to protect yourself and others in the workplace
- What to do if you are asked to do work that you believe is unusually dangerous
- Where to get help if you have health and safety concerns

Course map

Content	Instructional techniques/ strategies	Purpose	Time frame
Activity 1: What Safety Means to Me	Ice breaker activity Video: <i>Don't Risk Your Life</i>	Introduces the concept of working safely on the job; identifies course content, time lines and evaluation processes	45 min.
Activity 2: Overview of Occupational Health & Safety	Activity: Occupational Health & Safety Presentation	Identifies worker rights and responsibilities regarding healthy and safe workplace practices	60 min.
	Discussion questions	Explains the purpose of <i>The Saskatchewan Employment Act</i>	30 min.
Activity 3: How are workers protected?	<i>History and Purpose of Health and Safety Legislation</i> (lecturette) Activity: Where would you find ...?	Introduces a process for workers to identify and deal with hazards in the workplace	45 min.

Activity 4: Workers' Rights & Responsibilities - The Right to Participate	Review rights and responsibilities (lecturette) <i>Activity: How do I participate in health and safety in the workplace?</i>	Identifies how workers can participate in keeping their workplace healthy and safe	45 min.
Activity 5: Workers' Rights & Responsibilities - The Right to Know	Video: <i>Don't Risk Your Life</i> Types of Hazards (lecturette) <i>Activity: Identifying Hazards in the Workplace</i>	Explains the process for workers to use to refuse work they consider to be unusually dangerous	45 min.
Activity 6: Workers' Rights & Responsibilities – The Right to Refuse	Lecturette Role plays	Provides an opportunity to apply what you've learned to a workplace setting	30 min.
Activity 7: Using Your Knowledge in the Workplace	<i>Activity: Questions to Ask Your Employer</i> Pamphlets and handouts		45 min.
Feedback on module	Student and teacher feedback sheets		10 min.

Evaluation

1. You will have a final test, project or essay (to be discussed with the class).
2. You will receive question sheets that you will complete and hand in to be marked.
3. Your participation, co-operation and attitude during class will also count.

Learning Activities

Activity 1: What Safety Means to Me

Learning objectives

- To describe the impact of unsafe work practices and the effect on people's lives

Materials and equipment

- Background notes
- Video: *Don't Risk Your Life*
- *Handout 1: What Safety Means to Me* and *Handout 2: Safety Works Flashcards*
- *Tips for Young Workers* fact sheet

Time: 45 minutes

Activity

1. Discuss the purpose of the activity. Explain that the students will complete a question sheet, discuss their answers and watch a video. Remind students that the question sheet will be handed in.
2. Hand out the question sheet, *Handout 1: What Safety Means to Me*. Give students about **10 minutes** to complete part 1.
3. Discuss students' answers to part 1 using some or all of the following questions:
 - What are some of the activities you like to do?
 - Were you surprised by how many of the activities you do on your own or with others, the ones you like to do most or least, and how often in the past month you have done the ones you like most or least?
 - How do you think your ability to do these activities would be affected by a workplace incident?
4. Give students about **10 minutes** to complete part 2.
5. Show the video, *Don't Risk Your Life*.
6. Discuss students' answers to part 2 using some or all of the following questions:
 - How were the families of the young people in the video affected? How do you think your family and friends, the people in the first circle of influence, might be affected?
 - How do you think the rest of society, your acquaintances and the people on the fringe of your life, might be affected by your injury?

7. Using information from the **fact sheet** and the **teacher resources** section, discuss the following with the students:
 - Reasons young workers experience higher rates of injury than other workers (Brainstorm possible reasons with your class. Refer to the **teacher resources** for Activity 1 for additional ideas)
 - How learning about safety can prevent injuries and fatalities
 - The purpose, content and format of this module
8. Provide students with copies of the *Tips for Young Workers* fact sheet and the course outline.
9. Ask students to complete and hand in part 3 of *Handout 1: What Safety Means to Me*.

Additional or alternative activities

1. As an alternative to *Handout 1: What Safety Means to Me*, use *Handout 2: Safety Works Flashcards* to introduce students to the concept of safety, the reasons for learning more about it and the course outline.
2. As an alternative to writing about *Handout 1: What Safety Means to Me*, students could create collages, concept maps, or role plays.

Evaluation

1. Informally assess students as they participate in the group discussion. Are their contributions thoughtful, contextual and well-reasoned?
2. Were the students willing to participate and share answers?
3. Responses on *Handout 1: What Safety Means to Me* should illustrate a clear understanding of the physical, mental, emotional and financial cost of unsafe work practices for themselves, their family, their friends and society as whole.

Background notes

Injury rates for young workers

The reasons for high injury rates are complex. Some contributing factors are:

- The nature of the tasks and the work young people are hired to do can lead to injury.
- A lack of appropriate training and supervision – In part-time jobs, young workers may not always get top priority for training or for an orientation to safe work practices. For this reason, many young workers are unaware of safe work practices and the risks associated with their new jobs.
- New entrants to the workforce have limited on-the-job experience. They are also inexperienced in recognizing potential workplace hazards.
- Young workers may think they are invincible because they are young and healthy. They think incidents happen to other people, not to them. They may also have the perception that adults or authority figures are “looking out for them.”
- Young workers may be reluctant to ask questions or to “rock the boat.” They want to fit in at work and show that they can do the job.
- Young workers lack an awareness and/or knowledge of their rights and responsibilities as workers.

Graphs

Four graphs are provided on the following pages. They may be used for teacher reference only or discussed with the class.

1. Showing Young Workers the Safe Way to Work Reduces Injuries

2. Informing Young Workers about Hazards Reduces Workplace Injuries

These two graphs are based on a survey of over 1,800 young people (15–24 years old) in Saskatchewan.

The first graph illustrates the reduction in workplace injuries when young workers are shown the safe way to do their jobs. In particular, injury rates were significantly reduced for young males and workers in high-risk industries (e.g., manufacturing, construction, farming and primary production). Knowing how to do the job safely does make a difference.

The second graph illustrates that knowing about the hazards in the workplace and how to control them also reduces injuries.

3. Industries with the Highest Number of Injury Claims

The categories used in this graph are based on the Saskatchewan Workers' Compensation Board classification system. Examples of workplaces in each classification are provided.

Agriculture – for example, farming, nurseries (tree or shrub), trapping, market gardening, ranching, dairy farming, vegetation control, mosquito and tree spraying, fertilizer and chemical application

Building construction – for example, framing, plumbing and heating repair, electric work, sheet metal work, installation of antennas and satellite dishes, on-site cabinet making, painting, and window cleaning

Commodity – Wholesale – Retail – for example, clothing stores, retail drugs and pharmacies, theatre, book stores, grocery, department, hardware stores, co-operative associations, lumber yards, auto and farm implement dealerships, car washing and glamourizing, gas bar attendants, lube shops, muffler shops, and towing

Development – Mineral Resources – for example, mining, operation of oil wells, oil well servicing, drilling, prospecting, underground mining, diamond drilling

Forestry – for example, logging, log/pulpwood hauling, pulp and paper mills

Government and Municipal – for example, universities and regional colleges, school divisions, hospitals, care homes, cities, towns, villages, Government of Saskatchewan and departments

Manufacturing and Processing – for example, manufacturing, pipeline operations, refineries and upgrader, dairy products, soft drinks, bakeries, food preparation and packaging, mills, meat processing, iron and steel processing, agricultural equipment, machine shops, iron and steel fabrication

Road Construction – for example, roadwork, excavating, gravel work, landscaping, tree trimming, railway construction, irrigation work, trenching, snow removal, pipeline construction, land clearing, demolition, subcontract labour

Service Industry – for example, legal offices, drafting, employment services, associations, unions, medical offices, dental offices, photography studios, film production, real estate, travel agencies, hairdressing, tanning salons, hostels, animal clinics, house sitters, restaurants, licensed lounges, coffee houses, hotels, camps, resorts, outfitters, computer cleaning, service clubs, spas, fitness centres, park maintenance

Transportation, Warehousing – for example, inter-provincial trucking, mail hauling, household movers, grain hauling, messenger and courier services, soft drink distribution, cold storage, garbage collecting, commercial air transportation, pilot training flying, operation of helicopters, aerial crop spraying, water bombing, subcontract labour

Utility Operations – for example, telecommunications, electric systems

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

The most common type of incident is coming in contact with objects. This includes injuries occurring because of bumping into or stepping on objects, being struck, crushed or pinned by a falling object, and being pushed or thrown into an object.

Bodily reaction and exertion injuries are those caused by excessive physical effort or repetition of a motion.

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 2

Use the *Circles of Influence* diagram provided on page 15 to complete the following:

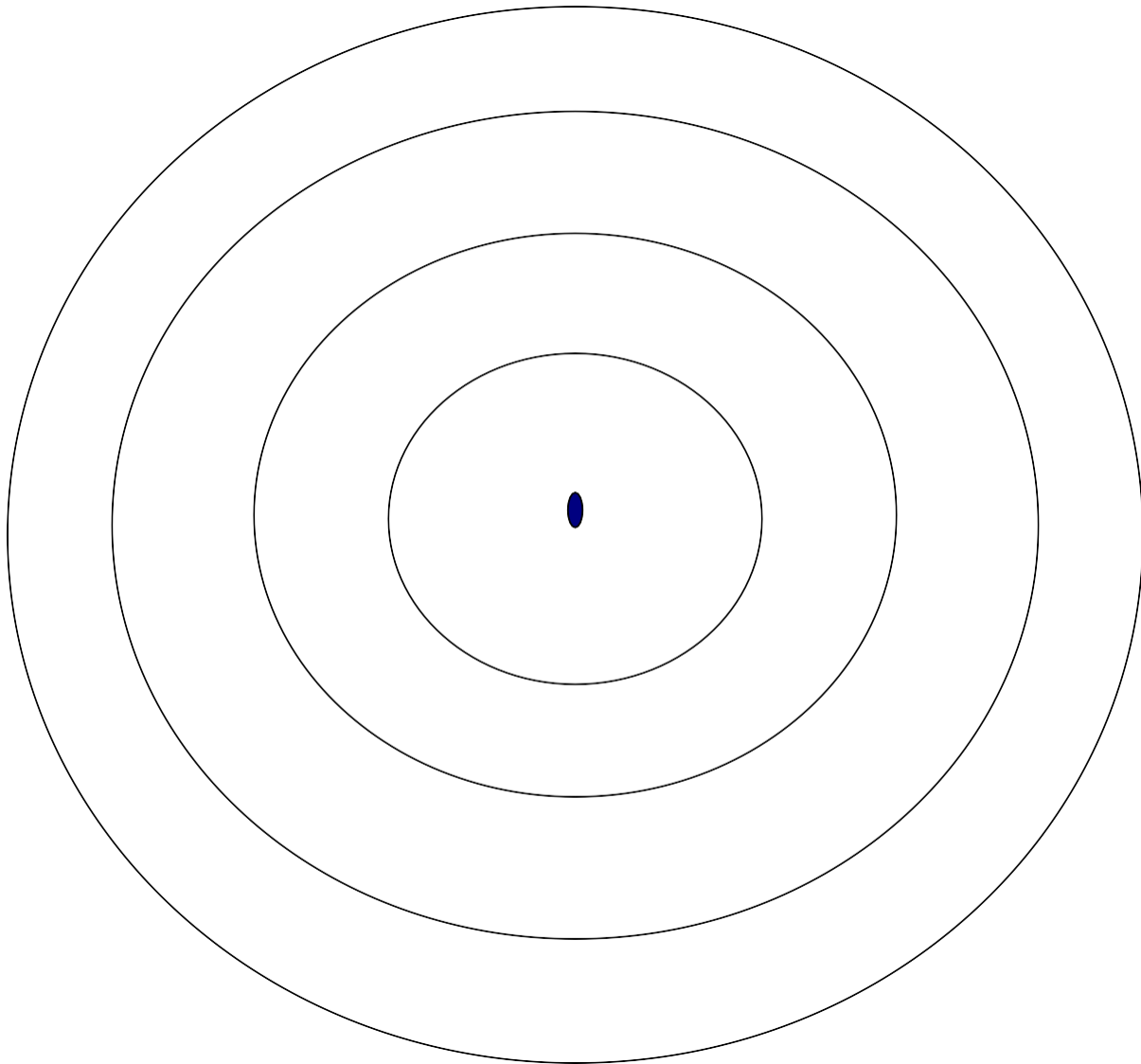
1. On the dot in the centre of the circle, write “**Me.**”
2. In the first circle, name the people who are closest to you, for example, family, friends, or a favourite aunt.
3. In the second circle, list people you consider acquaintances. It might be the guy in your English class you don’t know very well, but you recognize or say hello to regularly, or a great-uncle or aunt you only see once in a while.
4. In the third circle, jot down people who are just on the fringe of your life. It might be the person who delivers your mail every day or the clerk at the drug store.
5. In the fourth circle, write “**Society in General.**”
6. In the space below, write how you think the people in the first circle, those who are closest to you, might be affected by your injury.
7. In the space below, write how you think the people in the second, third and fourth circles might be affected by your injury:
 - a) Acquaintances
 - b) Fringe
 - c) Society in general

Part 3

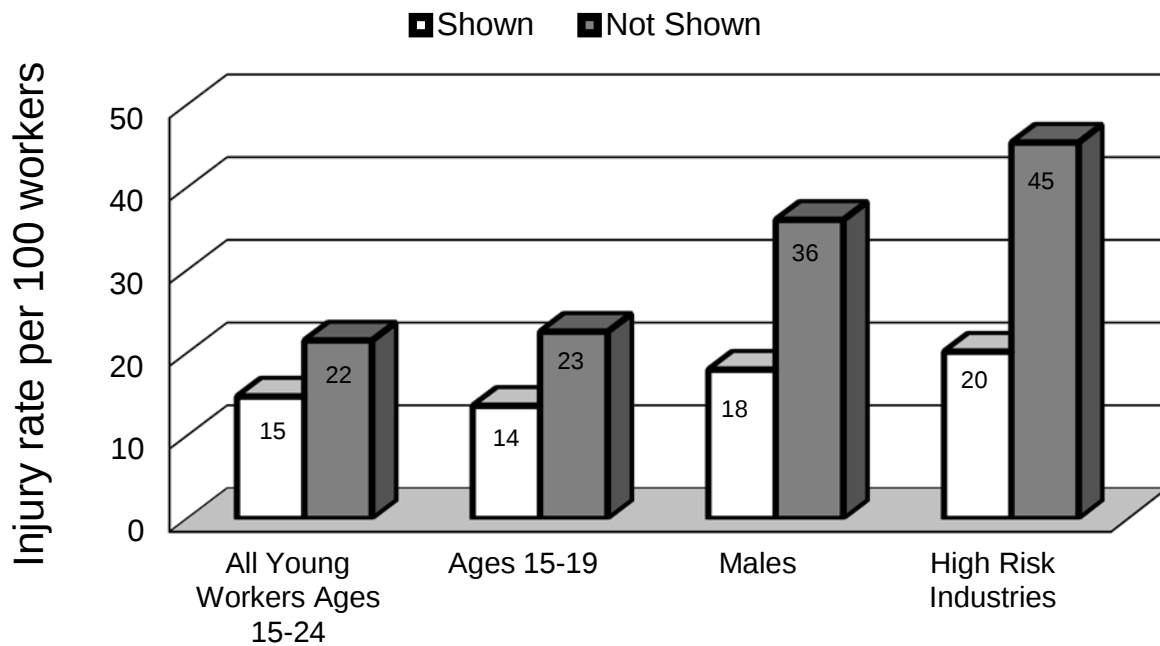
Complete the following:

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

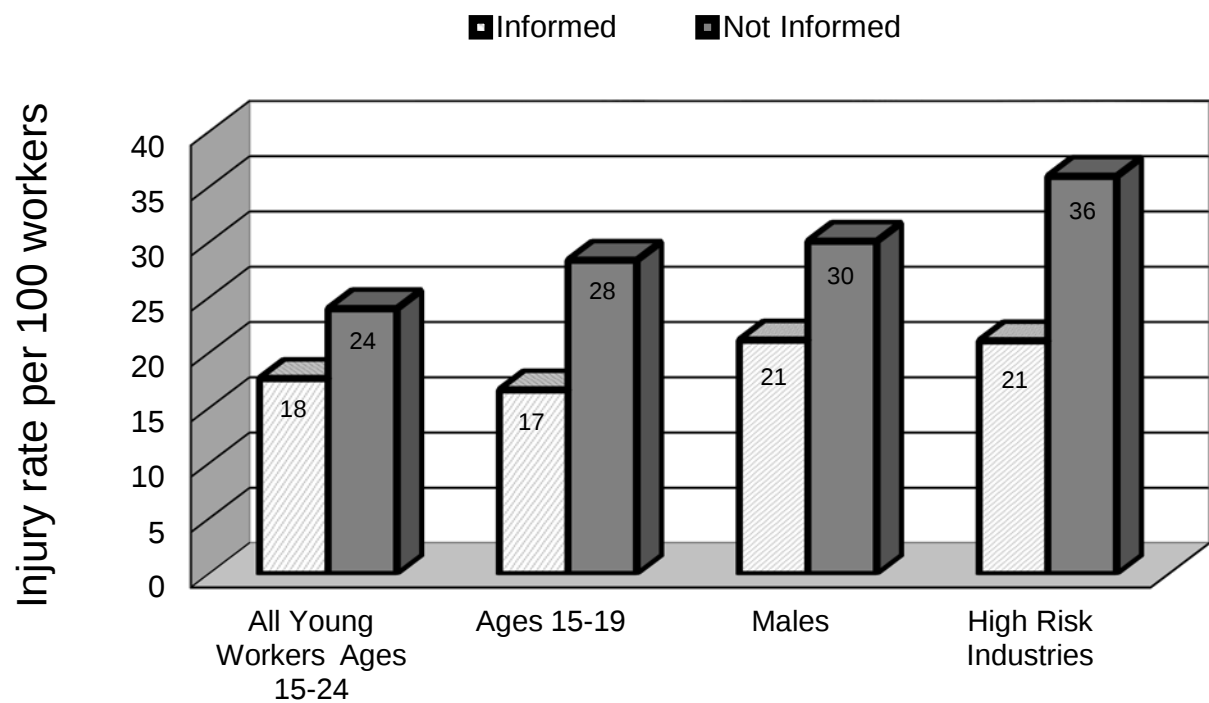
Circles of Influence



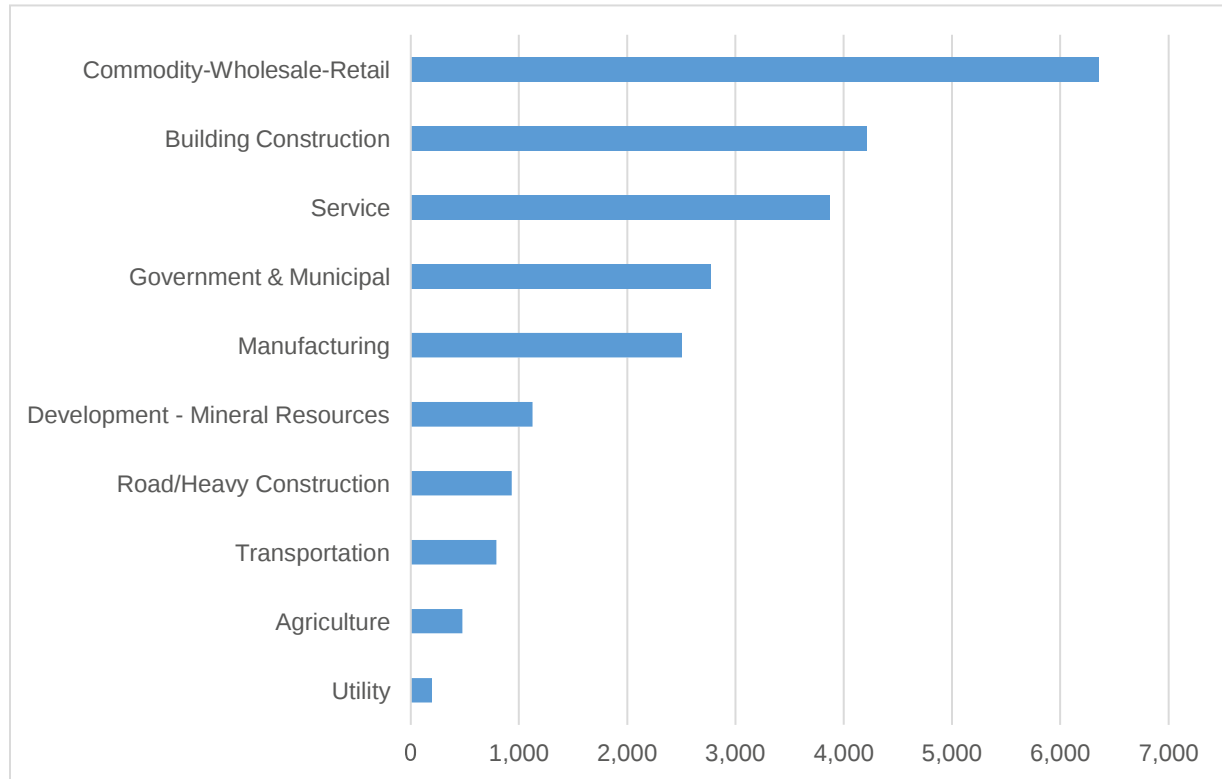
Showing Young Workers the Safe Way to Work Reduces Workplace Injuries



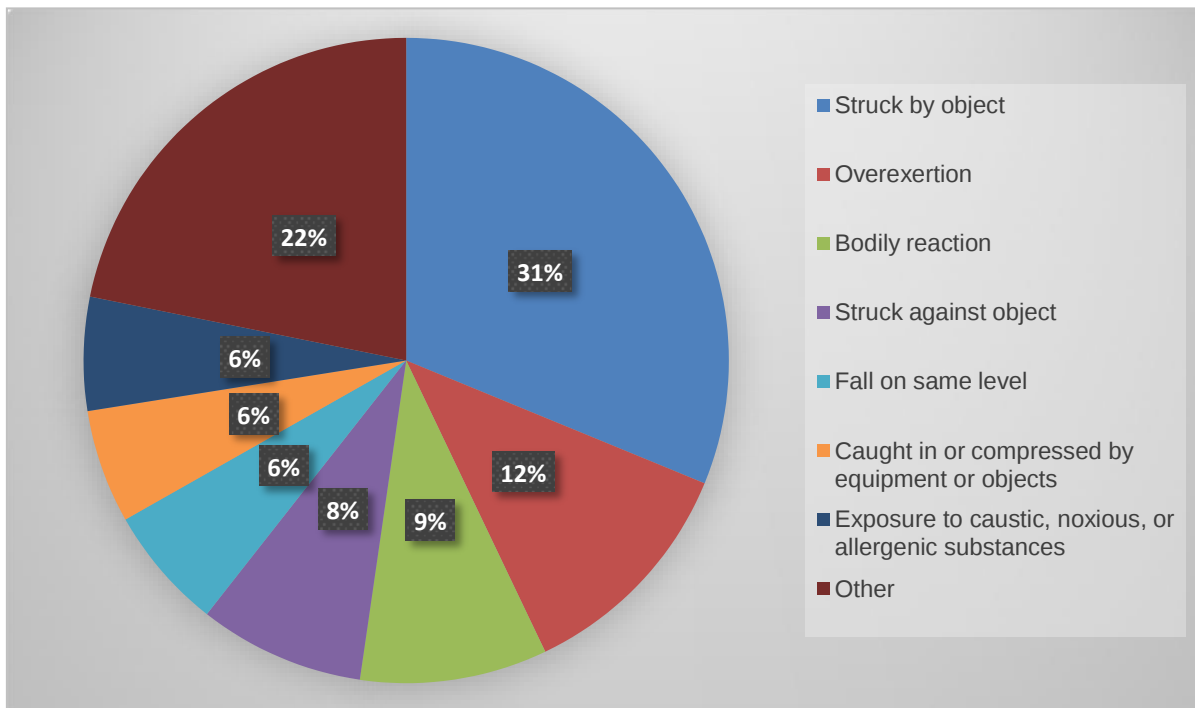
Informing Young Workers About Hazards Reduces Workplace Injuries



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 2: Safety Works Flashcards

Instructions

1. Discuss the purpose of the activity. Explain that it will involve playing a “safety Trivial Pursuit game” and discussing the significance of being safe at work.
2. Create file cards using the questions and answers from the *Safety Works Flashcards* question sheet.
3. Ask students to randomly pick a card from those available.
4. Ask students to read their questions aloud to the group. With the class, discuss possible answers and the reasons for the answers. Ask for the answer on the back of the card to be read aloud. Allow about **15 - 20 minutes** for the questions.

or

Divide students into teams with two to four members. Pair teams. Provide each group with five to 10 question cards. Have each team take turns asking each other the questions on their cards and then providing the answers. For each correct answer, a team scores **two points**. Provide about **15 - 20 minutes** to play the game.

5. Debrief the activity by asking each group to:
 - Share one question the group did not know the answer to.
 - Share one question on which the group disagreed about the answer.
 - Share one question where the answer surprised them.
 - Identify at least one thing they learned about safety that they didn't know before.

Notes on harassment:

Questions on harassment – Make sure the students understand the definition of harassment under *The Saskatchewan Employment Act*.

"Harassment" means any inappropriate conduct, comment, display, action or gesture by a person that constitutes a threat to the health or safety of a worker. Harassment falls into two categories.

1. Harassment based on race, creed, religion, colour, sex, sexual orientation, marital status, family status, disability, physical size or weight, age, nationality, ancestry or place of origin.
2. Harassment that adversely affects the worker's psychological or physical well-being, and that the person who perpetrates the harassment knows or ought reasonably to know would cause a worker to be humiliated or intimidated. This does not include

any reasonable action taken by an employer or supervisor relating to the management and direction of the employer's workers or the place of employment. Under this category the harassment must involve **repeated conduct**, OR involve **a single, serious occurrence** that causes a lasting harmful effect.

3. Form small groups. Ask students to discuss the following questions, record their ideas and appoint a member of their group to report back to the larger group. Allow about **five to seven minutes** for discussion. Ask each group to share their answers with the large group.
 - Why do you think it is important to work safely and to know your rights and responsibilities regarding safe workplace practices?
 - If you were injured on the job, who might be affected and how would they be affected?
 - Do you know anyone who has had a workplace injury?
4. Using information from the *Guide for New Workers* and the introduction to this module, discuss with students:
 - The financial and humanitarian cost to society and loved ones of injuries and deaths on the job
 - The reasons why young workers experience higher rates of injury than other workers
 - How learning about safety can prevent injuries and fatalities
 - The purpose, content and format of this module
5. Provide students with copies of the *Tips for Young Workers* fact sheet and the course outline.

Safety Works Flashcards

Question sheet

(Teacher's copy)

As a worker, which of these rights for safety do you have in the workplace?

- a) The right to know the hazards at work and how to control them
- b) The right to participate in finding and controlling hazards in the workplace
- c) The right to refuse work you consider unusually dangerous to yourself and others
- d) All of the above

Answer: (d) All of the above. You have the right to know what hazards exist in the workplace and how to control them, the right to participate in finding and controlling the hazards and the right to refuse work you consider unusually dangerous.

As a worker, you have the right to refuse work that you consider to be unusually dangerous.

- a) True b) False

Answer: (b) True. You have the right to refuse work you consider unusually dangerous to yourself and to others in the workplace.

You are only responsible for your own safety in the workplace.

- a) True b) False

Answer: b) False. You are responsible for ensuring your own safety and the safety of your co-workers.

You are responsible for not starting or becoming involved in harassment in the workplace.

a) True b) False

Answer: a) True. You should not start or become involved in harassment in the workplace.

You are a glass cutter and your employer has given you a pair of safety gloves to use. You don't like them because they make it hard to use your tools. You would prefer not to wear them. Do you have to co-operate with your employer?

a) Yes b) No

Answer: a) Yes. It is your responsibility to co-operate with your employer by wearing the personal protective equipment required on the job.

You should be more concerned about your safety rights than your responsibilities for safety in the workplace.

a) True b) False

Answer: b) False. You need to be as concerned about your responsibilities for safety in the workplace as you are about your rights.

You observe co-workers doing a job in a way that could result in harm or injury. What do you do?

- a) Ignore them
- b) Inform the supervisor
- c) Inform the workers that what they are doing is unsafe
- d) Run for cover

Answer: c) Inform the workers that what they are doing is unsafe. You are responsible for ensuring your own safety and the safety of your co-workers. If you, as a young worker, feel uncertain about what to do, inform your supervisor.

The Saskatchewan law that protects the health and safety of workers in the workplace is:

- a) *The Human Rights Code*
- b) *The Animal Rights Act*
- c) *The Saskatchewan Employment Act*
- d) *The Worker's Compensation Act*

Answer: c) *The Saskatchewan Employment Act* protects the health and safety of workers in the workplace.

As a young worker (15–24 years old), you are most likely to be injured at the job:

- a) During the first three months
- b) During the first year
- c) At the same rate as older workers

Answer: a) During the first three months. New workers are inexperienced. They have no on-the-job experience and little training in how to recognize and control hazards in the workplace. They are also eager to please and less likely to refuse work they consider unusually dangerous or to ask for the appropriate training they might need.

Young workers under 19 years of age are at greater risk for injury from:

- a) Coming in contact with objects
- b) Over-exertion
- c) Exposure to harmful substances
- d) All of the above

Answer: d) All of the above. For workers under 19 years old, about five in 10 incidents are caused by coming in contact with objects, about two in 10 incidents are caused by over-exertion, and about one in 10 incidents are caused by exposure to harmful substances.

You walk into a room where a group of people are teasing a co-worker about his heavy accent. You suddenly remember a really funny joke you know that poked fun at the nationality of the co-worker, and you tell the joke. Which one of your responsibilities are you failing to carry out?

Answer: To not start or become involved in harassment. Under *The Saskatchewan Employment Act*, you have the responsibility to refrain from starting or becoming involved in the harassment of another worker based on a number of factors including nationality.

As a new worker, you have the right to be informed of:

- a) The chemicals being used in your workplace
- b) Procedures for handling the chemicals safely
- c) The personal protective equipment (PPE) you need to protect yourself when using the chemicals
- d) All of the above

Answer: d) All of the above.

As a young worker (15–24 years old), you are more likely to injure your:

- a) Head
- b) Hands
- c) Torso
- d) All of the above

Answer: d) All of the above. Injuries for young workers occur to the head, hands and torso.

A worker feels he is being harassed because a group of co-workers is teasing him about his weight, which he finds offensive and humiliating. Other workers don't feel there is a problem, as this group of workers is known to tease everyone. Is this harassment?

- a) Yes
- b) No

Answer: a) Yes. Harassment means any objectionable conduct, comment or display by a person that is directed at a worker and is made on a number of factors, including weight.

A young woman is being constantly harassed at work. She is afraid to say anything about it because she is worried that she will lose her job. Does she need to worry about losing her job if she files a harassment complaint?

- a) Yes
- b) No

Answer: b) No. *The Saskatchewan Employment Act* protects the worker from being discriminated against from losing her job.

What is the most important reason for dealing with harassment in the workplace?

Answer: Harassment affects the health and safety of everyone in the workplace.

All new workers must be oriented to the hazards that exist in workplace and how to control them.

a) True b) False

Answer: a) True. Employers have the responsibility to ensure workers are trained before they start work in all matters necessary to protect their health and safety, including what hazards exist in the workplace.

The saying “every worker is his brother’s keeper” applies to safety in the workplace.

a) True b) False

Answer: a) True. Workers are responsible for ensuring their own safety and the safety of their co-workers.

A new worker finds himself to be by far the youngest person on the job. Whenever he asks how something needs to be done, he finds his co-workers always say things like, “I guess a little kid like you wouldn’t know how to do this.” He feels that he is only trying to learn his job and these comments are starting to really bother him. Is this harassment?

a) Yes b) No

Answer: a) Yes. Harassment means any objectionable conduct, comment or display by a person that is directed at a worker, and made on the basis of a number of factors, including age.

The employer is ultimately responsible for keeping the workplace free from harassment.

- a) True b) False

Answer: a) True. The employer bears the ultimate responsibility for ensuring the workplace is free from harassment.

Which of these workplaces would be required by law to have a violence policy?

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

Answer: d) All of the above. Any workplaces with a greater than average risk of violence to their workers must have a policy on how to handle violent situations.

On a regular basis, my boss asks me to lift a box that weighs more than 30 kilograms (66 pounds). I think there is a law that says I can only be asked to lift boxes under 22 kilograms. Who is right: my boss or me?

Answer: The boss. *The Occupational Health and Safety Regulations* do not limit the weight a worker can lift in the workplace. However, the regulations do state that no worker should engage in manual lifting, holding, or transporting that, by reason of weight, size, shape, or any combination of these is likely to injure the worker.

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

- a) True b) False

Answer: a) True. An employer must provide clean, safe drinking water that is readily accessible.

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

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

Answer: d) All of the above. As a worker, you have the right to participate in a formal role (as a committee member or a safety representative). However, every worker has the responsibility to participate in health and safety in the workplace by reporting unsafe conditions.

Every workplace has to have an Occupational Health Committee.

- a) True b) False

Answer: a) False. Occupational Health Committees are only required in workplaces with 10 or more workers. Safety representatives are required in high hazard industries with five to nine workers. Employers must talk directly to workers in workplaces where committees and representatives are not required.

What are Occupational Health Committees and safety representatives responsible for in the workplace?

- a) Participating in the identification and control of hazards
- b) Helping identify and resolve the safety concerns of workers
- c) Inspecting the workplace regularly
- d) Investigating incidents and dangerous occurrences
- e) All of the above

Answer: e) All of the above. Occupational Health Committees (OHCs) and occupational health representatives help employers improve health and safety in the workplace. It is the employer's responsibility to decide what actions to take to reduce hazards in the workplace.

OHCs and safety representatives share most of the same responsibilities. OHCs can investigate incidents and dangerous occurrences independently. Safety representatives, however, do so with the employer. Also, safety representatives do not investigate "refusals to work," but OHCs do carry out this kind of investigation. OHCs have responsibilities in addition to those stated above.

Activity 2: Overview of Occupational Health & Safety

Learning objectives

- To develop an understanding of rights and responsibilities regarding healthy and safe workplace practices
- To list safety resources and contacts in the workplace and the community

Materials and equipment

- *An Occupational Health and Safety Presentation for Young Workers*
- Background notes
- *Handout 3-5: Discussion Questions* (Parts 1, 2 and 3)
- PowerPoint presentation, laptop, LCD projector and screen

Time: 60 - 90 minutes

Activity

1. Prior to the speaker coming to your classroom, discuss with students the purpose of the presentation. (Refer to background notes in the teacher resources section.) Ask students to write down at least two questions they have about health and safety.
2. Following the presentation, ask students which of their questions have not been answered. Raise them with the presenter.
3. Tell students that the key concepts in the presentation will be explored in more detail in the remainder of the module.

Additional or alternative activities

1. If you are unable to book a speaker, you can access the presentation online. The presentation includes a presenter's guide, script, background information and student handouts.
2. You may choose to deliver the presentation in three segments with an opportunity for discussion between each segment:
 - Divide the class into small groups.
 - Give each group *Handout 3: Discussion Questions: Part 1*.
 - View slides for part 1 (slides 1-9). Provide about five minutes for the small groups to discuss the questions. Then ask groups to share their answers with the whole class.
 - Repeat this process for *Handout 4: Discussion Questions: Part 2* (slides 10-19) and *Handout 5: Discussion Questions: Part 3* (slides 20-27).

Evaluation

1. You will make an informal assessment of students as the groups answer the discussion questions.
2. Ask students to complete and hand in the following statements:

One thing I already knew about health and safety in the workplace was ...

One thing I learned today was ...

One message I will remember from this presentation is ...

One question I still have is ...

The information would have been more meaningful if ...

Background notes

An Occupational Health and Safety Presentation for Young Workers

Objectives

The presentation is a one-hour introduction to creating an awareness of health and safety issues in the workplace.

Specifically, it will help students to:

- Develop an awareness of overall workplace health and safety issues
- Develop an awareness of job hazards
- Develop an awareness about the three basic rights – 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 (personal protective equipment (PPE)) requirements
- Ask key questions about job safety training and procedures
- Know who to ask about health and safety concerns

Handout 3: Discussion Questions: Part 1

(Slides 1-9)

1. How many young workers have been injured in Saskatchewan?

2. What are the most common types of injuries?

3. What industries have the most number of claims? Why do you think the injury rate is high in these industries?

4. What can cause workplace incidents?

5. What could the employer have done to prevent the incident to the kitchen worker?
What could the worker have done?

Handout 3: Discussion Questions: Part 1

(Teacher's copy)

(Slides 1-9)

1. About how many young workers are injured each year in Saskatchewan?

On average, three young workers die each year on the job and nearly 6,000 young workers are injured each year. These are **reported** injuries only, not all injuries that occur.

2. What are the most common types of injuries?

Most commonly, young workers' injuries occur to the hands, torso and head.

3. What industries have the most number of claims? Why do you think the injury rate is high in these industries?

- *The **service industry** (for example, hotels, restaurants, fitness centres, park maintenance, animal clinics)*
- **Manufacturing and processing** (for example, bakeries, food preparation and packaging, mills, meat processing, agricultural equipment)
- **Commodity-wholesale-retail** (for example, clothing stores, theatre, book stores, grocery, department, hardware stores, lumber yards, gas bar attendants)
- **Building construction** (for example, roadwork, excavating, gravel work, landscaping, tree trimming, irrigation work, trenching, snow removal)

A high percentage of youth work in the service, manufacturing and processing as well as the commodity-wholesale-retail industries. Due to the part-time nature of a number of jobs in these industries, training may be infrequent. The nature of the work in construction may lead to a higher number of injuries.

4. What can cause workplace incidents?

- Not knowing what the hazards are in the workplace and how to control them
- Inadequate training and supervision

5. What could the employer have done to prevent the incident to the kitchen worker? What could the worker have done?

Employer – Don't assume workers know the dangers in the workplace. Provide training to new workers. Thoroughly show the new worker how to do the job. Demonstrate a commitment to safe work practices and procedures.

Worker – Ask questions and request training. Follow any safety procedures outlined by the employer. Don't do a task unless you've been shown how to do it safely.

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 4: Discussion Questions: Part 2

(Teacher's copy)

(Slides 10-19)

1. What does harassment have to do with workplace health and safety?

Students' opinions should relate to the effect of harassment on the worker's health and well-being.

2. Give examples of the two types of hazards that can cause injuries in the workplace.

Physical hazards – lifting, tripping, falling, tools, machinery and equipment

Health hazards – hearing loss, repetitive strain injuries, exposure to heat, cold, radiation or chemicals, respiratory illness, stress

3. What caused the incident with the conveyor belt?

Encourage students to look beyond the incident itself. Answers should include immediate causes (i.e., worker reaching outside the safety zone) as well as root causes (i.e., employer not providing safe, well-maintained equipment or adequate training and orientation for workers).

4. What legislation protects your rights in the workplace?

The Saskatchewan Employment Act and The Occupational Health and Safety Regulations, 2020.

5. What do you have the right to know about in your workplace?

Workers have the **right to know** about hazards in the workplace and how to control them. Workers also have the **right to know** about safe work practices and procedures, what, if any, personal protective equipment (PPE) is required, and violence and harassment policies.

6. What does the Right to Participate mean?

You have the right to participate on an Occupational Health Committee or as a safety representative. If neither is required in your workplace, you have the right to discuss health and safety concerns directly with the employer. You have the right to be involved in identifying and reducing workplace hazards.

7. Under what conditions do you have the right to refuse work?

If you believe the job is unusually dangerous to yourself or others.

Handout 5: Discussion Questions: Part 3

(Slides 20-27)

1. Give two reasons why working on a farm can be dangerous.

2. What is the most common cause of death on the farm?

3. What are your responsibilities with respect to health and safety in the workplace?

4. What are some of the employer's responsibilities for health and safety in the workplace?

5. Who would you talk to if you had concerns about health and safety at your job (or work placement)?

Handout 5: Discussion Questions: Part 3

(Teacher's copy)

(Slides 20-27)

1. Give two reasons why working on a farm can be dangerous.

Usually farms are not close to medical aid. You work around potentially dangerous chemicals and gases. You also work around dangerous equipment, which you may not have been trained to use safely. You may not know about the hazards.

2. What is the most common cause of death on farms?

Fifty per cent of deaths to people under the age of 20 were caused by farm machinery.

3. What are your responsibilities with respect to health and safety in the workplace?

- Ask for safety training and orientation
- Know the hazards in your workplace
- Follow safe work procedures and wear required personal protective equipment (PPE)
- Use safety equipment correctly
- Report any hazards you see in the workplace
- Help the Occupational Health Committee or safety representative
- Ask questions
- Do not harass others in the workplace

4. What are some of the employer's responsibilities for health and safety in the workplace?

The employer has the most authority in the workplace, so has the greatest responsibility for maintaining a safe and healthy workplace. Employers must ensure workers are not exposed to harassment, provide training, tools and equipment, provide competent supervisors, provide arrangements for emergencies, and establish Occupational Health Committees or appoint safety representatives.

5. Who would you talk to if you had concerns about health and safety at your job (or work placement)?

Work placement teacher, supervisor, Occupational Health Committee or safety representative, at the Ministry of Labour Relations and Workplace Safety.

Activity 3: How Are Workers Protected?

Learning objectives

- To explain the purpose of *The Saskatchewan Employment Act* and *The Occupational Health and Safety Regulations, 2020* and how they affect workplace practices

Materials

- Background notes
- *Handout 6: Where would you find ...?*
- *Handout 7: Responsibilities of Employers, Supervisors and Workers*
- *The Saskatchewan Employment Act* and *The Occupational Health and Safety Regulations, 2020* (download from www.publications.gov.sk.ca)

Time: 45 minutes

Activity

1. Using the background notes, briefly explain the history and purpose of occupational health and safety legislation. Emphasize that everyone in the workplace has responsibilities for maintaining safety in the workplace.
2. Discuss the differences between *The Saskatchewan Employment Act* and *The Occupational Health and Safety Regulations, 2020*.

Members of the legislature write the act, and it is the law. It contains general information pertaining to all workplaces.

The regulations contain specific standards so that safety can be implemented in a practical manner in the workplace. Regulations, for example, will state that stairs, including temporary stairs, need to be at least 600 millimetres wide and that portable ladders must be equipped with non-slip feet.

3. Show students a copy of the act and the regulations. Highlight the table of contents, its parts and section numbers, and where the appendix and index are located.
4. Divide the class into small groups. Distribute the act and regulations to the groups.
5. Tell students that the following activity will help them become familiar with using the act and regulations. They will need to use the index and table of contents to complete the activity.

6. Hand out the worksheet *Handout 6: Where would you find ...?* Do the first question with the whole group. Ask questions such as, how would you find the answer for this question, or where would you look first?

Write the answer on the board. The answer should include where the information was found (the act or the regulations), the part, the section and sub-section number.

7. Allow about **20 minutes** for students to complete the worksheet.
8. Discuss the answers with the class. Ask students to explain the steps they used to find the information.
9. Summarize key messages:
 - The legislation sets minimum standards for health and safety.
 - Everyone has a role to play in maintaining health and safety in the workplace (distribute *Handout 7: Responsibilities of Employers, Supervisors and Workers*).
 - The specific regulations a worker needs to be aware of will vary according to the work setting and job tasks (the employer needs to make a copy of the act available to workers and provide training on safety procedures specific to that workplace).

Additional activity

If students are in a practical and applied arts class, rewrite the questions to reflect regulations related to that class. For example, if students are in an auto body class, have them find information relating to ventilation, personal protective equipment or working with compressed air.

Evaluation

1. Observe the students during group activity.
2. Ask for student responses about the learning activity.

Background notes

How are workers protected?

Everyone has a responsibility

Everyone is responsible to work together to help prevent occupational injuries and illnesses. The responsibility for a healthy and safe workplace falls on every person in the workplace, to the degree that each person has the authority and ability to do so. Employers have the greatest control over the workplace and the legal responsibility for health and safety. Supervisors and workers have a duty to co-operate in controlling workplace hazards and protecting themselves and others.

The Saskatchewan Employment Act supports every worker's right to a safe and healthy workplace. It recognizes that only workers who are informed and empowered can fulfill their responsibilities. To this end, the act empowers workers with three rights – the right to know, to participate, and to refuse unusually dangerous work. The act protects worker rights by forbidding employers from disciplining workers who use their rights or carry out their responsibilities.

Taken together these parts are often called the Workplace Responsibility System (WRS) for occupational health and safety. The Ministry of Labour Relations Workplace Safety helps employers and workers keep their internal responsibility systems working properly.

Working together for health and safety

Getting people working together to identify and control hazards is the goal of a WRS. Its objective is to ensure that everyone integrates health and safety into their work. Occupational Health Committees (OHCs) and health and safety representatives help workers and employers communicate and work together to identify and control hazards.

The philosophy of workplace responsibility recognizes that employers have a legal and moral duty to provide a healthy and safe workplace. Worker participation is critical. Only through worker participation can hazards be properly identified and controlled.

The philosophy of workplace responsibility is based on the following concepts:

- **Personal responsibility** – Each person is responsible for integrating health and safety into his or her work.
- **Inclusiveness** – Everyone should be involved.
- **Co-operation** – Workers and employers must work together to identify and resolve health and safety problems.
- **Sharing of information** – Everyone has the right to receive the information they need to protect themselves from workplace hazards.

- **Accountability** – Everyone is accountable for carrying out their responsibilities.

Occupational health and safety legislation

Saskatchewan workplaces are governed by *The Saskatchewan Employment Act* and *The Occupational Health and Safety Regulations, 2020*. The act and regulations specify the minimum standards for health and safety that apply to everyone in the workplace. Employers are required to have a copy of the act and regulations readily available to workers in the workplace.

Through their occupational health officers at the Ministry of Labour Relations and Workplace Safety helps those in the workplace understand and fulfill their responsibilities.

Occupational health officers:

- Support OHCs and health and safety representatives in workplace
- Inspect workplaces
- Enforce health and safety requirements

OHS officers have the ability to:

- Stop work that involves a serious risk to workers
- Specify corrective actions and their completion dates
- Request a progress report

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 6: Where would you find . . .?

(Teacher's copy)

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

SEA 3-10 (b) General duties of employers

2. The definition of employer

SEA 3-1(1)(j) employer

3. The rules about hiring young people

Regulations 3-3 Employment of young persons

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

Regulations 3-8 Training of workers

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

Appendix, Table 1

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

Regulations 9-2 Protection against falling

Handout 7: Responsibilities of Employers, Supervisors and Workers

Employers	Supervisors	Workers
• 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	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. Supervisors have specific duties under the regulations for: • 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	• 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

Activity 4: Workers' Rights & Responsibilities - The Right to Know

Learning objectives

- To understand the rights (to know, to participate, to refuse) and responsibilities of workers
- To evaluate hazardous situations and determine how to respond

Materials

- Background notes
- Video: *Don't Risk Your Life*
- *Handout 8: Don't Risk Your Life Video Discussion Guide, Handout 9: Recognizing Hazards in the Workplace, Handout 10: A Hazard Control System, Handout 11: Training for New Workers*
- Occupational health and safety job situations (use your own job situations)

Time: 45 minutes

Activity

1. Review the meaning of the **Right to Know**. If necessary, remind students that they have a right to receive safety training, to know what hazards exist in the workplace and how to control them, and to learn safe work practices.
2. View the *Don't Risk Your Life* video. (In Saskatchewan, one in four injured workers is between the ages of 15 and 24.) Use the discussion questions as a guide to debriefing the video. Summarize by stating that identifying and controlling hazards can prevent many incidents.
3. Using the background notes, discuss the two major types of hazards: health hazards and safety hazards. Ask students what types of hazards were described in the video. Provide additional examples of both types of hazards.
4. Tell students that they have a role to play in affecting the outcome of a potentially hazardous workplace situation. Discuss the three steps in controlling a hazard: recognition (see it), evaluation (think it), and control (do it). Use the handout, *A Hazard Control System*.
5. Using one job situation picture as an example, go through the steps to evaluate and address hazardous work situations. Ask students:

What's the hazard (see it)? What's the risk or likelihood of an injury occurring?
 How severe might the injuries be (think it)?
 How can you deal with the hazard (do it)?

6. Divide class into small groups. Give each group *Handout 10: Recognizing Hazards in the Workplace* worksheet and a job situation picture. Allow about **15 minutes** to complete the activity. All groups present their situation to the class.
7. Hand out and discuss *Handout 11: Training for New Workers*, which summarizes employer responsibilities around workplace training and hazard control.

Additional or alternative activities

1. Hand out copies of *Handout 8: Don't Risk Your Life Video Discussion Guide* before viewing the video. Have students respond to the questions in small groups. Discuss the answers with the whole class.
2. Instead of providing pictures for *Handout 10: Recognizing Hazards in the Workplace*, ask if any students have part-time jobs. Ensure that one employed student is in each group. Ask employed students to list some of the tasks they have in that job (see it). Have the group brainstorm a list of potential hazards in that job (assess it) and ways to deal with the hazards (do it).

If there are not enough employed students in the class, assign each group a job such as retail salesperson, gas attendant, grocery store clerk, stock person, referee, construction worker, waiter/waitress, or short order cook. Provide a list of possible safety and health hazards if students have difficulty identifying potential hazards for the jobs.

3. With the consent of the employer and the student, take workplace pictures. Build a collection of workplace pictures relevant to your students and their community.

Interview employers to help identify hazards common to their workplace.

Have students design a safety checklist (for workplace inspection purposes) that would apply to each workplace situation.

4. For additional information on hazard identification, refer to *Ready for Work Module 6: Recognizing Hazards*.

Evaluation

1. Make informal observations during small group activity and assessment of answers in *Handout 10: Recognizing Hazards in the Workplace*.

Background notes

Identifying, assessing and controlling hazards

Workplace injuries and illness can be prevented if unsafe work practices are corrected and if workplace hazards are identified and dealt with. Every workplace, large or small, must have a system in place to identify hazards, assess the risk of those hazards, and carry out appropriate corrective action to control the risk.

Occupational hazards exist in all workplaces. **A hazard is any activity, situation or substance that can cause harm.** Hazards are divided into two broad categories: health hazards and safety hazards.

Generally, **health hazards** cause occupational illnesses such as noise-induced hearing loss, respiratory problems caused by exposure to chemical substances or repetitive strain injuries. A health hazard may cause long-term or chronic problems. Someone with an occupational illness may not recognize the symptoms immediately. For example, noise-induced hearing loss is often difficult for victims to detect until it is advanced.

There are five types of hazards that can cause occupational illnesses:

- Chemical hazards such as battery acid and cleaning supplies
- Biological hazards such as bacteria, viruses, dusts and animal bites
- Physical agents (energy sources) strong enough to harm the body, such as electric currents, heat, light, vibration, noise and radiation
- Work design (ergonomic) hazards such as lighting, repetitive movements, and video display terminals
- Stress from shift work or harassment in the workplace

Safety hazards cause immediate physical harm such as cuts, broken bones or back injuries. Some examples of safety hazards include:

- Slipping/tripping hazards (such as electrical cords across floors or spilled liquids)
- Fire and explosion hazards
- Moving parts of machinery, tools and equipment
- Work at height (such as work done on scaffolds or ladders)
- Pressure systems (such as steam boilers and pipes)
- Vehicles (such as forklifts and trucks)
- Lifting and other manual handling operations
- Materials falling from height, rolling, shifting or caving in
- Hazards posed by violence, working alone or in isolated workplaces

Once hazards in the workplace have been identified and the risk they pose assessed, there are three steps to controlling the risks:

1. **Eliminate hazards** posed by equipment and work processes at the source (for example, replace faulty equipment, redesign how the work is done and substitute a safer chemical for a hazardous chemical).
2. If it is not practical to eliminate the hazard, **control the hazard** to reduce the risk to workers (for example, use machine guards, noise enclosures and ventilation to dilute the concentration of a hazardous substance).
3. If it is not practical to control the hazard, **protect workers from the hazard** through the use of safe work procedures, effective safety training, proper supervision or personal protective equipment.

Some curriculum guides in the practical and applied arts area (for example, welding, horticulture, electrical, auto body) also include hazard supplements that address recognizing hazards and the health and safety regulations that relate to the industry.

Workplace inspections

Workplace inspections are an important part of a safety system. They help focus attention on hazards in the work environment.

An inspection is a well-planned, thorough examination designed to identify and fix health and safety threats. Inspections are conducted every day:

- Workers inspect their tools, equipment, machinery, supplies, and personal protective equipment.
- Supervisors inspect work practices and review the safety of work areas.
- Managers review the effectiveness of their supervisors' health and safety activities.
- Occupational Health Committees (OHCs) and worker health and safety representatives check and help maintain the effectiveness of the inspections conducted by workers, supervisors and managers.

Examples of inspections required by the legislation:

- 1. Inspections of plant** - The law (Regulation 3-12 Examination of plant) requires every employer to regularly inspect the workplace, the technologies of production and associated supplies. Supervisors, safety specialists, and workers can handle these inspections.
- 2. Inspections by committees and representatives** - OHCs and representatives conduct regular, planned inspections of the workplace, participate in inspections by occupational health officers, and perform special inspections when conditions change or a concern must be investigated. The employer corrects problems and ensures the workplace complies with the law (Regulation 3-17 Inspection of place of employment).

Good inspection systems gradually review all operations, with special attention to workers' concerns, high hazard activities and work processes.

Handout 8: *Don't Risk Your Life* Video Discussion Guide

1. What would you have done differently if you were in the same workplace situation as the young people portrayed in this video? Have you encountered similar situations at work or at school?
2. Do you think there is pressure to do the work tasks you are told to do – even if you are not sure how to do them? How do you handle this pressure without getting hurt or fired? What could you say?
3. What could you actively do to prevent similar tragedies in your workplace?

Handout 8: *Don't Risk Your Life* Video Discussion Guide

(Teacher's copy)

1. **What would you have done differently if you were in the same workplace situation as the young people portrayed in this video? Have you encountered similar situations at work or at school?**

Answer: I would ask questions of my employer and make sure I understood the safety procedures, including lock-out procedures for working with specific equipment.

Gather students' comments and experiences.

2. **Do you think there is pressure to do the tasks you are told to do – even if you are not sure how to do them? How do you handle this pressure without getting hurt or fired? What could you say?**

Answer: Gather students' opinions and experiences.

Mention that further discussion around this topic will occur in a later lesson. Note students' concerns and comments to use in role play situations in Activity 7.

3. **What could you actively do to prevent similar tragedies in your workplace?**

Answer: Gather student opinions and comments such as receive training, ask if you don't know how to do something, slow down, and use safe guards on equipment.

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	Prevent or minimize exposure to the risk! • Substitution • Redesign • Isolation
Least effective	Protect the worker! • 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 10: Recognizing Hazards in the Workplace

(Teacher's copy)

Possible responses are provided for example pictures of work sites. If you are using job titles or your own pictures of students in work situations, refer to the additional or alternative activity 2, teacher's copy and *The Saskatchewan Employment Act* and *The Occupational Health and Safety Regulations, 2020* for specific information. You may also find it useful to refer to the examples of health and safety hazards discussed in the background notes for Activity 4.

See it	Think it	Do it
Housekeeping - No guard rails around open hole - Long belt end hanging loose - Nails sticking out of planks - Wearing running shoes and no hard hat	- Could fall in or down - Could catch long belt end on nails - Could land on hammer - Nail could go through shoes	- Build proper guard rail around hole - Use proper fall equipment - Use wider planking or platform for standing on - Fix the end of the belt - Wear proper footwear and a hard hat
Conveyor belt - Worker has a hand under the conveyor belt - No safety glasses even though there is fine grit and small stones - Long sleeves could easily get caught in the belt - Drinking coffee	- Conveyor belt could start and catch the worker's hand - Worker could bump the belt and cause the rocks and dust to get in the face - Could spill hot coffee and burn self	- Use a lock-out system to ensure no one starts the equipment while the worker is checking it - Take a break. Don't try to do work and recreation at the same time - Wear safety glasses
Ladder - Second rung is cracked - Repaired with a piece of pipe that may not be strong enough - Left stabilizing foot of ladder is missing - No treads on steps, just bars	- Rung could break and worker could fall - Ladder could slip away from the wall - Workers could lose their footing on the rungs	- Request a new ladder - Refuse to use the ladder

Unclean storage room • Biological or chemical health hazards • Improper storage of materials • Unclean working conditions	• The piled cans could fall over and injure a worker • Someone could slip on the floor • Liquids could spill out of containers and cause fumes, explosions or fires	• Sort and store materials properly • Get new shelving • Take Workplace Hazardous Materials Information Systems (WHMIS) training to learn what the symbols on the containers mean and how to safely use and store the products
Worker in trench • Loose material along sides of trench • No protective structures to stabilize the trench • Walls of trench are almost perpendicular • Front end loader very close to the edge of the trench	• Worker could not get out of trench safely without causing a landslide • Edge of trench could cave in due to weight of vehicle • Load could be dumped on worker • Worker could be smothered or crushed	• Follow the regulations for trenching, including the degree of slope allowed in the trench walls and providing a safe means for the worker to exit the trench • Build retaining structure to prevent cave-ins • Have a spotter (another worker) to help the front end loader driver know when he or she is getting too close to the edge of the trench • Have worker leave the trench before the vehicle's load is dumped • Clear loose soil from edge of trench

Handout 10: Recognizing Hazards in the Workplace

Additional or alternative activity 2

(Teacher's copy)

Occupations	Examples of hazards	Examples of preventive measures
Retail sales clerk: pet store	Infectious diseases, bites, scratches, manual handling of supplies (strains and sprains), and air quality issues Potential for harassment or violence from customers	Training in safe work procedures and use of personal protective equipment Awareness of, and training in, policies for harassment and for dealing with irate customers
Retail worker: grocery store	Back strain, repetitive motion injuries, falling objects, and slipping/tripping Potential for harassment or violence from customers	Training in safe work procedures (e.g., lifting), WHMIS (cleaning products) and good housekeeping practices (e.g., cleaning spills, keeping aisles clear). Awareness of and training in policies for harassment and for dealing with irate customers
Office worker	Ergonomic hazards related to computer screen position, suitability of chair, and positioning of hands on keyboard Improper lighting could also cause eye strain	Ergonomic assessment and training Use of wrist rest, ergonomic chair, and exercises to reduce the effects of repetitive motions
Waitress/waiter	Potential for burns, slips and falls, back problems, strains and sprains, violence and harassment	Training in safe work procedures, good housekeeping practices, and the company's harassment and violence policies
Kitchen worker	Burns (fire, hot oil, hot water), cuts from sharp utensils, heat stress, slips and falls, back strain, smoke inhalation from poor ventilation of grills, and chemicals in cleaning products.	Training in safe work procedures, good housekeeping practices, and WHMIS Check ventilation systems to ensure they are adequate, and examine traffic flow patterns in the kitchen

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, 2020 clauses 19(4))(a and b)

The Occupational Health and Safety Regulations, 2020 1-2 Definitions and Interpretation 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.”

Activity 5: Workers' Rights & Responsibilities – The Right to Participate

Learning objectives

- To understand the rights (to know, to participate, and to refuse) and responsibilities of workers
- To explain the role and responsibilities of Occupational Health Committees

Materials

- Flipchart or overheads
- *The Saskatchewan Employment Act* and *The Occupational Health and Safety Regulations, 2020* (download from www.publications.gov.sk.ca)
- Occupational Health Committee information at www.saskatchewan.ca/business/safety-in-the-workplace/ohc-and-ohs-representative/ohc
- *Handout 13: Occupational Health Committees Fact Sheet*

Time: 45 minutes

Activity

1. Discuss the purpose of the activity with the students. Explain that the activity will involve brainstorming, class discussion and completion of a question sheet.
2. Using a flipchart or white board, review the three rights workers have: the **Right to Participate**, the **Right to Know**, and the **Right to Refuse**.

Ask students to define and give examples of each of the three rights. For the **Right to Participate**, ensure students mention that workers have a right to participate in workplace health and safety by reporting hazards and unsafe working conditions and by becoming a member of the Occupational Health Committee (OHC) or worker health and safety representative.
3. Using the flipchart, or prepared overheads, review worker responsibilities for safety in the workplace. Ask students to give examples of the responsibilities workers have in the workplace.
4. Divide the class into small groups. Provide each group with the question sheet, *How do I participate in health and safety in the workplace?* and a copy of *The Saskatchewan Employment Act* and *The Occupational Health and Safety Regulations, 2020*. Give the class **25 minutes** to complete the questions on the sheet.

5. Discuss the answers to the questions and direct students to www.saskatchewan.ca/business/safety-in-the-workplace/ohc-and-ohs-representative/ohc for more information.
6. To assess students' understanding about their right to participate in health and safety in the workplace, ask students to provide a written response (to be handed in) to the following scenario. Allow students about **15–20 minutes** to answer the question.

You are a member of the Occupational Health Committee in your workplace. Your boss has just hired five new workers. He has asked you to talk to the new hires about the OHC and its role in helping to keep this workplace safe and healthy. What will you tell them about the committee, how it works, what it does and why it is important to know about?

Additional or alternative activities

1. Invite a member of an OHC to talk to your class about his or her experiences. The speaker could also discuss the purpose and role the OHC plays in his or her workplace.
2. Establish an OHC in your classroom. Assign the committee a variety of tasks such as conducting mini-inspections and writing reports. Alternatively, role play meetings, responses to worker concerns, and orientation of new workers.

Evaluation

1. Informally assess students as they participate in the group discussion. Are their contributions thoughtful, contextual and well-reasoned? Did they interact well in the small group, co-operate with others, respect others' opinions and help keep the discussion on track?
2. Their written responses should illustrate a clear understanding of:
 - Committee structure
 - Committee duties, functions and roles
 - How committees enable workers to participate in keeping their workplaces healthy and safe

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 4 Committees and Representatives* 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 12: How do I participate in health and safety in the workplace?

(Teacher's copy)

Refer to Part III of *The Saskatchewan Employment Act* and *Regulations Part 4* to answer the following questions. In addition to the answers, 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

Answer: In workplaces where there are 10 or more workers. (SEA 3-22 (1) Establishment of committees).

b) At construction sites

Answer: The contractor must establish a committee if the site has 10 or more workers or self-employed persons working (or likely to be working) for 90 days. (Regulation 4-1 Committees at construction sites).

2. What kinds of workplaces require occupational health and safety representatives?

Answer: Representatives are required in high hazard workplaces with five to nine workers as set out in Table 7 of the regulations. (T SEA 3-24(1) Designation of representatives and the Regulations 4-8 Designation of representatives).

3. Who is responsible for organizing committees or designating a health and safety representative?

Answer: The employer must ensure the committee is structured and maintained as required. (SEA 3-22(1)(a) Establishment of committees).

4. How many members must the committee have?

Answer: Each OHC must have at least two, but not more than 12 members. (SEA 3-22(2) Establishment of committees).

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

Answer: Management members may not outnumber worker members. At least half must be workers not involved in management who are either selected by their union or elected by their co-workers. (SEA3-22(3)).

6. How must committee members be selected in:

- a) Union workplaces

Answer: At a unionized workplace, committee members must be appointed as required by the union's constitution. The employer selects management representatives. (SEA 3-22(4)(b)).

- b) Non-union workplaces

Answer: In a non-union workplace, the workers must elect their committee members. (SEA 3-22(4)(a)).

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

Answer: The employer must post the names of the OHC members and representative in the workplace. (SEA 3-25 (1) (2)Duty to post names).

8. How long do committee members serve?

Answer: Each committee member is to serve for three years. (Regulation 4-2 Designation of committee members).

9. What are the duties of the committee?

Answer: Duties of committees include:
(SEA 3-27 Duties of committees)

- To handle workers' health and safety concerns
- To inspect the workplace to identify, eliminate and control safety hazards
- To investigate incidents
- To handle refusals to work

10. How often must the committee meet?

Answer: The first meeting must be held within two weeks of committee set up. The committee must then meet at least once each month for three months and then at least once every three months. (Regulation 4-4 Frequency of meetings).

11. Read the SEA 3-10 and SEA 3-20. Summarize below workers' responsibilities for safety in the workplace.

Answer: As a worker, you have the responsibility to:

- Work and act safely on the job
- Co-operate with the employer, supervisor, committee or representative to keep the workplace safe
- Use safety equipment and personal protective equipment correctly and as required
- Conduct yourself in a safe and respectable manner
- Not initiate or participate in harassment

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 Ministry of Labour Relations Workplace Safety. 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.

Activity 6: Workers' Rights & Responsibilities - The Right to Refuse

Learning objectives

- To understand the rights (to know, to participate, to refuse) and responsibilities of workers
- To describe the steps in a refusal to work situation

Materials

- Background notes
- *Handout 14: Steps in a Refusal to Work* and *Handout 15: Right to Refuse Case Studies*

Time: 30 minutes

Activity

1. Using the background notes, explain to students their right to refuse work they believe to be unusually dangerous to themselves or others. Emphasize that this right, as identified in section 3-31 of *The Saskatchewan Employment Act*, applies only to health and safety matters.
2. Identify the process or series of steps that must be followed when refusing work believed to be unusually dangerous. Ensure students are aware that if they have any safety concerns about their work or are unsure of their rights or responsibilities, they should contact their workplace Occupational Health Committee or representative. If no committee exists, call the Ministry of Labour Relations and Workplace Safety.
3. Provide students with *Handout 14: Steps in a Refusal to Work*.
4. Divide the class into small groups. Provide students with copies of *Handout 15: Right to Refuse Case Studies*. Allow about **10 minutes** for students to complete the questions.
5. Discuss students' answers to the questions.
6. Summarize the key messages of the activity:
 - Workers have the right to refuse work they believe is unusually dangerous to themselves or others.
 - The **Right to Refuse** applies only to health and safety matters.
 - The refusing worker is protected from discriminatory action against him or her.

- There is a specific procedure or series of steps to follow when refusing work you believe is unusually dangerous.
- Talk to your Occupational Health Committee or representative or call Occupational Health and Safety if unsure of your rights and responsibilities.

Additional or alternative activity

Assign students to role play one of the case studies outlined in the **Right to Refuse** case studies worksheet or have students create their own role play situations. Ask them to include the steps to follow in the refusal as part of the role play.

Evaluation

1. Observe students' group interactions during the activity.

Did they co-operate fully during the activity?

Were their contributions relevant, thoughtful and contextual?

Did they respect other students' ideas and beliefs and encourage others to participate?

2. Assess students' responses to the question sheet.

Did they understand the concept that underscores the right to refuse work they believe is unusually dangerous?

Did they treat the subject matter seriously?

Could they apply the process for refusing work to the case studies?

Background notes³

Under Section 3-31 of *The Saskatchewan Employment Act*, each worker has the right to refuse work that he or she believes is unusually dangerous. The unusual danger may threaten the worker or others. An unusual danger could include:

- A danger that is not normal for the job
- A danger that would normally stop work
- A situation for which the worker isn't properly trained, equipped or experienced

Section 3-31 of the act applies only to health and safety matters. It is an **individual worker's decision** (not the decision of a group of workers) that has to be based on a personal belief that the work is unusually dangerous or has become more dangerous than is acceptable for the job.

Saskatchewan was the first jurisdiction in Canada to enact the **Right to Refuse**. We cherish it. The **Right to Refuse** should only be used when a worker has a genuine reason to believe work has become more dangerous than is acceptable for the job. The right to refuse work must not be abused. For example, groups cannot use it as an excuse to strike.

If the refusal is used for legitimate health and safety reasons, the worker is legally protected from discipline or other sanction by the employer (SEA 3-35 Discriminatory action prohibited). The worker may continue to refuse the work until the necessary steps are taken to satisfy the worker that the job is not unusually dangerous or until the occupational health officer has investigated the refusal and found that the job is not unusually dangerous. During the refusal, the worker must remain at the workplace unless the employer advises otherwise.

Most work refusals are resolved without the intervention of an occupational health officer. This is the procedure that should be followed for a work refusal:

1. The refusing worker should inform the employer or supervisor that he or she is refusing work because of a health and safety concern.
2. The refusing worker should try to resolve the problem with the employer or supervisor. It is important that the refusing worker not leave the site without the employer's permission. Most refusals are resolved at this stage.
3. The employer/supervisor has the right to assign the refusing worker to other work (at no loss of pay or benefits) until the matter is resolved.
4. Under the act, section 3-34, an employer cannot assign another worker to the disputed job unless the replacement worker is first advised in writing about:

³ Adapted from the *Instructor's Guide. Occupational Health and Safety Committee Training, Level 1, Occupational Health and Safety, Ministry of Labour Relations and Workplace Safety.*

- The refusal to work and the reason for it
- Why the employer believes the replacement worker can do the disputed job safely
- The right of the replacement worker to refuse the work
- The steps to follow when exercising this right

The replacement worker may have had more experience or training in the assigned work and, therefore, not consider it to be unusually dangerous.

5. If the problem cannot be resolved at the initial stage, the Occupational Health Committee co-chairs should be asked to help. The role of the co-chairs is to help work out a solution. They do not have the authority to rule on whether the work is unusually dangerous. (If there is no Occupational Health Committee or safety representative, contact the Ministry of Labour Relations and Workplace Safety.)
6. If the problem is still not resolved, the occupational health co-chairs should convene an emergency meeting of the committee to investigate the refusal. If necessary, the committee will rule on whether or not the job is unusually dangerous. The committee does this by investigating the refusal and voting. A unanimous vote by a quorum of the committee is required to rule against a refusal.
7. If there is no Occupational Health Committee, if the committee cannot resolve the problem, or if either the worker or employer is not satisfied with the committee's decision, the issue should be referred to the the Ministry of Labour Relations Workplace Safety. An occupational health officer will then investigate the refusal and provide awritten decision to the parties.
8. The results of the investigation should be communicated to all workers. One way of doing this is to summarize the results on a committee minute form and post it in the workplace for everyone to read. If the officer rules against the refusal, the worker should return to work even if the decision is being appealed. Anyone involved can appeal the officer's ruling to the director of Occupational Health and Safety.
9. The Occupational Health Committee should monitor the effectiveness of any corrective action taken to resolve the issue or problem that lead to the refusal.

A worker is legally protected from disciplinary action or other sanctions by the employer for fulfilling their responsibilities or exercising their rights under *The Saskatchewan Employment Act*. If an employer does take action against a worker, and the worker believes that it was done because of legitimate health and safety activities, he or she can make a complaint to the Ministry of Labour Relations and Workplace Safety.

Under SEA 3-36, an officer must investigate any complaint of discriminatory action. An officer who finds that discriminatory action has been taken will issue a **notice of contravention** requiring the employer to:

- Cease the discriminatory action
- Reinstatement the worker to his or her former terms and conditions of employment
- Pay the worker back wages that would have been earned had the discriminatory action not been taken
- Remove any reference of the matter from the worker's employment record
- Provide the occupational health officer with a progress report on any remedial action for the work that has been refused

If the officer does not find evidence of discriminatory action, he or she will advise all parties in writing.

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 food service worker 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 15: Right to Refuse Case Studies

(Teacher's copy)

Case study 1

You are a food service worker 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.

Answer

This would be a good candidate for refusal because of the falling hazard. The employer is violating the need for scaffolding and personal protective equipment as required under the legislation (Regulations 12-2 Scaffold required and Regulation 7-1 Use of equipment required).

You should first tell your supervisor that you are refusing to do this work because of a health and safety concern.

If you are unsure of what to do, you should contact Occupational Health Committee members to discuss the issue. If there is no committee, call the Ministry of Labour Relations and Workplace Safety.

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.

Answer

This would be a good candidate because of the falling hazard. The employer should provide fall protection and ensure the roof is equipped to allow the protection to be installed and used properly. Alternatively, hire a professional snow removal company to clean off the roof.

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.

Answer

This would be a good candidate because you have reasonable grounds to believe you could be seriously hurt if you continue to use the press. The press is unreliable and could inflict serious injury.

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.

Answer

This would be a good candidate because you have reasonable grounds to believe you might be seriously hurt if you operate the meat slicing machine without proper training. Under OHS legislation, the employer must ensure the worker is properly trained (*Regulation 3-8 Training of workers*).

Case study 5

Workers threaten to refuse work as a group.

Answer

This is not a good candidate for a refusal to work because the workers are threatening to refuse as a group. *SEA 3-31 The right to refuse dangerous work* applies only to individual workers. Each worker would have to individually use the **Right to Refuse**.

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.

Answer

This would be a good candidate because you have reasonable grounds to believe you might be hurt if you drive the truck without proper training. Under OHS legislation, the employer must ensure the worker is properly trained (Regulation 3-8 Training of workers.

You should inform your supervisor that you are refusing to do this work because of a health and safety concern.

If you are unsure of what to do, you should contact Occupational Health Committee members to discuss the issue. If there is no committee, call the Ministry of Labour Relations and Workplace Safety.

Activity 7: Using Your Knowledge in the Workplace

Learning objectives

- To identify health and safety questions to discuss with employers

Materials

- Flip chart paper and markers
- *Handout 16: Questions to Ask Your Employer*
- *Ready for Work* q-cards

Time: 45 minutes

Activity

1. Initiate a discussion with students by asking questions such as:

Is anyone working?

Did you receive any health and safety training when you started your job?

Were you shown how to do your job safely?

Did you ask your supervisor any questions about hazards in the workplace?

State that many young workers don't know that they have a responsibility to ask questions about health and safety.

2. Divide the class into small groups. Tell them they have just been hired as a... (assign each group a different job). Each group is to brainstorm and record on flip chart paper a list of possible questions to ask their supervisor about health and safety.

3. Post flip charts and discuss.

Ask the students how comfortable they would feel about asking their supervisor these questions:

What could they do to help themselves feel more comfortable?

When would be a good time to talk to their supervisor?

How would they phrase the questions?

4. Distribute *Handout 16: Questions to Ask Your Employer*.
5. To summarize, review employer and worker rights and responsibilities.

6. Provide information from *Guide for New Workers*, *Tips for Young Workers* and the *Ready for Work* q-card.

Additional or alternative activities

1. Divide class into small groups. Assign each group an industry or job and one of the questions from *Handout 16: Questions to Ask Your Employer*. Each group will brainstorm answers they might hear from an employer. Role play asking the questions and possible responses.
2. Refer to comments and concerns raised by students in Activity 5. Have students work in small groups to plan and practice how to “say no” in a positive manner.
3. Refer to *Module 8: Fairness Works: Employment Standards for Young Workers* for strategies related to handling conflict in the workplace: managing anger, conflict resolution strategies, and negotiating your way to a solution.

Evaluation

Conduct final evaluation of the module. Methods of evaluation could include:

- Role plays of key concepts
- Role plays about how to deal with health and safety concerns in the workplace
- Reports on topics such as the safety policies of an employer in the community
- Essays on topics such as comparing the injuries of young workers in Saskatchewan with injuries of young workers in other provinces
- Interviews with parents, friends, or others about health and safety training related to their first workplace experiences.

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?

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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.

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.¹ Almost one third of high school students work while attending school full time.² 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.³

¹ Statistics Canada. *Labour Force Review*, 1998.

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

³ 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?

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

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 sleep⁴

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 dBA⁵, 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.⁶

⁴ OHS Canada, June 1999.

⁵ 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.

⁶ 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.

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

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, 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 St.
Regina, SK S4P 4W1
Toll free: 1.800.567.SAFE(7233)

Online: saskatchewan.ca



WorkSafe Saskatchewan
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200-1881 Scarth St.
Regina, SK S4P 4L1

Saskatoon Office
800-122 1st Ave. S.
Saskatoon, SK S7K 7E5

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

Online: worksafesask.ca



READY FOR WORK

Module 5. WHMIS 2015



www.worksafesask.ca

WorkSafeTM
SASKATCHEWAN

Work to live.

An Introduction to WHMIS 2015

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Introduction to WHMIS 2015

Module Description

An Introduction to Workplace Hazardous Materials Information System (WHMIS) 2015 is a four-hour module that provides teachers and instructors with objectives, learning activities, evaluation tools and resource lists. The approximate time it takes for each learning activity is indicated. Teachers can choose or adapt activities to fit their school's timetable.

This module is strictly an introduction to WHMIS 2015 and not a full-fledged education or training program. For online WHMIS training, visit WorkSafe Saskatchewan's website. This module reinforces and expands upon key concepts introduced in *Module 3: Safety Works: Occupational Health and Safety for Young Workers*. Therefore, we suggest teachers and students explore the introductory activities on workers' rights and responsibilities and identifying hazards in the workplace in that module prior to studying the *WHMIS* module.

This module is formatted into the following four sections or activities:

1. Workplace Hazardous Materials Information System

- Provides an overview and lists the key concepts that will be covered in the module
- Lists foundational and specific learning objectives
- Discusses the background and need for this program
- Describes the three main parts to WHMIS and outlines the worker responsibilities

2. Responsibilities & Labels

- Describes the responsibilities of the employer, the worker and the supplier
- Discusses the purpose for labels used to identify hazardous materials
- Provides background notes and worksheet activities for teachers and students

3. Product Classification & Pictograms (symbols)

- Describes the product classification and pictograms (symbols) for WHMIS
- Provides worksheet quizzes for teacher and students
- Provides background notes and activities for teacher and student

4. Safety Data Sheets (SDSs) & Control of Hazardous Materials

- Describes the SDSs and why they are used

- Describes the steps to control hazards in the workplace
- Reinforces the three rights and the steps in a refusal to work for a worker
- Provides background notes and activities for teachers and students

This module can be used in a number of secondary level courses, but has specific relevance for courses with a transition-to-work dimension.

WHMIS focuses on the following key concepts:

- Workers can learn to recognize workplace hazards.
- Workers can prevent incidents and injuries by following safe work practices and using personal protective equipment (PPE).
- Workers have three basic rights: the **Right to Know**, the **Right to Participate**, and the **Right to Refuse**.
- The Occupational Health and Safety Branch at the Ministry of Labour Relations and Workplace Safety can assist with workplace health and safety concerns.

These concepts are essential as students enter the workforce. As new workers become supervisors and employers, knowledge of and positive attitudes towards health and safety will continue to be of value.

Occupational Health & Safety legislation

The Saskatchewan Employment Act and *The Occupational Health and Safety Regulations, 2020* set minimum standards for workplace practices and procedures. Some regulations apply to the information and activities covered in this module:

- Personal protective equipment (PPE)
- Chemical and biological substances
- WHMIS
- Fire and explosion hazards

Further information can be found in *The Saskatchewan Employment Act* and *The Occupational Health and Safety Regulations, 2020*.

Objectives

Foundational objectives

- To identify and explain health and safety hazards in the workplace so that the potential for personal injury, as well as damage to equipment and the environment are minimized
- To introduce students to rights and responsibilities regarding healthy and safe workplace practices
- 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
- To develop an awareness of the responsibility and need for safe work procedures that must be followed in the workplace
- To develop skills, knowledge and attitudes which will enable students to act on safety knowledge

Specific learning objectives

- To identify hazardous materials and situations through WHMIS hazard recognition activities
- To evaluate hazardous materials and situations and determine how to respond

Resource List

Module resources

1. *The Saskatchewan Employment Act and The Occupational Health and Safety Regulations, 2020*
2. whmis.org
3. *Ready for Work* q-cards
Download from: www.worksafesask.ca

Additional resources

1. Online WHMIS Training (available at www.worksafesask.ca)
2. *Slides to Safety: An Occupational Health & Safety Presentation for Young Workers* (PowerPoint)

Access this presentation and teacher's guide at www.worksafesask.ca or book a speaker from the Saskatchewan Federation of Labour:

Phone: 306.525.0197
Fax: 306.525.8960

3. *Module 3: Safety Works: Occupational Health and Safety for Young Workers*

Reference resources

1. *Elements of an Occupational Health and Safety Program*, Ministry of Labour Relations Workplace Safety.
Download from: www.saskatchewan.ca
2. *OHC Training Level 2 – Workplace Inspections Guide*, WorkSafe Saskatchewan (available at www.worksafesask.ca)

Course Outline

Time frame: 4 hours

Content	Instructional techniques/strategies	Time frame
WHMIS: An introduction	<i>Activity:</i> Identify the three main parts of WHMIS	60 min.
Responsibilities & Labels	<i>Activity:</i> Identify responsibilities and labels <i>Video:</i> The winning label <i>Discussion questions</i>	60 min.
Product Classification & Pictograms	<i>Discussion questions</i> <i>Activity:</i> Identifying hazard classes quiz	60 min.
Safety Data Sheets (SDS) & Control of Hazardous Materials	<i>Discussion questions</i> <i>Activity:</i> SDS quiz	60 min.

Learning Activities

Activity 1: Workplace Hazardous Materials Information System

Specific learning objectives

- To identify hazardous materials and situations through WHMIS hazard recognition activities
- To evaluate hazardous materials and situations and determine how to respond

Materials

- Background notes
- *Handout 1: WHMIS: An Introduction Quiz*

Time: 60 minutes

Activity

1. Ask students if anyone has heard of the Workplace Hazardous Materials Information System or WHMIS. If students are working, have they seen or heard about WHMIS in their workplaces?
2. Use the background notes to explain that WHMIS is a system that provides information about hazardous materials or substances in the workplace. Discuss the purpose, scope and worker responsibilities with respect to WHMIS. Provide students with a copy of the background notes for future reference.
3. Distribute *Handout 1: WHMIS: An Introduction Quiz*, and have students do the exercise. Discuss the results and provide the correct responses if necessary.
4. Ask students to be aware of chemicals used in the home, school, or workplace. Note if any symbols are present on the containers or packages. Bring a list of products and their symbols to class. Refer to these examples when discussing hazard symbols in Activity 3.

Evaluation

1. Observe students' participation in activities and their responses to the discussions and the activities.
2. Do an assessment of *WHMIS: An Introduction Quiz*.

Background notes

WHMIS: An introduction ¹

On his third day of a part-time job, a 19-year-old was pouring a drum of highly flammable chemical into small containers. Highly flammable means that the chemical can start a serious fire if not handled properly. There were no warning labels on the drums that held the chemical. A spark from static electricity made the chemical explode. This young worker suffered burns to 95 per cent of his body. He died the next day.

WHMIS (pronounced "wimis") stands for Workplace Hazardous Materials Information System. It is a globally harmonized information system set up to protect all Canadian workers and employers. A hazardous material is any substance that can cause illness, disease or death to unprotected people.

WHMIS provides vital information about any materials that pose a risk or hazard in the workplace. Students may have already been introduced to this system in secondary level science classes.

WHMIS provides employers and workers with information about the hazardous materials they work with on the job. This information is necessary to protect the health and safety of everyone in the workplace.

The WHMIS information system is based on a Canadian law that came into effect in October 1988. It states that everyone has a right to know about the hazardous substances being used in their workplace. It requires suppliers, employers and workers to use the system to identify and safely handle hazardous materials. WHMIS rules apply in every province and territory of Canada. The new WHMIS 2015 is an update to the WHMIS system to standardize it nationally and internationally. The laws related to this new system came into effect in 2016 in Saskatchewan.

People who do not follow the laws on hazardous materials can be charged with an offence and can be jailed or fined if convicted.

¹ The Ministry of Labour Relations and Workplace Safety wishes to acknowledge the Workers' Compensation Board of the Northwest Territories for its contribution of resource materials to this module.

Why is it needed?

In our daily lives, hundreds of materials and chemicals have been developed to make our work easier and allow us to make better products. This process uses or produces substances that can be dangerous to people if handled improperly. WHMIS lets us know:

- Which materials are dangerous
- How we can protect ourselves when we handle them

The danger of hazardous materials can come from explosion, fire, skin contact, inhalation or ingestion. The level of danger will usually depend on one or more of the following:

- The amount of pressure (gases)
- How easily the material burns or explodes
- The amount of material involved
- How toxic it is
- How it enters the body
- Its concentration
- How it is used
- The frequency of use

Who developed WHMIS?

Once the need for a national information system was recognized, joint committees of employers, unions and governments developed WHMIS. More recently, the Globally Harmonized System (GHS) for hazard identification was developed by the United Nations. WHMIS 2015 is an element of GHS that has been adopted by Canadian and Saskatchewan legislation.

What problems does WHMIS try to solve?

- Unlabelled chemicals in workplaces
- Lack of awareness by employers about the identity and hazard level of the chemicals they are using
- Inadequate information provided by suppliers to employers and workers about the hazard level of the chemicals they are using
- Differences between provinces and territories in the way hazardous materials are handled

The three main parts of WHMIS

WHMIS has three main parts to help identify and handle hazardous materials safely:

1. **Labels with pictograms** are applied to the containers with materials inside. The labels supply vital warning information.
2. **Safety data sheets (SDSs)** are sheets of information stored separately from the material. These sheets give details for handling emergencies, clean ups, and controls for the safe use of the hazardous materials. The law requires employers to have an SDS available for every hazardous material in the workplace.
3. **Worker education and training programs** – Employers must instruct each worker on how to use WHMIS, what hazardous materials are on site, and how to handle them properly. See *Regulation 22-4 Worker education and training*.

Worker responsibility

Workers have the responsibility to use the system to protect themselves from hazardous materials by:

- Recognizing labels and pictograms
- Checking the hazards
- Following recommended procedures

Employer and supplier responsibilities will be discussed in other activities.

Exemptions from WHMIS

Some products are already covered by other legislation. These have been **partially or fully exempted** from WHMIS requirements for labels and SDSs. Employers must still follow WHMIS laws for these products by educating workers in the safe handling of the products and by using labels when the contents are transferred. These products include consumer products, cosmetics and drugs, explosives, pesticides and radioactive substances.

Some products are covered by other laws and are **completely exempted** from WHMIS. These include wood and products of wood, tobacco and products made of tobacco, hazardous wastes, and manufactured articles.

Handout 1: WHMIS: An Introduction Quiz

Questions

1. What should have been done on the work site to prevent the 19-year old worker from losing his life? (Refer to the case study in the background notes.)
2. a) WHMIS stands for:

b) What is WHMIS?

c) What does WHMIS require suppliers, employers and workers to do?
3. Do WHMIS laws differ across Canada?
4. What is a hazardous material?
5. What are the three main parts of WHMIS?
6. Hazards identified in the WHMIS system can come from:
(Place a mark by those that are correct.)

☐ a) Fire
☐ b) Skin contact
☐ c) Reading
☐ d) Explosion
☐ e) Inhalation
☐ f) Ingestion
☐ g) Seeing
7. The level of hazard usually depends on one or more of the following:
(Mark the answers that you think are correct.)

☐ a) The amount of material
☐ b) The month of the year
☐ c) The manufacturer
☐ d) How toxic the material is
☐ e) How great the pressure is
☐ f) How easily the material burns or explodes
☐ g) How concentrated the material is
☐ h) Your elevation
☐ i) How the material enters your body

Handout 1: WHMIS: An Introduction Quiz

(Teacher's copy)

Questions

1. **What should have been done on the work site to prevent the 19-year old worker from losing his life? (Refer to the case study in the background notes.)**

Students should mention items such as the employer needed to: use proper workplace labels with pictograms, provide workers training in WHMIS, have SDSs available to the worker, have competent supervisors.

2. **a) WHMIS stands for:** Workplace Hazardous Materials Information System

b) What is WHMIS? A global information system, which provides information about any materials that pose a risk or hazard in the workplace.

c) What does WHMIS require suppliers, employers and workers to do? It requires suppliers, employers and workers to use the system to identify and handle hazardous materials safely.

3. **Are Canada's WHMIS laws different than other countries?**

The law does not differ. The same requirements exist in Canada and worldwide.

4. **What is a hazardous material?**

A hazardous material is any substance that can cause illness, disease or death to unprotected people.

5. **What are the three main parts of WHMIS?**

- Labels with pictograms
- Safety data sheets (SDS)
- Worker education and training programs

6. **Hazards identified in the WHMIS system can come from**

All except c) Reading and g) Seeing.

- _____ a) Fire
- _____ b) Skin contact
- _____ c) Reading

- _____ d) Explosion
- _____ e) Inhalation
- _____ f) Ingestion
- _____ g) Seeing

7. The level of hazard usually depends on one or more of the following:

The following should be checked: a), d), e), f), g) and i).

- _____ a) The amount of material
- _____ b) The month of the year
- _____ c) The manufacturer
- _____ d) How toxic the material is
- _____ e) How great the pressure is
- _____ f) How easily the material burns or explodes
- _____ g) How concentrated the material is
- _____ h) Your elevations
- _____ i) How the material enters your body

Activity 2: Responsibilities & Labels

Specific learning objectives

- To identify hazardous materials and situations through WHMIS hazard recognition activities
- To evaluate hazardous materials and situations and determine how to respond

Materials

- Background notes
- *Handout 2: Responsibilities & Labels*
- whmis.org (Resources link)

Time: 60 minutes

Activity

1. List and discuss the WHMIS responsibilities of the employer, worker and supplier. Stress the importance of asking your employer or supervisor about hazardous substances in your workplace before using any product.
2. Describe the three types of labels: supplier labels, workplace labels, and other means of identification. Where possible, show examples of supplier labels for substances found at your school (i.e., substances with which your students may be familiar). A sample supplier label is provided in the background notes. Ask if anyone knows what the symbols on the label mean. If no one knows, identify the symbols. Tell students that the next activity in the module will help them become familiar with WHMIS pictograms.

Ask students if they can provide examples of workplace labels used in their workplaces. If few students are working, locate examples in the shop or lab areas of your school.

3. Hand out the background notes.
4. Have students complete *Handout 2: Responsibilities & Labels*. Discuss the results and provide the correct responses if necessary.

Evaluation

1. Observe the students' participation in activities and their responses.
2. Assess quiz.

Background notes

Responsibilities & Labels

Responsibilities

The responsibility for safely handling hazardous materials is shared by three parties:

- The employer
- The worker
- The supplier

The employer

- The employer must tell you what hazardous materials you may come into contact with on the site.
- He or she must make sure that all the hazardous materials on the job site are marked or labelled properly in accordance with Workplace Hazardous Materials Information System (WHMIS) rules.
- Employers must have safe procedures for the use, handling, storage and disposal of hazardous materials used on the site. They must also have procedures for handling emergencies involving hazardous materials.
- Your employer is required to provide you, the worker, with training on:
 - How to use WHMIS labels with pictograms (warning symbols) and safety data sheets (SDSs) – You must also be told where SDSs are kept. Workers should have easy access to SDSs through posters, computers or binders containing the sheets.
 - Procedures for the safe use, storage, handling and disposal of the hazardous materials on the work site
 - Procedures to follow in case of an emergency involving hazardous materials
 - The codes that are specific to that work site – Those codes may be colours, letters or numbers. As the codes may change from one work site to another, employers must make sure that you are trained for their particular work sites. Pipes, pumps, large containers, or vessels that carry hazardous materials should all be marked with these codes.
- The employer is responsible for supplying and replacing all safety equipment related to hazardous materials and substances.

The worker

You have responsibility for:

- Receiving information and being informed about hazardous materials on the work site before you use any hazardous products
- Learning how to use WHMIS before you use any hazardous products (This part of the *Ready for Work* program allows you to work toward meeting this responsibility.)
- Following recommended procedures to protect yourself and others
- Informing your employer of hazards or damaged and missing labels

The supplier

Suppliers must provide labels and the information on the safety data sheets. The information on labels and SDSs is the foundation for the safe handling of hazardous materials.

Labels

WHMIS uses labels to identify hazardous materials. The labels alert workers to the main hazards of products and provide procedures for working with them. They also direct workers to the second part of the information system, the safety data sheet.

There are three main types of WHMIS labels:

- **Supplier labels** are placed on the container by the manufacturer or distributor. The materials are then shipped to the workplace.
- **Workplace labels** are placed on hazardous materials where needed on the job site. When any hazardous material is taken out of its supplier container and put into another container, workplace labels must be applied to the new container.
- **Other means of identification** in the workplace are required when pipes, tubes, pumps or vessels are used to transport hazardous materials from one place to another. Since each work site may be different, the employer has to develop ways of warning the worker that there are hazardous materials present. Sometimes coloured flags or tape are attached or the containers are coloured. As each employer has developed his or her own system for warning workers, workers must be trained to recognize this other means of identification.

Supplier labels

When hazardous materials enter the workplace, the supplier label is the first warning sign of their presence. The label may be placed on the container of hazardous materials by the supplier before shipping or may be included with the shipment and placed on the containers by the receiver when the shipment arrives at the workplace. The label signals that hazardous materials are present.

Suppliers must provide supplier labels on containers of products sold or imported into the workplace. Supplier labels must be written in English and French. They may be bilingual (as one label) or available as two labels (one English and one French).

The supplier label must include these seven types of information:

1. **Product identifier** – the brand name, chemical name, common name, generic name or trade name of the hazardous product
2. **Initial supplier identifier** – the name, address and telephone number of manufacturer
3. **Pictogram(s)** – hazard symbol within a red square set on one of its points
4. **Signal word** – a word used to alert the reader to a potential hazard and to indicate the severity of the hazard
5. **Hazard statement(s)** – standardized phrases which describe the nature of the hazard posed by a hazardous product
6. **Precautionary statement(s)** – standardized phrases that describe measures to be taken to minimize or prevent adverse effects resulting from exposure or from improper handling or storage of a hazardous product
7. **Supplemental label information** – some supplemental label information required based on the classification of the product

For example, the label for a mixture containing ingredients with unknown toxicity in amounts higher than or equal to 1% must include a statement indicating the percent of the ingredient or ingredients with unknown toxicity. Labels may also include supplementary information about precautionary actions, hazards not yet included in the WHMIS, physical state, or route of exposure. This information must not contradict or detract from the standardized information.

There is no specific rule for the size, shape or colour of the label, but it must contrast with the background colour of the container. In other words, a yellow label is not allowed on a yellow drum or a blue label on a blue bottle, and so forth.

A problem arises when the container with the hazardous material is small. It is difficult to fit a label with all the above information on a small bottle.

When the container is less than 100 milliliters, or one third of a can of pop, only the following information is required on the supplier label:

- Product identifier
- Supplier identifier
- Pictogram showing the dangers associated with the material
- Signal word

Sample supplier label

Product K1 / Produit K1



Danger

Fatal if swallowed.
Causes skin irritation.

Precautions:
Wear protective gloves.
Wash hands thoroughly after handling.
Do not eat, drink or smoke when using this product.

Store locked up.
Dispose of contents/containers in accordance with local regulations.

IF ON SKIN: Wash with plenty of water.
If skin irritation occurs: Get medical advice or attention.
Take off contaminated clothing and wash it before reuse.
IF SWALLOWED: Immediately call a POISON CENTRE or doctor.
Rinse mouth.

Danger

Mortel en cas d'ingestion.
Provoque une irritation cutanée.

Conseils :
Porter des gants de protection.
Se laver les mains soigneusement après manipulation.
Ne pas manger, boire ou fumer en manipulant ce produit.

Garder sous clef.
Éliminer le contenu/récipient conformément aux règlements locaux en vigueur.

EN CAS DE CONTACT AVEC LA PEAU : Laver abondamment à l'eau.
En cas d'irritation cutanée : Demander un avis médical/consulter un médecin.
Enlever les vêtements contaminés et les laver avant réutilisation.
EN CAS D'INGESTION : Appeler immédiatement un CENTRE ANTIPOISON ou un médecin.
Rincer la bouche.

Compagnie XYZ, 123 rue Machin St, Mytown, ON, N0N 0N0 (123) 456-7890

Sample Label

Workplace labels

These labels must be placed on:

- Hazardous materials produced in the workplace
- Hazardous material moved out of its original container into a new container

The workplace label is supplied by the employer and contains less information than the supplier label. It is required to give **only three of the seven kinds of information**:

1. Product name (matching the SDS product name)
2. Safe handling precautions (may include pictograms or other supplier label information)
3. A reference to the SDS

There are no specific requirements for the colour, size or shape of the workplace label.

Sample workplace label

Toluene Sulphonic Acid 70 per cent liquid
Wear protective gloves, apron, goggles and face shield. USE IN WELL VENTILATED AREA
Refer to Safety Data Sheet

Handout 2: Responsibilities & Labels Quiz

1. Who are the three main WHMIS participants?
2. Mark the employer's responsibilities with an "E" and the worker's responsibilities with "ME."
 - ☐ a) Provide training on how to use WHMIS
 - ☐ b) Learn how to use WHMIS
 - ☐ c) Provide training on procedures for the safe use, storage and handling of the hazardous materials on site
 - ☐ d) Learn and follow procedures for the safe use, storage and handling of the hazardous materials on site
 - ☐ e) Recognize special colour, number or letter codes on pumps, pipes and vessels carrying hazardous materials
 - ☐ f) Develop emergency procedures and supply training to follow them
 - ☐ g) Clearly mark or label pumps, pipes and vessels carrying hazardous materials
3. Write the letter of the employer's responsibility in the blank that best matches the way in which employers can meet the requirement.

	Employers' responsibilities		Ways employers can meet the requirements
A	Identify all hazardous materials on site		Check materials as they arrive from suppliers
B	Make sure materials are labelled		Keep SDSs handy on site
C	Provide information		Provide step-by-step training on the use, handling, storage or disposal of hazardous materials
D	Develop procedures		Explain how to do things at a safety or staff meeting
E	Train workers		Place WHMIS posters on the job for easy reference
			Show and practice what to do in an emergency
			Post a list of all hazardous materials on the site

Handout 2: Responsibilities & Labels Quiz

(Teacher's copy)

1. Who are the three main WHMIS participants?

Suppliers, employers and workers

2. Mark the employer's responsibilities with an "E" and the worker's responsibilities with "ME."

E a) Provide training on how to use WHMIS

ME b) Learn how to use WHMIS

E c) Provide training on procedures for the safe use, storage and handling of the hazardous materials on site

ME d) Learn and follow procedures for the safe use, storage and handling of the hazardous materials on site

ME e) Recognize special colour, number or letter codes on pumps, pipes and vessels carrying hazardous materials

E f) Develop emergency procedures and supply training to follow them

E g) Clearly mark or label pumps, pipes and vessels carrying hazardous materials

3. Write the letter of the employer's responsibility in the blank that best matches the way in which employers can meet the requirement.

	Employers' responsibilities		Ways employers can meet the requirements
A	Identify all hazardous materials on site	B	Check materials as they arrive from suppliers
B	Make sure materials are labelled	C	Keep SDSs handy on site
C	Provide information	D	Provide step-by-step training on the use, handling, storage or disposal of hazardous materials
D	Develop procedures	E	Explain how to do things at a safety or staff meeting
E	Train workers	C	Place WHMIS posters on the job for easy reference
		C	Show and practice what to do in an emergency
		A	Post a list of all hazardous materials on the site

Activity 3: Product Classification & Pictograms (symbols)

Specific learning objectives

- To identify hazardous materials and situations through WHMIS hazard recognition activities
- To evaluate hazardous materials and situations and determine how to respond

Materials

- Background notes
- *Handout 3: WHMIS Pictograms (symbols)*

Time: 60 minutes

Activity

1. Introduce the product classification system and pictograms (hazard symbols). Refer to the background notes for pictures and descriptions of the symbols. An overhead can be made from the symbols in the notes.
2. Distribute the background notes for student reference. Refer students to the lists of products and symbols they collected in Activity 1 of this module. Using the background notes, have students tell what each symbol means. Remind the students WHMIS legislation does not cover all dangerous materials and substances – some products are partially exempt, and others are completely exempt.
3. Review *Handout 3: WHMIS Pictograms (symbols)* with students.
4. In small groups, ask the students to think of a hazardous substance (or make up a product). Ask the group to create a supplier label and a workplace label for their product. The students will need to assign a pictogram to their product. Have each group present its product to the class and discuss the classification, pictogram (symbol) and labelling system created for the product.

Evaluation

1. Observe students' participation in the activities and their responses.
2. In the small group presentations, consider the accuracy and completeness of the product information presented by the students, the clarity of their description, and their ability to answer questions about the product.

Background notes

Product Classification & Pictograms (symbols)

The Workplace Hazardous Materials Information System (WHMIS) classification system consists of hazard groups, classes and categories based on the properties of the hazardous material. Each of these levels of classification are explained below.

Hazard group

WHMIS 2015 consists of two major groups of hazards: physical and health.

- **Physical hazards group** – based on the physical or chemical properties of the product, such as flammability, reactivity, or corrosiveness to metals
- **Health hazards group** – based on the ability of the product to cause a health effect, such as eye irritation, respiratory sensitization (may cause allergy or asthma symptoms or breathing difficulties if inhaled), or carcinogenicity (may cause cancer)

Hazard classes

Each hazard group includes hazard classes with specific hazardous properties. Hazard classes are a way of grouping together products that have similar properties. The list of hazard classes for each hazard group is as follows:

Physical hazards		Health hazards	
• Flammable gases • Flammable aerosols • Oxidizing gases • Gases under pressure • Flammable liquids • Flammable solids • Self-reactive substances and mixtures • Pyrophoric liquids • Pyrophoric solids • Self-heating substances and mixtures	• Substances and mixtures which emit flammable gases in contact with water • Oxidizing liquids • Oxidizing solids • Organic peroxides • Corrosive to metals • Combustible dusts • Simple asphyxiants • Pyrophoric gases • Physical hazards not otherwise classified	• Acute toxicity • Skin corrosion/irritation • Serious eye damage/eye irritation • Respiratory or skin sensitization • Germ cell mutagenicity • Carcinogenicity	• Reproductive toxicity • Specific target organ toxicity – single exposure • Specific target organ toxicity – repeated exposure • Aspiration hazard • Biohazardous infectious materials • Health hazards not otherwise classified

Hazard categories

Hazard classes are further divided into hazard categories. Each hazard class may contain multiple hazard categories.

The hazard categories are assigned a number (e.g., 1, 2, 3). Categories may also be called "types." Types are assigned an alphabetical letter (e.g., A, B, C). In a few cases, sub-categories are also specified. Subcategories are identified with a number and a letter (e.g., 1A and 1B).

Some hazard classes have only one category (e.g., corrosive to metals). Others may have two categories (e.g., carcinogenicity) or three categories (e.g., oxidizing liquids). There are a few hazard classes with five or more categories (e.g., organic peroxides).

The category tells you how hazardous the product is. That is, the severity of hazard.

Category 1 is always the greatest level of hazard (the most hazardous within that class). If Category 1 is further divided, Category 1A within the same hazard class is a greater hazard than Category 1B.

What is a flashpoint?

When a liquid evaporates, it gives off a vapour. The vapour combines with air to form a mixture. If enough vapour is present and mixed with air, the mixture can be ignited. A flashpoint is the lowest temperature at which a liquid gives off enough vapour to form a mixture that can produce a flame.

Exemptions

Some products such as pesticides, certain consumer products and explosives do not require the distinctive WHMIS label because they are already covered by other labelling laws. WHMIS requires employers to provide training to workers. If those products are transferred to smaller containers, WHMIS requires that workplace labels be applied.

Handout 3: WHMIS Pictograms (symbols)

	This pictogram is used for indicating flammable gases, aerosols, liquids and solids; pyrophoric liquids, gases and solids; self-heating substances and mixtures; substances and mixtures that produce flammable gases when in contact with water; organic peroxides; and self-reactive substances and mixtures.
	The pictogram is flame over a circle plus a distinctive red "diamond" shaped border. It is used to indicate oxidizing gases, liquids and solids.
	This pictogram is used to indicate the hazard of gases under pressure such as dissolved gas, liquefied gas, compressed gas and refrigerated liquefied gas.
	The corrosive pictogram indicates a substance that can irritate the skin and eyes, and damage metals. It is used for hazardous products that are corrosive to metals, cause skin irritation (corrosion), and cause serious eye irritation or damage.
	Used to indicate explosion or reactivity hazards, the Exploding Bomb Pictogram is placed on the labels of self-reactive substances and mixtures, and on labels of organic peroxides.
	For hazardous products that can cause death or acute toxicity after exposure to small amounts of the products, this Pictogram is used to warn users of the potential dangers. It is placed on labels of materials with acute oral, dermal and inhalation toxicity. For instance, the pictogram can be used on containers for cleaning chemicals.
	This Pictogram is used to indicate a product that causes or is suspected of causing serious health effects. It forms part of labels of products that cause respiratory sensitivity, skin toxicity, germ cell mutagenicity, carcinogenicity, reproductive toxicity, aspiration hazard, specific target organ toxicity after single exposure, and specific target organ toxicity after repeated exposure.
	Used for hazardous products that cause less serious health effects, the Exclamation Mark Pictogram indicates acute toxicity (oral, dermal or inhalation), skin corrosion (irritation), eye irritation, skin sensitivity, respiratory damage, and specific target organ toxicity on single exposure.
	Indicates the presence of organisms or toxins that can cause diseases in humans and animals. The Biohazardous Infectious Materials pictogram has been retained from WHMIS 1988. The pictogram is used on labels of biohazardous infectious materials. For instance, it is used on growths of micro-organisms like E. coli or salmonella bacteria cultures.

Activity 4: Safety Data Sheets & Control of Hazardous Materials

Specific learning objectives

- To identify hazardous materials and situations through WHMIS hazard recognition activities
- To evaluate hazardous materials and situations and determine how to respond

Materials

- Background notes
- *Handout 4: Sample Safety Data Sheets*
- *Handout 5: Safety Data Sheets (SDSs) quiz*
- *Handout 6: Using Sample Safety Data Sheets*
- *Handout 7: Control of Hazardous Materials*

Time: 60 minutes

Activity

1. Using the background notes, introduce the purpose of SDSs and the 16 pieces of information they must contain. Use *Handout 4: Sample Safety Data Sheets* to demonstrate all the information that might be included. It is not necessary to “memorize” all the information contained in an SDS.
2. Distribute *Handout 5: Safety Data Sheets (SDSs) Quiz*, and have students do the exercise. Discuss the results and provide the correct responses if necessary.
3. Safety data sheets can be quite intimidating when you first look at them. They contain a lot of information with chemical names and other vocabulary that may not be familiar to students. Before doing the next activity, a review of skimming and scanning techniques may be helpful.

Encourage your students to scan the SDS to find the heading that might contain the information they are looking for. Next, ask them to skim that section until they find the specific information they need. Remind students that it is OK if they do not know all the chemicals mentioned or all the vocabulary. It is important, however, to be able to read and understand the information that is needed to keep them safe when dealing with that product and to know who they can go to for additional information in the workplace.

4. Distribute *Handout 6: Using Sample Safety Data Sheets*. This activity contains questions about three hazardous products and their SDSs.

If students need additional practice in reading and using information from SDSs, collect sample SDSs from products used in the school or from local employers. Have students answer the questions from the “Reminder” section of Handout 6. Students could present information they learned about the product to the class.

5. Distribute *Handout 7: Control of Hazardous Materials*. Have students complete the quiz. Discuss the correct responses.

Evaluation

1. Observe the students’ participation in the activities and their responses.
2. Assess the students’ responses to discussion questions and their understanding of the assignments.

Background notes

Safety Data Sheets & Control of Hazardous Materials

Safety Data Sheets

The Safety Data Sheet (SDS) is a very important technical document. There is an SDS for every hazardous material on site. The SDS is the second level of the **Right to Know**.

Federal law requires that a supplier provide an SDS for each controlled product. Saskatchewan law requires employers to have an SDS available for every hazardous material in the workplace. The SDS must be readily accessible to all workers, worker representatives and members of the Occupational Health Committee.

Every SDS must be current. The SDS must be revised whenever significant new information about the hazardous product becomes available. The SDS has 16 main sections containing information of which the employer should be aware.

The *Hazardous Products Regulations* specify the section content for the SDS, as follows:

SDS section and heading		Specific information elements
1.	Identification	• Product identifier (e.g. product name) • Other means of identification (e.g. product family, synonyms, etc.) • Recommended use • Restrictions on use • Supplier identifier ◦ Name, full address and phone number(s) • Emergency telephone number and any restrictions on the use of that number, if applicable
2.	Hazard identification	• Hazard classification (class, category) of substance or mixture or a description of the identified hazard for physical or health hazards not otherwise classified • Label elements: ◦ Symbol (image) or the name of the symbol (e.g., flame, skull and crossbones) ◦ Signal word ◦ Hazard statement(s) ◦ Precautionary statement(s) • Other hazards which do not result in classification (e.g., molten metal hazard)

3.	Composition/Information on ingredients	• When a hazardous product is a material or substance: ◦ Chemical name ◦ Common name and synonyms ◦ Chemical Abstract Service (CAS) registry number and any unique identifiers ◦ Chemical name of impurities, stabilizing solvents and/or additives • For each material or substance in a mixture that is classified in a health hazard class ◦ Chemical name ◦ Common name and synonyms ◦ CAS registry number and any unique identifiers ◦ Concentration Confidential business information rules can apply.
4.	First aid measures	• First aid measures by route of exposure: ◦ Inhalation ◦ Skin contact ◦ Eye contact ◦ Ingestion • Most important symptoms and effects (acute or delayed) • Immediate medical attention and special treatment, if necessary
5.	Firefighting measures	• Suitable extinguishing media • Unsuitable extinguishing media • Specific hazards arising from the hazardous product (e.g., hazardous combustion products) • Special protective equipment and precautions for firefighters
6.	Accidental release measures	• Personal precautions, protective equipment and emergency procedures • Methods and materials for containment and cleaning
7.	Handling and storage	• Precautions for safe handling • Conditions for safe storage (including incompatible materials)
8.	Exposure controls/personal protection	• Control parameters, including occupational exposure guidelines or biological exposure limits and the source of those values • Appropriate engineering controls • Individual protection measures (e.g. personal protective equipment)
9.	Physical and chemical properties	• Appearance (physical state, colour, etc.) • Odour • Odour threshold • pH (acidity/alkalinity) • Melting/freezing point • Initial boiling point/boiling range • Flash point

		• Evaporation rate • Flammability (solid; gas) • Lower flammable/explosive limit • Upper flammable/explosive limit • Vapour pressure • Vapour density • Relative density • Solubility • Partition coefficient – n-octanol/water • Auto-ignition temperature • Decomposition temperature • Viscosity
10.	Stability and reactivity	• Reactivity • Chemical stability • Possibility of hazardous reactions • Conditions to avoid (e.g., static discharge, shock or vibration) • Incompatible materials • Hazardous decomposition products
11.	Toxicological information	Concise but complete description of the various toxic health effects and the data used to identify those effects, including: • Information on the likely routes of exposure (inhalation, ingestion, skin and eye contact) • Symptoms related to the physical, chemical and toxicological characteristics • Delayed, immediate, and chronic effects from short-term and long-term exposure • Numerical measures of toxicity
12.	Ecological information	• Ecotoxicity • Persistence and degradability • Bio accumulative potential • Mobility in soil • Other adverse effects
13.	Disposal considerations	Information on safe handling for disposal and methods of disposal, including any contaminated packaging
14.	Transport information	• UN number • UN proper shipping name • Transport hazard class(es) • Packing group • Environmental hazards • Transport in bulk, if applicable • Special precautions
15.	Regulatory information	Safety, health and environmental regulations specific to the product
16.	Other information	Date of the latest revision of the SDS

Exemptions

Some companies do not want to disclose information on the SDS because they would be giving away trade secrets. Some cleaners and soaps are examples of this. Those companies submit a request to a committee that approves or turns down the company's request. Other situations arise where consumer products fall under other laws. When this occurs, suppliers need not complete all parts of the SDS.

Five categories of products are **partially exempt** from WHMIS requirements for labels and SDSs, but not WHMIS education and training requirements:

1. Consumer restricted products (those sold to the general public that are already labelled following the rules of the *Canadian Consumer Product Safety Act*.)
2. Explosives (as defined by the *Explosives Act*)
3. Cosmetics, drugs, food or devices (as defined by the *Food and Drugs Act*)
4. Pest control products (for example, pesticides as defined by the *Pest Control Products Act*)
5. A nuclear substance that is radioactive as defined by the *Nuclear Safety and Control Act*

These acts are available to view online.

Handout 4: Sample Safety Data Sheets

Information on this sample SDS was created by MSDSonline for information and training purposes only. This SDS is NOT for commercial use.



Acetone

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Safety Data Sheet

according to Federal Register / Vol. 77, No. 58 / Monday, March 26, 2012 / Rules and Regulations

Revision date: 04/22/2013

Supersedes: 01/01/2000

Version: 1.0

SECTION 1: Identification of the substance/mixture and of the company/undertaking

Product Identifier

Product form: Substance

Substance name: Acetone

CAS No.: 67-64-1

Formula: C₃H₆O

Synonyms: Dimethyl ketone, Propan-2-one, Dimethyl ketone, β-Ketopropane, Propanone, 2-Propanone, Dimethyl formaldehyde, Pyroacetic spirit (archaic)

Intended Use Of The Product

Use of the substance/mixture: Solvent

Name, Address, And Telephone Of The Responsible Party

Glendale Industries, Inc.

1234 Anywhere Way

Anytown, US 12345

1.888.362.2007

Emergency telephone number

Emergency number : 1.888.362.2007

For Chemical Emergency, Spill, Leak, Fire, Exposure, or Accident, call GLENTREC- Day or Night

SECTION 2: Hazards identification

Classification of the substance or mixture

GHS-US classification

Flam. Liq. 2 H225

Eye Irrit. 2A H319

STOT SE 3 H336

Label elements

GHS-US labeling

Hazard pictograms (GHS-US)



Signal word (GHS-US)

: Danger

Hazard statements (GHS-US)

: H225 - Highly flammable liquid and vapour

H319 - Causes serious eye irritation

H336 - May cause drowsiness or dizziness

Precautionary statements (GHS-US)

: P210 - Keep away from heat, open flames, sparks. - No smoking.

P233 - Keep container tightly closed.

P240 - Ground/bond container and receiving equipment.

P241 - Use explosion-proof electrical, lighting, ventilating equipment.

P242 - Use only non-sparking tools.

P243 - Take precautionary measures against static discharge.

P261 - Avoid breathing mist, spray, vapours.

P264 - Wash hands, forearms, and exposed areas thoroughly after handling.

P271 - Use only outdoors or in a well-ventilated area.

P280 - Wear eye protection, protective clothing, protective gloves.

P303+P361+P353 - IF ON SKIN (or hair): Remove/Take off immediately all contaminated clothing. Rinse skin with water/shower.

P304+P340 - IF INHALED: Remove person to fresh air and keep comfortable for breathing.

Acetone

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P305+P351+P338 - If in eyes: Rinse cautiously with water for several minutes. Remove contact lenses, if present and easy to do. Continue rinsing.
 P312 - Call a POISON CENTER or doctor if you feel unwell.
 P337+P313 - If eye irritation persists: Get medical advice/attention.
 P370+P378 - In case of fire: Use appropriate media for extinction.
 P403+P233 - Store in a well-ventilated place. Keep container tightly closed.
 P235 - Keep cool.
 P405 - Store locked up.
 P501 - Dispose of contents/container according to local, regional, national, and international regulations.

Other hazards

No additional information available

Unknown acute toxicity (GHS US)

No data available

SECTION 3: Composition/information on ingredients**Substances**

Name	Product Identifier	%	GHS-US classification
Acetone	(CAS No.) 67-64-1	100	Flam. Liq. 2, H225 Eye Irrit. 2A, H319 STOT SE 3, H336

Full text of H-phrases: see section 16

SECTION 4: First aid measures**Description of first aid measures**

First-aid measures general: Never give anything by mouth to an unconscious person. If you feel unwell, seek medical advice (show the label where possible).

First-aid measures after inhalation: When symptoms occur: go into open air and ventilate suspected area. Remove to fresh air and keep at rest in a position comfortable for breathing. Call a POISON CENTER/doctor/physician if you feel unwell.

First-aid measures after skin contact: Remove contaminated clothing. Drench affected area with water for at least 15 minutes.

First-aid measures after eye contact: Rinse cautiously with water for several minutes. Remove contact lenses, if present and easy to do. Continue rinsing.

First-aid measures after ingestion: Rinse mouth. Do NOT induce vomiting.

Most important symptoms and effects, both acute and delayed

Symptoms/injuries: Eye irritation.

Symptoms/injuries after inhalation: May cause drowsiness or dizziness.

Symptoms/injuries after eye contact: Causes serious eye irritation.

Symptoms/injuries after ingestion: Ingestion may cause nausea, vomiting and diarrhea.

Indication of any immediate medical attention and special treatment needed

If medical advice is needed, have product container or label at hand.

SECTION 5: Firefighting measures**Extinguishing media**

Suitable extinguishing media: Dry chemical, alcohol foam, carbon dioxide.

Unsuitable extinguishing media: Do not use a heavy water stream. A heavy water stream may spread burning liquid.

Special hazards arising from the substance or mixture

Fire hazard: Highly flammable liquid and vapour.

Explosion hazard: May form flammable/explosive vapour-air mixture.

Reactivity: Reacts with chloroform and bromoform under basic conditions, causing fire and explosion hazard. Ignites on contact with the chloride.

Advice for firefighters

Firefighting instructions: Exercise caution when fighting any chemical fire.

Protection during firefighting: Firefighters should wear full protective gear. Do not enter fire area without proper protective equipment, including respiratory protection.

Acetone

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SECTION 6: Accidental release measures**Personal precautions, protective equipment and emergency procedures**

General measures: Use special care to avoid static electric charges. Keep away from heat/sparks/open flames/hot surfaces. – No smoking. Avoid breathing (vapor, mist). Use only outdoors or in a well-ventilated area. Handle in accordance with good industrial hygiene and safety practice.

For non-emergency personnel

Protective equipment: Use appropriate personal protection equipment (PPE).

Emergency procedures: Evacuate unnecessary personnel.

For emergency responders

Protective equipment: Equip cleanup crew with proper protection. Use appropriate personal protection equipment (PPE).

Emergency procedures: Ventilate area.

Environmental precautions

Prevent entry to sewers and public waters.

Methods and material for containment and cleaning up

For containment: Absorb and/or contain spill with inert material, then place in suitable container. Do not take up in combustible material such as: saw dust or cellulosic material.

Methods for cleaning up: Clear up spills immediately and dispose of waste safely.

Reference to other sections

See heading 8, Exposure Controls and Personal Protection.

SECTION 7: Handling and storage**Precautions for safe handling**

Additional hazards when processed: Handle empty containers with care because residual vapours are flammable.

Precautions for safe handling: Use only non-sparking tools. Keep away from heat/sparks/open flames/hot surfaces. – No smoking. Avoid breathing mist, spray, vapours. Use only outdoors or in a well-ventilated area. Wear recommended personal protective equipment.

Hygiene measures: Handle in accordance with good industrial hygiene and safety procedures. Wash hands and other exposed areas with mild soap and water before eating, drinking, or smoking and again when leaving work.

Conditions for safe storage, including any incompatibilities

Technical measures: Proper grounding procedures to avoid static electricity should be followed. Ground/bond container and receiving equipment. Use explosion-proof electrical, lighting, ventilating equipment.

Storage conditions: Store in a dry, cool and well-ventilated place. Keep container closed when not in use.

Incompatible products: Strong acids. Strong bases. Strong oxidizers.

Incompatible materials: Heat sources.

Storage area: Keep in fireproof place.

Special rules on packaging: Attacks many plastics.

Specific end use(s)

Solvent.

SECTION 8: Exposure controls/personal protection**Control parameters**

Acetone (67-64-1)		
USA ACGIH	ACGIH TWA (ppm)	500 ppm
USA ACGIH	ACGIH STEL (ppm)	750 ppm
USA NIOSH	NIOSH REL (TWA) (mg/m ³)	590 mg/m ³
USA NIOSH	NIOSH REL (TWA) (ppm)	250 ppm
USA IDLH	US IDLH (ppm)	2500 ppm (10% LEL)
USA OSHA	OSHA PEL (TWA) (mg/m ³)	2400 mg/m ³
USA OSHA	OSHA PEL (TWA) (ppm)	1000 ppm

Acetone

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Exposure controls

- Appropriate engineering controls : Ensure all national/local regulations are observed. Gas detectors should be used when flammable gases/vapours may be released. Proper grounding procedures to avoid static electricity should be followed. Use explosion-proof equipment. Ensure adequate ventilation, especially in confined areas.
- Personal protective equipment : Fireproof clothing. Insufficient ventilation: wear respiratory protection. Protective goggles. Gloves.



- Hand protection : Wear chemically resistant protective gloves.
- Eye protection : Chemical goggles or safety glasses.
- Skin and body protection : Wear fireproof clothing.
- Respiratory protection : If exposure limits are exceeded or irritation is experienced, NIOSH approved respiratory protection should be worn.
- Thermal hazard protection : Wear suitable protective clothing.
- Other information : When using, do not eat, drink or smoke.

SECTION 9: Physical and chemical properties**Information on basic physical and chemical properties**

- Physical state : Liquid
- Appearance : Clear, volatile liquid.
- Colour : Colorless
- Odour : Characteristic. Sweet. Mint-like.
- Odour threshold : No data available
- pH : No data available
- Relative evaporation rate (butylacetate=1) : No data available
- Melting point : -94.7 °C (-138.46°F)
- Freezing point : No data available
- Boiling point : 56.05 °C (132.89°F) at 1013.25 hPa
- Flash Point : -20 °C (-4°F)
- Auto-ignition temperature : No data available
- Decomposition Temperature : No data available
- Flammability (solid, gas) : No data available
- Vapour pressure : 233 hPa (at 20 °C)
- Relative vapour density at 20 °C : No data available
- Relative density : No data available
- Density : 0.7845 g/cm³ (at 25 °C)
- Solubility : Miscible.
- Log Pow : No data available
- Log Kow : -0.24
- Viscosity, kinematic : No data available
- Viscosity, dynamic : 0.32 cP
- Explosive properties : No data available
- Oxidising properties : No data available
- Explosive limits : Not applicable

Other information

No additional information available

SECTION 10: Stability and reactivity

Reactivity Reacts with chloroform and bromoform under basic conditions, causing fire and explosion hazard. Ignites on contact with the chloride.

Chemical Stability Stable under recommended handling and storage conditions (see section 7). Highly flammable liquid and vapour. May form flammable/explosive vapour-air mixture.

Possibility Of Hazardous Reactions The substance can form explosive peroxides on contact with strong oxidants such as acetic acid, nitric acid, hydrogen peroxide. Acetone may form explosive mixtures with chromic anhydride, chromyl chloride,

04/24/2013

EN (English)

For information on how MSDSonline can assist you with authoring or managing your safety data sheets and the transition to GHS, visit us online at MSDSonline.com or call us at 1.888.362.2007.

4/7

Acetone

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hexachloromelamine, hydrogen peroxide, nitric acid and acetic acid, nitric acid and sulfuric acid, nitrosyl chloride, nitrosyl perchlorate, nitryl perchlorate, permonosulfuric acid, potassium tert-butoxide, thiodiglycol and hydrogen peroxide.

Conditions To Avoid Avoid ignition sources. Heat. Sparks. Open flame. Direct sunlight. Extremely high or low temperatures.

Incompatible Materials Attacks many plastics. Strong acids. Strong bases. Strong oxidizers.

Hazardous Decomposition Products Carbon oxides (CO, CO₂). May release flammable gases.

SECTION 11: Toxicological information

Information on toxicological effects

Acute toxicity : Not classified

Acetone (\f)67-64-1	
LD50 oral rat	5800 mg/kg
LD50 dermal rabbit	15688 mg/kg
LC50 inhalation rat (mg/l)	76000 mg/m ³

Skin corrosion/irritation: Not classified

Serious eye damage/irritation: Causes serious eye irritation.

Respiratory or skin sensitisation: Not classified

Germ cell mutagenicity: Not classified

Carcinogenicity: Not classified

Reproductive toxicity: Not classified

Specific target organ toxicity (single exposure): May cause drowsiness or dizziness.

Specific target organ toxicity (repeated exposure): Not classified

Aspiration hazard: Not classified

Symptoms/injuries after inhalation: May cause drowsiness or dizziness.

Symptoms/injuries after eye contact: Causes serious eye irritation.

Symptoms/injuries after ingestion: Ingestion may cause nausea, vomiting and diarrhea.

SECTION 12: Ecological information

Toxicity

Acetone (67-64-1)	
LC50 fishes 1	4144.846 mg/l (Exposure time: 96 h - Species: Oncorhynchus mykiss)
EC50 Daphnia 1	1679.66 mg/l (Exposure time: 48 h - Species: Daphnia magna [Static])
LC50 fish 2	6210 - 8120 mg/l (Exposure time: 96 h - Species: Pimephales promelas [static])
EC50 Daphnia 2	12600 - 12700 mg/l (Exposure time: 48 h - Species: Daphnia magna)

Persistence and degradability

Acetone (67-64-1)	
Persistence and degradability	Readily biodegradable in water. Not established.

Bioaccumulative potential

Acetone (67-64-1)	
BCF fish 1	0.69
Log Kow	-0.24
Bioaccumulative potential	Not established.

Mobility in soil

No additional information available

Other adverse effects

Other information : Avoid release to the environment.

SECTION 13: Disposal considerations

Waste treatment methods

Regional legislation (waste): U.S. - RCRA (Resource Conservation & Recovery Act) - Basis for Listing - Appendix VII. U.S. - RCRA (Resource Conservation & Recovery Act) - Constituents for Detection Monitoring. U.S. - RCRA (Resource Conservation & Recovery Act) - List for Hazardous Constituents. U.S. - RCRA (Resource Conservation & Recovery Act) - Phase 4 LDR Rule - Universal Treatment Standards. U.S. - RCRA (Resource Conservation & Recovery Act) - TSD Facilities Ground Water Monitoring. U.S. - RCRA (Resource Conservation & Recovery Act) - U Series Wastes - Acutely Toxic Wastes & Other Hazardous Characteristics.

04/24/2013

EN (English)

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5/7

Acetone

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Safety Data Sheet

according to Federal Register / Vol. 77, No. 58 / Monday, March 26, 2012 / Rules and Regulations

Waste disposal recommendations: To be disposed of as hazardous waste. Dispose of contents/container in accordance with local/regional/national/international regulations.

Additional information: Handle empty containers with care because residual vapours are flammable.

SECTION 14: Transport information

In accordance with ICAO/IATA/DOT/TDG

UN number

UN-No.(DOT) : 1090
DOT NA no. UN1090

UN proper shipping name

Department of Transportation (DOT) : 3 - Class 3 - Flammable and combustible liquid 49 CFR 173.120
Hazard Classes ACETONE
Hazard labels (DOT) : 3 - Flammable liquid



Packing group (DOT) : II - Medium Danger
DOT Special Provisions (49 CFR 172.102) : IB2 - Authorized IBCs: Metal (31A, 31B and 31N); Rigid plastics (31H1 and 31H2); Composite (31HZ1). Additional Requirement: Only liquids with a vapor pressure less than or equal to 110 kPa at 50 C (1.1 bar at 122 F), or 130 kPa at 55 C (1.3 bar at 131 F) are authorized.
T4 - 2.65 178.274(d)(2) Normal..... 178.275(d)(3)
TP1 - The maximum degree of filling must not exceed the degree of filling determined by the following: (image) Where: tr is the maximum mean bulk temperature during transport, and tf is the temperature in degrees celsius of the liquid during filling.

DOT Packaging Exceptions (49 CFR 173.xxx) : 150

DOT Packaging Non Bulk (49 CFR 173.xxx) : 202

DOT Packaging Bulk (49 CFR 173.xxx) : 242

Additional information

Emergency Response Guide (ERG) : 127

Number

Other information : No supplementary information available.

Transport by sea

DOT Vessel Stowage Location : B - (i) The material may be stowed "on deck" or "under deck" on a cargo vessel and on a passenger vessel carrying a number of passengers limited to not more than the larger of 25 passengers, or one passenger per each 3 m of overall vessel length; and (ii) "On deck only" on passenger vessels in which the number of passengers specified in paragraph (k)(2)(i) of this section is exceeded.

MFAG-No. : 127

Air transport

DOT Quantity Limitations Passenger aircraft/rail (49 CFR 173.27) : 5 L

DOT Quantity Limitations Cargo aircraft only (49 CFR 175.75) : 60 L

SECTION 15: Regulatory information**US Federal regulations**

Acetone (67-64-1)

Listed on the United States TSCA (Toxic Substances Control Act) inventory

EPA TSCA Regulatory Flag

T - T - indicates a substance that is the subject of a Section 4 test rule under TSCA.

04/24/2013

EN (English)

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Acetone

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Safety Data Sheet

according to Federal Register / Vol. 77, No. 58 / Monday, March 26, 2012 / Rules and Regulations

US State regulations

Acetone(67-64-1)

State or local regulations

U.S. - Massachusetts - Right To Know List
 U.S. - New Jersey - Right to Know Hazardous Substance List
 U.S. - Pennsylvania - RTK (Right to Know) List

SECTION 16: Other information

Indication of changes : 04/23/2013

Other information : This document has been prepared in accordance with the SDS requirements of the OSHA Hazard Communication Standard 29 CFR 1910.1200.

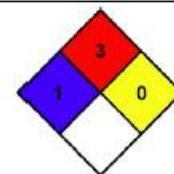
GHS Full Text Phrases:

Eye Irrit. 2A	Serious eye damage/eye irritation Category 2A
Flam. Liq. 2	Flammable liquids Category 2
STOT SE 3	Specific target organ toxicity (single exposure) Category 3
H225	Highly flammable liquid and vapour
H319	Causes serious eye irritation
H336	May cause drowsiness or dizziness

NFPA health hazard : 1 - Exposure could cause irritation but only minor residual injury even if no treatment is given.

NFPA fire hazard : 3 - Liquids and solids that can be ignited under almost all ambient conditions.

NFPA reactivity : 0 - Normally stable, even under fire exposure conditions, and are not reactive with water.



HMIS III Rating

Health : 1 Slight Hazard - Irritation or minor reversible injury possible

Flammability : 3 Serious Hazard

Physical : 0 Minimal Hazard

This information is based on our current knowledge and is intended to describe the product for the purposes of health, safety and environmental requirements only. It should not therefore be construed as guaranteeing any specific property of the product.

SDS US (GHS HazCom) - US Only

Handout 5: Safety Data Sheets (SDSs) Quiz

1. How many sections must be provided on an SDS?

3. What is the title of the section of the SDS that tells who to contact if you have questions about the product?

4. Which section of the SDS lists the special protective measures you can take to avoid harmful contact with the product?

5. When must an SDS be updated?

Handout 5: Safety Data Sheets (SDSs) Quiz

(Teacher's copy)

1. How many sections must be provided on a SDS?

16 sections

2. What is the title of the section of the SDS that tells who to contact if you have questions about the product?

Identification

3. Which section of the SDS lists the special protective measures you can take to avoid harmful contact with the product?

Exposure controls/personal protection

4. How often must an SDS be updated?

Whenever significant new information about the hazardous product becomes available

Handout 6: Using Sample Safety Data Sheets

The following pages contain questions about acetone. Refer to the SDS for each product to answer the questions.

Acetone

1. What is the telephone number of the supplier?
Under what section of the SDS did you find this information?
2. What problems can occur if you get acetone in your eyes?
In what section did you find this information?
3. What should you do if you get acetone in your eyes?
What could you have done to prevent it from happening?
4. What if any engineering controls may be needed for this product?
5. Are the ingredients of this product carcinogenic (cancer causing)?

Handout 6: Using Sample Safety Data Sheets

(Teacher's copy)

The following pages contain questions about acetone. Refer to the SDS for each product to answer the questions.

Acetone

- 1. What is the telephone number of the supplier?
Under what section of the SDS did you find this information?**

1.888.362.2007

Section 1: Identification

- 2. What problems can occur if you get acetone in your eyes?
In what section did you find this information?**

Causes serious eye irritation

Section 2: Hazard identification

- 3. What should you do if you get acetone in your eyes?
What could you have done to prevent it from happening?**

Section 4: First aid measures. Rinse cautiously with water for several minutes. Remove contact lenses if present and easy to do so. Continue rinsing.

Section 8: Wear goggles or safety glasses.

- 4. What if any engineering controls may be needed for this product?**

Section 8: Ensure all national/local regulations are observed. Gas detectors should be observed when flammable gases/vapours may be release. Follow proper grounding procedures to avoid static electricity. Use explosion-proof equipment. Ensure adequate ventilation, especially in confined spaces.

- 5. Are the ingredients of this product carcinogenic (cancer causing)?**

No

Reminder

SDSs must be readily available to all workers at all times.

Did you really understand the SDS?

Here are some questions you should be able to answer.

1. Can this product harm your health? Do you know the symptoms that may warn you of overexposure?
2. Do you know the first aid measures needed in case of an overexposure?
3. Can this product burn or explode?
4. Does your work site need any control measures such as special ventilation?
5. Does this product require special handling precautions?
6. Do you need any personal protective equipment?
7. Do you need to be careful when mixing this product with any other chemicals? Which ones?
8. Does this product require any special storage conditions?
9. Do you know what to do in case of a fire or explosion?
10. Do you know what to do in case of a spill or leak?
11. Do you know where the emergency response equipment is and how to use it?

If you cannot answer any one of these questions, you must talk to your employer, supervisor or safety officer before using the product.

Handout 7: Control of Hazardous Materials

When hazardous materials are on the work site, it is necessary to control them to protect the health and safety of workers.

Toxic substances may take one of four routes to enter your body: inhalation, ingestion, injection and absorption. Hazardous materials that enter the body may have acute or chronic effects, or a combination of both.

- **Acute effects** occur immediately or shortly after exposure; immediate death sometimes results.
- **Chronic effects** may show up years later. By this time, the worker may have had many exposures. The period between the exposure to the hazardous material and the illness of the worker is referred to as the latency period.

Sometimes the body reacts strongly to defend against exposure. This is called sensitization. Examples of sensitization include rashes and asthma-like reactions such as wheezing and coughing. Sensitization is acquired over a period of exposures, but once sensitization occurs, low level exposure to the material will cause a strong reaction. Avoiding exposure to the material is the only solution to sensitization.

A hazard control measure is something used to prevent workers from injury or illness. A control measure may involve how or where something is done. If you want to open a can, you use a can opener, not a hammer. If you do not want to get paint on furniture, you cover the furniture. These are examples of control measures.

On the work site, there are many different ways in which control measures are used. If a control measure is to be of benefit, it must meet the following requirements:

- **It must adequately control the hazard.** If the hazard is lethal, there should be no contact. The level of the hazard must be reduced, so there is no danger for the worker.
- **The control measure must create no new hazards.** For example, the cover protecting the furniture from paint should be arranged so no one can trip on it. Another example could be providing latex gloves to prevent exposure, while increasing the risk of latex sensitivities.
- **You must be able to do your job without unnecessary discomfort or stress.** Protective clothing should fit properly. It should not be too big or too small. Additional protective clothing may increase the risk of heat stress when working under hot conditions in summer or other hot environments.
- **Every worker who comes into contact with the hazard must be protected by the control measure.** If a lab technician uses gloves, shouldn't the nurse (who takes the sample) do so as well?

- **The hazard must be eliminated from the surrounding community as well as the workplace.** If a substance is harmful, why remove it from the work site and release it into the community?

Types of control

There are three basic ways in which hazardous material can be controlled:

- **At the source:** The hazardous material can be eliminated or substituted with a less hazardous substance or material. For example, brake linings that do not contain asbestos can replace those that do.
- **In the pathway:** Barriers can be used to keep hazards away. For example, ventilation can be used to remove fumes or to dilute the concentration of the hazardous substance by mixing it with fresh air. Chemicals that react when mixed can be stored far away from each other.
- **At the worker level:** Personal protective equipment can be used and workers can be removed or rotated from hazard areas to keep exposure to dangerous chemicals below allowable limits.

As a worker involved in health and safety, you should always be aware of the effects of hazardous materials on you, your coworkers and the community. Your practices at work should prevent harm from coming to anyone. This involves knowing what is harmful. WHMIS is one important tool used to recognize hazards present in the workplace and to learn how to deal with them safely.

Questions

1. What are the three ways chemicals can enter your body?
2. What are the two effects that hazardous materials may have on your body? Explain what each type is.
3. What is sensitization?
4. What is a control measure?
5. What are the three methods by which a hazardous material can be controlled?

Handout 7: Control of Hazardous Materials

(Teacher's copy)

1. What are the three ways chemicals can enter your body?

Inhalation, ingestion, and absorption

2. What are the two effects that hazardous materials may have on your body? Explain what each type is.

Acute effects occur immediately or shortly after exposure.
Immediate death can sometimes result.

Chronic effects show up years later.
By that time, the worker may have had many exposures.

3. What is sensitization?

Sensitization is when the body reacts strongly to defend against exposure.
A low level of exposure will cause a strong reaction.

4. What is a control measure?

Something that prevents workers from becoming ill or being injured.

5. What are the three methods by which a hazardous material can be controlled?

First, at the source: eliminate the hazardous material or substitute a less hazardous material.

Second, in the pathway: barriers can be used to keep a hazard away.

Third, at the worker level: workers can use personal protective equipment to keep exposure to hazardous materials below the allowable exposure limit.

Worker Rights

As stated in a previous lesson, the law in Saskatchewan guarantees workers three basic rights when it comes to health and safety.

Right to know

The first right is the right to know about possible hazards in the workplace. It is the responsibility of workers to be aware of the necessary steps to protect themselves. Being knowledgeable in WHMIS is part of the **Right to Know**.

Right to participate

The second right is the **Right to Participate**. The worker has the right to participate in:

- Making recommendations to the Occupational Health Committee or to the health and safety representative where one exists
- Reporting to the supervisor on health and safety issues where no Occupational Health Committee or representative exists

Right to refuse

The third right of any worker is the right to refuse work that she or he believes to be unusually dangerous. With proper training in WHMIS, workers can recognize situations that involve hazardous materials that may be dangerous. The refusal to work must have reasonable grounds and involve an unsafe work condition. Employers cannot discipline or deny wages to a worker who refuses unsafe work.

The following shows the steps workers can take if they feel they are asked to do work that is unsafe.

Steps in a refusal for a worker

1. Inform your supervisor.
2. Involve the committee chairpersons (if the concern cannot be resolved with your supervisor).
3. Stay at the workplace. Your employer may assign you other work.
4. You can continue the refusal until an occupational health officer makes a ruling.

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

Online: saskatchewan.ca



WorkSafe Saskatchewan
Head Office
200-1881 Scarth St.
Regina, SK S4P 4L1

Saskatoon Office
800-122 1st Ave. S.
Saskatoon, SK S7K 7E5

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

Online: worksafesask.ca



READY FOR WORK

Module 6. Recognizing Hazards



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Work to live.

Recognizing Hazards

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WorkSafe Saskatchewan

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Introduction to Recognizing Hazards

Module Description

Recognizing Hazards is a four- to nine-hour module that provides teachers and instructors with objectives, learning activities, evaluation tools and resource lists. Approximate time frames are provided for each learning activity. Teachers can choose or adapt activities to fit their school's timetable. There are *Recognizing Hazards* supplements available that are specific to a number of Saskatchewan practical & applied arts (PAA) courses.

This module reinforces and expands upon key concepts introduced in *Module 3: Safety Works: Occupational Health & Safety for Young Workers*. Therefore, we suggest that teachers and students explore the introductory activities on workers' rights and responsibilities and identifying hazards in the workplace in that module before studying this module.

Three parts of the module

1. Introduction to Recognizing Hazards

- Provides an overview and lists the key concepts that will be covered in the module
- Lists foundational and specific learning objectives
- Defines what a hazard is and outlines the steps for responding
- Reviews the three rights: to know, to participate and to refuse
- Provides general safety checklists to supplement recognizing hazards activities

2. Common Hazards in the Workplace

- Describes eight common workplace hazards
- Provides information on safe work procedures to respond to each hazard.
- Provides background notes and worksheet activities for teachers and students

3. Occupational Health & Safety Regulations

- Refers to *The Occupational Health and Safety Regulations, 2020*, which apply to all workers in Saskatchewan
- Included for teacher reference only

The Saskatchewan Employment Act and The Occupational Health and Safety Regulations, 2020 can be:

- Downloaded from the internet at www.publications.gov.sk.ca
- Ordered, for a fee, from Publications Saskatchewan (Toll free: 1.800.226.7302).

This module can be used in a number of secondary level courses, but has specific relevance for courses with transition-to-work content.

Recognizing Hazards focuses on the following key concepts:

- Workers have three basic rights: **Right to Know**, the **Right to Participate**, and the **Right to Refuse** work believed to be unusually dangerous.
- Workers also have responsibilities to act and work safely.
- The employer has the major responsibility to provide workers with a safe workplace.
- Workers can learn to recognize workplace hazards.
- Workers can help prevent incident and injury by following safe work practices and using personal protective equipment.
- Occupational Health and Safety at the Ministry of Labour Relations and Workplace Safety can assist with workplace health and safety concerns.

These are essential concepts for students entering the workforce. As new workers become supervisors and employers, knowing and having a positive attitude toward health and safety concepts will be of considerable value.

Objectives

Foundational objectives

- To identify and explain health and safety hazards in the workplace so the potential for personal injury, as well as damage to equipment and the environment, are minimized
- To introduce students to rights and responsibilities regarding healthy and safe workplace practices
- 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
- To develop an awareness of the responsibility and need for safe work procedures that must be followed in the workplace
- To develop skills, knowledge and attitudes that will enable students to act on safety knowledge and information

Specific learning objectives

- To identify hazardous materials and situations through hazard recognition activities
- To evaluate hazardous materials and situations and determine how to respond

Resource List

Module resources

1. *Don't Risk Your Life* (video available at <https://rover.edonline.sk.ca/>)
2. *The Saskatchewan Employment Act and The Occupational Health and Safety Regulations, 2020*
3. *Bullying and Harassment in the Workplace*
Download from: www.saskatchewan.ca
4. *Saskatchewan Human Rights Code*
5. *Guide for New Workers*
Download from: www.worksafesask.ca
6. *Tips for Young Workers*
Download from: www.worksafesask.ca

Additional resource

1. *An Occupational Health and Safety Presentation for Young Workers* (PowerPoint with guide available at www.worksafesask.ca) or book a speaker from Saskatchewan Federation of Labour.

Phone: 306.525.0197

Email: sfl@sfl.sk.ca

Course Outline

Time frame: 4-9 hours

Content	Instructional techniques/strategies	Time frame
Activity 1: What is a hazard?	Activity: Basic Safety Rules and Checklists Activity: Identifying Hazards Video: <i>Don't Risk Your Life</i>	60 mins.
Common Hazards in the Workplace	Overview of common hazards and personal protective equipment Identify the personal protective equipment	40 mins.
Activity 2: Manual Handling	Activity: Safe Lifting Techniques Discussion questions	90 mins.
Activity 3: Electrical Hazards	Discussion questions	40 mins.
Activity 4: Maintenance & Safe Operation of Machinery	Discussion questions	45 mins.
Activity 5: Noise	Activity: How loud is it? Discussion questions	90 mins.
Activity 6: Hazardous Substances & Materials	Activity: Identify Chemical & Biological Hazards	90 mins.
Activity 7: Slips & Falls	Activity: Prevention of Slips, Trips and Falls Pamphlets and handouts	40 mins.
Activity 8: Managing Shift Work	Discussion questions Pamphlets and handouts	60 mins.
Activity 9: Stress	Discussion questions Pamphlets and handouts	60 mins.

Learning Activity

Activity 1: What is a hazard?

Specific learning objectives

- To understand worker rights and responsibilities in the workplace
- To understand employer rights and responsibilities in the workplace
- To evaluate hazardous materials and situations, and determine how to respond

Materials

- Background notes
- *Handout 1: Basic Safety Rules & Checklists*
- Video: *Don't Risk Your Life*
- *Handout 2: Discussion Questions for Don't Risk Your Life*
- *Handout 3: Using Your Senses to Identify Hazards*

Time: 60-90 minutes

Activity

The purpose of this activity is to help students become aware of their ability to affect the outcome of a potentially hazardous workplace situation. Students will use their evaluation skills to analyze a series of unsafe work practices and determine how to respond in a proactive manner to eliminate or control workplace hazards.

Students will be able to use the three steps to controlling a hazard to practice, evaluate, and respond to hazardous work situations.

1. Discuss background information with students. Ask students what they think a hazard is. Discuss responses and give students the proper definition for “hazard.”
2. Ask students to describe a workplace where each of the hazard situations listed in the background notes may occur. Students can create a list of occupations and identify types of workplaces where hazardous situations may occur. This activity will help students connect hazardous situations to specific workplaces and occupations.
3. Distribute *Handout 1: Basic Safety Rules & Checklists*. Review and discuss the information in the handout. Ask students to bring and discuss safety rules and checklists they use in their part-time jobs. Discuss the three rights and remind students that they have a right to:
 - Receive safety training
 - Know what hazards exist in the workplace
 - Learn safe work practices

Students should also understand that they are responsible for acting and working safely in the workplace. For example, they are responsible for wearing personal protective equipment where required.

4. View the video, *Don't Risk Your Life*. Use discussion questions in *Handout 2* to discuss the messages in the video.
5. Use the background notes to provide a definition of “hazard” and discuss common types of hazards in the workplace. Review and discuss the three steps in controlling a hazard:

See It!	Recognize the hazard.
Think It!	Evaluate the hazard.
Do It!	Control (if you can't eliminate) the hazard.

6. Students should understand that they have an important role to play in responding to hazardous situations. This can be accomplished by giving students an opportunity to evaluate and react to hazardous workplace situations. Provide an activity where students can apply the three hazard control steps. Give your students descriptions or pictures of specific hazardous job situations and allow time to evaluate and respond as a group to each workplace situation.

An alternative exercise is to have students look up pictures of people in various workplaces in magazines, newspapers and other print materials. Have students share ideas on possible hazardous situations in each workplace. Students can respond to the hazardous situations by applying the three hazard control steps.

7. Have students design a safety checklist that would apply to each specific workplace situation in the previous exercise.

Additional activity

Distribute *Handout 3: Using Your Senses to Identify Hazards*. Have students complete this handout and discuss their responses.

Evaluation

1. Observe students' participation in activities.
2. Assess students' responses and understanding of the objectives of the hazard recognition activities.
3. Evaluate safety checklists and written/verbal responses to hazard recognition activities.

The act & regulations

The following regulations apply to the information and activities covered in

Activity 1: What is a hazard?:

- General duties of workers
- Employment of young persons
- Occupational Health Committees & representatives
- First aid
- General health requirements

Background notes

What is a hazard?

Staying safe at work means understanding hazards. What is a hazard?

Definition of a “hazard”

A hazard is **any activity, situation or substance that can cause harm**.

Hazards are divided into two broad categories: health hazards and safety hazards.

Some hazards are part of the work we do, for example, excessive noise, toxic chemicals, and mechanical equipment. Other hazards may be caused by the failure or misuse of equipment or machinery, electrical failure, chemical spills, and structural failures.

Some common hazards include:

- Slips, trips and falls - including falling objects, people falling from heights, slips and trips
- Manual handling - overexertion or repetitive movement
- Extremes of temperature
- Excessive noise
- Psychological stress, such as intimidation, violence, conflict or time pressure
- Hazardous substances such as acids or asbestos
- Electricity - electrical current or lightning
- Shift work
- Machinery and equipment - being hit, hitting objects, being caught in or between machinery or equipment
- Biological agents, such as bacteria and viruses

It's important to be able to identify hazards and to work with your employer to control them. It is your employer's responsibility to train new people to recognize a danger or risk. Risk is a function of severity, harm and likelihood of that harm occurring. A danger or risk is also called a hazard.

As a new worker, you might not feel comfortable asking your boss a lot of questions. If you don't ask questions and your employer doesn't train you to work safely, you won't be aware of the risks and will be more likely to have an incident. So **if you do not know or understand – ask!**

Knowing what to look for in the workplace will prevent injuries. When you can identify the hazards of your work and know how to correct or control them, injuries can be avoided. When knowledge of hazards is combined with a safe attitude, incidents will happen less often.

Workplace inspections/controlling hazards

Workplace inspections or “walkabouts” are an important part of a safety system. They help focus your attention on hazards in the work environment.

Hazard identification is an ongoing process.

Employers’/workers’ role in inspections

Occupational health and safety legislation requires employers to regularly examine any workplace they control. Many employers realize that workers are the people most familiar with workplace hazards. They designate workers and supervisors, after proper training, to carry out these inspections.

Workers should be encouraged to regularly inspect their tools, equipment and machinery. The operation of machinery should be preceded by a “pre-operational safety check.”

Types of inspections

To ensure health and safety, workplaces should be inspected regularly using daily and comprehensive inspections.

Comprehensive inspections – A comprehensive inspection is a systematic examination of the workplace. It involves evaluating the safety of all work areas, machinery, tools, equipment and work practices. Such inspections usually involve a checklist of some sort.

The “walkabout” is a comprehensive inspection. It should be used often to protect the health and safety of workers.

Daily inspection – These inspections are task-specific. They should include pre-operational safety checks on all the machinery to be used that day or work period.

The next three pages provide a systematic way to identify and control health and safety hazards.

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 offence to the law. This is called “due diligence.” It goes beyond what the legislation covers. 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 from your family, neighbours, co-workers or employer about working conditions.
- 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 depends mainly on two factors:

- The probability 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 (OHC) 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 hazards¹

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

1. 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, or rotating jobs. 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.

¹ Adapted from a guide published by the WorkSafe Western Australia Commission.

Hierarchy of control	
Most preferred	Eliminate!
Less preferred	Prevent or minimize exposure to the risk! • Engineering controls • Substitution • Redesign • Isolation
Least preferred	Protect the worker! • Administrative controls • Personal protective equipment

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 1: Basic Safety Rules & Checklists

It's the law . . .

- Health and safety laws help protect you from workplace injury and illness.
- According to the law, it's **your employer's responsibility** to provide you with:
 - A safe and healthy workplace
 - General orientation and training
 - Training for your specific workplace and job
 - Initial and ongoing supervision
- Working safely is **your responsibility** too. You must:
 - Attend the workplace orientation
 - Follow required safety procedures and report hazardous conditions
 - Use personal protective equipment required by your employer
- In occupational health and safety legislation, workers have the right to:
 - Know potential and actual hazards in the workplace and how to deal with them
 - Participate in health and safety activities
 - Refuse work you believe to be unusually dangerous

Your health & safety checklist

When you start a new job, ask your supervisor or employer the following health and safety questions:

- ☐ What are the potential hazards of the job?
- ☐ Is job safety training available?
- ☐ What safety equipment do I need to do my job?
- ☐ Will I receive training on how to use the personal protective equipment (PPE) required for the job?
- ☐ What should I do in case of fire or another emergency?
- ☐ Where do I find fire extinguishers, first aid kits, first aid rooms and emergency assistance?
- ☐ What are my responsibilities regarding health and safety?
- ☐ If I notice something wrong, who should I report to?
- ☐ Who is responsible for answering safety-related questions?
- ☐ What should I do if I get injured or have an incident?
- ☐ How can I contact my health and safety committee or representative?

General workplace safety

Be aware of your own safety and that of others who work around you. Here is a general list of safety precautions you must observe **in most work areas**:

- The **right way** of doing your job is the **safe way**.
- Follow instructions.
- If you don't know or understand, ask!

Hazard awareness & recognition

- **Be in tune with your work environment.** Watch for hazards. Don't allow yourself to be distracted by your cellphone or by listening to music while at work.
- **Develop good housekeeping habits.** Keep your workplace organized and eliminate clutter (for example, garbage, tools, electrical wiring or boxes that should be in storage) before it results in a trip (to the doctor) or a fall.
- Learn and follow safe procedures when handling or using electrical equipment and power cords.
- Do not distract a person using a machine or equipment or interfere with its operation.
- Use, store and dispose of hazardous materials or substances in a safe way. For example, office supplies with a chemical base, other chemicals, paints,

pesticides, wood or metal finishing compounds, asbestos, oily rags, biohazards such as used medical supplies or contaminated food products.

- Do not smoke in your workplace or work vehicle. There may be a fire or explosion hazard.
- Do not go to work if you are under the influence of medication, drugs or alcohol. You are a hazard to yourself, your co-workers and everyone around you.
- Walk, don't run, in work areas.

Personal protective equipment

- Make sure your clothing is appropriate for the tasks you have to do. No loose-fitting clothing that could get caught in machinery.
- Use personal protective equipment (PPE) if the job you're doing requires it. Ensure the PPE fits properly and is maintained.

Safe manual practices & ergonomics

- Do your work in a way that minimizes the stress on your body. Ask for an ergonomic assessment.
- Develop your **way of working** so that you:
 - Handle and use tools and equipment properly
 - Use correct posture
 - Work at a reasonable pace
 - Take suitable breaks
 - Use appropriate lifting aids (lifts, dollies, and so forth) to prevent back strain
 - Get training to do your job before you do it
- Develop your individual **workspace** so that you:
 - Have optimal body support when you work for an extended period of time (e.g. adjustable chair when seated, suitable footwear if standing or walking)
 - Can control ventilation, temperature and lighting to meet your needs
 - Can organize your workspace to do your job effectively
- Use safe practices when lifting and transferring objects from one place to another.
- Take regular breaks when doing tasks that require repetitive movements.

Safe operation & maintenance of equipment

- Understand the correct operating procedures and safety precautions before operating a piece of equipment or machinery. Use protective guards.
- Report defective or unsafe equipment to a responsible individual.
- Avoid the injuries faulty equipment can cause.

Fire regulations & equipment

- Learn the locations of all fire extinguishers, fire-pull stations and fire exits.
- Learn the fire drill procedures.

First aid

- Locate the nearest first aid facility and eye wash stations. Learn who the first aid attendant is.
- Report all incidents occurring in school to your teacher. Report workplace incidents to your supervisor and the Workers' Compensation Board.

Lockout procedures

You may work in an area where maintenance procedures are being carried out on powered machinery. At these times, detailed lock-out procedures are essential to prevent anyone from operating a machine that is being worked on and to prevent the unexpected energizing of a machine.

Lockout must involve more than merely disconnecting the power source. Workers have been killed by machinery that is dead electrically, but whose hydraulic systems were still functioning. The machines must be assessed thoroughly. All energy sources – electrical, pneumatic, hydraulic or gravitational – must be made inoperable, a state often called **zero mechanical state**.

Each maintenance worker should have his or her own lock and key (combination locks are not allowed). Only these locks should be used to lock out energy sources. The machine operator should be informed of maintenance plans, and the lock should be tagged to identify the maintenance worker who has locked out the machinery.

No one other than the maintenance personnel who place the locks and tags can remove them. Operators and other workers are strictly forbidden to remove either the tag or the lock.

These procedures apply not only to stationary industrial equipment but also to mobile equipment, including truck equipment, and heavy construction equipment.

Handout 2: Discussion Questions for *Don't Risk Your Life*

1. Why are 14 to 24 year olds most likely to be injured on the job?
2. Why do you think the young workers went ahead and performed the task?
3. How could the incidents in this video be prevented?

Handout 2: Discussion Questions for *Don't Risk Your Life*

(Teacher's copy)

1. Why are 14-24 year olds most likely to be injured on the job?

Some of the reasons 14-24 year olds are most likely to be injured on the job are:

- Try too hard
- Work too fast (to make a good impression)
- Unfamiliar with the workplace
- Don't understand the dangers of the equipment they are working with
- Don't report unsafe work conditions (because they don't want to make trouble)
- Take risks (because they don't believe anything could happen to them)
- Scared to speak up

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

- Wanted to show they could be useful, could do the job
- Wanted to make a good impression
- Reacted to authority (supervisor/trainer) figure

3. How could the incidents in this video be prevented?

Some ways the incidents could have been prevented:

- Getting safety training
- Wearing appropriate PPE
- Following correct work procedures
- Ensuring that your workplace is safe
- Knowing your responsibilities

Handout 3: Using Your Senses to Identify Hazards

You need your senses to help prevent injuries and incidents. Some hazards you can see with your eyes, others you can only smell or feel. You can taste some and hear others. For some hazards you can use more than one of your senses. Some hazards are invisible; you cannot see, hear, taste, smell or feel them.

Some words may belong with more than one sense.

Trip/fall	Dust	Fumes	Vapour
Broken bone	Bacteria	Air	Heat
Radiation	Knife	Electric shock	Smoke
Cold	Stress	Noise	Vibration
Pollution	Garbage	Oven cleaner	

See	Hear	Smell	Taste	Feel	Invisible
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____

Handout 3: Using Your Senses to Identify Hazards

(Teacher's copy)

Hazard	Sense () Indicates secondary sense(s) involved
Trip/fall	Feel (see, hear)
Broken bone	Feel (see, hear)
Radiation	Invisible
Cold	Feel (see)
Pollution	Smell (see, taste)
Dust	See (smell, taste)
Bacteria	Invisible (feel effect of bacteria)
Knife	See (feel)
Stress	Feel
Garbage	Smell, see
Fumes	Smell (taste, invisible)
Air	Smell (taste, invisible)
Electric shock	Feel (see, hear, smell, taste)
Noise	Hear (feel)
Oven cleaner	Smell (taste, see)
Vapour	See, smell
Heat	Feel (see)
Smoke	See, smell (taste)
Vibration	Feel, see

Common Hazards in the Workplace

Common hazards overview

A young woman worked at a fast food restaurant. She was told to clean the exhaust hood over the deep fryer. She was told to use a plank found in the back room. She complained to the manager that it was cracked. He told her not to worry since it had been used dozens of times without a problem. As she was working, the plank split, and she dropped into the hot oil almost up to her waist.

She went through a long, painful rehabilitation process and was not able to return to and complete school with her classmates.

(Case Study from Ontario Young Worker Awareness Program)

The following information is designed to help young workers improve their knowledge and understanding of occupational health and safety issues before they enter the workplace. You will learn how to follow workplace procedures and instructions for risk control in areas such as:

- Manual handling
- Electrical hazards
- Maintenance/safe operation of machinery
- Noise
- Hazardous substances
- Slips and falls
- Managing shiftwork
- Stress, harassment, violence

This information will help you understand occupational health and safety hazards and laws. It provides some practical solutions to common safety and health problems in the workplace.

The Saskatchewan Employment Act and The Occupational Health and Safety Regulations, 2020 requirements for each workplace hazard activity are referenced at the end of each activity.

Common Forms of Personal Protective Equipment

Most common forms of personal protective equipment (PPE) require certification that they meet certain standards. This does not mean, however, that the equipment will provide complete protection from hazards.

- **Hard hats** help protect the head. The best hard hats incorporate lateral impact protection into their design to help protect the worker from blows to the side of the head and reduce electrical shock.
- **Ear muffs and ear plugs** are the two basic types of hearing protection. Ear plugs tend to be more comfortable and are better suited to those workers who need to work a full shift with hearing protection. Ear muffs are easier to put on and remove. They are better suited to workers moving in and out of noisy areas.
- **Boots** are used to protect feet. Special shoes or boots are available with steel toes, but protection doesn't end there. There are boots designed to help protect workers from more specific hazards (e.g., wet conditions, electrical shock, chemicals, extreme temperatures or slippery floors).
- **Protective gloves** come in hundreds of special types to help protect workers. Each has its own properties and applications.
- **Respiratory equipment** is essential when workers are exposed to toxic materials or where oxygen is lacking. It ranges from simple filtration masks to self-contained breathing apparatus.
- **Back support belts** have mixed medical reviews. They may help prevent some forms of strain; at the same time they pose their own risks to the wearer. Long-term use of back belts isn't recommended.
- **Fall protection** is a critical issue for many workers. Examples of fall protection equipment include guardrails, safety nets and harnesses that reduce the chance of falling and of injury due to falls. Safety belts or lines and anchors that restrict a worker's movement and likelihood of falling form the basis of other fall protection systems.
- **Chemical protective clothing** is used to help protect the worker from harsh chemicals. It offers limited protection and should not be worn for extended periods as the chemicals may eventually penetrate the material.
- **Goggles, visors or safety glasses** are used to help protect the eyes from a variety of hazards such as sparks, flying objects, or particular forms of light.



**Cartridge respirator
and safety goggles**



**Hard hat, safety goggles
and work gloves**



Face shield



**Safety boots
(CSA approved)**



**Hearing
protection,
hard hat, and
safety goggles**

Identify the personal protective equipment

Have students identify the personal protective equipment indicated in the picture and describe why it is used. Ask them to name occupations that would require this equipment. For example, occupations in the construction sector (carpentry, electrical, and welding) and occupations in the automotive industry (mechanics and manufacturing). If possible, bring samples of PPE for students to see and try on.

Point out to the students the importance of using PPE that has been approved by the Canadian Standards Association (CSA). Approved PPE guarantees a reasonable level of personal protection. Approved equipment will be marked with the sign of the CSA.

Personal protective equipment regulations

The general responsibilities of employers and workers regarding the provision and use of PPE are listed in Part 7 Personal Protective Equipment. For example *Regulation 7-2 General responsibilities in The Occupational Health and Safety Regulations, 2020*.

Learning Activities

Activity 2: Manual Handling

Specific learning objectives

- To introduce the concept of manual handling
- To discuss activities that involve moving objects and how the activities are done
- To demonstrate the steps in correct (proper) lifting and discuss the need for proper lifting techniques

Materials

- Background notes
- *Handout 4: Diagram & Description of Safe Lifting Techniques*
- *Handout 5: Basic Things to Think About When Manual Handling*

Time: 60 minutes

Activity

1. Demonstrate safe lifting techniques and compare to unsafe methods.
2. Distribute *Handout 4: Diagram & Description of Safe Lifting Techniques*.
3. Have students demonstrate safe lifting techniques using various materials and equipment in the classroom or shop.
4. Review and discuss basic safe work procedures when manual handling using *Handout 5: Basic Things to Think About When Manual Handling*

Evaluation

1. Observe students' participation in activities.
2. Assess students' responses and understanding of the objectives of the hazard recognition activities.

The act and regulations

The following regulations apply to the information and activities covered in *Activity 2: Manual Handling*:

- Lifting and handling loads
- Standing and sitting
- Musculoskeletal injuries

Background notes

In just about any job, there will be a situation that involves **manual handling**. Manual handling is not just about lifting heavy objects. It includes any activity requiring the use of force exerted by a person to **lift, lower, push, pull, slide or hold** objects.

Placing boxes and other items on shelves, painting, operating levers on machinery, writing, keyboarding, and working with tools are some examples of manual handling tasks.

Improper techniques used in manual handling can result in injuries such as:

- Strains and sprains
- Neck and back injury
- Slips, falls and crush incidents
- Cuts, bruises and broken bones
- Hernias
- RSI (repetitive strain injury)

People who suffer from a manual handling injury at work may spend the rest of their lives coping with pain and unable to do a lot of the things others can do. Young workers are more likely to be injured by manual handling because their bodies are not fully developed and are less able to cope with the stresses and strains.

When you manually handle an object, your balance, your line of sight and your reactions will be affected. The load may block your vision of a step. You may trip and not be able to use your hands to balance or block your fall. You can be injured if you fall while handling a load or if you drop the load onto yourself.

Fatigue also contributes to the chance of injury. Your muscles become weaker over a period of use and reaction time slows. You won't be able to move as well or as fast as you could when you started.

Ergonomics in the workplace

Ergonomic hazards refer to workplace conditions that pose a bio-mechanical stress to the worker. Such hazardous workplace conditions include, but are not limited to:

- Faulty work station layout
- Improper work methods
- Improper tools
- Excessive tool vibration

They also include job design problems that include aspects of:

- Workflow
- Line speed
- Posture and force required
- Work/rest regiments
- Repetition rate

Examples include having workers perform repetitive movements, maintain fixed positions, overload muscles or maintain awkward body positions.

A significant percentage of lost-time injuries (those which cause the worker to miss time from work) are due to ergonomically poor job and workplace design. These conditions result in injuries to the back, shoulders, neck, elbows, wrists and vision. Many of these injuries are painful and long-lasting.

Activities in the workplace that can cause strains and sprains, such as back injuries and repetitive strain injuries (RSI) include:

- Moving or lifting heavy objects
- Working in awkward positions for long periods of time
- Using repetitive motions

You can learn to recognize symptoms of RSI. Repeated uncomfortable postures and tasks can cause injury. Avoid injuries by:

- Using better designed work tools and workstations
- Eliminating awkward postures which can cause fatigue and reduce concentration
- Using positioning aids to put yourself in a stable, comfortable posture
- Avoiding working in one position for long periods of time

Most manual handling injuries to young people can be prevented with instruction, training, and supervision. Employers should prepare safe work procedures, with the help of workers, to care for the special needs of young and inexperienced workers.

It is the employer's responsibility to provide you with safe work procedures as well as instruction, training and supervision for your manual handling tasks.

You should be informed and trained in:

- Safe manual handling methods
- Identifying specific manual handling hazards
- Safe work procedures and using manual handling aids
- Exercising your right to ask for help

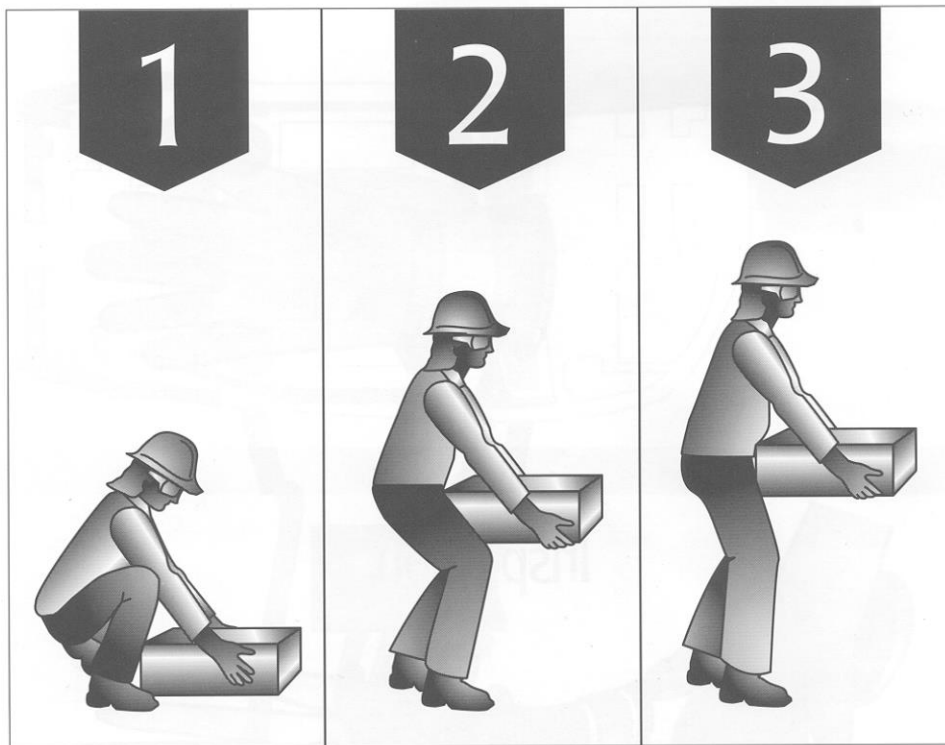
Even though you may be young and a new worker, you have a responsibility to speak up if you feel your job is too heavy, too difficult, too tiring or puts you at risk of injury.

Ways to reduce the risk:

- Lighten loads (break loads into smaller quantities).
- Do not put items on the floor that will have to be picked up later. Why move something three times if you only have to move it once?
- Use steps to reach or place items on high shelves.
- Reduce reaching, bending and twisting movements.
- Do not manually handle a load that can be moved mechanically. Use a lifting aid for heavy objects.
- Protect your hands and feet in case the load falls.
- Prevent muscle strain and fatigue. This includes warming up before working, taking time for rest breaks, and taking time to gradually get used to a new job.
- Ask for help when you need it. For example, use two or more people.

Handout 4: Diagram & Description of Safe Lifting Techniques

Proper Lifting



Lifting exercise

When you bend down to pick something up, follow these simple steps:
(Select an item in the classroom for demonstration purposes.)

1. Place your feet apart for good balance.
2. Bend your knees.
3. Keep the load close to the centre of your body.
4. Lift gradually, smoothly and without jerking.
5. Do not twist your back while lifting, but pivot with your head.
6. Co-ordinate your lift when working with a partner.
7. Don't lift beyond safe weight limits.

Handout 5: Basic Things to Think About When Manual Handling

Your lower back is stressed most by bending, twisting, lifting, pushing, pulling and carrying. Injury occurs when the demands on the joints, discs, ligaments and muscles trying to hold your spine together are too great.

Consider how your job is designed.

- What's the amount of weight lifted?
- How much lift is required? (i.e., from "how low" to "how high")
- How far is it necessary to carry the load?
- How much will your body twist with how much weight?
- How often will you have to lift this load?
- How long will it be necessary to sit?
- Is the chair designed for erect and comfortable posture?
- What about the work surface height and tilt? Does it allow for erect posture?
- How much bending is necessary? How far, how often, how long?

Use proper lifting rules.

- Tuck in your chin.
- Keep the load close to your body.
- Position your feet before you lift to reduce twisting with the load.
- Lift with your legs.
- Don't lift beyond your safe limits!

Follow proper ergonomic rules for sitting.

- Keep your feet flat on the floor, or use a foot rest for support.
- Don't have space between the back of your knees and the front of your chair.
- Make sure the back of your chair supports your back.

Let your back recover from the stress of work.

- Frequently stretch out of your position.
- Do one or two simple stretches at least once every hour.

Summary

Consider three basic things to prevent muscular fatigue and injury on the job:

1. Design work tasks properly.
2. Use your body properly to do the job, doing the right things to take care of your body.
3. Respect personal limitations. Ability to move things varies based on age, strength, body development, health and ability to deal with fatigue.

Activity 3: Electrical Hazards

Specific learning objectives

- To understand that there are electrical hazards in the workplace
- To use safe work procedures when working with electrical equipment

Materials

- Background notes
- *Handout 6: Discussion Questions for Electrical Hazards*

Time: 40 minutes

Activity

1. Review and discuss basic safe work procedures and background information for working with electricity. Distribute *Handout 6: Discussion Questions for Electrical Hazards*.
2. Discuss the different types of personal protective equipment (PPE) available and specific safety gear to be used when working with electricity. The teacher could show specific PPE and pass it around for students to try on and become familiar with.
3. For example, workers must wear a special hard hat that is of adequate dielectric strength if there is a possibility that they may come in contact with an exposed energized electrical conductor. Workers who may contact an exposed energized high voltage electrical conductor must wear approved rubber insulating gloves and mitts, and approved rubber insulating sleeves.
4. Only competent, certified workers will do the actual work with electricity. However, all workers need to be aware of general hazards and safe work procedures.
5. Have students draw a plan or blueprint with the following information in the event of an emergency:
 - Escape route in case of incident
 - telephone locations
 - Emergency telephone numbers
 - Fire extinguisher locations

Each student could do a plan and share it with the group or the plan could be developed as a group activity. In cases of electrical fires, only an extinguisher approved for Class C fires is suitable.

Evaluation

1. Observe students' participation in activities.
2. Assess students' responses to discussion questions and their understanding of the objectives of the electrical hazard information and activities.

The act and regulations

The following regulations apply to the information and activities covered in *Activity 3: Electrical Hazards*:

- Part VII: Personal protective equipment
- Part XXX: Additional protection for electrical workers
- Regulation 139: Lock-out procedures

Background notes

Most jobs today involve the use of electricity. Tools used in the workplace may require high voltage power for heavy industrial equipment or low voltage power for small power tools such as drills and screwdrivers. Batteries are also considered low voltage power.

When we use electricity, we need to take added precautions to deal with electrical hazards. There are several hazards associated with electricity. **Electrical** shock is one hazard that almost everyone has experienced. Electrical shock occurs when electricity enters your body and you become part of an electrical circuit. The electrical current detours from the intended circuit and flows through you to the ground.

An electrical shock can affect your breathing, heart, brain, nerves and muscles. The body has its own electrical system that is involved in breathing, nerve transmission and heart rate. An electrical shock can shut off or “blow the fuses” in your body. When your body’s fuses are blown, the heart can stop beating or you can stop breathing. A fatal shock is called **electrocution**.

Electric shock occurs when a person becomes part of an electrical circuit and the current flows through their body. A fatal shock is called electrocution.

Contact with overhead wires commonly causes electrocution. This can occur when people carry ladders or use equipment that is high enough to come into contact with electrical wires. Farm workers are at serious risk of injury and electrocution when moving farming equipment under or near overhead wires. Contact with underground services happens when the ground is disturbed, usually by heavy equipment, and underground services such as power or gas are severed.

Contact with electricity can cause a worker to be thrown. When a person falls, further injuries can occur. If you are operating a power tool, the shock can affect your nerves and muscles and can cause you to lose control of the equipment. The power equipment can then cause serious injury to you or your co-workers.

Grounding

Incidents and deaths can also result when equipment becomes “live” due to electrical faults, lack of maintenance or short circuiting.

When you work with electrical equipment, the current may leak. If electrical wires or equipment are damaged, parts that are not meant or designed to carry electricity can become “live.” When you contact the “live” equipment or wire, you become part of the circuit, receiving a shock. Grounding provides a safe pathway for electricity to travel from the equipment or circuit to the ground, preventing shock.

Grounding should be provided for each piece of electrical equipment and machinery in the workplace. It should also be provided for the entire electrical system at the job site.

The third prong in all portable tools and extension cords supplies grounding. Check to ensure the equipment you use has one. Don't remove the third prong from equipment or cords.

Electrical incidents are most often caused by a combination of factors such as:

- Lack of training
- Lack of supervision
- Inadequate work practices
- Poorly maintained equipment or installation
- A hazardous workplace environment

Doing maintenance work on live electrical circuits is a frequent cause of electrocution.

Locking out equipment

This is a way of preventing machinery or electrical current from becoming operational during maintenance. A lock is attached to the machine switch so that it can't be turned on.

The person working with the machine should hold the only key to the lock. A lock must only be removed by the person who attached it to the equipment or machinery. Procedures must be established for the removal of the lock should the person not be available (e.g., if there has been a change of shift workers).

When working with equipment:

- Make sure wires are not broken or damaged; check before you plug it in.
- Never use a cord with the third prong removed so it can fit into a two-prong outlet.
- Do not handle electrical equipment with damp hands or use damp equipment.
- Tags should be attached to damaged electrical equipment.
- Never try to fix electrical equipment yourself; have a qualified person repair it.
- Remove the plug from the outlet by grasping the plug, not the cord.
- Keep electrical cords out of the way so that they cannot be damaged or tripped over.
- Do not overload outlets.

In all cases:

- Never use water on an electrical fire.
- Be aware of the location of overhead and underground lines.
- Do not use a ladder that is made of aluminum or has metal reinforcements.
- Learn and follow lock-out procedures when dealing with large pieces of machinery or equipment.
- Review the operation manuals for all electrical equipment before using it.
- Don't make repairs on equipment unless you are a certified electrician.

Personal protective equipment (PPE)

Rubber soled shoes, rubber gloves and non-conductive head protection help reduce the effects of electrical shock. Metal jewelry will conduct an electrical current to you. Leave your jewelry at home! Clothes made of cotton are less likely to burn.

Always respect electricity!

Two workers were working side by side in the insulated bucket on a line truck belonging to an electrical company. One worker wore cotton and the other synthetic clothing. An electrical short created a ball of fire that hit the bucket. Both workers suffered burns and their clothes caught fire. The cotton-clad worker was discharged from the hospital the same day. The worker wearing synthetics was hospitalized and treated for severe burns. He was not discharged for three months.

Workers' Compensation Board, Northwest Territories, 1996

PPE is provided as part of the third line of defense to protect workers from workplace hazards. Workers are protected through the use of safe work procedures, effective safety training, proper supervision and the use of PPE.

PPE is used when it is not practical to:

- a) Eliminate hazards posed by equipment and work processes
- b) Control the hazard by using machine guards, noise buffers or enclosures, or ventilation to reduce the risk to workers (for example)

PPE is the most common way of trying to control a hazard at the worker level. Workers are provided with equipment such as masks, respirators, gloves, safety boots, protective clothing and hearing protection.

Handout 6: Discussion Questions for *Electrical Hazards*

1. Describe how an electrical shock affects your body.
2. What may happen if you have an electrical shock while standing on a ladder?
3. What does grounding do?
4. Repairs can be made to electrical equipment when it's locked out. Describe this procedure and explain why equipment should be locked out.
5. What types of personal protective equipment and clothing should you wear if you work with electricity?

Handout 6: Discussion Questions for *Electrical Hazards*

(Teacher's copy)

1. Describe how an electrical shock affects your body.

- Electrical shock can affect your breathing, heart, nerves and muscles.
- It can shut down or “blow the fuses” in your body.
- When your body's fuses are blown, the heart can stop beating and you can stop breathing.
- A fatal shock is called electrocution.

2. What may happen if you have an electrical shock while standing on a ladder?

- It can cause electrocution.
- A person may fall from the ladder and further injuries may result.

3. What does grounding do?

Grounding provides a safe pathway for electricity to travel from the equipment or circuit to the ground, preventing shock.

**4. Repairs can be made to electrical equipment when it's locked out.
Describe this procedure and explain why equipment should be locked out.**

A lock is attached to the switch(es) on equipment or machinery before maintenance or repair. The equipment can't be turned on and remains inoperable while the worker is conducting maintenance or repairs. In this situation, the equipment can't be started accidentally and no one gets hurt.

5. What types of personal protective equipment and clothing should you wear if you work with electricity?

- Rubber soled shoes
- Rubber gloves
- Non-conductive head protection
- Cotton clothes

Activity 4: Maintenance & Safe Operation of Machinery

Specific learning objectives

- To recognize that all machinery (hand or powered) is hazardous (i.e., it has the potential to injure the user and others nearby)
- To know that hazards include being hit by objects from the machinery, heat, noise, fumes or chemicals; injuries include amputations, fractures, strains and sprains, dislocations, crush injuries, open wounds, electrocution, and so forth
- To understand the maintenance needs and safe handling of machinery
- To recognize the importance of guards (during regular use of machinery) and lock-out procedures (while doing maintenance) and use them
- To follow the lock-out procedures specific to each workplace
- To wear personal protective equipment (PPE) while working with or near equipment and machinery

Materials

- Background notes
- *Handout 7: Discussion Questions for Maintenance & Safe Operation of Machinery*

Time: 45 minutes

Activity

1. Review and discuss basic safe work procedures in the background notes on working with machinery.
2. Distribute *Handout 7: Discussion Questions for Maintenance & Safe Operation of Machinery*. Discuss students' responses to the questions.

Evaluation

1. Observe students' participation in activities.
2. Assess students' responses to discussion questions and their understanding of the objectives of the maintenance and safe operation of machinery hazard information.

The act and regulations

The following regulations apply to the information and activities covered in *Activity 4: Maintenance & Safe Operation of Machinery*:

- Personal protective equipment
- Machine safety
- Safeguards, storage, warning signs and signals

Background notes

A wide range of mechanical equipment is used in the workplace. Safe handling procedures are required to safely operate this machinery. Mechanical equipment includes machines that are very large in size down to those that are hand-held. Some machines use power while others do not; all have the potential to harm the user. Examples include grinders, presses, hand hammers, lift trucks, cranes, derricks, hoists, robots and other automatic equipment.

Mechanical equipment can cause:

- Sprains and strains
- Open wounds
- Fractures
- Crush injuries
- Amputations
- Electrocution
- Death

Your workplace should have a maintenance program to ensure that all equipment and machines work safely.

The most common mechanical equipment injuries are to hands and fingers which may be cut, sprained, dislocated, broken, crushed or severed by machinery or tools. These injuries can cause lengthy periods of time off work and sometimes permanent disability.

Eye injuries caused by mechanical equipment incidents in the workplace include:

- Being hit by an object (this includes small particles, such as metal shavings, and large objects such as pieces of equipment)
- Heat, radiation
- Hitting an object
- Falls, trips, and slips

Personal protective equipment (PPE)

Employers are required to provide PPE and clothing for workers when hazards in the workplace cannot be eliminated.

PPE and clothing used in the workplace can include such things as eye protection, hearing protection, protective gloves, safety footwear, arm guards, respirators and safety hats. Workers should be instructed and trained in the correct use of the PPE provided by the employer.

After receiving training, workers are required to use the PPE supplied by the employer and follow all safety instructions.

Guards

Guards in the workplace range from sophisticated light guards to physical barriers attached to machinery to protect you from its moving parts. Guards:

- Protect you from the moving parts of equipment
- Prevent flying objects, such as metal chips, from hitting you
- Keep hazardous substances from contacting you
- Turn off power to machinery
- Lower the amount of noise
- Physically push your hands out of the way
- Require both hands to operate the controls before the machine will work

Keep all guards in place. If guards are removed during cleaning, make sure they are replaced. Do not start or operate machinery during cleaning.

Locking out

Locking out is important. If you are cleaning or repairing the machine and it's turned on unexpectedly, you will probably be seriously injured. If a machine is locked out, after you cut off the power supply, the machine cannot be turned on by someone else.

The steps required for ensuring a safe lock out of equipment vary from one company to another, and from one machine to another. The employer must provide written lock-out procedures and ensure that workers follow them. Before working on machinery, make sure you have the training, tools and equipment you need. Follow the employer's lock-out procedures at all times.

“Danger” & “Out of Service” tags

Tagging machinery that's out of service or being repaired is another preventive measure used along with the lock out. These tags may read "Danger" or "Out of Service." Do not touch the machinery and do not remove the tags unless you placed them on the machinery yourself. Follow proper procedures for restarting the equipment.

Generally, workers should not work alone with machinery unless it has “deadman” switches. Electrical vehicles often have this kind of switch. It is designed so that if the driver releases pressure on the switch (handle or pedal), the current is cut off and the machine ceases to operate.

If a worker must work alone, the machine's controls should be clearly marked so another person, who may not be familiar with the machine, could easily turn it off in an emergency.

Handout 7: Discussion Questions for *Maintenance & Safe Operation of Machinery*

1. What is the function of guards on equipment?

2. Machines often have guards, but workers don't use them. Why? Why not?

3. What is meant by "locking out" equipment?

4. Who is responsible for restarting machinery after it has been locked out?

Handout 7: Discussion Questions for *Maintenance & Safe Operation of Machinery*

(Teacher's copy)

1. What is the main function of guards on machines and equipment?

The main function of guards is to protect you from the moving parts of machines or equipment.

Guards protect by keeping you away from moving parts, by preventing flying objects from hitting you, by turning off the power and by lowering the amount of noise, etc.

2. Machines often have guards, but workers don't use them. Why not?

Possibilities: easier if you don't use them, takes more time when you use them, or workers may think they won't get injured.

3. What is meant by "locking out" equipment?

It means that you make sure that the equipment or machine can't be started by someone else while you are cleaning or repairing the machine.

4. Who is responsible for restarting machinery after it has been locked out?

The person who locked it out.

Activity 5: Noise

Specific learning objectives

- To introduce noise as a hazard in the workplace
- To recognize damaging noise levels at home and in the workplace
- To develop an awareness that since there is often no pain involved in hearing loss, people are not aware it is happening

Materials

- Background notes
- *Handout 8: How loud is it?*
- *Handout 9: Discussion Questions for Noise*
- *Handout 10: What is too loud?*
- *Handout 11: What is too loud on the farm?*

Time: 90 minutes

Activity

1. Discuss the information in the background notes with students. Distribute *Handout 8: How loud is it?* and have students complete the exercise. Discuss the results and provide the correct responses.
2. Have students complete *Handout 9: Discussion Questions for Noise* and discuss the answers.
3. Distribute the true/false review test, *Handout 10: What is too loud?* Have students complete the test. Discuss the correct responses. Ask the students: "What will you personally do to protect your hearing?"
4. Depending on your community and the needs of your students, *Handout 11: What is too loud on the farm?* may be used to discuss hearing hazards specific to farming.

Evaluation

1. Observe students' participation in and responses to activities. Assess students' responses to discussion questions and understanding of the objectives of the noise hazard information.
2. Assess the review test.

The act and regulations

The following regulations apply to the information and activities covered in *Activity 5: Noise*. They refer to the requirements of employers and workers in the workplace and are listed in section five of this module under the following headings:

- Personal protective equipment
- Noise control and hearing conservation
- Noise reduction through design, construction of buildings

Background notes

You are exposed to different sounds in the workplace. You may be annoyed by some sounds, but they may not hurt your hearing. Some sounds such as music may be pleasurable, but can still cause hearing damage.

Long-term exposure to noise above 85 dBA (A-weighted decibels) for eight hours a day will result in permanent hearing loss. Short-term exposure to high noise levels (over 85 dBA) can also result in permanent hearing loss.

Research from industry and studies on animals indicate that prolonged exposure to sound over 85 dBA can cause **permanent hearing impairment**. The more intense the noise, the less the exposure time needed to receive a damaging dose. Environmental sounds in our society now run dangerously close to the damaging level. With this level of commonplace environmental noise, people adjust their radios and other audio equipment higher to hear at a more comfortable and pleasurable volume. The danger is that the "new" comfort level tends to be greater than 85 dBAs. Over time, this will result in permanent hearing loss.

When someone loses their hearing, it can devastate them and make it difficult for others around them. People with poor hearing can be left out of conversations and social activities. **Hearing loss** can also cause people to become less efficient at work and study. In the workplace, people with a hearing loss can become hazards because they may miss instructions or not hear a fellow worker's warning.

Hearing loss may happen quickly, or it may happen so slowly that the loss is not noticed. The loss may be permanent, or it may be temporary. If you have **temporary hearing loss**, your hearing will return after you are away from loud noise for a period of hours. **Permanent hearing loss** may occur if you are exposed to loud noise for a period of months or years. In permanent hearing loss, the damage done to the nerve endings of the inner ear is permanent.

You should consult regulations regarding the noise exposure limits applicable to your workplace. Ask a supervisor to arrange to have the noise level checked.

It's too noisy if . . .

- Someone standing a metre away from you needs to speak loudly or shout to be heard
- You hear a "ringing" or "buzzing" in your ears after being in a noisy environment
- You need to turn the volume up to hear the radio or television when others appear to hear adequately
- You fail to hear background noises such as a ringing telephone or doorbell
- Your hearing seems to be better at the start of the day than at the end

It is the **responsibility of your employer** to provide the correct personal hearing protectors. Personal hearing protectors (ear muffs and earplugs) should be used as a temporary measure or as a last resort.

Sound is measured in decibels (dBA). Conversation registers at 60 decibels; a rocket launching measures as high as 180 decibels. An increase in noise by three decibels means that the noise has doubled in loudness (intensity).

Every effort should be made to reduce noise at the source. This is #1 in the hierarchy of controls: eliminate the hazard.

If you are in a workplace where you are exposed to noise that averages 85 decibels or more, then you should take precautions to prevent loss of your hearing.

If you think your work or home environment is too loud, there are steps you can take to control or eliminate the risk:

- Test the noise level by standing at arm's length from someone and talk to them. If you have to raise your voice to be heard, the noise is probably excessive. If your ears ring or sounds seem muffled after a noise stops, your hearing has been affected, at least temporarily.
- Under *The Saskatchewan Employment Act*, employers must ensure worker's daily exposure to noise is no higher than 85 dBA Lex (level of noise averaged over an eight-hour day).
- The first step is elimination. Eliminate the noise source if possible; if it isn't possible, protect yourself.
- Employers should conduct a noise exposure survey in noisy workplaces to identify all noisy areas, equipment and tools.

When possible:

- Purchase equipment that is less noisy
- Re-engineer machinery to make it less noisy
- Surround machinery with a sound-muffling enclosure

Employers should provide hearing protection to workers. Signs should be posted to remind workers to wear the equipment.

Some people resist using hearing protection because they are concerned they will miss important words or instructions. They should be aware that voices are still clearly audible when wearing earplugs. Earplugs simply block out background noise.

There are three ways to deal with noise hazards:

- **At the source** by redesigning the equipment to reduce noise or using another type of equipment
- **In the pathway** by using sound barriers, enclosing the noisy equipment or rotating the workers from noisy areas.
- **Control at the worker level** with different types of personal protective equipment to protect your hearing. When choosing the protection you will use, make sure the equipment is comfortable and fits with any other equipment necessary on the job. Hearing protectors include earmuffs that fit over the ears and inserts that fit into the ears. Some inserts are disposable and can fit anyone's ears; others must be fitted to a particular user's ears.

Summary

- Hearing protectors should be maintained and cleaned regularly. Worn or damaged parts should be replaced.
- Don't share earplugs: ear infections can be passed from another worker to you.
- Protectors should be kept near the area of noisy activity.
- Headphones for iPods and smartphones do not provide good protection from noise.
- People do not become "used" to noise. It only seems that way because of hearing loss.

Lost hearing is gone forever.

Handout 8: How loud is it?

Estimate the noise level of the following sounds and record your response in the space provided.

Common sounds & noise levels	
Rustle of leaves	___ dBA
Conversation	___ dBA
Refrigerator	___ dBA
Noisy restaurant	___ dBA
Busy traffic	___ dBA
Alarm clock	___ dBA
Live rock music	___ dBA
Stereo headphones (1/2 volume)	___ dBA
Symphony concert	___ dBA
Jackhammer	___ dBA
Motorcycle	___ dBA
Screaming child	___ dBA
Workplace noise levels in some occupations	
Drywaller	___ dBA
Material/equipment mover	___ dBA
Labourer	___ dBA
Carpenter, framer	___ dBA
Concrete worker	___ dBA
Ironworker	___ dBA
Welder	___ dBA

Handout 8: How loud is it?

(Teacher's copy)

Estimate the noise level of the following sounds and record your response in the space provided.

Common sounds and noise levels	
Rustle of leaves	20 dBA
Conversation	60 dBA
Refrigerator	50 dBA
Noisy restaurant	70-75 dBA
Busy traffic	75-85 dBA
Alarm clock	80 dBA
Live rock music	90-130 dBA
Stereo headphones (1/2 volume)	93-108 dBA
Symphony concert	80-110 dBA
Jackhammer	100 dBA
Motorcycle	100 dBA
Screaming child	90-115 dBA
Workplace noise levels in some occupations	
Drywaller	89 dBA
Material/equipment mover	91 dBA
Labourer	91 dBA
Carpenter, framer	91 dBA
Concrete worker	92 dBA
Ironworker	93 dBA
Welder	95 dBA

Handout 9: Discussion Questions for *Noise*

1. What is the difference between permanent and temporary hearing loss?
2. What are the early signs of hearing loss?
3. What is really happening when people “get used to” a noise?
4. What are the three ways to deal with noise hazards? Give an example of each.

Handout 9: Discussion Questions for *Noise*

(Teacher's copy)

1. What is the difference between permanent and temporary hearing loss?

Temporary: your hearing returns after you have been away from loud noise for a period of hours.

Permanent: the damage to the nerve endings of the inner ear is permanent, so your hearing will not return even when you are away from the loud noise for a period of time.

2. What are the early signs of hearing loss?

Some signs of hearing loss are when:

- Someone standing a metre away from you needs to speak loudly or shout so you can hear them
- You hear a "ringing" or "buzzing" in your ears after being in a noisy environment
- You need to turn the volume up to hear the radio or television when others appear to hear adequately
- You fail to hear background noises such as a ringing telephone or doorbell
- Your hearing seems to be better at the start of the day than at the end

3. What is really happening when people “get used to” a noise?

Hearing damage has started.

4. What are the three ways to deal with noise hazards? Give an example of each.

At the source: Redesigning the equipment to reduce noise or using another type of equipment

In the pathway: Sound barriers; enclosing the noisy equipment; rotating the workers from the noisy areas

Control at the worker level: There are many different types of personal protective equipment that you can wear to protect your hearing. When choosing the protection you will use, make sure that the equipment is comfortable and fits with any other equipment that is necessary on the job. Hearing protectors include ear muffs that fit over the ears and inserts that fit into the ears. Some inserts are disposable and can fit anyone's ears; others must be fitted to a particular user's ears.

Handout 10: What is too loud?

Circle true or false.

- | | | |
|--|---|---|
| 1. Loud noise is a leading cause of hearing loss. | T | F |
| 2. Loud noise damages the nerve endings in the inner ear, which results in hearing loss. | T | F |
| 3. The most rapid damage to hearing happens in the first five to 10 years of exposure to loud noise. | T | F |
| 4. Noise-induced hearing loss is permanent. | T | F |
| 5. Noise is measured in decibels (dBA).
Noise less than 85 dBA isn't hazardous. | T | F |

Handout 10: What is too loud?

(Teacher's copy)

Circle true or false.

- | | | |
|--|------------------------------------|---|
| 1. Loud noise is a leading cause of hearing loss. | ☒ T | F |
| 2. Loud noise damages the nerve endings in the inner ear, which results in hearing loss. | ☒ T | F |
| 3. The most rapid damage to hearing happens in the first five to 10 years of exposure to loud noise. | ☒ T | F |
| 4. Noise induced hearing loss is permanent. | ☒ T | F |
| 5. Noise is measured in decibels (dBA).
Noise less than 85 dBA isn't hazardous. | ☒ T | F |

Handout 11: What is too loud on the farm?

Studies show that farmers have poorer hearing than the general population. A high percentage of farmers show signs of excessive noise exposure. People who operate farm equipment for extended periods of time require special protection.

Exposure to 85 decibels or less for an eight-hour day is considered "safe" for most people. Exposure to "loud noises" for extended periods of time can cause damage to the inner ear that is irreversible even with medical or surgical techniques. Even short exposure to noise exceeding 85 decibels is hazardous and may cause permanent damage.

Your environment is too noisy if . . .

- A person standing a few feet away from you must talk very loudly or even shout to be heard.
- You sometimes feel a "ringing" or a "buzzing" in your ears after a few hours of being in a noisy environment.
- On returning to your room after a break, you find the TV is on full blast.

Reducing the noise level at the source provides the best hearing protection. The second best alternative is wearing personal protective equipment (PPE) and maintaining it.

Ear muffs offer the highest attenuation (sound reduction). They are fairly comfortable and come in a variety of types, materials and sizes (Colours too – try hot pink for a fashion statement!).

Preferred in moderate noise, **ear plugs** do not supply enough protection for high intensity noise. Most ear plugs are designed as disposable. After using them once, you should throw them out (just like dental floss). Cotton batting and earphones won't protect you adequately.

Inspect and clean reusable plugs daily. Most disposable plugs should be discarded at the end of the day. Inspect the seals on ear muffs and replace them as required. Ultraviolet light causes deterioration of the plastic and foam components of most muffs.

People often underestimate the importance of wearing protective equipment because the damage happens so gradually there is no dramatic experience. For this reason, farm workers should pay special attention to the dangers of excessive noise before permanent hearing loss results.

Questions for *What is too loud on the farm?*

1. Studies have shown that farmers have:
 - a) Better than average hearing
 - b) Average hearing
 - c) Poorer than average hearing
2. What is considered a safe noise level?
 - a) 85 dBA per week
 - b) 8.5 dBA per hour
 - c) 85 dBA or less for eight-hour day
3. The most effective method for hearing protection is:
 - a) Wearing earphones
 - b) Reducing the noise at the source
 - c) Turning your equipment off when you feel a "ringing" or buzzing in your ears
4. Hearing loss:
 - a) May be temporary or permanent
 - b) Happens gradually with no dramatic experience
 - c) Can sometimes be regained
 - d) All of the above
5. For protection against moderate noise exposure:
 - a) Ear muffs are recommended.
 - b) Ear plugs are adequate.
 - c) Cotton batting could be used.
6. Which of the following statements are true for proper maintenance of hearing protective equipment?
 - a) Reusable plugs should be thoroughly cleaned and inspected daily.
 - b) Most disposable plugs can be used at least twice.
 - c) Seals on ear muffs should be inspected & replaced as required.
 - d) Ultraviolet light (in sunlight) is not harmful to plastic or foam components of most ear muffs.

Questions for *What is too loud on the farm?*

(Teacher's copy)

1. **Studies have shown that farmers have:**
 - a) Better than average hearing
 - b) Average hearing
 - c) **Poorer than average hearing**
2. **What is considered a safe noise level?**
 - a) 85 dBA per week
 - b) 8.5 dBA per hour
 - c) **85 dBA or less for eight-hour day**
3. **The most effective method for hearing protection is:**
 - a) Wearing earphones
 - b) **Reducing the noise at the source**
 - c) Turning your equipment off when you feel a "ringing" or buzzing in your ears
4. **Hearing loss:**
 - a) May be temporary or permanent
 - b) Happens gradually with no dramatic experience
 - c) Can sometimes be regained
 - d) **All of the above**
5. **For protection against moderate noise exposure:**
 - a) Ear muffs are recommended.
 - b) **Ear plugs are adequate.**
 - c) Cotton batting could be used.
6. **Which of the following statements are true for proper maintenance of hearing protective equipment?**
 - a) **Reusable plugs should be thoroughly cleaned and inspected daily.**
 - b) Most disposable plugs can be used at least twice.
 - c) **Seals on ear muffs should be inspected & replaced as required.**
 - d) Ultraviolet light (in sunlight) is not harmful to plastic or foam components of most ear muffs.

Activity 6: Hazardous Substances & Materials

Specific learning objectives

- To understand that hazardous materials and substances can be toxic solids, liquids or gases, which are poisonous to the body. They can cause injury or disease when we are exposed to them.
- To introduce students to the Workplace Hazardous Materials Information System (WHMIS) classification system for hazardous materials and substances
- To understand that not all products are controlled by WHMIS legislation

Materials

- Background notes
- *Handout 12: Chemical & Biological Hazards Chart*
- *Handout 13: Methods of Control*
- *Handout 14: Supplier's Label Quiz*
- *Handout 15: Safety Data Sheet Quiz*

Time: 90 minutes

Activity

If students have previously completed the *Module 5: Introduction to WHMIS 2015*, a review of this topic may be sufficient.

1. Discuss the information in the background notes with students. Distribute *Handout 12: Chemical & Biological Hazards Chart* and have students do the exercise. Discuss the results and provide the correct responses if necessary.

Ask students for examples of toxic substances found in their homes and workplaces. Cleaning agents used in the kitchen or bathroom and lubricants and fuels used in the garage are examples of toxic substances in the home.

2. Have students complete *Handout 13: Methods of Control* and discuss the answers.
3. Distribute *Handout 14: Supplier's Label Quiz*. Have students complete the quiz. Discuss the correct responses. Ask the students: "What will you personally do to protect yourself from hazardous chemicals?"
4. Distribute the *Handout 15: Safety Data Sheet Quiz*. Have students complete the quiz. Discuss the correct responses.

Evaluation

1. Observe students' participation in and responses to activities.
2. Assess students' responses to discussion questions and their understanding of the objectives of the noise hazard information.
3. Assess quizzes.

The act and regulations

The following regulations apply to the information and activities covered in

Activity 6: Hazardous Substances & Materials:

- Personal protective equipment
- Chemical and biological substances
- WHMIS
- Fire and explosion hazards

Background notes

Hazardous substances are dangerous. How dangerous they can be depends on:

- The type of substance
- What it is made of
- How it is used
- The frequency of use
- The way it enters the body
- The amount of substance that enters the body

Your workplace may use a lot of different hazardous substances. Some may be things you see every day such as chemical dusts, metal coatings, fumes, vapors and gases, radiation, and solvents.

Harm to health may occur suddenly (e.g., dizziness, nausea, and itchy eyes or skin) or it may occur gradually over years (e.g., dermatitis or cancer). Some people can be more susceptible than others.

We use hazardous substances almost every day of our lives. It may be antiseptic for a cut, paint for the walls, or a cleaning product or solvent. They may seem harmless, but even these ordinary things can make you very sick if used incorrectly.

A hazardous substance is any substance, whether solid, liquid or gas, that can harm you.

Chemical hazards

Chemical hazards are toxic chemical substances found in the workplace. They are found in different forms:

Solid	A substance that does not flow (e.g., wood)
Dust	Dry, fine powder made when a solid is broken up (e.g., fabric fibers, coal dust)
Fumes	Fine pieces made when a solid is heated (e.g., welding fumes)
Liquid	For example, water, oil
Vapours	Gas released when a liquid evaporates (e.g., solvent vapors, paint thinner)
Mists	Fine liquid particles from a spray (e.g., spray painting)
Gas	For example, natural gas for heating

Chemical hazards are increasingly common in all workplaces, from offices to factories. They take many forms, from gases to solids. Their effects can be short-term, such as skin irritation, or they can be chronic and fatal, such as cancer. Other chronic effects may include heart attacks, kidney failures and sterility.

Workers are commonly exposed to chemical hazards in workplaces such as:

- Offices, due to problems from gases released by carpets, furniture, building materials; poor ventilation or lack of fresh air circulation; chemicals, inks, toners and solvents
- Metal manufacturing, due to cutting fluids, dust and so forth
- Plastics manufacturing
- Cleaners working with solvents and chemical cleaners
- Petrochemical industry
- Forest products industry due to glues, paints and preservatives
- Painting
- Landscaping due to pesticides, fertilizers and so forth

Chemical toxic substances tend to cause disease in the body through three main avenues:

1. Where they enter the body – the respiratory system (inhaled), the skin (absorbed) and the digestive system (ingested)
2. In the blood that carries them throughout the body
3. In the organs that remove them from the body

Most commonly, chemicals enter the body when **inhaled** into the lungs. Contaminants in the workplace have ready access, through the tiny cells in our lungs, to the bloodstream and other major organs of the body.

Absorption through the skin is the second most common route of entry for toxic substances. Liquids in particular can be absorbed through the skin into small blood vessels. Some solvents also dissolve the protective oil barrier of the skin and pass freely into the bloodstream.

Ingestion is the third major way toxins enter the body. Some toxic substances, such as asbestos fibers, may be trapped in the lungs and also reach the stomach when you swallow. Toxic substances can also be ingested if food is eaten in unsanitary work areas or if the food itself contains residues of toxic substances such as pesticides.

Biological hazards

Biological hazards are living organisms such as bacteria, viruses, moulds, fungi and parasites. They can be present in animal flesh, stale water, oils, soil, body fluids or in other people.

Workers can be exposed to biological hazards in numerous ways. Workers can absorb biological hazards, ingest them or inhale them. Biological hazards can also enter the body through eye contact, open wounds, sores or a needle stab.

Workers are commonly at risk of exposure to biological hazards in workplaces such as:

- Child care, health care and health service providers exposed to sick people, contaminated blood bags, needles or laboratory specimens
- Food service workers preparing uncooked chicken, meat or fish
- Sanitation system workers in water treatment plants and garbage handlers
- Custodial workers cleaning public washrooms
- Factory workers through contact with contaminated oils and coolants
- People who work in an indoor environment with contaminated air conditioning units
- Industrial workers working with natural fibres such as cotton
- Construction workers exposed to mould-covered surfaces due to water damage

The health effects of biological hazards include:

- Irritated eyes from poor indoor air
- Occupational asthma from cotton dust
- Skin rashes and dermatitis due to poor water treatment
- Gastrointestinal infections from the food industry
- Aids and hepatitis from exposure in hospitals
- Death caused by contaminated air conditioning units, as was the case with Legionnaire's disease

Controlling hazardous materials

What we can't see, taste or feel immediately may still cause us bodily harm. Some of the most damaging hazards are the chemicals workers handle on a daily basis in the workplace.

We have a national system that helps protect workers from chemical and biological hazards. This system is known as Workplace Hazardous Materials Information System or WHMIS.

WHMIS

WHMIS applies to all Canadian workplaces. It requires that everyone who works with or near a hazardous substance or product receive information about its potential hazards and recommended safe work practices. WHMIS is implemented through a combination of federal and provincial regulations.

WHMIS requires that information be provided in three ways:

1. **Hazardous product labeling** – This labeling alerts workers to identify the dangers of products and to take basic safety precautions. All hazardous materials must carry labels that clearly identify their risks and recommend precautions for safe handling.

This labeling must appear on product containers provided by suppliers and on controlled products imported into the workplace from outside of Canada.

2. **Safety data sheets** – Safety data sheets (SDSs) and hazard information must be readily available in the workplace. An SDS summarizes the health and safety information about the product.
3. **Worker education and training programs** – Workers must receive education and training to recognize and work safely with chemicals. The employer is responsible to educate and train workers on interpreting and using the information provided on labels and SDSs. Workers must receive both education and training before they use any hazardous product in the workplace.

The “hazard symbol” is an important part of the WHMIS label. It warns that a particular hazard exists.

You will learn about hazardous products in the module on the WHMIS.

Safety Data Sheets

Safety Data Sheets (SDSs) provide detailed information on hazardous substances. They give more details than labels. The manufacturers and suppliers of hazardous substances provide your employer with SDSs for their products.

It is important to use hazardous substances in the workplace according to:

- The manufacturer or supplier's written instructions
- The SDS
- Agreed safe work procedures

If you need more information on the product you are using, ask your supervisor, Occupational Health Committee or health and safety representative for an SDS.

Your training should include how to obtain first aid treatment for hazardous substance exposure.

Summary of WHMIS rights and responsibilities

Chemical supply companies are responsible for:

- Labeling hazardous materials supplied to the workplace
- Providing the SDS

Employers are responsible for:

- Ensuring that SDSs for all controlled products supplied to the workplace are received and kept up to date
- Making information provided by the supplier available to workers – This information must be accessible to workers, close to their work areas and available during each work shift.
- Educating workers about WHMIS – This education must be workplace specific, dealing with the actual hazards of the workplace.
- Training workers to handle, store and dispose of hazardous materials safely. Also, teaching workers the steps to follow if the material incidentally escapes into the workplace or when an emergency occurs.

It is the responsibility of the employer to provide workers with safe work procedures for handling hazardous substances and to provide information, training and supervision. Workers are responsible for following the safe work practices and procedures provided by the employer.

Remember:

- Follow safe work procedures.
- Always wear the appropriate safety equipment provided by the employer and wear it correctly.
- Do not eat, drink or smoke while working with a hazardous material or substance.
- Do not keep food or drink near a hazardous substance.
- Wash your hands, face and other exposed areas with soap and water before going to the toilet or eating and drinking.
- Read the SDSs.

Handout 12: Chemical & Biological Hazards Chart

How are we exposed to chemical and biological hazards? How are we affected by the hazards?

List five “chemical hazards,” their effects on our health and how we are exposed to them.

	Name of chemical	Health effects	Ways of being exposed
1	Asbestos	Cough, lung cancer	Inhale
2			
3			
4			
5			

List five “biological hazards,” their effects on our health and how we are exposed to them.

	Name of biological hazard	Health effects	Ways of being exposed
1	Uncooked chicken or meat	Food poisoning	Ingest (eat)
2			
3			
4			
5			

Handout 13: Methods of Control

1. What are some hazards at your job (home or school)?

2. List five methods of control used at the source (refer to first question):

- A. _____
- B. _____
- C. _____
- D. _____
- E. _____

3. List two methods of control used along the path:

- A. _____
- B. _____

4. List six kinds of personal protective equipment used by the worker:

- A. _____
- B. _____
- C. _____
- D. _____
- E. _____
- F. _____

Handout 13: Methods of Control

(Teacher's copy)

1. What are some hazards at your job (home or school)?

Go over student responses.

2. List five methods of control used at the source (refer to first question):

- A. Go over students' responses here for the hazards they've identified above.
- B. _____
- C. _____
- D. _____
- E. _____

3. List two methods of control used along the path:

Engineering: e.g., machine guards, noise buffers, etc.

Administrative: e.g., arranging work to be done and workers' schedules to minimize exposure to shiftwork, sun (UV radiation), etc.

4. List six kinds of personal protective equipment used by the worker:

- A. See the list of personal protective equipment provided earlier in this module.
- B. _____
- C. _____
- D. _____
- E. _____
- F. _____

Handout 14: Supplier's Label Quiz

Example of a supplier's label

Product K1 / Produit K1	
	
Danger Fatal if swallowed. Causes skin irritation. Precautions: Wear protective gloves. Wash hands thoroughly after handling. Do not eat, drink or smoke when using this product. Store locked up. Dispose of contents/containers in accordance with local regulations. IF ON SKIN: Wash with plenty of water. If skin irritation occurs: Get medical advice or attention. Take off contaminated clothing and wash it before reuse. IF SWALLOWED: Immediately call a POISON CENTRE or doctor. Rinse mouth.	Danger Mortel en cas d'ingestion. Provoque une irritation cutanée. Conseils : Porter des gants de protection. Se laver les mains soigneusement après manipulation. Ne pas manger, boire ou fumer en manipulant ce produit. Garder sous clef. Éliminer le contenu/récipient conformément aux règlements locaux en vigueur. EN CAS DE CONTACT AVEC LA PEAU : Laver abondamment à l'eau. En cas d'irritation cutanée : Demander un avis médical/consulter un médecin. Enlever les vêtements contaminés et les laver avant réutilisation. EN CAS D'INGESTION : Appeler immédiatement un CENTRE ANTIPOISON ou un médecin. Rincer la bouche.
Compagnie XYZ, 123 rue Machin St, Mytown, ON, N0N 0N0 (123) 456-7890	

Source: Canadian Centre for Occupational Health and Safety

Supplier's Label Quiz

1. Supplier labels are required on:
 - a) Containers furnished by suppliers of hazardous products
 - b) Hazardous products imported into the workplace from outside Canada
 - c) All of the above
2. What does each hazard symbol on this label stand for?
3. Where would you find information for this product?
4. When you use this product, what precautionary measures should you take?

Handout 14: Supplier's Label Quiz

(Teacher's copy)

1. Supplier labels are required on:

- a) Containers furnished by suppliers of hazardous products
- b) Hazardous products imported into the workplace from outside Canada
- c) **All of the above**

2. What does each hazard symbol on this label stand for?

Fire, poison

For additional information on the name and meaning of different hazard symbols, see *Module 5: An Introduction to WHMIS 2015*.

3. Where would you find information for this product?

SDSs

4. When you use this product, what precautionary measures should you take?

Specific personal protective equipment

Eyes: face shield and goggles

Gloves: rubber

Other clothing and equipment: rubber apron, rubber boots

Handout 15: Safety Data Sheet Quiz

Questions

1. Before working with a substance, especially for the first time, you should:

____ a) Check the SDS
____ b) Check the label
____ c) Check both the label and the SDS
2. Would you usually find the following information on a label or SDS? Write L for “label” or S for “SDS.”

____ a) Symptoms of acute and chronic health effects
____ b) Information on the specific personal protection you should wear
____ c) Immediate first aid information

You will need to consult the SDS on the following pages for question 3.

3. You are working with a controlled product. You need to transfer some of it to a portable container for a job you are doing. After consulting the SDS for this material, you find out that the personal protective equipment you need to work safely with this material is under which section of the SDS?

____ a) First aid measures
____ b) Toxicological properties
____ c) Physical data
____ d) Preventive measures
4. A worker has noticed some skin irritation for the last couple of weeks, just about the time the worker started using this cleaner. You check the SDS to see whether the symptoms could be related to the use of the product. You discover that (check one):

____ a) the cleaner could be causing the problem
____ b) the cleaner could not be causing the problem

Handout 15: Safety Data Sheets Quiz

(Teacher's copy)

The following eight pages illustrate the product information required on a safety data sheet (SDS).

Questions

1. Before working with a substance, especially for the first time, you should:

- ☐ a) Check the SDS
- ☐ b) Check the label
- ☒ c) Check both the label and the SDS

2. Would you usually find the following information on a label or SDS?
Write L for "label" or S for "SDS."

- ☒ S a) Symptoms of acute and chronic health effects
- ☒ L b) Information on the specific personal protection you should wear
(Some information will appear on S.)
- ☒ L c) Immediate first aid information (Some information will appear on S.)

You will need to consult the SDS on the following pages for question 3.

3. You are working with a controlled product. You need to transfer some of it to a portable container for a job you are doing. After consulting the SDS for this material, you find out that the personal protective equipment you need to work safely with this material is under which section of the SDS?

- ☐ a) First aid measures
- ☐ b) Toxicological properties
- ☐ c) Physical data
- ☒ d) Preventive measures

4. A worker has noticed some skin irritation for the last couple of weeks, just about the time the worker started using this cleaner. You check the SDS to see whether the symptoms could be related to use of the product. You discover that (check one):

- ☒ a) the cleaner could be causing the problem
- ☐ b) the cleaner could not be causing the problem

Sample Safety Data Sheet

(for illustrative purposes only)

Cleans SUPER Great**SECTION 1. IDENTIFICATION**

Product Identifier Cleans SUPER Great
Other Means of Identification ID-999
Recommended Use Concentrated cleaner.
Restrictions on Use None.
Manufacturer / Supplier ABZ Company, 123-5th Street, Anywhere, Ontario, N0N 0N0
Emergency Phone No. E. Responder, 555-222-3333, 24/7
SDS No. 0164
Date of Preparation February 02, 2014

SECTION 2. HAZARDS IDENTIFICATION**Classification**

Flammable liquid - Category 2; Eye irritation - Category 2A; Skin sensitization - Category 1;
Specific target organ toxicity single exposure - Category 3; Aspiration hazard - Category 1

Label Elements

Pictogram: Flame; Exclamation mark; Health hazard

Signal Word: Danger

Hazard Statement(s):

Highly flammable liquid and vapour.
Causes serious eye irritation.
May cause an allergic skin reaction.
May cause drowsiness or dizziness.
May be fatal if swallowed and enters airways.

Precautionary Statement(s):**Prevention:**

Keep away from heat, hot surfaces, sparks, open flames and other ignition sources. No smoking.
Keep container tightly closed.
Ground and bond container and receiving equipment.
Use explosion-proof electrical, ventilating, lighting, and other equipment.
Use non-sparking tools.
Take action to prevent static discharges.
Avoid breathing mist, vapours, spray.
Wash hands and skin thoroughly after handling.
Use only outdoors or in a well-ventilated area.
Contaminated work clothing should not be allowed out of the workplace.
Wear protective gloves, protective clothing, eye protection and face protection.

Response:

IF INHALED: Remove person to fresh air and keep comfortable for breathing. Call a POISON CENTRE or doctor if you feel unwell.

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IF ON SKIN (or hair): Take off immediately all contaminated clothing and wash it before re-use. Wash skin with plenty of water. If skin irritation or rash occurs: Get medical advice or attention.

IF IN EYES: Rinse cautiously with water for several minutes. Remove contact lenses, if present and easy to do. Continue rinsing. If eye irritation persists: Get medical advice or attention.

IF SWALLOWED: Immediately call a POISON CENTRE or doctor. Do NOT induce vomiting.

In case of fire: Use carbon dioxide, dry chemical powder, appropriate foam to extinguish.

Storage:
Store locked up.
Keep container tightly closed.
Store in a well-ventilated place. Keep cool.

Disposal:
Dispose of contents and container in accordance with local, regional, national and international regulations.

Other Hazards
None known.

SECTION 3. COMPOSITION/INFORMATION ON INGREDIENTS

Chemical Name	CAS No.	Concentration %
Acetone	67-64-1	35
Diethylene glycol monoethyl ether	111-90-0	25
Terpene	CBI*	5
Naphtha (petroleum), hydrotreated heavy	64742-48-9	5

Notes

*CBI, under review. CBI = Confidential Business Information. HMIRA Registration No.: 1234. Filing Date: January 04, 2012. (Terpene)
Concentrations are expressed in % volume/volume.

SECTION 4. FIRST-AID MEASURES

First-aid Measures

Inhalation

Move to fresh air. Keep at rest in a position comfortable for breathing. Call a Poison Centre or doctor if you feel unwell or are concerned.

Skin Contact

Take off contaminated clothing, shoes and leather goods (e.g. watchbands, belts). Immediately rinse with lukewarm, gently flowing water for 15-20 minutes. If skin irritation or a rash occurs, get medical advice/attention. Thoroughly clean clothing, shoes and leather goods before reuse or dispose of safely.

Eye Contact

Immediately rinse the contaminated eye(s) with lukewarm, gently flowing water for 15-20 minutes, while holding the eyelid(s) open. Take care not to rinse contaminated water into the unaffected eye or onto the face. Remove contact lenses, if present and easy to do. If eye irritation persists, get medical advice/attention.

Ingestion

Immediately call a Poison Centre or doctor. Do not induce vomiting.

Most Important Symptoms and Effects, Acute and Delayed

If inhaled: at high concentrations symptoms may include headache, nausea, dizziness, drowsiness and confusion.
If on skin: may cause an allergic skin reaction in some people. Symptoms include redness, rash, itching and swelling.

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If in eyes: symptoms include sore, red eyes, and tearing.
If swallowed: may be drawn into the lungs if swallowed or vomited, causing severe lung damage. Symptoms may include coughing, shortness of breath, difficult breathing and tightness in the chest.

Immediate Medical Attention and Special Treatment

Special Instructions

Not applicable.

SECTION 5. FIRE-FIGHTING MEASURES

Extinguishing Media

Suitable Extinguishing Media

Carbon dioxide, dry chemical powder or appropriate foam. Use water to keep non-leaking, fire-exposed containers cool.

Unsuitable Extinguishing Media

Water is not effective for extinguishing a fire. It may not cool product below its flash point.

Specific Hazards Arising from the Chemical

Highly flammable liquid and vapour. Can ignite at room temperature. Releases vapour that can form explosive mixture with air. Can be ignited by static discharge.

May travel a considerable distance to a source of ignition and flash back to a leak or open container. May accumulate in hazardous amounts in low-lying areas especially inside confined spaces, resulting in a fire and/or health hazard.

Closed containers may rupture violently when heated releasing contents.

In a fire, the following hazardous materials may be generated: very toxic carbon monoxide, carbon dioxide. As well, other toxic and irritating compounds, such as formaldehyde, methanol, acetic acid, hydrogen peroxide, methane and ethylene oxide may be formed, depending on fire conditions.

Special Protective Equipment and Precautions for Fire-fighters

Evacuate area. Approach fire from upwind to avoid hazardous vapours or gases.

Stop leak before attempting to put out the fire. Product could form an explosive mixture and reignite. Keep containers cool to avoid bursting.

Before entry, especially into confined areas, use an appropriate monitor to check for: toxic gases or vapours, flammable or explosive atmosphere.

Dike and recover contaminated water for appropriate disposal.

Fire-fighters may enter the area if positive pressure SCBA and full Bunker Gear is worn. If there is potential for skin contact with concentrated cleaner: chemical protective clothing (e.g. chemical splash suit) and positive pressure SCBA may be necessary. See Skin Protection in Section 8 (Exposure Controls/Personal Protection) for advice on suitable chemical protective materials.

SECTION 6. ACCIDENTAL RELEASE MEASURES

Personal Precautions, Protective Equipment, and Emergency Procedures

Concentrated product: evacuate the area immediately. Isolate the hazard area. Keep out unnecessary and unprotected personnel. Eliminate all ignition sources. Use grounded, explosion-proof equipment. Distant ignition and flashback are possible.

Increase ventilation to area or move leaking container to a well-ventilated and secure area. Do not touch damaged containers or spilled product unless wearing appropriate protective equipment. Use the personal protective equipment recommended in Section 8 of this safety data sheet.

Review Section 7 (Handling) of this safety data sheet before proceeding with clean-up.

Before entry, especially into confined areas, check atmosphere with an appropriate monitor. Monitor area for flammable or explosive atmosphere.

Product (diluted as directed): use the personal protective equipment recommended in Section 8 of this safety data sheet. No other special precautions are necessary.

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Environmental Precautions

Concentrated product: do not allow into any sewer, on the ground or into any waterway. If the spill is inside a building, prevent product from entering drains, ventilation systems and confined areas.

Methods and Materials for Containment and Cleaning Up

Concentrated product: small spills or leaks: contain and soak up spill with absorbent that does not react with spilled product. Do NOT use combustible materials such as sawdust. Place used absorbent into suitable, covered, labelled containers for disposal.

Concentrated product: large spills or leaks: cover the spill surface with the appropriate type of foam to reduce the release of vapour. Dike spilled product to prevent runoff. Remove or recover liquid using pumps or vacuum equipment. Dike and recover contaminated water for appropriate disposal. Store recovered product in suitable containers that are: tightly-covered.

Product (diluted as directed): no special clean-up methods are necessary.

Other Information

Report spills to local health, safety and environmental authorities, as required.

SECTION 7. HANDLING AND STORAGE**Precautions for Safe Handling**

When handling diluted product: no special handling precautions are necessary.

When handling concentrated product: only use where there is adequate ventilation. Avoid generating vapours or mists. Keep containers tightly closed when not in use or empty. Electrically bond and ground equipment. Ground clips must contact bare metal. Eliminate heat and ignition sources such as sparks, open flames, hot surfaces and static discharge. Post "No Smoking" signs. Use non-sparking tools. Wear personal protective equipment to avoid direct contact with this chemical.

Do NOT smoke in work areas. Wash hands thoroughly after handling this material. Immediately remove contaminated clothing using the method that minimizes exposure. Keep contaminated clothing under water, in closed containers. Launder clothes before rewearing. Inform laundry personnel of product hazard(s). Do not take contaminated clothing home.

Conditions for Safe Storage

Concentrated product: store in an area that is: temperature-controlled, well-ventilated, out of direct sunlight and away from heat and ignition sources, an approved, fire-resistant area, separate from incompatible materials (see Section 10: Stability and Reactivity). Store in a closed container.

Protect from conditions listed in Conditions to Avoid in Section 10 (Stability and Reactivity). Keep amount in storage to a minimum. Avoid bulk storage indoors.

Comply with all applicable health and safety regulations, fire and building codes.

SECTION 8. EXPOSURE CONTROLS/PERSONAL PROTECTION**Control Parameters**

Chemical Name	ACGIH® TLV®		OSHA PEL		AIHA® WEEL™	
	TWA	STEL [C]	TWA	Ceiling	8-hr TWA	Short-term TWA [C]
Acetone	500 ppm A4	750 ppm	750 ppm		Not established	
Diethylene glycol monoethyl ether	Not established		Not established		25 ppm	
Terpene	Not established		Not established		30 ppm	

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Naphtha (petroleum), hydrotreated heavy	Not established		Not established		Not established	
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Consult local authorities for provincial or state exposure limits.

ACGIH® = American Conference of Governmental Industrial Hygienists. TLV® = Threshold Limit Value. TWA =

Time-Weighted Average. STEL = Short-term Exposure Limit. A4 = Not classifiable as a human carcinogen.

OSHA = US Occupational Safety and Health Administration. PEL = Permissible Exposure Limits. AIHA® = AIHA®

Guideline Foundation. WEEL™ = Workplace Environmental Exposure Limit.

Appropriate Engineering Controls

General ventilation is usually adequate. Provide eyewash and safety shower if contact or splash hazard exists.

When handling large quantities of concentrated product: use a local exhaust ventilation and enclosure, if necessary, to control amount in the air. Use non-sparking ventilation systems, approved explosion-proof equipment and intrinsically safe electrical systems in areas where this product is used and stored.

Individual Protection Measures

Eye/Face Protection

Do not get in eyes. Wear chemical safety goggles.

Skin Protection

Prevent all skin contact. Wear chemical protective clothing e.g. gloves, aprons, boots.

Suitable materials are: Barrier® (PE/PA/PE), Silver Shield/4H® (PE/EVAL/PE), Tychem® Responder, Tychem® TK.

The following materials should NOT be used: neoprene rubber, nitrile rubber, polyvinyl alcohol.

Respiratory Protection

Not normally required if product is used as directed.

Concentrated product: wear a NIOSH approved air-purifying respirator with an organic vapour cartridge.

For non-routine or emergency situations: wear a NIOSH approved air-purifying respirator with an organic vapour cartridge, or, wear a NIOSH approved self-contained breathing apparatus (SCBA) or supplied air respirator.

SECTION 9. PHYSICAL AND CHEMICAL PROPERTIES

Basic Physical and Chemical Properties

Appearance	Colourless liquid.
Odour	Citrus
Odour Threshold	Not available
pH	Not available
Melting Point/Freezing Point	-94.6 °C (estimated) (freezing)
Initial Boiling Point/Range	56 °C
Flash Point	< -18 °C (closed cup)
Evaporation Rate	Not available
Flammability (solid, gas)	Not applicable (liquid).
Upper/Lower Flammability or Explosive Limit	Not available (upper); Not available (lower)
Vapour Pressure	180 mm Hg at 20 °C (Acetone)
Vapour Density (air = 1)	> 3 (estimated)
Relative Density (water = 1)	0.86 at 20 °C
Solubility	Soluble in water
Partition Coefficient, n-Octanol/Water (Log Kow)	Not available
Auto-ignition Temperature	Not available
Decomposition Temperature	Not available
Viscosity	14.2 mm ² /s at 40 °C (kinematic)

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Other Information**Physical State** Liquid**SECTION 10. STABILITY AND REACTIVITY****Reactivity**

Not reactive. Not sensitive to mechanical impact.

Chemical Stability

Normally stable.

Possibility of Hazardous Reactions

None expected under normal conditions of storage and use.

Conditions to Avoid

Open flames, sparks, static discharge, heat and other ignition sources.

Incompatible MaterialsOxidizing agents (e.g. peroxides), strong bases (e.g. sodium hydroxide), reducing agents (e.g. hydroquinone).
Not corrosive to metals.**Hazardous Decomposition Products**

During a fire, irritating/toxic gases, such as carbon monoxide, carbon dioxide and other toxic and irritating compounds, such as formaldehyde, methanol, acetic acid, hydrogen peroxide, methane and ethylene oxide may be formed, depending on fire conditions.

SECTION 11. TOXICOLOGICAL INFORMATION**Likely Routes of Exposure**

Inhalation; skin contact; eye contact; ingestion.

Acute Toxicity

Chemical Name	LC50	LD50 (oral)	LD50 (dermal)
Acetone	30000 ppm (male rat) (4-hour exposure)	5800 mg/kg (female rat)	> 16000 mg/kg (rabbit)
Diethylene glycol monoethyl ether	Not available	1920 mg/kg (rat)	6000 mg/kg (rat)
Terpene	Not available	5300 mg/kg (rat)	> 5000 mg/kg (rabbit)
Naphtha (petroleum), hydrotreated heavy	Not available	Not available	Not available

Skin Corrosion/Irritation

May cause mild irritation based on information for closely related chemicals.

Serious Eye Damage/Irritation

Animal tests show serious eye irritation. (Acetone)

STOT (Specific Target Organ Toxicity) - Single Exposure**Inhalation**

May cause depression of the central nervous system.

Aspiration Hazard

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May be drawn into the lungs (aspirated) if swallowed or vomited. Symptoms may include coughing, choking, shortness of breath, difficult or rapid breathing, and wheezing.

STOT (Specific Target Organ Toxicity) - Repeated Exposure

Following skin contact: may cause dermatitis.

May cause harmful effects on the kidneys, harmful effects on the liver.

Respiratory and/or Skin Sensitization

Not a respiratory sensitizer.

Skin sensitizer. May cause an allergic reaction (skin sensitization) based on information for closely related chemicals.

Carcinogenicity

Chemical Name	IARC	ACGIH®	NTP	OSHA
Acetone	Not evaluated	A4	Not Listed	Not Listed
Diethylene glycol monoethyl ether	Not evaluated	Not designated	Not Listed	Not Listed
Terpene	Not evaluated	Not designated	Not Listed	Not Listed
Naphtha (petroleum), hydrotreated heavy	Group 3	Not designated	Not Listed	Not Listed

Key to Abbreviations

IARC = International Agency for Research on Cancer. Group 3 = Not classifiable as to its carcinogenicity to humans.

ACGIH® = American Conference of Governmental Industrial Hygienists. A4 = Not classifiable as a human carcinogen.

NTP = National Toxicology Program.

Reproductive Toxicity

Development of Offspring

Animal studies show effects on the offspring. However, these effects are only seen with significant toxicity in the mothers. (Acetone)

Sexual Function and Fertility

Does not cause effects on sexual function or fertility.

Germ Cell Mutagenicity

Not mutagenic.

Interactive Effects

No information was located.

SECTION 12. ECOLOGICAL INFORMATION

This section is not required by WHMIS.

This section is not required by OSHA.

SECTION 13. DISPOSAL CONSIDERATIONS

Disposal Methods

Recommended disposal methods are for the product, as sold. (Used material may contain other hazardous contaminants). The required hazard evaluation of the waste and compliance with the applicable hazardous waste laws are the responsibility of the user.

Burn in an approved incinerator according to federal, provincial/state, and local regulations.

Empty containers retain product residue. Follow label warnings even if container appears to be empty. The container for this product can present explosion or fire hazards, even when emptied. Do not cut, puncture, or weld on or near this container.

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SECTION 14. TRANSPORT INFORMATION

Regulations	UN No.	Proper Shipping Name	Transport Hazard Class(es)	Packing Group
Canadian TDG	UN1993	Flammable Liquid N.O.S. (Acetone)	3	II

Special Precautions for User
Not applicable

Transport in Bulk According to Annex II of MARPOL 73/78 and the IBC Code
Not applicable

SECTION 15. REGULATORY INFORMATION

Safety, Health and Environmental Regulations
Canada

Domestic Substances List (DSL) / Non-Domestic Substances List (NDSL)
All ingredients are listed on the DSL/NDSL.

CEPA - National Pollutant Release Inventory (NPRI)
Part 5. (Naphtha (petroleum), hydrotreated heavy)

USA

Toxic Substances Control Act (TSCA) Section 8(b)
All ingredients are listed on the TSCA Inventory.

SECTION 16. OTHER INFORMATION

SDS Prepared By Ima Expert

Phone No. 555-444-3333

Date of Preparation February 02, 2014

Revision Indicators The following SDS content was changed on May 07, 2013:
SECTION 3. COMPOSITION/INFORMATION ON INGREDIENTS.

References CHEMINFO database. Canadian Centre for Occupational Health and Safety (CCOHS).
HSDB® database. US National Library of Medicine. Available from Canadian Centre for Occupational Health and Safety (CCOHS).

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Activity 7: Slips & Falls

Specific learning objectives

- To recognize and correct a potential incident when you see it
- To use safe work procedures and good housekeeping measures to reduce and eliminate injury
- To be aware of your abilities and limitations and realize that the only way to do the job is the safe way, even if it takes longer
- To use the proper tools and equipment to do the job

Materials

- Background notes
- *Handout 16: Prevention of Slips, Trips & Falls*

Time: 40 minutes

Activity

1. Review and discuss background information with students. Distribute *Handout 16: Prevention of Slips, Trips & Falls*.
2. Have students design a safety checklist and housekeeping rules for their classroom.

Evaluation

1. Observe students' participation in the discussion and their responses to activities.
2. Assess students' safety checklists and their understanding of the objectives of the slips and falls hazard information.

The act and regulations

The following regulations apply to the information and activities covered in *Activity 7: Slips & Falls*:

- Personal protective equipment
- Falling hazards

Background notes

Falls happen from different heights as well as on the same level. A fall can cause injury to the arms, legs, back, neck or head. Neck and head injuries can cause damage to the spinal cord and nervous system. Many workers have suffered permanent disabling injuries or death as a result of a fall.

With safe work practices, good housekeeping, precautions and caution, most slips and falls can be prevented.

Three categories of falls

1. Slips, trips and falls (falls on the same level)
2. Falls from height (a fall from one level to another)
3. Falls into (the abyss!)

Slips

When you slip or slide suddenly, you can be injured. Muscles, ligaments, tendons and bones can be damaged when you slip. Different conditions can cause you to slip.

	Condition	Prevention
1	Ice, wet spots, grease and polished floors create a very slippery surface.	Clean up wet spots. If they cover a large area, post warning signs. Clean up grease with rags and detergent. In extreme cases, put down sawdust to absorb the grease.
2	Carpets not rubberized on the bottom or not firmly attached to the floor may move when stepped on. The same thing can happen when parts of the floor become loose (e.g., a tile that comes up or a piece of ramp that shifts). If a person steps on loose flooring, it is possible to slip.	Repair and prevention can prevent this condition.
3	Surfaces are slippery and cannot be corrected.	Walk carefully and slowly. Post signs.

While on the work site, it's important to clean up after yourself and make sure that things such as rags, water, ice, grease and loose flooring are disposed of properly. Good housekeeping prevents injuries from happening to you and your co-workers.

Review *Handout 1: Basic Safety Rules & Checklists*, page 16.

Trips

Unnecessary clutter or obstacles can catch your foot and cause you to trip.

- In the office, arrange furniture to allow easy movement through the workspace.
- Do not store items in aisles, on stairs, in hallways or in areas that many people pass through.
- Open desk drawers and filing cabinets cause trips and falls. Keep them closed even when you think it unlikely someone will bump into them.
- Electrical cords are present in every workplace. Try to keep all cords away from walking areas. If this is impossible, ensure the cords are secured to the floor, so people cannot slip or catch their feet on the cords.
- Pant legs and poor shoes can also trip someone. Workers may catch their feet in the leg of long or baggy pants. Shoes that fit loosely, high heels, open toes or slippery soles are more likely to cause a tripping incident than well-fitting shoes with non-skid soles and low heels.

Good housekeeping, appropriate clothing, proper lighting and care will help prevent injuries from "unplanned trips" at work.

Falls

Slips and trips can end in falls, but falls can occur on their own. When lifting or carrying items, make sure that you don't stack them too high. Be sure you can see where you are going and that the load will not cause you to lose your balance.

Makeshift stacks of furniture or boxes used as a step ladder are a common cause of falls. Know how to use a ladder properly. It's the safe way.

Slips, trips & falls in the workplace

Slippery and uneven floors in the workplace can result in more serious incidents than just slipping or tripping and falling over. In food preparation areas, burns can occur during slips, trips and falls if pots of hot liquid are pulled or knocked onto workers or the floor. When working on a construction site, it is important to ensure that scaffolding is constructed safely. When working high above the ground, personal protective equipment (PPE) should be supplied.

Handout 16: Prevention of Slips, Trips & Falls

You can prevent slips, trips and falls by:

- Recognizing and correcting a potential incident situation when you see it
- Being aware of what you can and can't do (i.e., what's beyond your ability)
- Doing things the safe way even if it takes longer
- Fixing, removing or avoiding potential accidents
- Using the proper equipment to do the job
- Wearing proper footwear

Activity 8: Managing Shift Work

Specific learning objectives

- To develop an awareness of the health and safety hazards related to shift work
- To recognize the symptoms of poor health that may be related to shift work
- To recognize that there is an increased risk of violence for certain types of shift work (e.g., working alone at night)
- To recognize that there is an increased risk of incidents associated with working extended hours and late shifts

Materials

- Background notes
- *Handout 17: Discussion Questions for Managing Shift Work*
- Shift work section in the *Guide for New Workers*

Time: 60 minutes

Activity

1. Review and discuss the background information on managing shift work.
2. Distribute *Handout 17: Discussion Questions for Managing Shift Work*. Discuss students' responses to the questions.

Evaluation

1. Observe students' participation in activities.
2. Assess students' responses to discussion questions and their understanding of the objectives of the managing shiftwork information.

The act and regulations

The following regulations apply to the information and activities covered in *Activity 8: Managing Shift Work*:

- Shift work and constant effort and exertion
- Harassment
- Violence
- Working alone or at isolated place of employment (Regulations 3-24)

Background notes

Shift work usually means regularly scheduled work that is done outside normal daytime hours of 7 a.m. to 6 p.m. Shiftwork disrupts body rhythms and can affect health and social well-being.

Safety problems associated with shift work include impaired performance, risk of incidents, and violence. Shift work can lead to sleepiness and can decrease performance, alertness, perception and decision-making ability. These conditions can contribute to incidents and injuries.

Most **night workers** complain of sleepiness and sometimes fall asleep on the job. Performing tasks that require alertness may be more difficult at night when workers' bodies are prepared for sleep. An accumulated sleep deficit from prolonged shift work can decrease a worker's level of performance and alertness, regardless of the time of day.

Working **extended shifts** can also cause poor performance and decreased alertness. Performance deteriorates on extended work shifts where the work is physically or mentally demanding. Perception and decision-making ability may also be affected on extended shifts.

Shift work hazards can be controlled by:

- Involving shift workers, when possible, in developing and choosing their shift schedules; the Occupational Health Committee can help with this task.
- Using organizational controls (e.g., limit shift work to essential jobs and provide proper supervision, adequate rest and meal breaks), workplace design and workplace supports to minimize the hazards of shift work
- Informing workers of the hazards and how to control them

Violence

Any worker required to work with other people may be exposed to workplace violence. Shift work sometimes means a worker works alone at night. These workers may be more vulnerable to violence from customers and society at large.

Employers in certain workplaces are required by *The Saskatchewan Employment Act* (SEA 3-21 Duty re policy statement on violence and prevention plan) to develop a written violence policy statement and prevention plan to minimize or eliminate the risk of violence. The policy must:

- Identify workers at risk and inform them
- Identify actions to minimize or eliminate the risk
- Include training the worker

Late night retail establishments, like 24-hour convenience stores open between the hours of 11 p.m. and 6 a.m., are one of the workplaces required to develop a written violence policy statement and implement a prevention plan. (Regulation 3-17 Safety measures – retail premises).

They must establish the following security measures:

- Written safe cash handling procedures
- Video cameras that survey key areas of the workplace
- Signage stating there is a small amount of cash and video surveillance on the premises

For individuals who work alone, extra security measures are needed. The employer will have a written check-in procedure and supply the worker with a personal emergency transmitter to signal emergency response (i.e., 911 or a security company) when activated.

Under *The Conditions of Employment Regulations*, employers are required to arrange free transportation home for hotel, restaurant, educational institution, hospital and nursing home workers who finish work between the hours of 12:30 a.m. and 7 a.m.

Handout 17: Discussion Questions for *Managing Shift Work*

1. What is shift work?

2. What are some safety problems that can develop in shift work?

3. How can shift work hazards be controlled?

4. What types of workplaces are more prone to potentially violent situations?

Workplace harassment, shift work and violence

Workplace harassment – Harassment can injure a victim mentally and financially. It can also make your business less productive. Workplace harassment is defined in clause 3(1)(l) of *The Saskatchewan Employment Act*. Clause 3-8(d) of the act requires employers to ensure that workers are not harassed. Regulation 3-25 Harassment requires employers to implement a policy to protect workers. The regulation lists what must be in the policy statement. (Occupational Health and Safety has an example of a policy statement.)

Employers should develop a policy **with workers** and post a copy where they will see it.

To assess the risk of harassment, employers and workers can:

- Check to see that your harassment policy is in place and working properly
- Check for signs that the policy is not taken seriously
- Look for complaints or concerns from workers

Shift work – Shift workers have irregular patterns of eating, sleeping, working and socializing that can cause health and social problems. Shift work can also reduce performance and attentiveness. In turn, this may increase the risk of incidents and illnesses. Experience suggests that workers in convenience stores and other workplaces that are open 24 hours a day are more likely to encounter violent situations when working alone.

Employers and workers can co-operatively identify and control these hazards. Co-operation is essential. Regulation 6-19 Shift work and constant effort and exertion deals with stress caused by shift work. It requires employers to work with workers to:

- Assess the risks shiftwork poses to workers' health and safety
- Inform workers about the nature and extent of the risks and how to eliminate or reduce them

Violence – Workers need to know how to handle potentially violent situations. For example, staff may have to deal with shoplifters, robbers or people under the influence of drugs or alcohol. SEA 3-21 Duty re policy statement on violence and prevention plan sets out your responsibilities for developing and implementing a written violence policy statement and prevention plan policy with your workers.

Regulation 3-26 Violence:

- Defines what is meant by “violence” within the legislation
- Lists places of employment that must develop a violence policy statement and prevention plan
- Describes what must be included in a policy statement

Regulation 3-27 Safety measures – retail premises requires late night retail establishments open between the hours of 11

p.m. and 6 a.m. to develop a written violence policy statement and implement a prevention plan. They must also establish:

- Written safe cash handling procedures
- Video cameras that survey key areas of the workplace
- Signage stating there is a small amount of cash and video surveillance on the premises
- For individuals who work alone, a written check-in procedure and a personal emergency transmitter to signal emergency response (i.e., 911 or a security company) when activated

Occupational Health and Safety has a sample policy on workplace violence for small businesses.

Handout 17: Discussion Questions for *Managing Shift Work*

(Teacher's copy)

1. What is shift work?

Shift work usually means regularly scheduled work that is done outside the normal daytime hours of 7 a.m. to 6 p.m.

2. What are some safety problems that can develop in shift work?

Safety problems associated with shift work include impaired performance, risk of incidents, and violence. Shift work can lead to sleepiness and cause decreased performance, alertness, perception and decision-making ability. These conditions can contribute to incidents and injuries.

3. How can shift work hazards be controlled?

Shift work hazards can be controlled by:

- Involving shift workers, wherever possible, in developing and choosing their shift schedules.
- Using organizational controls (for example, limit shift work to essential jobs and provide proper supervision, adequate rest and meal breaks), workplace design and workplace supports to minimize the hazards of shift work.
- Informing workers of the hazards and how to control them.

4. What types of workplaces are more prone to potentially violent situations?

Workers who work alone at night may be more vulnerable to violence from customers and society at large.

Activity 9: Stress (Harassment & Violence)

Specific learning objectives

- To understand that harassment is a stress hazard that can affect work performance
- To define harassment and recognize that every worker is entitled to a working environment free of harassment

Materials

- Background notes
- *Handout 18: Discussion Questions for Harassment*
- Pamphlets and brochures from Occupational Health and Safety

Time: 60 minutes

Activity

1. Review and discuss the background information on stress, harassment and violence.
2. Distribute *Handout 18: Discussion Questions for Harassment*. Have students complete the discussion questions and review their responses.

Evaluation

1. Observe students' participation in activities.
2. Assess students' responses to discussion questions and their understanding of the objectives of the stress, harassment and violence hazard information.

The act and regulations

The following regulations apply to the information and activities covered in *Activity 9: Stress*:

- Harassment
- Violence
- Working alone or at isolated place of employment (Regulations 3-24)
- Safety measures – retail

Background notes

Harassment can create a hostile or poisoned work environment and affect the health and safety of everyone in the workplace.

Employers and workers are protected against harassment in the workplace. Every workplace is required to have a written harassment policy that sets out how harassment complaints are to be handled. Everyone shares the responsibility to ensure a harassment-free workplace.

"Harassment" now means any inappropriate conduct, comment, display, action or gesture by a person that constitutes a threat to the health or safety of a worker. Harassment falls into two categories.

1. Harassment based on race, creed, religion, colour, sex, sexual orientation, marital status, family status, disability, physical size or weight, age, nationality, ancestry or place of origin.
2. Harassment that adversely affects a worker's psychological or physical well-being, and that the person who perpetrates the harassment knows or ought reasonably to know would cause a worker to be humiliated or intimidated. This does not include any reasonable action taken by an employer or supervisor relating to the management and direction of the employer's workers or the place of employment. Under this category, the harassment must: involve repeated conduct, OR involve a single, serious occurrence that causes a lasting harmful effect.

Harassment is prohibited under *The Saskatchewan Human Rights Code* and *The Saskatchewan Employment Act*.

Anyone can be a victim of harassment. If you are exposed to behaviour in the workplace that makes you feel uncomfortable, it is important that you tell the harasser (e.g., your co-worker or supervisor) what makes you uncomfortable. The sooner you do it, the better for you. If you don't speak up, your silence may give the impression that the behaviour is acceptable to you. The behaviour may continue or become worse, so set your boundaries early. People respect those who have and exhibit self-respect.

Violence

Certain types of working conditions (e.g., working at night, in isolation) may be high risk or dangerous to workers. Workers working in those conditions may be more vulnerable to violence from customers and society at large.

Employers in certain workplaces are required by *The Occupational Health and Safety Regulations, 2020* to develop a policy to minimize or eliminate the risk of violence.

The policy must:

- Identify workers at risk and inform them
- Identify actions to minimize or eliminate the risk
- Include worker training

Handout 18: Discussion Questions for *Harassment*

1. If you feel you are being harassed in the workplace, what should you do?

2. If you feel that a co-worker is being harassed in the workplace, what should you do?

3. As a new worker, you are exposed to comments and gestures by co-workers of the opposite sex. You find their actions offensive. How would you deal with the situation? Create and act out a role play for this situation.

Handout 18: Discussion Questions for *Harassment*

(Teacher's copy)

1. If you feel you are being harassed, what should you do?

Check the harassment policy for your workplace. Follow the guidelines laid out in it.

In general, your first step should be to speak up:

- Tell the person who is harassing you that you find the behaviour offensive.
- Tell him or her to stop.

If the offensive behaviour continues, your next step is to go to your supervisor (if the harasser is a co-worker) or to human resources, if that seems more appropriate.

2. If you feel that a co-worker is being harassed, what should you do?

Again, check the harassment policy for your workplace. Follow the guidelines laid out in it.

Follow the same steps as in 1 above.

3. As a new worker in the workplace you are exposed to comments and gestures, by co-workers of the opposite sex. You find their actions offensive. How would you deal with the situation? Create and act out a role play for this situation.

Observe the students' role plays of this situation and give them feedback on their performance and behaviour.

Occupational Health & Safety Regulations

Check *The Saskatchewan Employment Act and The Occupational Health and Safety Regulations, 2020* for application and interpretation of the law.

Occupational health and safety regulations vary according to industry, work setting and task. Employers should provide all workers (including you) with workplace specific training.

For your reference, here's a list of occupational health and safety regulations of importance to workers in *all* industries.

Part		Section	
Part 3	General Duties	3-3	Employment of young persons
Part 4	Committees & Representatives		
Part 5	First Aid		
Part 6	General Health Requirements	6-2	Ventilation and air supply
		6-3	Mechanical ventilation
Part 7	Personal Protective Equipment	7-2	General responsibilities
		7-3	Respiratory protective devices
		7-5	Working in dangerous atmospheres
		7-6	Protective headwear
		7-8	Eye and face protectors
		7-9	Skin protection
		7-11	Footwear
		7-14	Exposure to noise
Part 9	Safeguards, Storage, Warning Signs and Signals	9-2	Protection against falling
Part 10	Machine Safety	1 10-6	Locking out
Part 21	Chemical and Biological Substances	21-13	Flammable, unstable, highly reactive and corrosive substances
Part 22	Controlled Products: Workplace Hazardous Materials Information System		
Part	Fire and Explosion Hazards	25-3	Fire extinguishers

25			
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Toll-free fax: 1.888.844.7773

Online: worksafesask.ca



READY FOR WORK

Module 7. Fairness Works: An Introduction



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Fairness Works: An Introduction to Employment Standards

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Introduction

Understanding the rights and responsibilities of employers and workers is important for success and survival in the workplace. Yet we know that many young people aged 14 – 24 do not know much about the basic rules governing fair workplace practices in Saskatchewan. This is the information they need to make sure they are being paid correctly and receiving the appropriate benefits.

The Employment Standards Division's experience suggests that many young workers don't know the rules that affect their wages and working conditions, such as:

- The current minimum wage (visit www.saskatchewan.ca for information)
- Scheduling and overtime pay requirements
- Public holiday requirements
- How long they must work to qualify for notice or pay instead of notice
- The length of required notice periods or the amount of pay instead of notice
- The amount of vacation and vacation pay they should receive

Experience also suggests that most young people gain their first work experiences in the retail and service sectors, most often the restaurant and food services industry. On average, the retail and service sectors account for most complaints and inquiries handled by the Employment Standards Division. Most of these complaints are about failure to pay wages, public holiday and vacation pay, overtime pay or pay instead of notice.

The goals of this module are to help students acquire the knowledge, skills and attitudes they need for a positive work experience while maintaining fair workplace practices. It focuses on three key concepts:

1. Entry-level workers are better prepared for the workplace if they are aware of fair workplace practices.
2. Employment standards set minimum requirements.
3. Both workers and employers have rights and responsibilities.

Module Description

This one-hour module will help teachers introduce students to fair workplace practices and the role of employment standards in setting minimum requirements.

The module contains objectives, learning activities, evaluation tools and lists of resources. It can be used as a separate unit of instruction or the activities can be integrated into existing unit plans.

This module can be used in many courses. It will be particularly helpful in subjects with a transition-to-work dimension. Teachers interested in additional activities or ideas for teaching students about fair workplace practices can use the four-hour module, *Module 8: Fairness Works: Employment Standards for Young Workers*.

Teachers can also use the paper and pencil or online versions of the *Young Worker Readiness Certificate Course* (YWRCC). The course can be accessed through www.saskatchewan.ca/ywrcc.

Objectives

- To become knowledgeable about fair workplace practices
- To develop an awareness of the responsibility and need for fair workplace procedures that must be followed in the workplace
- To develop workplace skills, knowledge and attitudes that may lead to successful employment
- To introduce students to the issues surrounding fair workplace practices
- To develop the skills, knowledge and attitudes required to apply their knowledge

Learning objectives

After completing this module, students will be able to:

- Explain the significance of fair workplace practices
- Identify how employment standards promote fair workplace practices
- Describe young workers' rights and responsibilities for promoting and maintaining fair workplace practices
- Determine and apply strategies for addressing problems arising from unfair workplace practices.

Resource List

1. *Ready for Work* binder series modules
 - *Module 7: Fairness Works: An Introduction to Employment Standards*
 - *Module 8: Fairness Works: Employment Standards for Young Workers*
2. Booklets/pamphlets
 - *Rights and Responsibilities: A Guide to Employment Standards in Saskatchewan*
Download from: www.saskatchewan.ca
 - *Guide for New Workers*
Download from: www.worksafesask.ca
3. Information/fact sheets
 - *The Minimum Wage Regulations, 2014*
Download from: www.publications.gov.sk.ca
 - *Tips for Young Workers*
Download from: www.worksafesask.ca
4. *Employment Act: Employment Standards*
5. Websites
 - Government of Saskatchewan – www.saskatchewan.ca
 - Young Worker Readiness Certificate Course – www.saskatchewan.ca/ywrcc
 - WorkSafe Saskatchewan – www.worksafesask.ca

Course Outline

Time frame: 60 minutes

Objective	Instructional techniques & strategies	Time frame
Introduce students to the concept of fairness in the workplace and employment standards as a major tool for maintaining fair working conditions in Saskatchewan workplaces	<i>Activity 1: Fairness in the Workplace</i> Class discussion	10 mins.
Examine how the requirements defined by employment standards promote fair working conditions Identify young workers' rights as well as their responsibilities for participating in and adhering to fair working conditions in the workplace	<i>Activity 2: Tools for Promoting Fairness in the Workplace</i> <i>Handout 1: Employment Standards Flash Cards</i>	20 mins.
Identify and apply strategies for addressing problems arising from unfair workplace practices	<i>Activity 3: The Gentle Art of the Tough Complaint</i> Case studies or class discussion	25 mins.
Summary	Question & answer	5 mins.

Activity 1: Fairness in the Workplace

Specific learning objectives

- To understand the significance of fair workplace practices to workers

Time: 10 minutes

Materials and equipment

- Pen and paper
- White board
- Resources: *Tips for Young Workers* and *Rights and Responsibilities: A Guide to Employment Standards in Saskatchewan*

Preparation

1. Post questions on white board or Smart Board.
2. Access resources: *Tips for Young Workers* and *Rights and Responsibilities: A Guide to Employment Standards in Saskatchewan*.
3. Review the information found in the resources.

Activity

1. Discuss the purpose of the activity. It introduces some of the agencies and laws that help maintain minimum standards in most Saskatchewan workplaces. These rules are important because they set working conditions for many of the entry-level jobs that students get.
2. Use some of the questions provided below (or some of your own) to initiate discussion about fair treatment in the workplace:
 - How many of you are presently working or have previously worked for pay? At what kinds of jobs?
 - What are/were working conditions like at these jobs? For example, do/did you get meal breaks, overtime pay, paycheques on time, breaks, etc.?
 - Do you think most employers provide their workers with coffee or meal breaks, overtime pay, work schedules and days off? Can you expect these working conditions or workplace practices to be the same in all workplaces?
 - Do you think these workplace practices contribute to workers being treated fairly in the workplace? Why or why not? How or how not?
 - What do you think is meant by fair workplace practices and being treated fairly in the workplace? If you considered the workplace conditions under which you

worked as fair, what would be happening in your workplace? How would you be treated? Would you get breaks, work schedules, etc.?

3. During the discussion, introduce students to some of the following concepts:
 - There are rules that govern how employers and workers interact with each other in the workplace. These rules help keep workplaces fair and ensure workers are treated fairly.
 - These rules have been developed from the experiences of workers and employers to meet emerging needs for fairness.
 - In Saskatchewan, several federal and provincial agencies regulate fair workplace practices. They include Employment and Social Development Canada, the Saskatchewan Human Rights Commission, and the Ministry of Labour Relations and Workplace Safety. Some administer programs and offer services to address safety, harassment and discrimination in the workplace. Others set standards for working conditions and wages.
 - Employment standards apply to most Saskatchewan workers except those who come under federal jurisdiction or self-employed contractors, outfitters and farm workers; athletes working for their teams; casual babysitters; or family businesses employing only immediate family members. Fishers and trappers are exempt from most employment standards, except for the rules governing payment of wages, record keeping and payroll administration.
 - The rules help maintain fair working conditions by setting minimum standards for things like hours of work, schedules, meal breaks, overtime, wages, minimum call-out, termination, equal pay, vacations and holiday pay. These provincial laws are administered by the Employment Standards Division of the Ministry of Labour Relations and Workplace Safety.
4. Provide students with copies of the fact sheet: *Tips for Young Workers*.

Evaluation

Students' willingness to participate and share ideas.

Activity 2: Tools for Promoting Fairness in the Workplace

Specific learning objectives

- To identify how employment standards promote fair treatment in the workplace
- To describe young workers' rights and responsibilities for promoting and maintaining fair workplace practices

Time: 20 minutes

Materials and equipment

- Student worksheets and resources: *Handout 1: Employment Standards Flash Cards*
- Background notes
- Resources: *Tips for Young Workers* and *Rights and Responsibilities: A Guide to Employment Standards in Saskatchewan*

Preparation

1. Access resources: *Tips for Young Workers* and *Rights and Responsibilities: A Guide to Employment Standards in Saskatchewan*.
2. Review the background notes on employment standards and the relevant sections of the booklet.
3. Prepare a class set of the flash cards.
4. Determine the number of questions and topics you can cover in the 20 minutes allotted. At a minimum, we recommend using all the cards in the *Hours of Work* section. Questions left over could be assigned as homework.

Activity

1. Discuss the purpose of the activity: to increase students' knowledge of Saskatchewan's employment standards.
2. Some ideas for using the flash cards are presented below:
 - Pass out cards. Randomly ask students to read their question to the class and solicit answers from other class members. Ask each student to share the answer with the class. If time allows, discuss the answer and address additional questions.
 - Divide the class into teams of two or more. Have each team take turns asking questions of another team and providing the answers.

3. Summarize the activity by asking students to respond verbally or in writing to one of the following questions:
 - Do you think employment standards help to maintain fairness in the workplace? How?
 - Identify a job or occupation that interests you (or assign a job - waiter/waitress, service station attendant). What employment standards will apply to this particular occupation?
4. Provide students with copies of the fact sheet: *Tips for Young Workers*.

Evaluation

1. Observe students' participation in activities, including willingness to participate, share ideas and to show respect for others' opinions and ideas.
2. Assess their verbal and written answers and their understanding of how employment standards will affect them as workers and employers.

Background notes

General

Part II of *The Saskatchewan Employment Act* applies to most Saskatchewan employers and workers except:

- Self-employed contractors
- Farm workers⁶
- Casual babysitters
- Outfitters
- Athletes working for a team
- Workers in businesses that employ only immediate family members of the employer
- Workers in jurisdictions governed by federal law (e.g., railways, banks, airports, radio and television, some First Nations activities)

Trappers and fishers are also exempt from most sections of the act except rules governing payment and collection of wages, record keeping and payroll administration. See the *Tips for Young Workers* fact sheet for a more complete list of exemptions.

Except for the section on pro-rated benefits, employment standards apply equally to all workers, including part-time, full-time, temporary, seasonal, casual and permanent workers. There are some partial exemptions from specific requirements. For example, managers are exempt from provisions covering overtime and hours of work. Teachers are exempt from the rules governing vacations, public holidays and hours of work.

The Employment Standards Division of the Ministry of Labour Relations and Workplace Safety administers Part II of the act. Visit the ministry's website at www.saskatchewan.ca for the phone numbers and addresses of district offices.

Promoting fairness in the workplace

Employment standards promote and maintain fair working conditions by setting minimum requirements for such things as hours of work, overtime, vacations, public holiday pay and termination. Employers and workers can agree to terms and conditions of employment that provide more than what is required, but not less.

Employment standards protect employers from unfair competition by ensuring everyone operates under the same rules. For example, employers must provide at least the same overtime pay rate to all eligible workers (1.5 x the employee's hourly wage rate).

⁶Most employment standards do not apply to farm and ranch workers who produce food for consumption. However, the Director of Employment Standards can assist farm workers to recover unpaid wages. Employment standards cover the operation of egg hatcheries, green houses and nurseries, bush clearing operations and commercial hog barns. Occupational health and safety rules apply to all agricultural industries, including farms and ranches.

Employment standards ensure that workplace practices reflect what is important to society. For example, Saskatchewan people value family and family time. Employment standards dealing with family leaves (maternity, adoption, parental, bereavement) reflect this value.

Rights and responsibilities

Employment standards set rights and responsibilities for workers and employers. For example, workers have a right to a 30-minute unpaid meal break for every five hours of work. Employers have the right to determine when workers will take their vacation leave. Workers have the responsibility to take vacation as assigned by the employer.

Overtime – Overtime rules do not apply to managerial or professional workers, loggers, certain types of travelling salespersons, or employees working for outfitters, fishers or trappers.

For scheduling work and calculating overtime, a *day* is any period of 24 hours in a row. A *week* is any period of seven days in a row regularly used to schedule work. Overtime pay is 1.5 times the worker's hourly wage.

A **regular workweek** in Saskatchewan has **40 hours**. Employers can schedule workers to work those 40 hours in four 10-hour days, or five 8-hour days. A week with a public holiday has 32 hours.

Eligible workers earn overtime by the day and week. Eligible workers scheduled to work eight hour days earn overtime after working eight hours. Eligible workers scheduled to work 10 hour days earn overtime after working 10 hours.

Eligible workers earn overtime after 40 hours in a standard workweek or 32 hours in a week with a public holiday.

Employers and workers who want to work different schedules can negotiate a modified work arrangement (known as a MWA) or apply for a permit from the Director of Employment Standards.³ For example, a permit might allow workers to work more than seven days in a row and then take extended time off. To get a permit, 51 per cent of the workers who will be affected must agree that they want to vary their work schedules by signing the application.

³ A MWA is an agreement between the employer, and a worker or a group of workers that allows you to compress work time in one, two, three or four week cycles. In return, workers get longer periods off from work. MWAs can include averaging:

- 40 hours over one week
- 80 hours over two weeks
- 120 hours over three weeks
- 160 hours over four weeks

Longer work schedules require the employer to get an averaging of hours permit from the Director of Employment Standards. Workers working less than 30 hours per week on average cannot be covered by a MWA or permit.

Part-time workers who work less than 30 hours per week earn overtime after working more than eight hours in a day. These workers cannot be covered by a MWA or averaging permit.

Meal breaks – Workers get an unpaid 30-minute meal break within every five consecutive hours of work. Workers who cannot take a meal break must be allowed to eat while working. Workers who need to snack regularly for medical reasons should be accommodated.

Work schedules – Employers must provide a schedule to every worker at least one week before the schedule starts. Every schedule must cover at least one week of work, be in writing and posted in the workplace or online where workers can find it easily. Employers must give one week's notice of a change in a schedule unless there is an emergency or something unexpected happens, such as when an employee asks for a schedule change or goes home sick.

Minimum wage – The minimum wage is the least amount of money per hour that a worker can be paid. Changes to the minimum wage are made each October. Visit www.saskatchewan.ca for information about the current minimum wage.

Minimum call-out pay – Most workers get three times their hourly wage (minimum call-out pay) each time they report for work (except to work overtime). This applies even if it turns out there is no work for them that day. If the worker works, the worker must be paid either minimum call-out pay or the worker's regular wages for the time worked, whichever is greater. For example, minimum call-out for a worker who earns \$12 per hour is \$36.

Minimum call-out pay for students (K-12) working during the school term is one hour at their hourly wage. For example, minimum call-out for a student earning \$12 per hour is \$12. Regular minimum call-out pay rules apply to students working during school breaks and summer vacations.

Workers called in to work overtime get their overtime pay rate for each hour worked. They do not earn minimum call-out pay. For example, a worker earning \$12 who is called in to work one hour of overtime would earn \$18 and not \$36 minimum call-out.

Vacation pay – Vacation pay is 3/52 (three weeks in 52 weeks) of total yearly wages during the first nine years of employment with the same employer. All full-time, part-time, seasonal and temporary workers get vacation pay. After one year with the same employer, workers are entitled to three weeks of vacation. Vacation pay can be paid on each cheque.

Shifts – Workers in a restaurant, hotel, educational institution, hospital or nursing home cannot be scheduled for more than two shifts in any twelve-hour period.

Termination (dismissal or layoff) – Workers who are terminated may be entitled to notice or pay instead of notice, depending on their length of service. A worker who has worked less than three months with the same employer is not entitled to any notice or pay instead of notice.

Length of service	Minimum notice
0-3 months	0 weeks
3 months-1 year	1 week
1-3 years	2 weeks
3-5 years	4 weeks
5-10 years	6 weeks
10 years and over	8 weeks

If a worker is discharged for “just cause,” notice or pay instead of notice is not required. Employment standards do not define “just cause.”

“Just cause” generally involves worker misconduct. Employers are expected to manage worker misconduct as they would other worker performance issues. For example, employers should:

- Be objective in assessing worker performance
- Impose proportional disciplinary responses
- Keep records

Remember employers carry the burden of proof. Worker misconduct must not only be serious enough to justify the summary dismissal, but the employer must be able to prove misconduct on an objective standard.

The law in this area can be complex. Employers and workers may want to consult a lawyer.

Any worker who has been employed for at least 13 consecutive weeks with the same employer must provide the employer with written notice at least two weeks before leaving a job. The notice must state the last day the worker will work before leaving the job. Employers may waive workers giving written notice.

There are some exceptions. Some examples include:

- The worker quits for health and safety reasons
- The worker quits due to a wage reduction
- The worker's contract terminates through no fault of either employer or worker (e.g., fire destroys the business)

Minimum age of employment – Young people under the age of 14 cannot work unless the employer has a special permit from the Director of Employment Standards. For more information about this permit, please see [Permits and Variances](https://www.saskatchewan.ca/permits-and-variances) at www.saskatchewan.ca.

The minimum age at which young people can work in Saskatchewan is 16 years of age. Fourteen or 15 year olds who want to work:

1. Must have written consent from one of their parents or guardians.
2. Must complete the online *Young Worker Readiness Certificate Course* (YWRCC) at www.saskatchewan.ca/ywrcc.

Fourteen and 15 year olds cannot work:

- After 10 p.m. on a day before a school day
- Before the start of school on any school day
- More than 16 hours during a school week

These restrictions apply in any week where there is a school day. During school breaks and summer holidays, 14 and 15 year olds can work the same hours as other workers. Employment standards regulations that govern overtime, rest periods, public holiday pay, vacations and the minimum wage apply to all workers regardless of age.

Exemptions – Minimum age of employment rules do not apply to:

- Family businesses employing only immediate family
- The self-employed
- Workers producing food in traditional farming and ranching operations
- Athletes working for their team
- Casual babysitters
- Self-employed newspaper carriers

There are minimum age requirements under occupational health and safety, alcohol regulations and other laws. If students are 14 or 15, this may limit the type of work they can do.

Under occupational health and safety rules, an employer or contractor must ensure that no person **under the age of 16 years** is employed or permitted to work:

- On a construction site
- In a production process at a pulp mill, sawmill or woodworking establishment
- In a production process at a smelter, foundry, refinery, or metal processing or fabricating operation
- In a confined space
- In a production process in a meat, fish or poultry processing facility
- In a forestry or logging operation

- On a drilling or servicing rig
- As an operator of powered mobile equipment, a crane or a hoist
- Where exposure to a chemical or biological substance is likely to endanger the health or safety of the person
- In power line construction or maintenance⁴

An employer or contractor must ensure that no person under the age of 18 years is employed:

- Underground or in an open pit at a mine
- As a radiation worker
- In an asbestos process
- In a silica process
- In any activity which requires the use of an atmosphere-supplying respirator

Under *The Education Act*, students **under the age of 16** must get written permission from the principal to work during school hours. *The Alcohol and Gaming Regulation Act*, Part VII, Section 115, prohibits minors (under 19 years of age) from working in the sale, handling or serving of alcohol. Under *The Highway Traffic Act*, someone must be at least 16 years of age to operate a motor vehicle.

Uniforms – An employer in any industry who requires workers to wear clothing that identifies the business must provide it at no cost to the workers. Deductions from wages for uniforms must not be made.

Employers in hotels, restaurants, educational institutions, hospitals and nursing homes who require workers to wear uniforms or any special article of apparel must provide, repair and launder them free of cost to the employees (this does not apply to registered nurses).

Employers can set a reasonable dress code. Employers do not have to pay for clothing that does not identify the employer's business and can be worn off the job.

Public holidays – All workers in Saskatchewan are paid for 10 public holidays, even if they work part time. Public holiday pay for most workers is 1/20 (five per cent) of total wages earned (excluding overtime and vacation pay paid on each cheque) in the 28 days before the holiday. Workers (including managers) who work on a public holiday get premium pay of 1.5 times their regular hourly wage for all hours worked on the holiday, plus public holiday pay.

Eligible workers earn overtime after working 32 hours in a week with a holiday.

⁴ Occupational health and safety rules are in Part III of *The Saskatchewan Employment Act*.

Equal pay – Male and female workers are entitled to the same rate of pay when:

- They perform similar work in the same establishment.
- They work under similar conditions.
- The work requires similar skill, effort, and responsibility.

Different rates of pay are allowed when based on seniority, merit, trainee programs or other non-gender-related criteria.

Protection for injured or ill workers – An employer may not terminate or discipline a worker who has worked for them for more than 13 consecutive weeks because the worker is absent due to an illness or injury or caring for an ill or injured dependent family member if:

- The worker is receiving or waiting to receive compassionate care leave benefits, and the absence does not exceed 16 weeks in a 52-week period
- The absence is due to a serious illness or injury and does not exceed 12 weeks in a period of 52 weeks
- The worker is injured and receiving benefits under *The Workers' Compensation Act, 2013* and the absence does not exceed 26 weeks in a 52-week period
- Absences do not exceed 12 days in a calendar year

Employment standards do not require employers to pay workers who are away sick.

Employers can terminate workers who abuse their right to absences of up to 12 days in a calendar year if the employer can show that the employee has a record of chronic absenteeism and there is no hope for improved attendance.

Workers who cannot come to work because of an illness or injury should inform the employer as soon as possible. The employer can ask the worker for a doctor's note.

Handout 1: Employment Standards Flash Cards

Work schedules and time off work	
Meal breaks must be paid. a) True b) False	Answer False. Meal breaks are a 30-minute unpaid break.
How many unpaid meal breaks can I take if I work eight hours? a) Three b) Two c) One	Answer One. Workers are entitled to one half-hour unpaid meal break within every five consecutive hours of work.
My employer must post work schedules telling me when my work begins and ends over a period of at least one week. a) True b) False	Answer True. Employers must give their workers notice of when their work begins and ends over a period of at least one week. The notice should be in writing and posted in the workplace or online where workers can find it easily. Employers must give one week's notice of change in schedule.

Minimum wage	
If I am required to wear a uniform as part of my job as a service station attendant, my employer has to pay for it. a) True b) False	Answer True. Any employer who requires workers to wear special clothing that identifies the business must provide it free of charge.
Under employment standards, I am entitled to a coffee or rest break every four hours. a) True b) False	Answer False. Employment standards do not require coffee or rest breaks. If a coffee break is given, it must be a paid break.
Can I be paid less than minimum wage? a) Yes b) No	Answer Yes. If you are exempt from employment standards (farm workers, outfitters, athletes, casual babysitters) or the minimum wage rules (come-in care providers), you can be paid less than minimum wage.

If I work for a company owned by my friend, can I be paid less than minimum wage? a) Yes b) No	Answer No. The minimum wage is the least amount of money per hour that most workers covered by employment standards can be paid.
How much is minimum wage?	Answer Check www.saskatchewan.ca for the latest minimum wage in Saskatchewan.
What is minimum call-out?	Answer Minimum call-out is a minimum payment of three times the worker's hourly wage. It must be paid every time the employer requires a worker to report for work, even if there is no work for him/her. Minimum call-out for students (K-12) during the school year is one hour at the student's hourly wage.
Only female workers working in a hotel after 12:30 a.m. are entitled to free transportation home. a) True b) False	Answer False. An employer in a hospital, hotel, restaurant or nursing home shall provide free transportation home for each worker (male or female), who is required or permitted to finish work between the hours of 12:30 a.m. and 7 a.m.

Students must be 16 before they can get a job. a) True b) False	Answer False. Under employment standards, 14 and 15 year olds can work if they have their parent or guardian's consent and have completed the YWRCC. There are minimum age requirements under OH&S legislation and other laws that may limit the type of work that can be done.
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Overtime	
How much is overtime pay? a) 1.5 x the hourly wage b) 1.5 x the hourly wage c) 1.75 x the hourly wage	Answer 1.5 x the hourly wage
What is overtime?	Answer For most workers, overtime is time worked over eight or 10 hours in a day, (depending on the worker's schedule) over 40 hours in a regular week, or over 32 hours in a week with a public holiday.

Layoff and termination	
What is “just cause” for dismissal?	Answer “Just cause” is not defined in employment standards. It is defined by court cases. “Just cause” for dismissal is when the employer is justified in immediately firing a worker. Usually very serious offences like fraud, theft or violence are considered “just cause.” Employers are not required to give notice or pay instead of notice if a worker was fired for “just cause.”
Before I am eligible for notice I am being terminated, I must have worked more than: a) Three months b) Six months c) 12 months	Answer Three months or 13 weeks is generally regarded as a probation period. Employers do not have to give notice or pay instead of notice during the first three months.
Workers cannot be dismissed if they take time off to be with a sick family member. a) True b) False	Answer True. Employers may not discharge or discipline employees who have worked for them more than 13 consecutive weeks because of absence due to illness or injury of the worker or a dependent family member.

Holiday pay	
What is public holiday pay? a) Pay I get whenever there is a public holiday b) Pay I get only if the holiday falls on a regular day of work for me	Answer Pay for whenever there is a public holiday. It is calculated by multiplying regular wages, excluding overtime and vacation pay, paid on each cheque, earned in the 28 days before the holiday by 1/20 (five per cent). Workers get public holiday pay for 10 public holidays in Saskatchewan, even if they work part time.
As a casual, temporary, seasonal or part-time worker, I am entitled to vacation pay. a) True b) False	Answer True. All workers who work in the province of Saskatchewan are entitled to vacation pay of 3/52 (six per cent) of the worker's total (gross) wage over 12 months.
After working part-time for a year for the same employer, I am entitled to vacation leave of: a) One week b) Two weeks c) Three weeks	Answer Three weeks

What is vacation pay?	Answer Money that is paid for annual vacation. It is calculated by multiplying your total wages for a year by 3/52 or approximately six per cent.
Name two public holidays.	Answer Saskatchewan has 10 public holidays: New Year's Day, Family Day, Good Friday, Victoria Day, Canada Day, Saskatchewan Day, Labour Day, Thanksgiving Day, Remembrance Day, and Christmas Day.
As a casual worker, I am entitled to vacations. a) True b) False	Answer True. All workers in Saskatchewan are entitled to vacations, no matter what hours they work.

Wages/payroll administration section	
My employer can deduct from my paycheque, cash shortages or the cost of replacing goods I accidentally break or damage. a) True b) False	Answer False. Only deductions required by law (CPP, Employment Insurance, and income tax) or voluntary worker purchases can be deducted from your wages. Employers may recover other costs only if they take the worker to court and win.

My employer must provide me with a written statement of earnings showing vacation pay and public holiday pay I earned for the pay period for which I am being paid.

- a) True
- b) False

Answer

True. Your paycheque must include a written statement that is detachable from the cheque and includes, among other items, the public and vacation pay you have earned during that pay period.

Activity 3: The Gentle Art of the Tough Complaint

Learning objectives

- To determine and apply strategies for addressing problems arising from unfair workplace practices

Time: 30 minutes

Materials and equipment

- Student handouts: Handouts 2-4 (case studies), Handout 5
- Answer keys: Handouts 2-4
- *Ready for Work q-cards*
- Harassment prevention information on www.saskatchewan.ca
- Background notes
- Flip chart
- Pens

Preparation

1. Copy class sets of :
 - Handouts 2-4 (case studies)
 - Handout 5
2. Review the case studies and answer keys.
3. Review the information found in background notes.

Activity

1. Divide classes into groups of two to four students. Provide each group with a case study. Ask each group to appoint a recorder and a spokesperson. Provide about 10 minutes to complete the case study. Have each group provide the larger group a synopsis of their case study and their answers to the questions.
2. Provide students with copies of Handout 5 and *Ready for Work q-cards*. If time permits, review and discuss the wallet cards and Handout 5.

Evaluation

Ask students to complete the following statements:

- One thing I already knew about fair workplace practices and employment standards ...
- One thing I learned today ...
- One thing I will remember from this module is ...
- One question I still have ...
- The information would have been more meaningful if ...

Background notes

Handling conflict in the workplace⁷

At some point in their work life, workers will likely encounter conflict in their workplace. Conflict is as normal in the world of work as it is in other life situations. For workers to be effective at their jobs, they will need to learn some strategies or techniques for dealing with conflict.

Handling anger effectively

If workers feel their rights have been violated, they may feel angry and frustrated. Their initial reaction may be to confront their supervisor/employer. Anger is a natural reaction to feelings of being treated unfairly. However, it is important for all workers to understand there may be consequences to losing one's temper. Most employers will not tolerate a worker seen as a problem in the workplace.

Workplaces generally have policies outlining serious consequences for emotional or physical displays that have the potential to harm others. As well, workers could possibly lose credibility with colleagues they may need to work with in the future. It is important to find an effective way to channel this anger into productive behaviour.

A conflict of interest or a personal conflict?

One strategy for dealing with anger might be to take a time out to reflect on the conflict. A "time out" may enable you to find a way to think of this conflict in a different way (i.e., to take it out of the personal realm). You will have time to determine if this is a conflict of interest or a personal conflict.

Daniel Johnson describes a conflict of interest as when the actions of one person attempting to reach his or her goals prevents, blocks or interferes with the actions of another person attempting to reach his or her goals.⁸ For example, in a workplace, the employer or supervisor's desire to schedule a worker to work a particular shift may be in conflict with the worker's wish to have the day off. This is a conflict of interest.

A conflict of interest can occur between people who like or respect one another. A personal conflict is often described as one that involves negative feelings. Workers may find it useful to see their problems with their working conditions as a conflict of interest rather than a personal conflict. It may help them to deal with their feelings of anger and frustration if they realize that what is happening is not directed at them personally.

⁷ Reprinted/adapted with permission. *Reaching Out: Interpersonal Effectiveness and Self-Actualization*, sixth edition, 1997, Daniel W. Johnson. Also from *Helping to Solve the Employment Puzzle: A Toolbox for Middle and Secondary Levels*, SIAST and the Saskatchewan Ministry of Advanced Education, Employment and Environment.

⁸ Reprinted/adapted with permission. *Reaching Out: Interpersonal Effectiveness and Self-Actualization*, sixth edition, copyright 1997, Daniel W. Johnson.

It may also help them become more effective in determining a strategy to deal with the conflict.

Conflict resolution strategies

There are many strategies for dealing with a conflict of interest in the workplace. There is a greater potential for the strategy to be successful if workers are aware of their own personal style for dealing with conflict, as well as their goals for the situation. For example, they may find conflict difficult and will try to avoid it at all costs. Alternatively, they may be determined to win at all costs.

When deciding upon a conflict resolution approach, consider two important questions:

- How important is your goal(s)? Remember that a conflict of interest happens when workers' attempts to reach their goal are blocked.
- How important is their relationship with their boss/supervisor/colleague?

If attaining goals are important and the relationship is not, strategies to help you reach your goals should be the focus of any actions. However, if the relationship is important, the strategies used will need to work towards preserving the relationship. In determining strategies, the following factors are significant:

- How much power does the supervisor/employer have over your job security and satisfaction?
- How much power does the supervisor/employer have over your future employability in other businesses?
- Is your relationship with the supervisor/employer likely to deteriorate if the issue is raised?
- How much influence do you have with the supervisor/employer?
- Is quitting the job an option?
- How important is your need to realize your goal(s)?

Here are some general guidelines that may help you determine your approach:

- In ongoing relationships, it is usually better to deal with the conflict than to withdraw from it. In ongoing relationships, forcing, persuading, threatening or manipulating the other person into giving in may cause him or her to seek revenge at a later point.
- Seriously consider if the relationship is of importance to you. You can't always be certain you will not have dealings with the person at a later date.
- It is important not to give up on your goals if they are very important to you. Giving up a goal of significance may lead to frustration and anger, which could manifest itself at a later point in the relationship.
- Not all problems or conflicts can be addressed or solved immediately. Some may require a long-term strategy, which is put in place gradually and over time. Most problem-solving strategies take a lot of time. However, if there is time, problem-

solving negotiations are often the best choice for addressing problems constructively.

Using outside agencies

There are outside agencies that help workers address workplace problems. One of these is the Ministry of Labour Relations and Workplace Safety. This is procedure the Employment Standards Division recommends using when addressing workplace concerns:

1. Call the Employment Standards Division to determine your rights and responsibilities.
2. Discuss the issue with the employer.
3. If the concern is still not resolved, make a formal complaint to the Employment Standards Division.

Talk to the employer

The Employment Standards Division recommends that workers start the problem solving process by talking to their employer. It is important to note that most employers want the opportunity to address the existing problems before there is outside intervention.

There are many factors that will affect the outcome of your discussions with your employer:

- Employers may not be aware of the law. Alternatively, they may not know how the law specifically affects their particular work situation. If at all possible, it is important that the worker and employer take the time to discuss the matter, seeking advice and information as needed.
- Some employers may be open to discussing working conditions or receiving information or suggestions from their workers. However, not all employers may be prepared to discuss working conditions with their workers. The discussion could result in actions the worker may see as unfair or disciplinary.
- The manner in which you start the discussion may affect its success or failure. You may want to start by asking for information or clarification about the issue. For example, you could ask how your wages were calculated or how to read your pay stub. Asking for clarification opens the door to further discussion.

Early intervention

If you decide it is impossible to approach your employers or if your attempts have been unsuccessful, you may want to seek the assistance of the Employment Standards Division. If they determine employment standards have been violated, they will call the employer on your behalf to discuss the issue. If you agree, they will use your name to explain the problem with the employer. Alternatively, if you desire, your name will not be used in the discussion.

Formal complaint for unpaid wages

If the employer does not respond to attempts to resolve the problem, the Employment Standards Division will invite you to make a formal complaint. You will need to complete a complaint form (www.saskatchewan.ca) explaining the problem and provide pay stubs and any records you may have.

Once a formal complaint is made, an Employment Standards Officer will investigate it. If they find wages are owed, they will use a variety of methods for collecting them. If a wage assessment is filed, employers or workers can appeal it. An adjudicator appointed by the Saskatchewan Labour Relations Board will then conduct a hearing into the problem and make a decision. The adjudicator's decision can be appealed to the board on a matter of law or jurisdiction.

Waiting it out

You may opt not to pursue your complaint at this particular time. You may decide to wait and file a complaint for unpaid wages with the ministry once you have left your place of employment. It is important to note that you can make a claim for unpaid wages within one year of the time the wages were due.

Anonymous complaints

Anonymous complaints can be filed by anyone including a worker or a third party such as a parent, friend or a member of the community. The anonymous complaint process best meets the needs workers who are, and want to remain, employed with an employer, and want a workplace employment standards issue addressed and corrected. A complaint can involve monetary or non-monetary issues. Written complaints with some supporting evidence are preferred.

Upon receiving an anonymous complaint, the Employment Standards Division will contact and work with the employer to correct the employment standards problem. Problems are usually corrected on a “go-forward” basis to ensure that from this point on the provisions of the act will be followed in the workplace.

The Employment Standards Division contact information can be found on www.saskatchewan.ca for anyone interested in filing an anonymous or third party complaint

Keeping records

The Employment Standards Division suggests that workers keep their pay stubs and any other employment records. They may also want to track their hours of work, meal breaks, overtime hours, etc., on a calendar. This information may be useful if they need to file a formal complaint. Workers can make a claim for unpaid wages up to one year after the wages were due.

The Employment Standards Division's mandate

- Answer inquiries from workers and employers about how employment standards might apply to specific workplace situations
- Offer advice to workers and employers for strategies for resolving workplace problems relating to employment standards
- Investigate complaints
- Collect unpaid wages

Most employers respond quickly to complaints about working conditions in their workplaces.

Handout 2: The Day Off Case Study

Casey is a Grade 11 student working at a 24-hour neighbourhood convenience store during the summer months. He works a six-hour shift (5:30 p.m. – midnight) with a 30-minute supper break at 6:30 p.m. Tuesday and Wednesday are his usual days off, and he likes to sleep in on those days. His employer has started scheduling staff meetings for 7-8 a.m. on Wednesday mornings. This is considered the best time because the rest of the staff, except for Casey, is already working. Business is usually slow at that time of day. Since breakfast is provided to all the staff, Casey has been told he will not be paid for attending. He has been told it is critical for him to attend these meetings.

Casey's mother thinks Casey should be paid for attending. Casey thinks that since he is getting breakfast, he should not be paid. However, he does not want to attend the meetings. Since he doesn't usually work on these days, he doesn't see why he should.

1. What are the workplace problems or issues in this situation?
2. What do you think Casey's rights and responsibilities are in this situation?
3. Where could he go for more information about his rights and responsibilities?
4. Do you think this is a conflict of interest or a personal conflict?
5. What is one strategy Casey might use to address this problem?
6. If Casey decides to discuss the issue with his employer, how could he start the discussion? What are some "openers" he could use?
7. Before starting a job, what would you like to know about the working conditions of this job? When would be a good time to ask these questions?

Handout 2: The Day Off Case Study

(Teacher's copy)

1. What are the workplace problems or issues in this situation?

- Not being paid for attending the staff meeting
- Attendance at the staff meetings
- Days off
- The boss's need to hold staff meetings that all staff can attend to provide information to improve the effective functioning of his business

2. What do you think Casey's rights and responsibilities are in this situation?

Rights: For attending the staff meeting, Casey is eligible for a minimum call-out, or his wages for the time worked, whichever is greater, regardless of whether he is fed breakfast. Since Casey is working during the summer months, he is eligible for minimum call-out.

Whenever the employer requires an employee to be at his or her disposal, the worker is deemed to be at work and must be paid. Casey is eligible for two consecutive days off in every seven days if he works in retail for more than 20 hours a week and there are more than 10 workers in the business. One of those days should be Saturday or Sunday whenever possible. If Wednesday is his only day off, Casey may be eligible for another day off as the staff meeting is regarded as time worked.

Responsibilities: If his boss requires him to be at the staff meeting, it is Casey's responsibility to attend the meeting as required. He needs to know his rights under employment standards as it applies to this situation.

4. Where could he go for more information about his rights and responsibilities?

Sources of information: Internet, school, local library, government blue pages, Public Legal Education Association (PLEA)

Sources of assistance: Ministry of Labour Relations and Workplace Safety and Employment and Social Development Canada (ESDC)

5. Do you think this is a conflict of interest or a personal conflict?

A conflict of interest. Casey's interest is not having to attend the meeting, but if he does attend he should be paid accordingly. The owner's interest is to ensure his staff members are trained and up to date on the most current issues.

6. What are some strategies Casey might use to address this problem?

Casey needs to determine if his relationship with his boss or his goal is more important to him or if they are of equal importance. This decision will help him decide on a strategy.

Strategy 1: If his relationship is very important and his goal unimportant, he may decide not to bring the issue to the boss's attention.

Strategy 2: If his goals are very important and his relationship with his boss is unimportant, he may decide to confront his boss and ask for minimum call-out and a day off.

Strategy 3: If the relationship and attaining his goals are of equal importance, he may decide to try a problem-solving approach that will allow both parties to attain their goals and maintain a positive relationship.

Strategy 4: If Casey feels he cannot raise the issue with his boss, he could ask for assistance from Employment Standards Division. They could call on his behalf. This might entail using or not using his name in the discussion. It may even require asking him to file a formal complaint with the division.

Strategy 5: Casey might also decide not to raise the issue with his boss at this time, but rather to wait until he has moved on to a new job.

7. If Casey decides to discuss the issue with his employer, how could he start the discussion? What are some "openers" he could use?

- "I wonder if I could get some information about Wednesday's staff meeting."
- "I am confused about whether my attendance at the staff meeting is considered work time. I wonder if we could talk about it."
- "I would like to find some time to talk about my attendance at the staff meeting."

8. Before starting a job, what would you like to know about the working conditions of the job?

Some possible questions:

- What hours will I be working?
- What will I be paid?
- How and when will I be paid?
- What will be deducted from my paycheque?
- Will I need to purchase anything? (uniforms, tools, boots)

- Who is my supervisor?
- Will I be provided with training?
- What are some of my duties?
- What days do I get off?
- Are there staff meetings? Are they held during work time? Do I have to attend?

Questions might be asked at the initial interview or at the orientation.

Handout 3: The Break Case Study

Angela is a Grade 12 student working at a local restaurant during the summer months. She typically works a shift from 2:30 p.m. - 11 p.m. She is allowed to take a 20-minute lunch break and two 10-minute coffee breaks. After a week of work, Angela explained to her parents that she could never have a break because the restaurant was too busy and she was often on the floor by herself. When another server was on with her, they would arrange who would take a break and when they would take it. Angela was very upset when she learned that she couldn't take a break when the restaurant was very busy regardless of the arrangements that had been made with her colleague.

On a less busy day, some high school friends of Angela's came into the restaurant for coffee. Angela arranged with her colleague to take a 10-minute break so she could visit with them. When her 10 minutes were up, she went back to work. Her employer told her that it was company policy that workers were not allowed to take breaks with restaurant clients.

1. What are the workplace problems or issues in this situation?
2. What do you think Angela's rights and responsibilities are in this situation?
3. Where could she go for more information about her rights and responsibilities?
4. Do you think this is a conflict of interest or a personal conflict?
5. What is one strategy Angela might use to address this problem?
6. If Angela decides to discuss the issue with her employer, how could she start the discussion? What are some "openers" she could use?
7. Before starting a job, what would you like to know about the working conditions of this job? When would be a good time to ask these questions?

Handout 3: The Break Case Study

(Teacher's copy)

1. What are the workplace problems or issues in this situation?

- Not being able to take breaks if the restaurant is busy
- Not being able to visit with friends (clients) on breaks
- Not knowing the rules about breaks
- Employer's need to ensure s/he has adequate staff to serve customers

2. What do you think Angela's rights and responsibilities are in this situation?

Rights: Coffee breaks are not covered under employment standards. However, if a coffee break is provided, then it is considered time worked and should be paid time.

Employers must give workers a 30-minute unpaid meal break within every five consecutive hours of work. Workers have the right to leave the premises during that time.

Responsibilities: It is Angela's responsibility to learn the employment standards rules that apply to her situation (coffee and meal breaks). Angela should be receiving a 30-minute lunch break. Any coffee breaks she receives should be paid time.

If her employer has a "no visiting with clients" rule, then it is her responsibility to comply with that rule.

3. Where could she go for more information about her rights and responsibilities?

Sources of information: Internet, school, public library, government blue pages, Public Legal Education Association (PLEA)

Sources of assistance: Ministry of Labour Relations and Workplace Safety and Human Resources Skills Development Canada (HRSDC)

4. Do you think this is a conflict of interest or a personal conflict?

A conflict of interest

5. What is one strategy Angela might use to address this problem?

A possible strategy might be to talk to her employer about her concerns. She could also contact the Employment Standards Division to ask for information and for a possible intervention.

6. If Angela decides to discuss the issue with her employer, how could she start the discussion? What are some “openers” she could use?

- "I wonder if you might have some time to discuss the break policy."
- "I'm confused about how meal and coffee breaks are handled here. It seems to be very different from my previous workplace. Could we take some time to discuss it?"

7. Before starting a job, what would you like to know about the working conditions of this job? When would be a good time to ask these questions?

Some possible questions:

- What hours will I be working?
- What will I be paid?
- How and when will I be paid?
- What will be deducted from my paycheque?
- Will I need to purchase anything? (uniforms, tools, boots)
- Who is my supervisor?
- Will I be provided with training?
- What are some of my duties?
- What days do I get off?
- Are there staff meetings? Are they held during work time? Do I have to attend?

Questions might be asked at the initial interview or at the orientation.

Handout 4: The Vacation Case Study

Clint has just graduated from Grade 12. He has decided to work for a year or two before beginning post-secondary studies. He has been employed since July 1 by a local car dealership and service station, which is owned and operated by his uncle.

During the summer, he worked at odd jobs, but he is now employed in the parts section of the business. Since the job seemed steady, he planned to spend the Thanksgiving weekend with friends in Calgary. However, he was told he had to work for that entire weekend. He asked about overtime pay. He was told workers do not get overtime pay and that working the odd weekend here and there was “part of the job.”

Clint was also asked to work the Remembrance Day weekend since the annual parts orders were due shortly after and staff could not get the orders completed in their regular working hours. He worked again on the Victoria Day weekend.

By June, Clint was looking forward to taking holidays in July and traveling to California with some friends. He had heard that he could expect to take holidays only after being employed for one year. However, his employer has told him that he would only be allowed holiday time after September 1, since he had only been employed as a regular worker rather than summer help after that date. His employer also warned that if they were too busy at work, Clint might have to settle for holiday pay instead of a vacation.

1. What are the workplace problems or issues in this situation?
2. What do you think Clint's rights and responsibilities are in this situation?
3. Where could he go for more information about his rights and responsibilities?
4. Do you think this is a conflict of interest or a personal conflict?
5. What is one strategy Clint might use to address this problem?

6. If Clint decides to discuss the issue with his employer, how could he start the discussion? What are some “openers” he could use?

7. Before starting a job, what would you like to know about the working conditions of this job? When would be a good time to ask these questions?

Handout 4: The Vacation Case Study

(Teacher's copy)

1. What are the workplace problems or issues in this situation?

- Overtime pay
- Public holiday pay
- Vacation pay
- Vacation leave

2. What do you think Clint's rights and responsibilities are in this situation?

Rights: Clint would be eligible for public holiday pay for all public holidays. Most employees get 1/20 of their regular wages earned in the four weeks before the public holiday as public holiday pay, no matter what their days of work. The calculation includes all wages and holiday pay, but not overtime or vacation pay paid on each cheque.

All full-time, part-time, seasonal and temporary workers get vacation pay and annual vacation leave. After one year with the same employer, workers are entitled to three weeks of unpaid holiday leave. Once a worker is eligible for the vacation, it is expected he will take three weeks off in the following year. Although Clint is eligible for vacation after July 1, his uncle has the right to schedule Clint's vacation when it is convenient for his business. He does so by giving Clint four weeks' notice of when the vacation is to be taken.

Clint should receive vacation pay regardless of whether he takes annual vacation leave. Vacation pay is calculated by multiplying total annual wages by 3/52 (approximately six per cent). He would also be eligible for three weeks of vacation starting on July 1.

Responsibilities: Clint has a responsibility to become knowledgeable about employment standards that apply to his situation.

3. Where could he go for more information about his rights and responsibilities?

Sources of information: Internet, school, public library, government blue pages, Public Legal Education Association (PLEA)

Sources of assistance: Ministry of Labour Relations and Workplace Safety, Employment and Social Development Canada (ESDC)

4. Do you think this is a conflict of interest or a personal conflict?

A conflict of interest

5. What is one strategy Clint might use to address this problem?

One strategy would be to discuss the issue with his employer. He also needs to become familiar with the employment standards rules that apply to his situation. He could call the Employment Standards Division to discuss the issue, seek advice or ask for early intervention.

6. If Clint decides to discuss the issue with his employer, how could he start the discussion? What are some “openers” he could use?

- “I would like to get more information about vacations and vacation pay.”
- “I am confused about when you become eligible for vacations and vacation pay. I wonder if we could talk about it.”
- “I would like to find some time to talk about vacation and vacation pay.”

7. Before starting a job, what would you like to know about the working conditions of this job? When would be a good time to ask these questions?

Some possible questions:

- What hours will I be working?
- What will I be paid?
- How and when will I be paid?
- What will be deducted from my paycheque?
- Will I need to purchase anything? (uniforms, tools, boots)
- Who is my supervisor?
- Will I be provided with training?
- What are some of my duties?
- What days do I get off?
- Are there staff meetings? Are they held during work time? Do I have to attend?

Questions might be asked at the initial interview or at the orientation.

Handout 5: The Gentle Art of the Tough Complaint

If you have a problem with working conditions in your workplace:

1. Identify the issue or problem.
2. Research the problem.
3. Determine a strategy for addressing the issue.

If possible, start by discussing the issue with your employer. If not possible, call the Employment Standards Division for help at 1.800.667.1782 or www.saskatchewan.ca.

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

Online: saskatchewan.ca



WorkSafe Saskatchewan
Head Office
200-1881 Scarth St.
Regina, SK S4P 4L1

Saskatoon Office
800-122 1st Ave. S.
Saskatoon, SK S7K 7E5

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

Online: worksafesask.ca



READY FOR WORK

Module 8. Fairness Works: Employment Standards



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Fairness Works: Employment Standards for Young Workers

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Introduction to Fairness Works

The resources in this module can help young people have positive work experiences. This module seeks to create an awareness of:

- The need for fair workplace practices
- Everyone's rights and responsibilities for following the rules and maintaining those fair workplace practices

This module specifically focuses on part II of *The Saskatchewan Employment Act: Employment Standards* as a tool for creating and maintaining fair working conditions in Saskatchewan. It aims to teach young people to know and use their rights and responsibilities under part II of this act, which sets the minimum standards for fair working conditions in Saskatchewan workplaces for such things as:

- Overtime
- Work schedules
- Meals breaks
- Minimum wage
- Vacations
- Public holiday pay
- Termination

Part II defines the rules for the workplaces that give many young people their first jobs.

Many young workers don't know the rules that affect their wages and working conditions, such as:

- The minimum wage
- Overtime pay requirements
- The length of their probationary period
- The amount of layoff notice or pay instead of notice required
- How much vacation leave they are eligible for

Young people expect their employers and schools to provide the information they need. Integrating employment standards into the school curriculum can help students have positive work experiences. Whether they become workers, supervisors or employers, students will be better prepared for the workplace if they know and understand their rights and responsibilities with respect to fair workplace practices and procedures.

Module Description

Fairness Works: Employment Standards for Young Workers is a four-hour module designed to help senior high students learn about fair workplace practices and the role employment standards play in setting minimum standards. The module focuses on three key concepts:

1. Entry-level workers are better prepared if they are aware of fair workplace practices.
2. Part II of *The Saskatchewan Employment Act: Employment Standards* sets minimum requirements for fair workplace practices.
3. Under part II, both employers and workers have rights and responsibilities.

The module includes learning activities, objectives, evaluation tools and resource lists that teachers can use with students to explore the concept of fairness in the workplace. The module can be used as a separate unit of instruction or each of the learning activities could be integrated into existing unit and course plans.

It is suitable for use in a number of secondary level courses, but has specific relevance for courses with a transition-to-work dimension.

Teachers interested in additional activities or ideas for teaching students about fair workplace practices may wish to visit www.saskatchewan.ca or www.worksafesask.ca.

These concepts are essential as students make their transition to the workforce. As new workers become supervisors, employers and mentors to other new workers, knowledge of and positive attitudes toward fair workplace practices will continue to be of value.

This module compliments the employment standards information found in the *Young Worker Readiness Certificate Course*.

Objectives

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 that will enable the student to act on fair workplace practices and procedures
- To develop a positive disposition to the role of fair workplace practices

Learning objectives

- To explain the concept of fairness as it relates to the workplace
- To describe the roles of various workplace agencies
- To identify how part II of *The Saskatchewan Employment Act: Employment Standards* promotes fair workplace practices
- To explain employer and worker rights and responsibilities for promoting and maintaining fair workplace practices
- To determine the employment standards that exist in the work placement choice or career of interest
- To identify the issues surrounding fair workplace practices
- To identify key questions and how to ask them to determine the working conditions in workplaces of choice or interest
- To determine and apply strategies for addressing problems arising from unfair workplace practices

Resource List

1. *Ready for Work* binder series modules:
 - Module 7: *Fairness Works: An Introduction to Employment Standards*
 - Module 8: *Fairness Works: Employment Standards for Young Workers*
2. *Guide for New Workers*
Download from: www.worksafesask.ca
3. *Minimum Wage Regulations*
Download from: publications.gov.sk.ca
4. *Tips for Young Workers*
Download from: www.worksafesask.ca
5. *Rights and Responsibilities: A Guide to Employment Standards in Saskatchewan*
Download from: www.saskatchewan.ca
6. Online information: *Bullying and Harassment in the Workplace*
(available at www.saskatchewan.ca)
4. *Ready for Work* q-cards
Download from: www.worksafesask.ca
5. Part II of *The Saskatchewan Employment Act*
6. Websites
 - www.saskatchewan.ca
 - www.worksafesask.ca

Course Outline

Time frame: 4 hours

Purpose	Instructional technique/strategies	Time frame
Identify how workers' rights and responsibilities as defined in part II of <i>The Saskatchewan Employment Act: Employment Standards</i> promote and maintain fair working conditions and practices.	Activity 1: Promoting Fairness in the Workplace Workplace quizzes/discussion questions	40–60 mins.
Use strategies for constructively managing anger in the workplace.	Activity 2: Managing Anger in the Workplace Question sheets/role plays/class discussion	20–30 mins.
Determine and apply communication strategies for constructively raising issues in the workplace.	Activity 3: Raising Issues Constructively Role plays/class discussion	15–20 mins.

Activity 1: Promoting Fairness in the Workplace

Specific learning objectives

- To identify how part II of *The Saskatchewan Employment Act: Employment Standards* promotes fair workplace practices
- To determine the employment standards that exist in their work placements or careers of interest
- To explain employer and worker rights and responsibilities for promoting and maintaining fair workplace practices

Materials and equipment

- *Handout 1* and *2* (student and teacher copies)
- Online resource: *Rights and Responsibilities: A Guide to Employment Standards in Saskatchewan*
- Fact sheet: *Tips for Young Workers*
- Background notes
- Whiteboard or Smart Board

Time: 60 minutes

Preparation

1. Print or access *Rights and Responsibilities: A Guide to Employment Standards in Saskatchewan*.
2. Copy a class set of *Handout 1* and *2*.
3. Review background notes and relevant sections of the *Rights and Responsibilities: A Guide to Employment Standards in Saskatchewan* booklet and the pertinent answer keys.

Activity

1. Discuss the purpose of the activity. It is designed to increase students' knowledge of the working conditions governed by part II of *The Saskatchewan Employment Act: Employment Standards* in Saskatchewan. This act is important as it sets minimum standards for the working conditions for many of the entry-level jobs students are most likely to hold.
2. Give each student a copy of *Handout 1* and/or *2* and access to *Rights and Responsibilities: A Guide to Employment Standards in Saskatchewan*.

3. Discuss their answers. To create interest, you may want to identify amounts of money students could potentially have lost in unpaid wages if they did not know the workplace rules that applied to the situations described in each question. (See the teacher's copy for suggested amounts.) Ask students to consider what they might have bought if they had this money in hand.
4. Workers have responsibilities as well as rights. During the class discussion, encourage students to think about their responsibilities as well as their rights. For example, workers are entitled to meal breaks, work schedules and minimum wage. In response to these rights, they are responsible for:
 - Returning to work promptly upon completion of the meal break
 - Checking the work schedules for their hours and to show up as scheduled
 - Performing the tasks that are part of their job efficiently and effectively
5. Ask students to reflect on and respond, verbally or in writing, to the following questions:
 - How does part II of *The Saskatchewan Employment Act* promote fairness in the workplace for both employers and workers?
 - Which employment standards will apply to your work experience or future career workplace of choice? How will they affect this workplace?

Evaluation

1. Assessment of written assignments and students' contributions to the discussion regarding their understanding of the:
 - Scope and purpose of part II of *The Saskatchewan Employment Act*
 - Minimum standards most likely to affect their work experiences or careers of choice
 - Impact of part II of *The Saskatchewan Employment Act* on the employer/worker relationship
 - Rights and responsibilities that both employers and workers have for meeting the established standards

Background notes

Part II of *The Saskatchewan Employment Act* sets a basic or minimum standard for fair working conditions in Saskatchewan. Union contracts and professional association agreements build on the rights provided to workers in this part of the act. The primary purpose of part II is to protect workers by setting minimum standards of employment around working conditions such as hours of work, overtime, termination and holiday pay.

Part II also protects employers from unfair competition in the marketplace. It ensures all employers operate under the same workplace rules. For example, all employers are required to pay the same minimum rate of overtime to all their workers (1.5 times hourly rate).

Part II of the act also ensures that our workplaces reflect what is important to us as a society. For example, as a society, Saskatchewan people value family and family time. The provisions in the act dealing with family leaves (maternity, adoption, parental) reflect this value.

Part II of the act applies to most Saskatchewan employers and workers except self-employed contractors, farm workers⁶, casual babysitters, athletes working for their team, workers in businesses that employ only immediate family members, and workers who work in jurisdictions governed by federal law (railways, banks, airports, radio and television, etc.) See the *Tips for Young Workers* fact sheet for a more complete list. Trappers and fishers are exempt from most sections of the act except the rules governing the payment and collection of wages, record keeping and payroll administration.

There are some partial exemptions from specific sections of the act. For example, managers are exempt from the overtime provisions. Teachers are exempt from the sections on vacations, public holidays and hours of work.

Except for the section on pro-rated benefits, the act is applied equally to all workers including part-time, full-time, temporary, seasonal and permanent workers.

The Ministry of Labour Relations and Workplace Safety administers the act. Its offices across the province provide information, investigate complaints, and work with employers and workers to resolve disputes.

⁶Most provisions of part II do not apply to a worker primarily employed in farming, ranching or market gardening. However, the Director of Employment Standards can assist workers to recover unpaid wages. The operation of egg hatcheries, green houses and nurseries, bush clearing and commercial hog barn operations do not fall within the meaning of farming, ranching or market gardening and are covered by part II of the act. Occupational health and safety rules apply to all industries.

Promoting workplace fairness

Part II of the act provides rights and responsibilities to workers and employers. For example, the act provides workers with a 30-minute, unpaid meal break within every five consecutive hours of work. Employers are responsible for providing workers with the meal break as required.

Under part II, employers have the right to determine when workers take annual vacation leave. Workers are responsible for taking their holidays as scheduled.

Both employers and workers are responsible for knowing what employment standards apply to their particular occupation and acting in accordance with them.

Rights and responsibilities

Overtime – Overtime rules do not apply to managerial or professional workers, loggers, certain types of travelling salespersons, or workers working for outfitters, fishers or trappers. There are special rules for workers in some industries.

For scheduling work and calculating overtime, a *day* is any period of 24 hours in a row. A *week* is any period of seven days in a row regularly used to schedule work. Overtime pay is 1.5 times the worker's hourly wage.

A regular workweek in Saskatchewan has 40 hours. A week with a public holiday has 32 hours. Employers can schedule workers to work those 40 hours in four 10-hour days, or five eight-hour days.

Eligible workers earn overtime by the day and week. Eligible workers scheduled to work eight-hour days earn overtime after working eight hours. Eligible workers scheduled to work 10-hour days earn overtime after working 10 hours.

Eligible workers earn overtime after 40 hours in a standard workweek or 32 hours in a week with a public holiday.

Employers and workers who want to work different schedules can negotiate a modified work arrangement (known as a MWA) or apply for a permit from the Director of Employment Standards.³ For example, a permit might allow workers to work more than

³ A MWA is an agreement between the employer and a worker or group of workers that allows you to compress work time in one, two, three or four week cycles. In return, workers get longer periods off from work. Modified work arrangements can include averaging:

- 40 hours over one week
- 80 hours over two weeks
- 120 hours over three weeks
- 160 hours over four weeks

Longer work schedules require the employer to get an Averaging of Hours Permit from the Director of Employment Standards. Workers working on average less than 30 hours per week cannot be covered by a MWA or permit.

seven days in a row and then take extended time off. To get a permit, 51 per cent of the workers who will be affected must agree that they want to vary their work schedules by signing the application.

Part-time workers who work less than 30 hours per week earn overtime after working more than eight hours in a day. These workers cannot be covered by a MWA or averaging permit.

Meal breaks – Workers get a 30-minute, unpaid meal break within every five consecutive hours of work. Workers who cannot take a break must be allowed to eat while working. Workers who must snack regularly for medical reasons must be accommodated. Workers who require an accommodation must let the employer know and work with the employer to establish a reasonable accommodation.

Work schedules – Employers must give workers notice of when their work begins and ends over a period of at least one week. Notice should be in writing and should be posted on a website or other place where workers can easily see it. Employers must give one week's notice of change in schedule unless there is an emergency or something unexpected happens, such as a worker requesting a schedule change or going home sick.

Minimum wage – The minimum wage is the least amount of money per hour that a worker can be paid. Changes to the minimum wage are made each October. Visit www.saskatchewan.ca for information about the current minimum wage.

Minimum call-out pay – Most workers get paid for three hours of work (minimum call-out pay) each time they report for work (except to work overtime). This applies even if it turns out there is no work for them that day. A worker who works must be paid either minimum call-out pay or the worker's regular wages for the time worked, whichever is greater. For example, minimum call-out for a worker who earns \$12 per hour is \$36.

Minimum call-out pay for students (K-12) working during the school term is one hour at their hourly wage. For example, minimum call-out for a student earning \$12 per hour is \$12. However, regular minimum call-out pay rules apply to students working during school breaks and summer vacations.

Workers called in to work overtime get their overtime pay rate for each hour worked. They do not earn minimum call-out pay. For example, a worker earning \$12 who is called in to work one hour of overtime would earn \$18 and not \$36 minimum call-out.

Vacation – Vacation pay is 3/52 of total annual wages during the first nine years of employment with the same employer. All full-time, part-time, seasonal and temporary workers get vacation pay. After one year with the same employer, workers are entitled to three weeks of unpaid holiday leave. Workers who leave before completing one year of employment receive whatever vacation pay they have built up.

Shifts – Workers working in a restaurant, hotel, educational institution, hospital or nursing home cannot be scheduled for more than two shifts in any 12-hour period.

Minimum age of employment – Under part II of *The Saskatchewan Employment Act* and its regulations, the minimum age at which young people can work in Saskatchewan is 16 years of age. Fourteen or 15 year olds who want to work:

1. Must have written consent from one of their parents or guardians (a permission slip will do).
2. Must complete either the online or pencil and paper version of the free *Young Worker Readiness Certificate Course* provided by the ministry and obtain a certificate of completion.

Fourteen- and 15-year olds cannot work:

- After 10 p.m. on a day before a school day
- Before the start of school on any school day
- More than 16 hours during a school week

These restrictions apply in any week where there is a school day. During vacations and school breaks, 14- and 15-year-olds can work the same hours as other workers. The rules governing overtime, rest periods, holiday pay and the minimum wage apply to all workers regardless of age.

Young people under the age of 14 cannot work unless the employer applies for and receives a special permit from the Director of Employment Standards.

Exemptions – These age restrictions do not apply to the self-employed, athletes working for their team, workers employed primarily in farming, casual babysitters, newspaper carriers, and sole proprietors employing only immediate family members. However, occupational health and safety rules apply to these groups.

Under occupational health and safety rules, an employer or contractor must ensure that no person under the age of 16 years is employed or permitted to work:

- On a construction site
- In a production process at a pulp mill, sawmill or woodworking establishment
- In a production process at a smelter, foundry, refinery, or metal processing or fabricating operation
- In a confined space
- In a production process in a meat, fish or poultry processing operation
- In a forestry or logging operation
- On a drilling or servicing rig
- As an operator of powered mobile equipment, a crane or a hoist
- Where exposure to a chemical or biological substance is likely to endanger the health or safety of the person

- In power line construction or maintenance⁴

An employer or contractor shall ensure that no person under the age of 18 years is employed:

- Underground or in an open pit at a mine
- As a radiation worker
- In an asbestos process
- In a silica process
- In any activity which requires the use of an atmosphere-supplying respirator

Under *The Education Act*, students under the age of 16 must get written permission from the principal to work during school hours. *The Alcohol and Gaming Regulation Act*, Part VII, Section 115, prohibits minors (under 19 years of age) from working in the sale, handling, or serving of alcohol. Under *The Highway Traffic Act*, someone must be at least 16 years of age to operate a motor vehicle.

Visit www.saskatchewan.ca for more information.

Public holidays – Workers in Saskatchewan get paid for 10 public holidays each year, even if they work part time. Public holiday pay for most workers is 1/20th of wages earned (excluding overtime and vacation pay paid on each cheque) in the 28 calendar days (four weeks) before the holiday.

If workers work on the public holiday, they get 1.5 times their regular hourly wage for all hours worked on the holiday, plus public holiday pay.

Equal pay – Male and female workers are entitled to the same rate of pay when they perform similar work in the same establishment, under similar working conditions that requires similar skill, effort and responsibility. Different pay rates are allowed when based on seniority, merit, trainee programs or other non-gender-related criteria.

Layoff and termination – Workers who are terminated may be entitled to notice or pay in lieu of notice. The minimum notice or pay in lieu of notice for which workers are eligible depends upon their length of service. A worker who works less than 13 consecutive weeks with the same employer is not entitled to notice or pay in lieu of notice.

If the worker is terminated for “just cause,” notice or pay in lieu of notice is not required. Part II of *The Saskatchewan Employment Act: Employment Standards* does not define “just cause.”

⁴ Occupational health and safety rules are in part III of *The Saskatchewan Employment Act*.

Length of service	Minimum notice
0-3 months	0 weeks
3 months-1 year	1 week
1-3 years	2 weeks
3-5 years	4 weeks
5-10 years	6 weeks
10 years and over	8 weeks

“Just cause” generally involves worker misconduct. Employers are expected to manage worker misconduct as they would other worker performance issues. For example, employers should:

- Be objective in assessing worker performance
- Impose proportional disciplinary responses
- Keep records

Remember, employers carry the burden of proof. Worker misconduct must not only be serious enough to justify the summary dismissal (dismissal without cause), but the employer must be able to prove misconduct on an objective standard.

The law in this area can be complex. Employers and workers may want to consult a lawyer.

Any worker employed for at least 13 consecutive weeks with the same employer must provide the employer with written notice at least two weeks before leaving a job. The notice must state the last day that the worker will work before leaving the job. Employers may waive workers giving written notice.

There are some exceptions. Some examples include:

- The worker quits for health and safety reasons.
- The worker quits due to a wage reduction.
- The worker's contract terminates through no fault of either employer or worker (e.g., fire destroys the business).

Protection for injured or ill workers – An employer may not terminate or discipline a worker who has worked for them for more than 13 consecutive weeks because they are absent due to an illness or injury or because they are caring for an ill or injured dependent family member:

- If the worker is receiving or waiting to receive compassionate care leave benefits and the absence does not exceed 16 weeks in a 52-week period
- If the absence is due to a serious illness or injury and does not exceed 12 weeks in a period of 52 weeks

- If the workers is injured and receiving benefits under *The Workers Compensation Act*, and the absence does not exceed 26 weeks in a 52-week period
- In situations where absences do not exceed 12 days in a calendar year

Employment standards do not require employers to pay workers who are away sick.

Employers can terminate workers who abuse their right to absences of up to 12 days in a calendar year if the employer can show that the worker has a record of chronic absenteeism and there is no hope for improved attendance.

Workers who cannot come to work because of an illness or injury should inform the employer as soon as possible. The employer can ask the worker for a doctor's note.

Handout 1: Workplace Quiz

Instructions

Test your knowledge of workplace rules by completing the following questions.

1. John works for minimum wage in a local restaurant. In the past two weeks he has worked eight evening shifts of four hours each. He will get his first paycheque on Friday. How much will John earn?
2. Tyler earns \$12 per hour working part-time (less than 30 hours per week) at the local golf course. In the past week he has worked the following hours:

Day	Hours worked	Total hours
Monday	8 a.m. – noon	4
Tuesday	8 a.m. – noon 12:30 p.m. – 5:30 p.m.	9
Thursday	8 a.m.– noon 12:30 p.m.– 6:30 p.m.	10
Friday	8 a.m. – 1:00 p.m.	5

Tyler thinks he should get overtime pay for Tuesday and Thursday. His boss disagrees. He has told Tyler he must work 40 hours before he gets any overtime. What do you think? How much money do you think Tyler will earn for working in the past week?

3. Sally, a Grade 10 student, is working in a bookstore during July and August. She earns minimum wage. Every Wednesday, she attends a one-hour staff meeting but doesn't work for the rest of the day. Her mother thinks she should get paid for attending the staff meeting. Sally doesn't. She was told when she was hired that it was a condition of employment. Besides, they feed her breakfast. Who do you think is right? Why?

4. Stacey works for minimum wage after school at a music store. She finds it hard to plan evenings out with her friends because she never knows what hours she will be working. She has asked her boss if he could give her a work schedule. He has told her she doesn't get one because she is part-time. Should Stacey get a work schedule?

5. Denise works as a cashier in a service station from 3-8 p.m. She would like to take a half-hour break at 6 p.m. to meet her boyfriend for supper. Her supervisor has told her she can have the break this one time only. She has told Denise she doesn't work enough hours to qualify for a meal break. Since she is working over the supper hour, Denise believes she is entitled to a meal break or at least a 15-minute coffee break. What do you think? Why?

6. Laurie started her new job as a sales clerk on Dec. 1 and works a regular schedule of eight hours a day, three days a week (Tuesday, Thursday and Saturday). She earns \$12 per hour. She did not work on Christmas Day as the store was closed. Her friends tell her she should get holiday pay for that day. Her boss says no. What do you think? Do you think she should be paid for Christmas Day even though she didn't work it? How much money do you think she earned during Christmas week?

7. Sam earns \$12 per hour working as a parking attendant after school and on weekends. He works three-hour shifts on Monday afternoon, Thursday evening and Saturday morning. Remembrance Day falls on a Saturday this year. Sam thinks he should earn time and one half for working a public holiday. His friends think he'll only get his regular pay. Who do you think is right? Why? How much money do you think Sam will earn during the Remembrance Day week?

8. Cooper has earned \$4,000 this year working in a fast food outlet as a part-time server. His friend who works full-time at the same outlet has been paid vacation pay on each paycheque. Cooper hasn't. He thinks he isn't eligible for vacation pay because he's part-time. What do you think? Why?

9. Ian earns minimum wage working 15 hours a week at a local gas station as a gas jockey. He has been employed for six months. Business has been slow, so he has been given two weeks' notice that he will be laid off until July 1. Ian thinks the boss owes him severance pay. Because he will be rehiring Ian, the boss thinks he doesn't have to pay him. What do you think? Why?

10. Terry, a server, drops a tray, breaking \$86 worth of dishes. His next paycheque shows this amount has been deducted from his paycheque. His co-workers tell him his employer can't deduct items like dishes he breaks from his paycheque. He thinks so. Who do you think is right? Why?

11. Susan and Sean work as cashiers at the checkout counter in a grocery store. They do the same job, started the same day and work the same number of hours. Susan is very popular with the customers and works faster than Sean. The boss has decided to give Susan more money than Sean. Sean doesn't think this is fair. Do you think Sean is entitled to the same rate of pay as Susan? Why?

Handout 1: Workplace Quiz

(Teacher's copy)

The answers provided here may change depending on the situation. Please consult the original act and regulations for interpretation and application of the law.

1. **Answer:** John worked eight hours x four days = 32 hours. Multiply the current minimum wage rate by 32 to calculate John's earnings. Visit www.saskatchewan.ca for the latest information about the minimum wage.
2. **Answer:** Tyler is entitled to overtime pay for Tuesday and Thursday. He has worked more than eight hours on these days. He would earn \$354 for the week. This is calculated as:

25 hours at regular wages ($25 \times \$12 = \300) + 3 hours overtime pay ($3 \times \$12 \times 1.5 = \54)

Eligible workers are paid overtime after working eight or 10 hours in a day (depending on the worker's schedule) or 40 hours in a week (32 hours in a week with a public holiday.) Overtime pay is calculated at:

$1.5 \times \text{hourly wage} \times \text{hours worked}$

Overtime provisions do not apply to managerial or professional workers, workers working for mineral exploration operations north of Township 62, loggers, certain types of traveling salespersons, and workers working for outfitters, fishers or trappers.

Part-time workers who work **less than 30 hours per week** get overtime after working more than eight hours. They cannot be covered by modified work arrangements (MWA) or averaging of hours permits.

Special overtime rules apply to some types of employment, including ambulance attendants or firefighters on a platoon system, oil truck drivers, some hog barn workers, some road construction workers working for rural municipalities, and some city newspaper workers.

Overtime rules are also modified for employers who have negotiated a MWA with their workers or received an authorized averaging of hours permit from the Director of Employment Standards allowing compressed workweeks.

3. **Answer:** Her mother is correct. Sally is eligible for minimum call-out or her wages for the time worked, whichever is greater.

If workers are required to be at a staff meeting, they are generally considered to be at work. Minimum call-out is three times the worker's hourly wage rate every time the employer requires a worker to report for work. Minimum call-out for full-time students (K-12) is one hour at the worker's hourly rate while school is in session. However, because Sally is working during the summer months, she is eligible to receive regular minimum call-out pay.

4. **Answer:** All workers, regardless of the number of hours they work, are entitled to receive work schedules. Employers must give workers notice:
- Of when their work begins and ends over a period of at least one week
 - In writing and posted in a place where it can easily be seen by workers
 - One week in advance of a change in the schedule

When an emergency or unusual circumstance arises, the employer can change the worker's work schedule without notice. Employers can also apply for permits to vary the requirement for providing or posting a work schedule.

5. **Answer:** Denise is entitled to take a 30-minute unpaid meal break within every five hours of work. She is not entitled to a coffee break.

When unforeseeable or unpreventable circumstances occur, employers can require workers to forego a meal break. Employers can also apply for a permit to vary the requirement for a meal break. Workers are not entitled to coffee breaks under Part II of *The Saskatchewan Employment Act: Employment Standards*.

6. **Answer:** Most workers get public holiday pay no matter what days they work. Laurie is entitled to public holiday pay for Christmas Day even though she did not work it. However, she would not get wages for Christmas Day because the store was closed and she did not work that day.
- Public holiday pay is 1/20 (five per cent) of the worker's regular wages for the 28 days/four weeks before the holiday.
 - Laurie's pay in four weeks prior to the holiday varies because Laurie only worked two days during Christmas week. She would earn:
 $\$12 \times \text{eight hours per day} \times \text{two days} = \192 for that week.
 - Her pay for the remaining three weeks would be:
 $3 \text{ days} \times 8 \text{ hours per day} \times \$12 = \$288 \text{ per week} \times 3 \text{ weeks} = \864
 - The \$192 for Christmas week would be added to the \$864 for the other three weeks for a total of \$1,056 wages in the four weeks before the holiday.
 - Her public holiday pay for Christmas Day would have been five per cent or:
 $1/20 \times \$1,056 = \52.80
 - Laurie would earn \$244.80 for Christmas week:
 $\$192 \text{ wages} + \$52.80 \text{ public holiday pay}$
 - There are 10 public holidays in Saskatchewan: New Year's Day, Family Day, Good Friday, Victoria Day, Canada Day, Saskatchewan Day, Labour Day, Thanksgiving Day, Remembrance Day and Christmas Day.

7. **Answer:** Most workers who work on public holidays get paid premium pay, which is 1.5 times their regular wages for all hours worked. They will also receive public holiday pay. For working on a public holiday, Sam is entitled to premium pay (1.5 times regular wages) plus public holiday pay.

Eligible workers also get overtime after working more than 32 hours in a week with a public holiday, not including time worked on the holiday.

Sam's pay for the Remembrance Day week will be two days of regular pay plus premium pay plus public holiday pay.

- Regular pay for a day would be:
 $3 \text{ hours} \times \$12 = \36
 $3 \text{ hours} \times \text{three shifts} = 9 \times \$12 = \$108$ for a regular workweek
 - Sam's pay for the four week public holiday calculation period varies, since Sam only worked two shifts during Remembrance Day week. His pay for this week would be:
 $2 \text{ shifts} \times \$36 \text{ per shift} = \$72$
 - Therefore, his public holiday pay would be:
 $\$108 \times 3 \text{ weeks} = \$324 + \$72 \text{ for Remembrance Day week} = \$396 \times 0.05 = \$19.80$
 - Premium pay for working on the holiday:
 $3 \text{ hours} \times 1.5 \times \$12 = \$54$
 - Therefore, Sam's gross pay for Remembrance Day week will be:
 $\$72 \text{ (wages for two shifts)} + \$19.80 \text{ (public holiday pay)} + \$54 \text{ (premium pay)} = \145.80
8. **Answer:** Cooper should receive vacation pay, as it is paid to all workers including those working at full-time, part-time, casual, temporary and seasonal jobs. Vacation pay is calculated on the worker's total wage over a 12-month period. If a worker has been employed for less than 10 years, the total yearly wages for a 12-month period are multiplied by 3/52 (approximately six per cent). Cooper would receive \$230.77 vacation pay.
9. **Answer:** Since Ian's boss has given him the proper notice, he does not have to give him pay instead of notice.

If employers do not give notice of layoff or termination, they must pay the worker pay instead of notice. This is the worker's normal wages (average weekly wage) for the notice period, based on an average of wages earned in the 13 weeks of work before the notice date.

Ian being re-hired has nothing to do with the amount of notice or pay instead of notice to which he is entitled.

Employment standards regulates notice periods and pay instead of notice. It does not regulate severance pay and punitive damages. Civil (employment) law addresses these matters.

10. Answer: The employer cannot deduct money from Terry's wages for the broken dishes. Only deductions required by law (Canada Pension Plan, income tax, Employment Insurance) or voluntary purchase plans can be taken from wages. The employer can recover costs for broken dishes or cash shortages by taking the worker to court and obtaining a court judgement.

11. Answer: Susan and Sean are entitled to the same rate of pay unless there is a merit system, one of them has greater seniority or one is in a training program.

Male and female workers are entitled to equal pay when they perform similar work in the same establishment under similar working conditions requiring similar skill, effort and responsibility. A merit system is a pay system that rewards workers for special effort or work.

Because they were unaware of their rights and responsibilities, workers lost money in unpaid wages in each workplace situation described. The chart below details the amounts for each question. The amounts of money are in **bold**.

1. John worked eight hours x four days = 32 hours. Multiply the current minimum wage rate by 32 to calculate John's earnings. Visit www.saskatchewan.ca for the latest information about the minimum wage.	7. Sam's gross pay for Remembrance Day week will be \$72 (wages for two shifts) + \$19.80 (public holiday pay) + \$54 premium pay = \$145.80.
2. He would earn \$354 for the week. This is calculated as 25 hours at regular wages (25 x \$12 = \$300) + 3 hours overtime pay (3 x \$12 x 1.5 = \$54) .	8. Cooper would receive \$230.77 vacation pay.
3. Sally is eligible for minimum call-out (three hours at her hourly rate) or her wages for the time worked, whichever is greater.	9. \$0 . Since Ian's boss has given him the proper notice, he does not have to give him pay instead of notice.
4. She is entitled to receive a schedule. No money is involved.	10. \$86.00 in illegal deductions.
5. She is entitled to a 30-minute meal break within every five hours of work, but not a coffee break. No money is involved.	11. \$0
6. Laurie would earn \$244.80 for Christmas week (\$192 wages + \$52.80 public holiday pay).	

Handout 2: Workplace True/False Quiz

Instructions

Test your knowledge of employment standards in Saskatchewan by completing the quiz below.

1. The minimum wage in Saskatchewan is \$10.50 per hour.	T	F
2. All workers who work more than eight hours in a day must be paid overtime.	T	F
3. The overtime rate is 1.5 times the worker's regular wage.	T	F
4. Most workers must be paid for three hours at their hourly rate each time they are called out to work.	T	F
5. Most workers are entitled to a coffee break within every four hours of work.	T	F
6. Employers must give workers paid meal breaks.	T	F
7. All workers are entitled to paid sick leave.	T	F
8. Except in emergencies, employers must give their workers notice of changes to their work schedules.	T	F
9. Workers who have worked for the employer for at least 13 weeks in a row must give their employers two weeks' notice when they leave their jobs.	T	F
10. Workers who have worked less than 13 weeks are entitled to one week's notice when laid off.	T	F
11. All workers are entitled to vacation pay.	T	F
12. Most workers must be paid 1.5 times their regular salary for working on a public holiday.	T	F
13. Cash shortages and the cost of replacing broken or damaged goods can be deducted from a worker's wages.	T	F
14. Male and female workers doing similar work can be paid differently only when their years of service differ.	T	F

Handout 2: Workplace True/False Quiz

(Teacher's copy)

The answers provided here may change depending upon the situation. Please consult the original act and regulations for interpretation and application of the law.

1. **False.** Visit www.saskatchewan.ca for the latest information about the minimum wage.
2. **False.** Most workers are paid overtime after working eight or 10 hours in a day (depending on their schedule), 40 hours in a regular week or 32 hours in a week with a public holiday.

There are some exceptions to this general overtime rule. For example, managers are exempt from overtime. Other workers, such as road construction workers employed by rural municipalities, have special overtime rules. Employers and workers can negotiate modified work arrangements to vary the overtime rules, and the Director of Employment Standards can grant permits that allow an employer to vary the hours that workers work.

3. **True.** Workers who work overtime hours are paid at a rate of 1.5 times their hourly wage.
4. **False.** Most workers get a minimum call-out pay of three times their hourly wage rate each time they report for work (unless they are called in to work overtime), even if it turns out that there is no work for them that day. If the worker does work, the worker must be paid either the minimum call-out or the worker's regular wages for the time worked, whichever is greater. Minimum call-out for students (K-12) working during the school term is one hour at their hourly rate. Regular minimum call-out rules apply during school breaks and summer vacations.
5. **False.** Part II of *The Saskatchewan Employment Act: Employment Standards* does not cover coffee breaks. If a break or rest period is given, it is considered time worked and should be paid time.
6. **False.** Employers must give workers an **unpaid** 30-minute meal break within every five consecutive hours of work.

When an incident occurs, urgent work is necessary or another unforeseeable or unpreventable circumstance occurs, employers can require workers to forgo a meal break. Employers can apply for a permit to vary the requirement for a meal break.

7. **False.** Under part II of *The Saskatchewan Employment Act: Employment Standards*, employers don't have to pay wages to workers who are away sick. Some employers do provide sick pay. In most cases, employers cannot fire workers for missing work because of their own or an immediate family member's illness or injury.

- 8. True.** All workers, regardless of the number of hours they work, are entitled to receive work schedules. Employers must give workers:
- One week's notice of a change in a schedule
 - Notice of when their work begins and ends over a period of at least one week, including meal breaks
 - The notice must be in writing and posted where it can easily be seen by workers

Employers can change work schedules with little or no notice if an emergency or something unexpected happens. Employers can apply for a permit from the Director of Employment Standards to vary the requirement for a work schedule.

- 9. True.** Part II of *The Saskatchewan Employment Act: Employment Standards* requires workers who have worked for their employer for at least 13 weeks to give written notice at least two weeks in advance before leaving the job. There are some exceptions. Some examples include:
- The worker quits for health and safety reasons
 - The worker quits due to a wage reduction
 - The worker's contract terminates through no fault of either employer or worker (e.g., fire destroys business)
- 10. False.** The maximum notice an employer must give when terminating a worker depends on the worker's length of service. The worker must have passed the initial probationary period of 13 weeks or three months before they are eligible for any notice.

If the worker does not receive notice then she or he must be given pay in lieu of notice. This is payment of the worker's normal wages for the notice period.

Length of service	Minimum notice
0-3 months	0 weeks
3 months-1 year	1 week
1-3 years	2 weeks
3-5 years	4 weeks
5-10 years	6 weeks
10 years and over	8 weeks

- 11. True.** Vacation pay is available to full-time, part-time, casual, temporary and seasonal workers (including those who have not worked a full year).

- 12.** Vacation pay is calculated on the worker's total wage over a 12-month period. To calculate holiday pay, multiply the total wages for a 12-month period by $\frac{3}{52}$ if the worker has been employed for **nine years or less** and $\frac{4}{52}$ if employed for **10 years or more**.
- 13. True.** Most workers who work on a public holiday get paid premium pay for working on a public holiday. Premium pay is 1.5 times their regular wages for all hours worked. Workers are also eligible for public holiday pay. Public holiday pay is $\frac{1}{20}$ of their regular wages for the four weeks before a public holiday. Regular wages does not include overtime, tips, gratuities, or vacation pay paid on each cheque. Vacation pay paid for vacation days taken, would be included in the public holiday pay calculation.
- 14. False.** Only deductions required by law (i.e., income tax, Canada Pension Plan and Employment Insurance) or voluntary worker purchases from the employer can be deducted from wages. Voluntary worker purchase plans involve workers buying an item or a service from the employer and agreeing to have deductions taken from their paycheque until it is paid for.
- 15.** Employers may recover these types of costs, but only if they take the worker to court and win.
- 16. False.** Male and female workers are entitled to equal pay when they perform similar work in the same establishment under similar working conditions and requiring similar skill, effort and responsibility. Different rates of pay are allowed when based on seniority, merit or involvement in a trainee program.

Activity 2: Managing Anger in the Workplace

Specific learning objectives

- To identify the issues surrounding fair workplace practices
- To determine and apply strategies for addressing problems arising from unfair workplace practices

Materials and equipment

- Pen and paper
- Background notes
- Online resource: *Rights and Responsibilities: A Guide to Employment Standards in Saskatchewan*
- *Handout 3* and *4* (student and teacher copies)

Time: 30 - 40 minutes

Preparation

1. Photocopy a class set of *Handout 3* and *4*.
2. Access online resource: *Rights and Responsibilities: A Guide to Employment Standards in Saskatchewan*.
3. Familiarize yourself with the information found in the:
 - Background notes
 - Fact sheets
 - *Handout 3* and *4*

Activity

1. Discuss the purpose of the activity with the class. It is designed to help students identify and practice strategies for dealing with workplace problems and the anger that may result from the feelings of being treated unfairly.
2. Brainstorm actions students could take if they encounter a problem with the working conditions in their workplace.
3. Provide students with a copy of *Handout 3*. Discuss anger as a natural reaction to feeling your rights have been violated. Review the anger management steps outlined on the chart.

4. Divide the class into groups of two. Hand out copies of *Handout 4*. From the role play section, assign one role play to each group. Ask group members to determine who will play the employer or worker and to role play the assigned situation.
5. Upon completion of the role play, instruct each group to complete the questions on the worksheet. In the large group, discuss their answers.
6. Discuss with students and/or ask them to journal about a workplace experience in which they believed they were treated unfairly. If students do not have work experience, suggest that they write about a personal conflict with a friend or family member. Ask students to describe:
 - The event
 - How they felt during the event
 - How the conflict was managed or not managed
 - The result
 - What they might do differently next time
7. Provide students with copies of fact sheets.

Evaluation

1. Informal assessment of student willingness to participate, co-operate and work together in large and small groups.
2. Assessment of students' contributions in large and small groups:
 - Did they understand the anger management steps?
 - Did they exhibit an ability to handle constructively any anger they might experience?

Background notes

Managing conflict in the workplace⁷

Conflict in a workplace is inevitable. When people with different values, culture, backgrounds and expectations come together in one place, disagreements are bound to happen.

All workers have the right to a violence-free workplace as well as the responsibility to not participate in or contribute to the conflict. To prepare for the roles they will have as future employers and workers, students must develop and enhance the skills needed to manage workplace conflict.

The first step

When a problem occurs, the first step is to determine your rights and responsibilities. In Saskatchewan, a number of agencies can help. They include:

- The Human Rights Commission
- Saskatchewan Ministry of Labour Relations and Workplace Safety
- Saskatchewan Workers' Compensation Board
- Employment and Social Development Canada, Labour Division

Anger: A normal human reaction

Anger is usually the first reaction for workers who feel or know their rights have been violated. Their immediate impulse may be to angrily confront their supervisor or employer.

Anger is a natural reaction to feelings of being treated unfairly. However, it is important to channel the anger from destructive into constructive actions.

Destructive anger

There may be consequences to losing your temper:

- Most employers will not tolerate a worker who they see as a problem and who uses aggression or violence to address workplace problems.
- Workplaces are required to have policies outlining serious consequences for emotional or physical displays that have the potential to harm others.
- Workers or employers could lose credibility with colleagues and staff with whom they may need to work in the future.

⁷ From Daniel W. Johnson, *Reaching Out: Interpersonal Effectiveness and Self-Actualization*, sixth edition, copyright 1997 by Allyn and Bacon, publishers. Reprinted/Adapted with permission. Also from *Helping to Solve the Employment Puzzle: A Toolbox for Middle and Secondary Levels*, copyrighted by SIAST and the Saskatchewan Ministry of Advanced Education, Employment and Labour. Adapted/reprinted with permission.

It is important to find constructive ways to channel anger or feelings of frustration into productive behaviour.

Constructively managing your anger

There are some general rules for constructively managing anger in the workplace:

1. **Recognize and admit the anger.** Anger is a natural, healthy and normal human feeling. Judging, denying or rejecting anger, feeling guilty or apologetic for being angry or creating more anger by “reliving” the incident over and over again can be a counterproductive, energy draining activity.

One method for getting past the negative feelings of anger may be to engage in positive self-talk. Permission is given for the emotion, ("It's OK for me to feel angry sometimes.") but not for negative behaviour (yelling, using physical force intended to harm others) which may accompany the anger.

2. **Try to understand the other person's perspective and intentions.** It is important for everyone to stay calm and be non-threatening. It is important to not jump to conclusions about the other person's intentions.

Try walking a mile in the other person's shoes. This means trying to see the issue from another point of view, as well as getting all the facts. You may increase understanding, help to solve the problem and build (or re-build) a positive working relationship.

3. **Make a decision about what to do with the anger.** Consider the risks and advantages to expressing anger:

- Directly to the employer or worker
- Indirectly, for example, to a friend
- Not at all

Whether you decide to act, wait awhile or do nothing will depend upon the amount of power the other person has over your job security or satisfaction and how important the relationship is to you. In reflecting on the decision, think about how reasonable the other person is. For example:

- Are they likely to make life miserable if they don't want to hear what you have to say?
- Is it better to talk directly to the person involved or blow off steam in another way?
- Is it healthy to not express the anger at all?
- Which action might contribute to the situation getting worse?

4. **Express the anger directly, if appropriate.** As in most workplace conflicts, timing is significant. It is important to wait until there is enough time to discuss the problem in private without interruption.

The manner in which the discussion is started and subsequently handled may also impact its success. Throughout the discussion, each party must exhibit a willingness to let go of their anger and maintain a positive relationship with the person.

5. **Express the anger indirectly when it is inappropriate to express it directly.** If expressing the anger directly is inappropriate, try some indirect methods for getting rid of the emotion. This may include getting some physical exercise, using relaxation techniques or talking privately to someone you trust.

Sometimes, you may realize that the problem will not go away and your only alternative may be to end the relationship or, if possible, stay away from the person.

A conflict of interest or a personal conflict?

A final method for handling the anger may be to try to think of the situation in a different way, to take it out of the personal realm and see it as a conflict of interest.

Daniel Johnson describes a **conflict of interest** as when the actions of one person attempting to reach his or her goals prevent, block or interfere with the actions of another person attempting to reach his or her goals. For example, in a workplace the employer or supervisor's desire to maximize profits may sometimes conflict with a worker's desire to maximize their wages. This is a conflict of interest.

A conflict of interest can occur between people who like or respect one another. A **personal conflict** is often described as one that involves negative feelings.

Workers may find it useful to see problems with their working conditions as a conflict of interest rather than a personal conflict. It may help them to deal with their feelings of anger and frustration and determine an effective conflict management strategy if they realize that the events are not directed at them personally.

Understanding the Saskatchewan Ministry of Labour Relations and Workplace Safety's Role

The Employment Standards Division of the Ministry administers part II of *The Saskatchewan Employment Act: Employment Standards*. The division suggests that workers address employment standards concerns this way:

1. Call the Employment Standards Division or read *Rights and Responsibilities* to determine what employment standards rules apply to your situation.
2. Discuss the issue with the employer.
3. Make a formal complaint to the Employment Standards Division if the issue is not resolved.

Talk to the employer

The Employment Standards Division recommends that workers start by talking to their employer about their employment standards concerns. It is important to note that most employers want the opportunity to address the problem before outside intervention. There are many factors that could affect the outcome of your discussion(s) with your employer.

1. Employers may not be aware of the law or may not know how the law specifically affects their particular work situation. If at all possible, it is important that the worker and employer take the time to discuss the matter and seek advice and information as needed.
2. Some employers may be open to discussing working conditions or receiving information or suggestions from their workers. Others may not. The discussion could result in actions that the worker may see as unfair or disciplinary.
3. The way you initiate the discussion may impact its success or failure. You may want to start the conversation by asking for information or clarification about the issue. For example, you could ask how your wages were calculated or how to read your pay stub. Asking for clarification often opens the door to further discussion.

If you cannot resolve a concern about unpaid wages with the employer, or you have left the job, you may want to file a formal complaint for unpaid wages.

Employment standards investigations

Once it receives a formal complaint, the Employment Standards Division will review the complaint and may ask the worker for more information. An Employment Standards Officer will also contact the employer and may inspect the employer's payroll records, talk with other workers and gather other evidence.

Employment standards officers have the authority to:

- Enter a workplace under their jurisdiction
- Require the employer to produce payroll records for inspection
- Talk to anyone who might have information about the case

If the officer finds that wages are owed to the worker, the officer will ask the employer to pay the wages owed. If the evidence is unclear or contradictory, the officer may attempt to negotiate a settlement. The worker then has to decide whether to accept any negotiated amount offered. If the complaint can be resolved, no fees will be charged to the employer or corporate directors.

If the complaint is not resolved, the Director of Employment Standards may issue a document called a *Wage Assessment* stating how much money the officer believes the employer owes to the worker. Once served, the employer or worker has 15 business days (not including Saturday, Sunday or a holiday) to appeal. Appeals are heard by adjudicators appointed by the Labour Relations Board.

If the officer finds that no wages are owed, the officer will send the complainant (worker) and the employer a letter summarizing the results of the investigation.

Anonymous complaints

Anonymous complaints can be filed by anyone, including a worker or a third party such as a parent, friend, or a member of the community. The anonymous complaint process best meets the needs of workers who want a workplace standards issue addressed and corrected while they remain employed with an employer. A complaint can involve monetary or non-monetary issues. Written complaints with some supporting evidence are preferred.

When an anonymous complaint is made, the Employment Standards Division works with the employer to ensure that the provisions of *The Saskatchewan Employment Act* are followed from that point on. Only written complaints will be reviewed. Complainants should provide any supporting evidence with the written complaint.

Problems are usually corrected on a go-forward basis to ensure that from this point on, the provisions of the act will be followed in the workplace. Anonymous employment standards complaint forms can be downloaded from www.saskatchewan.ca and submitted to the Employment Standards Division. Completed forms can be dropped off, mailed or faxed to the nearest Employment Standards Division regional office. Include any supporting documentation with the complaint.

If the complaint is to recover unpaid wages, the worker must file a formal complaint.

Waiting it out

Workers may opt not to pursue their complaint immediately. They may decide to wait and file a complaint for unpaid wages with the Employment Standards Division once they have left their place of employment. It is important to note that workers can make a claim for unpaid wages **within one year** of the time the wages were due.

Keeping records

The Employment Standards Division suggests that workers keep all their pay stubs and any other employment records they have. They may also want to track their hours of work, meal breaks, overtime hours, etc. on a calendar. This information may be useful if they need to file a formal complaint.

The Employment Standards Division's mandate

The Employment Standards Division is available to:

- Answer inquiries from workers and employers about how part II of *The Saskatchewan Employment Act* might apply to specific workplace situations
- Advise workers and employers on strategies for resolving workplace problems relating to employment standards
- Investigate complaints
- Collect unpaid wages

Handout 3: Managing Anger Constructively⁹

Steps	Do	Don't	Examples of things to say
Recognize and admit that you are angry.	Tell yourself that anger is a natural, healthy, normal human feeling and it is OK to become angry.	- Fear, deny or reject your anger, feel guilty or apologize for being angry. - Re-live the incident over and over again. - Become aggressive, use physical force or yell when angry.	Say to yourself: "It's OK for me to feel angry sometimes. It's not OK to get violent or abusive."
Try to understand the other person's perspective and intentions.	- Try to stay calm and non-threatening. Tell the other person how his or her behaviour makes you feel. Ask if your reaction is what he or she wanted. - Show you are listening and trying to understand. - Try to decide if the other person is deliberately trying to make you feel angry.	- Jump to conclusions about what you think the other person wanted you to feel. - React until you have all the facts. - Make less, or more, of the incident until you have as much information as possible. - Ignore the other person's needs and feelings.	Say to the other person: "When you told me yesterday that I didn't understand how public holiday pay was calculated, I felt like you were suggesting I didn't know what I was talking about. Is that how you feel?"
Decide what to do with your anger.	- Consider the risks and advantages of expressing your anger directly to the other person. - Determine the bad or good results that might occur if you sound off. - Consider the risks and advantages of expressing your anger indirectly, to a friend, for example. - Consider the risk of not expressing it at all.	- Forget to consider both short-term and long-term consequences. - Forget to reflect on how much power the other person has over your job security/satisfaction. - Forget to consider the consequences for your physical and mental health.	Say to yourself: "How reasonable is this person? Can he or she make my life miserable if they don't like what I have to say? Is it better to talk directly or blow off steam some other way? Is it healthy to keep my anger to myself? Will it get worse?"

⁹ From Daniel W. Johnson, *Reaching Out: Interpersonal Effectiveness and Self-Actualization*, sixth edition, copyright 1997 by Allyn and Bacon, publishers. Reprinted/Adapted with permission. Also from *Helping to Solve the Employment Puzzle: A Toolbox for Middle and Secondary Levels*, copyrighted by SIAST and Saskatchewan Ministry of Advanced Education, Employment and Labour. Adapted/Reprinted with permission.

Steps	Do	Don't	Examples of things to say
If appropriate, express your anger directly.	• Wait until there is enough time to discuss the problem; speak to the person in private. • Describe the other person's behaviour and describe your feelings of anger. • Be assertive (not aggressive) and try suggesting a solution that respects both persons' needs. • Ask the other person to tell you how he or she feels about the situation. • Show you want to let go of the anger and maintain a good relationship.	• Complain about the other person behind his or her back, verbally attack anyone's character or intelligence, or get physically aggressive. • Try to discuss the problem in front of other people or when the other person is busy or preoccupied. • Make less, or more of, what you are actually feeling. • Ignore the other person's needs and feelings. • Make it seem like you will hold a grudge.	Say to the other person: "Do you have a couple of minutes to talk to me in private? This morning, you asked if I could work some overtime. When I said no, you indicated that you seem to be getting the short end of the stick regarding workload. I am concerned about the suggestion that I'm not carrying my fair share. I work hard, and I work overtime when I'm asked. Why don't we discuss this at the next staff meeting? Maybe we could set up a system for taking turns. How does that sound to you?"
Express your anger indirectly when it is inappropriate to express it directly.	• Get some physical exercise or use relaxation techniques. • Express your anger privately with someone you trust. • Accept that the problem might not go away and that you may need to end the relationship or stay away from the other person. • Try to think of the situation differently.	• Express your anger in a way that injures or damages you, another person or property.	Say to yourself: "This person is the boss's friend. If he doesn't like what I have to say, the boss might hassle me. I've got to keep this in perspective. I don't like it, but it's not as if I have to put up with this for the rest of my life. This is only a summer job. After work today, I'll go to the rink and take some slap shots. I'll pretend he is the goalie! I'll feel better after some exercise."
Think about how you managed your anger.	• Congratulate yourself for managing your anger constructively • Recognize that you get better at anger management by practicing and reflecting on how you might handle similar problems in the future. • Stay focused on improving relationships others.	• Expect yourself and others to be perfect. • Expect to find a perfect solution to all problems. • Give up on managing anger constructively.	Say to yourself: "I'm really glad I brought that issue up. I did a good job of handling that situation. However, next time I might take a little longer to research the problem. I really didn't have all the information I should have had to talk to the boss about overtime pay."

Handout 4: So You're Upset⁸

Role play 1

Employer: I wanted to talk to you about the dishes you broke last week.

Worker: Oh yes, that wasn't my fault. Tom came out the door, and he hit me while I was carrying a large tray of dirty dishes from table 7. There were a large number of people there so I was really loaded down.

Employer: I don't know what Tom did, but I know it was you who dropped the tray full of dishes. It will cost me a lot of money to replace those dishes. And you know we have a policy that you have to pay for what you break.

Worker: But it wasn't my fault.

Employer: I don't care whose fault it is. I need to buy more dishes and that will cost me money. So I have deducted \$122.93 from your wages this week.

Worker: But that means I'll only take home \$50. I'm supposed to get my car repaired and it will cost me more than \$50. This isn't fair!

Employer: Well there isn't anything I can do about it. If you think it was Tom's fault, why don't you try collecting it from Tom?

Worker: Tom won't pay me for it. Why should he when the money is already coming off my paycheque? So you mean I'm stuck with paying for someone else's mistake?

Employer: Well, I don't know if I would put it that way. But I do know that I have a lot of broken dishes and I didn't break them, so I'm not paying for them. Besides, I think it's time you got back to work. You have a lot of customers in your area.

⁸ From Daniel Johnson, *Reaching Out: Interpersonal Effectiveness and Self-Actualization*, sixth edition, copyright 1997 by Allyn and Bacon, publishers. Reprinted/adapted with permission. Also from *Helping to Solve the Employment Puzzle: A Toolbox for Middle and Secondary Levels*, copyrighted by SIAST and the Saskatchewan Ministry of Advanced Education, Employment and Labour. Adapted/reprinted with permission.

Role play 2

Worker: I just got my paycheque, and I don't think I got paid all the money I'm owed for this pay period.

Employer: I don't have time to talk to you right now.

Worker: But I think I'm owed another \$50. You paid me straight time. You should have paid me double time for working Thanksgiving Day.

Employer: No, I shouldn't have. Your paycheque is right. Besides, I really don't have time to talk to you about it right now.

Worker: Well, in my last job when you worked on a holiday, you got paid double time.

Employer: Not in retail, you don't; it's straight time. You worked in construction before. This is different.

Worker: No, the rule is the same for all jobs. It doesn't matter where you work. According to my calculations, you owe me more money. I was counting on getting that \$50. I borrowed money from my brother, and I have to pay him back.

Employer: That is your problem. You have been paid all the money you were owed. Now, I think maybe it's time to get back to work. There are some customers at the front of the store waiting for some help.

Role play 3

- Worker:** I just got my paycheque, and I wanted to know what this deduction for linens is all about.
- Employer:** Oh that's the deduction for the uniform that I provided you. We take off five per cent of every one's gross earnings for the cost of buying uniforms.
- Worker:** Five per cent off every cheque? That's \$3 off every paycheque. That's \$15/month, \$180/year.
- Employer:** Yes it is. The uniform is really worth a lot. It costs \$150 to make. I pay for made-to-measure uniforms for my staff, and sometimes they work for six months and leave. Then I'm stuck with a uniform that no one else can use. Besides, you're a big person and wear a larger size, which takes more cloth, and that costs more.
- Worker:** Do I have to wear a uniform?
- Employer:** Most luxury hotels require their front desk clerks to wear uniforms. Most of their uniforms aren't half as nice as ours.
- Worker:** It hardly seems fair that I should have to pay for it. My friend who works in one of the downtown hotels doesn't pay for his. Are you sure I have to pay?
- Employer:** Yes, you do. Besides, the uniform shows the customer you are connected with this hotel, so you get tips because you are wearing it.
- Worker:** Yes, I get tips, but because of my service not because of my uniform.
- Employer:** I'm not so sure I would agree with you.
- Worker:** So I keep paying until I have paid you \$150?
- Employer:** No, you will be charged that deduction on every paycheque for as long as you work here. Don't forget that one will wear out and I'll have to have another one made. I also have to repair and launder it.
- Worker:** You mean I have to continue to pay for this uniform for as long as I work here?
- Employer:** Yes. You're getting the benefit, so you should pay for it.
- Worker:** I don't think that's fair.

Role play 4

Employer: That's not the right way to clean rooms. You have to have a system.

Worker: But that's how Anne taught me to do them.

Employer: I can't believe Anne would tell you to make a bed like that. She was really good at this job.

Worker: Well, she did!

Employer: Well, it's wrong. You better learn it the right way because you're taking far too long to do this work.

Worker: If you show me how, I'm sure I can speed up. But I need someone to teach me the right way.

Employer: What's the matter with you? Are you stupid or something? Everyone knows how to make a bed. Didn't your mother teach you anything? I guess a little kid like you wouldn't know how to do important things like make a bed. I suppose you'll have to get a college degree to know how to do that.

Worker: Of course my mother taught me how to make a bed. But it looks like you want it made differently.

Employer: I'll get my wife to show you if she has time. You'd think when you hire women to do housekeeping duties, they'd know a little bit about it. Don't mothers teach their kids anything nowadays? Get back to work. At least you can scrub the floors until she has time to come and show you. Or are you too young to even know how to do that?

Question sheet

1. What is the issue or problem in this role play?
2. What are the employer's and worker's rights and responsibilities in this situation?
3. In your group, complete the "Things to Do and Say" column. Determine what the worker could say and do at each step to constructively respond to this situation.

Step	Things to do and say
1. Recognize and admit that you are angry.	
2. Make sure you understand what the other person intended.	
3. Decide what to do with your anger.	
4. Express your anger directly when appropriate.	
5. Express your anger indirectly when it is inappropriate.	
6. Think about how you managed your anger.	

Handout 4: So You're Upset⁸

(Teacher's copy)

1. What is the issue or problem the worker and employer are having in this role play?

Role play 1: Who is responsible for paying for the broken dishes?

Role play 2: What should a worker be paid for working on a public holiday?

Role play 3: Who should pay for the uniform?

Role play 4: Should a worker be disciplined if s/he has not been properly trained to do his/her job?

2. What are the employer's and worker's rights and responsibilities in the situation?

Role play 1:	Under part II of <i>The Saskatchewan Employment Act: Employment Standards</i> , employers cannot deduct money for broken dishes from the worker's wages. However, the employer can go to court and get a court judgement (in the employer's favour), and garnish the worker's bank account or paycheque. The employer has the responsibility to determine the rules for making deductions from workers' wages. The employer has the right to go to court to try to recover the money for the broken dishes.
Role play 2:	Under part II of <i>The Saskatchewan Employment Act: Employment Standards</i> , the worker should be paid time and one-half for working on a public holiday as well as public holiday pay for Thanksgiving Day. Public holiday pay is 1/20 of the worker's wages in the four weeks preceding the holiday. The employer is responsible for knowing the rules regarding public holiday pay and paying the worker accordingly.

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Role play 3:	Under part II of <i>The Saskatchewan Employment Act: Employment Standards</i>, if the worker is working in a hotel, restaurant, educational institution, hospital or nursing home, the employer must provide the uniform free of charge, launder and repair it. Employers are responsible for knowing the law regarding uniforms as it applies to their place of business. They can ask for a deposit for the uniform. However, the deposit should be returned when the worker leaves the place of employment and returns the uniform.
Role play 4:	This situation is not covered under part II of <i>The Saskatchewan Employment Act: Employment Standards</i>. However, this may be harassment of the worker on the basis of age. Consult part III of <i>The Saskatchewan Employment Act: Occupational Health and Safety</i> and <i>The Human Rights Code</i> for more information about the rules governing policies on harassment and age discrimination. The employer has the responsibility for ensuring the worker is adequately trained to perform his or her duties. The employer has the right to expect the job will be performed adequately once the worker has been properly trained and coached to perform the tasks associated with the job. The employer is responsible for not harassing workers. The worker is responsible for performing the job adequately as trained. The worker has the right to expect a harassment-free workplace.

Activity 3: Raising Issues Constructively¹⁰

Specific learning objectives

- To identify the issues surrounding fair workplace practices and procedures
- To determine and apply strategies for addressing problems arising from unfair workplace practices and procedures

Materials and equipment

- Pen and paper
- Background notes
- Student handouts: *Handout 5* and *6*
- Online resource: *Bullying and harassment in the workplace* (www.saskatchewan.ca)

Time: 20 – 30 minutes

Preparation

1. Photocopy class sets of *Handout 5* and *6*.
2. Access *Bullying and Harassment in the Workplace* online at www.saskatchewan.ca.
3. Review the information found in the:
 - Background notes
 - Student handout
 - Brochure

Activity

1. Discuss the purpose of the activity with the class. It is designed to help students initiate discussion with their employers and supervisors about workplace issues. The activity will help them identify to what to say, as well as provide the opportunity to practice saying it.
2. Brainstorm with students, methods they use to raise issues or concerns with friends, family and people in authority.
3. Discuss:
 - The methods, which worked, and those that didn't
 - Reasons for the varied successes of these methods

¹⁰ From Mediation Services, Saskatchewan Justice, *Resolving Conflict Constructively: A Collaborative Approach to Problem Solving*, copyrighted by Saskatchewan Justice. Reprinted/adapted with permission.

4. Provide students with a copy of *Handout 6*. Review the content in the handout.
5. Provide each group with a copy of *Handout 5*. Using scenario 1 as an example, discuss and, if possible, demonstrate how to raise this issue.
6. Ask each group to choose two scenarios from the worksheet. Using the information from *Handout 6*, ask them to decide how to raise the issue in each scenario. Ask the groups to role play each scenario rotating the roles of participant and observer.
7. In the large group, debrief the group by asking:
 - What worked?
 - What didn't?
 - Why or why not?
8. Ask students to journal about a situation where they might have liked to raise an issue in a workplace or with a family member or friend, but didn't. They could also journal about a situation in which they raised the issue and the result was not positive. Ask them to consider how they might handle (re-handle) the situation(s) for more positive results.

Evaluation

1. Informal assessment as students participate in both large and small groups:
 - Willingness to participate, share ideas and respect the other person's contribution
 - Co-operate fully with other group members and encourage others' participation

Background notes

Raising issues constructively¹¹

One of the more difficult parts of any conflict is finding a way to raise the issue. The primary reason for doing this is to get the other person to talk about it, now or later.

Prior to raising the issue

Before deciding to raise the issue, consider the following:

- Is the issue important enough to be raised? What will happen if the conflict is ignored?
- Is the timing and location appropriate? Are all the right parties available?
- Should a meeting be scheduled? (Avoid procrastination.)
- What is the best location? (My place? Your place? A neutral place?)
- Are all parties in the right frame of mind?
- Does the issue need to be addressed at this very moment or could it wait over a period of time?

Unsuccessful ways of raising issues

People often tend to raise issues in ways that produces negative or no results.

Examples include:

- Dropping vague hints hoping the other person catches on
- Producing a solution without identifying the issue or getting a commitment from the other people involved to resolve the situation
- Using a direct confrontational approach that makes the other person defensive, causes hurt feelings or leads the other person to tune out and deny any responsibility
- Introducing a number of issues or concerns at once
- Avoiding the issue entirely
- Involving a third party (Tom has this problem too)

How to raise the issue

- Start the conversation by introducing the reasons for asking for the meeting/discussion.
- Use “I” language to make an objective statement about the facts as seen by the initiator of the meeting (I think, I believe, it seems to me).
- Avoid attacking, blaming and judging statements. Focus the conversation on actions or behaviour, not the person. (“When you slam the door, ...”)

¹¹ From Mediation Services, Saskatchewan Justice, *and Resolving Conflict Constructively: A Collaborative Approach to Problem Solving*, copyrighted by Saskatchewan Justice. Reprinted/Adapted with permission.

- Include a description of the feelings being experienced. (“When you slam the door, I feel frightened.”)
- Focus the conversation on the needs of the persons involved. (i.e., “I need to feel better about working here.”) If at all possible, the parties involved should avoid taking a position. The focus needs to be on the future, not the past.

A formula approach

A formula approach can help to raise an issue by providing a series of steps to follow such as:

- Step 1:** State the facts or situation as perceived.
“It seems to me that...”
“It is my perception that....”
- Step 2:** Identify how the situation feels and/or its effect on the person speaking. Talk about interests or needs not a solution.
“I feel frustrated/upset/...”
“It’s affecting my....”
- Step 3:** Get a commitment to talk about it or an agreement that there is an issue to discuss.
“Can we find some time to talk about it?”
“I’d like to see if we can resolve this.”

Other variations and options

- *Mutualize* – Show the other parties that this is a common concern or that resolving the issue may be beneficial to all concerned. “I understand that this is an issue that has occurred before. It might be nice to solve it so it doesn’t happen again.”
- *Normalize* – Indicate that conflict in a workplace is normal. Different people have different values, perspectives and standards. It is inevitable that there will be some conflict. Indicate that these situations are never nice, often difficult and uncomfortable to get through.
- *Don’t rationalize* – The parties involved should not make excuses for how they feel or are affected.
- *Include positives* – Starting with a positive observation, as long as it is sincere, can sometimes create a climate for collaborative problem solving. Avoid “buts” or “however’s.”

Blockers

Some people intentionally or unintentionally “block” attempts to create an understanding of the issue and address it.

Any response to a workplace issue or concern that diminishes or shuts down the other person’s ability to work towards understanding and addressing it is a blocker. Examples of intentional blockers include:

- Denial, anger or blaming (“If I get really mad, she’ll go away.”)
- Immediate agreement, apologies or quick solutions (getting an apology from someone who usually takes fault quickly).

An example of **unintentional blocker** is:

- Not realizing the seriousness of the issue to the people involved or receiving a placating response. (“Oh I’m sure that he really didn’t mean to cause any harm.”)

Dealing with blockers

1. If the other person immediately apologizes, indicate that the apology is appreciated and that it might be useful to talk about ways to ensure the situation doesn’t occur again.
2. If the other person begins to get loud or swear, indicate that the intent is not to deal with the situation in a way that is upsetting or dissatisfying. It might be useful to ask the other person how to deal with the issue in a way that is better for him or her. It is important that both parties feel good about the situation, as they will have to continue to work together.

Other approaches might include:

- Shift the focus from the content to the specific actions of the other party. For example, the discussion may focus on the anger that one of the parties is showing.
- Raise the issue clearly and directly, allowing the other person to respond. Encourage two-way discussion. The longer one person speaks, the greater the likelihood that the other person feels left out, blocked, defensive or annoyed.
- Ask for a response if it seems that the other person is reluctant to talk. For example, ask if the other person understands the concern and if they have any thoughts or questions.
- Re-emphasize that the reason for the conversation is mutual understanding. Blockers are sometimes old ways of dealing with criticism to avoid feeling rejected or being viewed as bad.
- Reflect before responding to the blockers. The parties involved will need to take the time to assess what is being said and their individual reactions to it.

The approach taken for dealing with blockers will depend upon:

- The individual’s personality

- The existing relationship with the parties involved
- Nature and type of relationship the parties might like to continue to have with one another
- An assessment of the other person's personality

Dealing with blockers is important. If the issue is not dealt with, it may remain unresolved, resulting in negative consequences for the workplace parties, their relationship with one another and their co-workers.

Handout 5: The Sounding Board

Instructions

Read through the scenarios assigned to you. Spend a few moments with your group members deciding how you might raise the issue. With a partner, role play raising the issue in the scenario. The third group member acts as an observer and provides feedback to the role players.

Scenario 1: You are working on a project with several students. One member of the group is not doing his or her share of the work.

Scenario 2: Your supervisor has dumped extra work on your desk and you're already swamped. You are scheduled to leave on holidays after work and need to get everything current.

Scenario 3: You've just learned that a co-worker has been paid overtime pay for working extra hours on Sunday. You also worked those extra hours and would like overtime pay as well.

Scenario 4: Your supervisor has told you a co-worker wants to change shifts because she has a doctor's appointment. The supervisor has given him your shift and you are to take his. This will interfere with some plans you have with your buddies.

Scenario 5: You have a co-worker who spends too much time on the phone talking to friends. She is always behind in her work and is constantly asking for help to catch up.

Scenario 6: The co-worker who shares your workstation and works the shift just before yours has been drinking coffee at the workstation. This is against the workplace rules. It also leaves a mess that you have to clean up. You have spoken to him about it and he has told you to mind your own business. The supervisor is a good buddy of his.

Scenario 7: Your supervisor is always joking about how big you are. You are very uncomfortable with the remarks and would like her to stop.

Scenario 8: You supervise a worker who is quite sloppy and you often have to spend extra time correcting his work. He is a creative worker and has many good ideas that have helped to keep things running smoothly. You've talked to him about his work without any results. He is also related to the boss.

Scenario 9: One of the workers you supervise has a bad attitude, constantly grumbling about everything. This co-worker is well liked, however it seems the bad attitude is contagious for everyone at work and morale is terrible.

Scenario 10: You think you are owed vacation pay for the last pay period. Your boss doesn't like having his authority questioned.

Handout 6: Raising Issues Constructively¹¹

Making the decision

You are having a problem with your boss or one of your co-workers and you would like to do something about it. For many people, the most difficult part of conflict is raising the issue with the other party. Before you get started, here are some things to think about.

- Is the issue significant enough to be raised? What might happen if you don't address it?
- Are the timing and the location appropriate?
- Are the right parties available?
- Do you need to schedule a meeting?
- What is the best location?
- Are all the parties in the right frame of mind?

How to raise the issue

- Identify why you want to talk to the person.
- Use "I" language and make an objectives statement about the facts as you see them (I think, I perceive, I believe, it seems to me).
- Avoid attacking, blaming or judging.
- Express curiosity.
- Focus on actions or behaviour – not the person.
- Avoid using absolutes (always, never).
- Describe how the situation makes you feel. Discuss what you need, not your position or what you want as an outcome. (Don't try to solve the problem.) Focus on the change needed in the future, not on the past.
- Listen to the other person. Find out what she or he needs (active listening). Try to get an agreement and commitment to talk more about the issue.

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Formula approach

- Step 1:** State the facts or situation as you see it.
 “It seems to me that....”
 “It is my perception that....”
- Step 2:** Identify how the situation makes you feel and/or how it affects you.
 “I feel frustrated/upset/....”
 “It’s affecting my....”
- Step 3:** Get agreement that there is an issue and/or a commitment to discuss it.
 “Can we find some time to talk about it?”
 “I’d like to see if we can resolve this.”

The steps in the process do not necessarily need to be completed in the order listed.

Other methods to try

1. Try showing that the issue is a common concern and resolving it would be beneficial to both of you. (“I think we might both be more productive if we could solve this problem.”) This is called **mutualizing**.
2. Indicate that it is normal to have conflict in a workplace where people have different values, perception and standards. Conflict is difficult and a normal reaction to it is to feel uncomfortable. This is called **normalizing**.
3. Don’t make excuses for how you feel about the situation or that it may be adversely affecting you. Making excuses is called **rationalizing**.
4. If possible, start with some positive observations if they can be made sincerely. Once you have done that, avoid, if possible, following up with “buts” and “however’s.”

Blockers

Any response that diminishes or shuts down attempts to raise the issue and work towards resolution is a “blocker.” Blockers can be intentional and unintentional.

- *Anger, denial, blaming.* “If I get mad, maybe she’ll go away” is an example of an **intentional block**.
- *Immediate concurrence, apologies or quick solutions.* “If I apologize, she’ll leave the issue alone” is an example of an **intentional block**.
- *Receiving a placating response.* “Oh that really isn’t very important” is an example of an **unintentional block**.

Dealing with blockers

The first step is to recognize blockers when they are used and have a plan for dealing with them.

1. Think about the types of responses you might get and how you might deal with them. For example, if she immediately apologizes, tell her that you really appreciate the apology and want to talk about what “we” can do to ensure the problem doesn’t occur again.
2. Establish an environment where blockers are unnecessary or even inappropriate. For example, if he begins to get mad and swear, tell him you don’t want to raise the issue in a way that he finds upsetting. Ask him if there is another way to deal with the situation that feels better for him. Tell him that it is important that both of you are happy with how this is done, as you have to continue to work with one another.
3. Know your limit for dealing with blockers. For example: “If she gets depressed and really down about this, I just can’t deal with it and will have to move on and not worry about it.”
4. Shift the discussion from the issue to how you feel the discussion is going and what you perceive is happening at this moment. For example: “I see that you have turned your chair and are looking out the window. I wonder if you might be concerned about something.”
5. Raise the issue clearly, concisely, and directly. Allow the other person time to respond. Encourage two-way discussion. The longer **you** talk, the greater the likelihood that you have lost the other person’s willingness to participate.
6. Ask for a response if you don’t get one. For example, ask if they understand your concern and if they have any thoughts or questions about what has been said.
7. Re-emphasize that you are looking for a mutual understanding. People sometimes habitually block as one way of dealing with criticism and rejection.
8. Reflect before responding to the block. Take time to assess what is being said and how you are reacting to it.
9. The specific approach you decide to use when dealing with blockers will depend upon:
 - Your personality
 - The relationship you feel you have with the other party
 - The type of relationship you feel you might like to have with the other party
 - Your assessment of the other persons’ personality

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