

SEASONAL WORKER

Safety & Health Orientation Program



**SAFE
WORK**

SPOT THE HAZARD
ASSESS THE RISK
FIND A SAFER WAY
EVERYDAY

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Introduction

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

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



Developed as a pilot project in partnership with the City of Flin Flon and Manitoba Labour and Immigration, Workplace Safety and Health Division.

Learning Outcomes

At the end of this training program you will be able to:

1. Describe the basics of Workplace Safety and Health laws in Manitoba
2. Discuss the rights, responsibilities and duties of the workplace parties
3. Discuss the function, structure and responsibilities of a Joint Health and Safety Committee
 - a. Identify the members of the safety and health committee
 - b. List the locations and format for committee minutes
4. Define “workplace hazards” and discuss how to identify them
5. List potential hazards of specific jobs/tasks and list the most common types of injuries expected in specific jobs
6. Discuss a control or prevention measure for each hazard identified
 - a. Identify situations where written safe work procedures or rules should apply to specific jobs and review those specific to the jobs
 - b. Discuss ways to feel comfortable asking a supervisor for the written safe work procedures if they have not been shared
 - c. Describe the required personal protective equipment (PPE) for the specific job(s)
 - d. Demonstrate the correct use and care of the PPE
 - e. Describe responsibilities workers have regarding personal protective equipment
7. Describe the Workplace Hazardous Materials Information System (WHMIS) and how it might apply to specific job(s)
 - a. List the steps to follow when using a chemical on the job(s)
 - b. Read and discuss the significance of a WHMIS label and Material Safety Data Sheet
8. Discuss the importance of hazard and incident reporting
 - a. Describe the process to report a workplace hazard or incident
 - b. List the steps to follow if an injury occurs
 - c. State the name and methods of contacting the immediate supervisor if not immediately available
 - d. State the location of first aid equipment and first aid attendants

Basics of Workplace Safety and Health Law

LEARNING OUTCOME #1: Describe the basics of Workplace Safety and Health laws in Manitoba.

Instructor Notes: Review the following with participants:

Everyone has a right to a safe and healthy work environment. You should expect to go to work and come home without an injury at the end of the day – “work shouldn’t hurt”.

To make the workplace safe, workers, supervisors and employers all have responsibilities to ensure that work is performed without unnecessary risk. This is called the **internal responsibility system** – that means it is up to all the people, including you, no matter what level of job in the workplace, to ensure the workplace is safe and healthy.

In Manitoba (and all other provinces) there are general and specific laws about safety and health on the job. If you work for a provincially regulated workplace, you are covered by The Workplace Safety and Health Act and the Workplace Safety and Health Regulation.

The Act describes the rights and duties of all the workplace parties. Everyone must follow the Act and Regulations. ALL workers, even volunteers or part time workers, and no matter what age, are covered by safety and health laws.

The other important law to know about is the Workers Compensation Act. The Workers Compensation Board (WCB) also works to prevent injuries but should an injury occur, it provides benefits for workers who are injured on the job. Not all workers are covered by WCB but the majority of workplaces are. If you are unsure, you can ask your supervisor or call the WCB to find out.

You should know what to do if you are hurt in the workplace and should always report an injury to your supervisor, no matter how minor.

There are specific Regulations dealing with specific workplace hazards. You should know which ones apply to you and follow them. We will discuss some of these later in this program. But if you ever have a concern and want to look up something on your own, go to www.gov.mb.ca/labour/safety

Do First Module of HS 101 here to start the day after intros if have computer access:
http://www.safemanitoba.com/hs_101_manitoba/presentation/index.aspx

COMMENT

- Young or new workers more likely to be injured than experienced counterparts
- Institute for Work and Health research found new workers up to four times more likely to be injured during **first month on the job** than at any other time.

- Estimated that 1/3 to 1/2 of injuries occur in first year of employment.
- In Manitoba, just under 7000 young workers (15 - 24 years) injured each year. That's 23 young workers injured every working day in Manitoba or, looking at it another way, almost every hour at least one young worker was injured in a workplace incident.
- 4 of 5 young workers injured are male.
- Males under 25 are more likely to be injured on the job than any other group of workers.
- Job safety may not be something you think about; however, injuries can affect you for the rest of your life. Use an example to illustrate this point.
- As a result, we will be talking about your worksites and that being safe on the job is an important aspect of maintaining and enjoying a long work career as well as a fulfilling life.

DISCUSS

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

RECORD

Record responses on whiteboard or flipchart. Responses include:

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

ASK

How many of you have been hurt at work or know of someone who has had a workplace accident?

What are some injuries that could occur?

What are the consequences of a workplace injury?

Do any of you have a story about a workplace injury you can share?

In your opinion, how could workplace injuries be reduced?

RESPONSES

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

TELL students you will be viewing the video – Lost Youth.

SHOW Video – “Lost Youth” - can be viewed directly from this cd or previewed or downloaded at:
<http://www2.worksafebc.com/Topics/YoungWorker/Resources-YoungWorkers.asp>

Can be purchased from:

If outside of B.C. fill out the form found by going to http://www.worksafebc.com/publications/how_to_order_publications_and_videos/default.asp

Click on Publications and Forms order form (MS Word 219kb), complete the form and send it to:

- E-mail: customer.service@worksafebcstore.com
- Fax: 604 232-9703 or toll-free fax: 1-888-232-9714
- Phone: 604 232-9704 or toll-free 1 866 319-9704
- Hours: 8:30 a.m. to 4:30 p.m. (PST), Monday to Friday

A shipping and handling fee of \$6.00 will be charged for Health and Safety materials, in addition to the cost of the products.

The viewing guide and answers accompany the Lost Youth video when it is purchased so ensure you have a copy of the guide and the answers. If desired, you could make up a separate sheet with questions for them to consider while viewing the video.

When using the Lost Youth video please ensure you have reviewed it and that you prepare students for viewing. Inform them that the video features the true stories of four injured young workers whose lives have been permanently changed by their workplace accidents. Michael, Jennifer, John, and Nick talk emotionally about learning to live with the aftermath of their accidents. Their parents also speak about their children's shattered bodies and dreams. Remind students that while the accident scenes are re-creations and not real, the young people, their parents, and their stories are real. You may want to suggest that if students are upset by the reality of the video, they can look away during the accident scenes (which come toward the end of the video) or leave the room.

DISCUSS responses to questions you will ask as provided in the viewing guide.

Rights, Responsibilities and Duties of Workplace Parties

LEARNING OUTCOME #2: Discuss the rights, responsibilities and duties of the workplace parties.

Review with students: Under The Workplace Safety and Health Act everyone has rights. Along with rights always come responsibilities.

Under The Workplace Safety and Health Act everyone has rights. Along with rights always come responsibilities.

Employer Responsibilities

Employers must -

- Take every reasonable precaution to ensure the health and safety of people at or near the workplace
- Ensure all workers are trained for tasks assigned to them and check that work is being done safely
- Ensure a workplace has a written and communicated safety and health program where there are 20 or more workers
- Ensure there is a functioning safety and health committee where there are 20 or more workers
- Ensure there is a worker safety and health representative to communicate with management on behalf of workers where there are 10 to 19 workers
- Ensure supervisors are trained and competent for the job

Supervisor Responsibilities

Supervisors must -

- Take every reasonable precaution to ensure the health and safety of people at or near the workplace
- Train workers for all tasks assigned to them and check that their work is being done safely
- Enforce health and safety requirements
- Ensure that equipment and materials are properly handled, stored and maintained
- Instruct workers in safe work procedures and ensure that only authorized, adequately trained workers operate tools and equipment or use hazardous chemicals
- Assist to develop health and safety rules
- Inspect their work area for hazards

Worker Responsibilities

Workers must -

- Know and follow health and safety requirements affecting their job
- Ask your supervisor for training before you begin a task if unsure of how to do something safely
- Work safely and encourage co-workers to do the same
- Wear and use all personal protective equipment that is required to do the job safely
- Immediately report all injuries and unsafe conditions to their supervisor
- Do the job safely at all times

Worker Rights

Everyone in the workplace has a responsibility to ensure it is safe. Workers also have rights when it comes to safety and health.

Workers have three fundamental safety and health rights:

Right to know about hazards in the workplace, how to identify them, and how to protect themselves, and about the rights afforded to workers under the Act.

Right to participate in health and safety decisions through employer's consultations with safety and health committees and workers.

Right to refuse work they believe, on reasonable grounds, to be dangerous to their safety and health or the safety and health of others.

Right to protection from discipline or other sanction for fulfilling responsibilities or exercising rights under the Act. This enables workers to participate in the management of safety and health on a more equal footing with supervisors and employers.

Internal and External Monitoring

How do we make sure that everyone does what they are supposed to do to keep a workplace safe?

Workplace Safety and Health Committees are required in workplaces with 20 or more workers, and Workers Safety and Health Representatives are required in workplaces with 10 to 20 workers. Their job is to act as internal monitors on day to day safety and health practices in the workplace. The Workplace Safety and Health Division acts as an external monitor, and is responsible for enforcing legal safety and health requirements.

2.1 NOTE TO INSTRUCTOR

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

REFER students to Rights, Responsibilities, and a Safer Workplace – Their Worksheet found behind the page marked “Worksheets” in module 2.

COMMENT

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

DIVIDE

Divide class into groups of four or five.

ASK

Ask groups to choose a job (or assign a job to each group) that they will be doing or may do in the future (e.g. garden worker, petting zoo, wading pool supervisor, etc.)

ASK

Ask groups to complete Participant Handout by answering the following questions:

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

REVIEW Your Specific Policy on – Roles and responsibilities of all employees (a sample is included at the end of this module).

FACILITATE

Facilitate each group to report their findings to class.

2.2 NOTE TO INSTRUCTOR

It is important for new and young workers to understand the basics of safety and health legislation in order for them to effectively participate in protecting their safety and health or that of others. In this section, an overview of the basic rights and responsibilities will be given to participants.

DISPLAY

Display Overhead #1 - Three Basic Rights if you choose to use

DISCUSS

Discuss participants' responses in the previous activity – Did they consider each of these areas?

COMMENT

The right to refuse work is a right that is not to be taken lightly. In fact, the law outlines specifically the process that should be followed. It is important to understand that this right is there to protect you and others from risks to your safety and health but your employer has to be given an opportunity to correct the situation. Emphasize that you want workers to inform their supervisor if they do not feel safe doing it – your goal is to avoid injury!

REFER

Refer participants to your specific policy and process included in their workbook. **Refer to your Right to Refuse Policy.**

DISPLAY

Display Overhead #2 if you choose to use power point slides

STEP 1: Inform the supervisor

- Tell the supervisor that the refusal is because of a safety and health concern.
- Note that the issue could be resolved immediately if the supervisor agrees and takes necessary action.
- The supervisor can reassign the refusing worker to another job while the issue gets resolved.
- Any replacement worker (including a worker doing the same job on another shift) must be advised about:
 - the refusal and the reasons for it
 - why the employer believes that the replacement worker can do the disputed job safely
 - the right to refuse and the steps to follow.

ASK

What are the refusing worker's responsibilities in reporting a refusal to the supervisor?

RESPONSES

Responses should include:

- Inform the supervisor and clearly state that the refusal is for safety and health reasons.
- Accept reassignment.
- Do not leave the site without permission.

STEP 2: Involve the Safety and Health Committee (SHC) Worker co-chair

(if there is none, then another worker of your choice)

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

STEP 3: Contact the Workplace Safety and Health Division if the matter has not been resolved by the employer representative, the worker co- chair and the worker, or the refusing worker is not satisfied.

- A Safety and Health Officer must investigate and provide a written ruling to all parties.
- The refusal can continue until the ruling.
- Section 37 of the Workplace Safety and Health Act outlines the appeal process.
- Section 39(1) of the Act allows anyone directly affected by the ruling to appeal the Director's ruling.
- An appeal does not suspend the Officer's decision.

APPLYING LEARNING

REFER

Refer to your specific policy on worker rights and responsibilities. Remind them that with rights always come responsibilities. These are some of the expectations that your employer has of their workers.

DIVIDE

Divide class into groups of two or three participants.

REFER

Refer participant to **Worksite Scenarios Worksheet**. **You can replace these with scenarios specific to your workplace.** Assign each group one or more scenarios to work on.

ASK

Ask groups to brainstorm and list the potential hazards in the situation and the responsibilities of the worker and employer in the scenario. Instructor or participants can record results on flipchart paper.

FACILITATE

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

PREPARE

In this part it would be useful to have developed notes on the specific jobs and tasks – e.g. job processes, hazards of specific tasks, examples of incidents that have occurred and why, etc.

REFER

Refer to your notes regarding the specific jobs students will be performing.

ASK

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

CONCLUDE

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

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

WORKSHEETS, ANSWER KEYS, OVERHEADS AND SAMPLES

SEASONAL WORKER Safety & Health Orientation Program



RIGHTS AND RESPONSIBILITIES ANSWER KEY

<p>Worker Rights</p> <ul style="list-style-type: none"> • A safe working environment • Proper health and safety information, instruction, and training • Supervision to make sure the job is done safely • Well-maintained and functioning personal protective equipment • Right to refuse to do work that may endanger a worker's safety or put a worker's health at risk • Right to participate in workplace health and safety committees and activities 	<p>Worker Responsibilities</p> <ul style="list-style-type: none"> • Must pay attention to health and safety training • Must follow all health and safety procedures • Must ask questions when information is unclear • Must always wear personal protective equipment and keep it in good condition • Must use machinery and equipment properly • Must familiarize himself or herself with emergency procedures, location of fire extinguishers, emergency exits, etc. • Must report any perceived hazards on the job • Must refuse to do any work that might create an undue hazard to the health and safety of any person
<p>Employer Rights</p> <ul style="list-style-type: none"> • Can expect workers to pay attention during health and safety training • Can expect workers to remember their training and follow health and safety principles at all times • Can expect workers to report any perceived hazards in the workplace • Can expect workers to wear their personal protective equipment at all times • Can expect workers to inform them about any physical or mental conditions that may impair their ability to perform their jobs safely 	<p>Employer Responsibilities</p> <ul style="list-style-type: none"> • Must provide health and safety training to all Workers for general and specific tasks • Must develop a workplace health and safety policy (e.g., what to do in emergency situations) • Must display health and safety information where all workers can see it • Must provide well-maintained and properly functioning personal protective equipment for all workers • Must alert workers to any hazards in the workplace and provide information on how to minimize the risks associated with those hazards

Participant Activity**LIST WORKER'S AND EMPLOYER'S RESPONSIBILITIES IN THESE SCENARIOS****Scenario #1: Clean Up**

"There is often not enough time to clean the work area. Where I work, the garbage piles up, and once there was a spill in the work area and there was no time to clean it up."

List Potential Hazards	Worker Responsibilities	Employer Responsibilities

Scenario #2: Landscaping Worker

It is the end of the work day for the grass cutting crew, and lawnmowers must be loaded onto the trucks.

List Potential Hazards	Worker Responsibilities	Employer Responsibilities

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

Scenario #3

You observe one of your co-workers performing a potentially hazardous task (weed whacking), without the proper personal protective equipment.

List Potential Hazards	Worker Responsibilities	Employer Responsibilities

Scenario #4

You walk into the chlorine room and notice a strong smell of bleach and a large puddle on the floor by the blue barrels.

List Potential Hazards	Worker Responsibilities	Employer Responsibilities

ALL Workers Have Rights Under Workplace Safety and Health Legislation

Workers have **four** fundamental safety and health **rights**:

Right to know about hazards in the workplace, how to identify them, and how to protect themselves, and about the rights afforded to workers under the Act.

Right to participate in health and safety decisions through safety and health committees and other means without fear of reprisal - leads to...

Right to protection from discrimination for safety and health activities

Right to refuse work they believe, on reasonable grounds, to be dangerous to their safety and health or the safety and health of others.

Right to Refuse Dangerous Work Process

STEP 1 - Inform the supervisor

STEP 2 - Involve the Safety and Health Committee (SHC) Worker co-chair or Representative (if there is none, then another worker of your choice)

STEP 3 - Contact the Workplace Safety and Health Division if the matter has not been resolved by the employer representative, the worker co-chair and the worker, or the refusing worker is not satisfied.

Joint Health and Safety Committees

LEARNING OUTCOME #3: Discuss the function and structure of a Joint Health and Safety Committee.

Instructor Notes

We talked earlier about internal and external monitoring of the workplace - how do we make sure that everyone does what they are supposed to do to keep a workplace safe? In part, that is the job of the workplace safety and health committee.

Workplace Safety and Health Committees are required in workplaces with 20 or more workers, and Worker Safety and Health Representatives are required in workplaces with 10 to 20 workers. Their job is to act as internal monitors on a day to day safety and health practices in the workplace.

Committees are made up of worker and management members. Worker members are elected by workers and are there to ensure the workplace is safe and represent you with any concerns you might have.

- The members names are posted **(state where and a specific name if there is one that applies to them)**

Committee Members	Department

- Our committee meets **(state when and where)**
- You can see what concerns were discussed by looking at the minutes of meetings which are posted **(state where to find them)**

INSERT LOCATIONS HERE		

Provide and Review

Provide participants with a copy of your most recent minutes and review them to discuss the variety of concerns a committee might consider on their behalf.

We have a process to raise any safety concerns you might have. **(Amend as necessary for your process)**

1. Always discuss the concern with your supervisor. They are usually able to address any concerns that you might have.
2. If you are not satisfied with how your supervisor addressed your concern, please communicate with a safety and health committee member. **(name if possible here and where they can be found)**
3. The committee will discuss your concern at the next regular meeting but if it is urgent they will find a way to resolve it more quickly by raising it with the management co-chair.
4. If you still feel your concerns are not being appropriately addressed, you can call the Workplace Safety and Health Division. In Winnipeg, the number is 945-3446 or toll free 1-800-282-8069 Ext. 3446 for general information or to report a concern at any time.

Workplace Hazards - How to Identify Them

LEARNING OUTCOME #4: Define “workplace hazards” and discuss how to identify them.

Instructor Notes

This part of the program is designed to help your new workers become aware of their ability to affect the outcome of a potentially hazardous workplace situation and to develop evaluation skills by assessing the dangers associated with various work activities.

Prevention Through Hazard Recognition

In order to prevent injuries and illnesses from the workplace, it is critical to identify the hazards that may be present. If the hazard is identified, it can be controlled and possibly eliminated. If it is not recognized, it is a matter of time before an incident will occur. An occupational safety or health hazard is anything in the workplace that has the potential to cause harm to a person's well being. Health and safety hazards vary greatly depending on the type of work involved. We usually associate work hazards with mines, construction sites and other industrial workplaces. But workplaces like schools, offices, farms, hospitals and stores have their own particular hazards. Hazards can be considered in a number of different categories.

Thinking about hazards this way helps to consider all the possibilities when evaluating a task for the existence of potential hazards.

DISPLAY

Display Overhead #3 if using slides

Categories of Workplace Hazards

Physical Hazards

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

Chemical Hazards

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

Biological Hazards

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

Psycho-Social Hazards

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

Ergonomic Hazards

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

How Do I Identify Potential Hazards?

Examine every aspect of the task to determine potential hazards and loss exposures. Every aspect of the task should be considered, including safety, quality, and production. Also consider losses to the area or environment where the task is being done and possible long-term effects of performance.

Use Health and Safety 101 here – Go to tab marked **Work Hazards**

http://www.safemanitoba.com/hs_101_manitoba/presentation/index.aspx

It describes categories of hazards. Part of this module is on WHMIS – stop just before Sean Kells story.

After completing HS 101:

DISCUSS “SOME QUESTIONS TO ASK YOURSELF” when identifying if a situation might be hazardous:

People:

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

Equipment:

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

Material:

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

Environment:

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

DISCUSS

Let's spend a few minutes discussing some questions you think you or a co-worker could ask prior to an injury happening?

Possible responses:

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

ASK

How would you define the word "hazard"?

SUGGESTED RESPONSE

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

Create a task inventory from the types of jobs your workers will be doing for this exercise if you don't have one – use these tasks to practice identifying potential hazards. Remember, hazards are not always obvious to workers with limited experience. A sample is included at the end of this section for your reference.

ASK

Ask participants to locate the Task Inventory in their package or hand out the ones you have prepared. ASK - What are some hazards you can think of by looking at the Task Inventories?

RECORD

Write some of the responses on a flipchart or white board under five categories: physical, chemical, ergonomic, psychosocial and biological.
Ask for various examples for each category of hazard.

SUGGESTED RESPONSES

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

REFER

Refer participants to a resource at the back of their package titled “Overview of Hazards and Potential Health Effects”.

Note that this is a good resource they can read on their own that talks about the variety of hazards, both health and safety. It describes how health hazards can enter the body and the kinds of harm they might cause, both short and long term.

COMMENT

We can use the SAFE strategy to help us remember how to go about seeing a hazard in a situation before it becomes a problem. We are going to apply these elements in the next activity.

COMMENT

Let’s review the three steps to “controlling” a hazard or, in other words, preventing a hazard from causing injury or illness.

Write steps on board:

- Recognition
- Evaluation
- Control

ASK

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

Suggested Response – the SAFE strategy

S – Spot the hazard (Recognition)

A – Assess the risk (Evaluation)

F – Find a safer way (Control)

E - Everyday

SUPPORT MATERIAL SAMPLE TASK INVENTORY OVERHEAD

SEASONAL WORKER Safety & Health Orientation Program



SUPPORT MATERIAL

Task Inventory - Parks

Task	Date Assessed	Rating	Controls	Status
Preop brush mowers Check fuel. Oil, cutting line Test start	Jun 04	7		
Operate brush mowers Start walk push cut brush	Jun 04	9		
Clear brush by hand Use axe, Swede saw, hand saw, pruners, scythe	Jun 04	8		
Preop chain saws Check fuel oil, chain, grease Test Start	Jun 04	8		
John Deere mower Preop check Oil, filters, lights, grease hydraulic fluids	Jun 04	7	Heavy equipment daily check list	MWF-003
John Deere mower Install mower Slide under tractor, hook up pins and drive shaft	Jun 04	8	2 person job	
John Deere mower Install sweeper Back up to sweeper, couple with bolt and pin	Jun 04	6		
John Deere mower Attach scissor mower Line up bars Attach to 5 pt hook up Attach drive shaft		Jun 04	8	

Sample
Inventory

Approved: July 14, 2007
Revised: October 31, 2007

Task	Date Assessed	Rating	Controls	Status
John Deere mower 250 hr service Change oil, lube	Jun 04	6		
Outdoor rinks				
Clean and flooding ice Load/unload 45 gal drums and flooder onto truck	Jun 04	6		
Repair boards Strip broken boards and replace	Jun 04	6		
Repair screen and nets Retie screening Weld net frames in shop	Jun 04	4	Refer to welding in maintenance shop	
Initial flooding Hook up hose to fire hydrant Cut hole in ice on frozen lake Use gas pump and hose Spray water on ice surface	Jun 04	9		
Maintenance shop				
Welding with Mig Welder Turn on exhaust fan, move portable fan into position	Jun 04	9		
Servicing equipment Change oil, filters, grease, fuel up	Jun 04	9		

Sample
Inventory

Approved: July 14, 2007
Revised: October 31, 2007

Task	Date Assessed	Rating	Controls	Status
Handle waste oil/filters Clean up spills Carry 201 pails and take to waste storage	Jun 04	7		
Fabricate wood/steel cabinets, shelving With power tools	Jun 04	7	Refer to operate power tools	
Load compressor onto truck Manually lift	Jun 04	7	2 person job	
Assemble concrete benches Use JD tractor with forks to move parts into position Bolt together	Jun 04	8		
Prefab metal pipe gates Cut pipe with saw, grind, weld, paint	Jun 04	8		
Repair Equipment Changing small parts, repairing parts, lawn mower decks, small engines	Jun 04	10		
Playground Maintenance				
Pick up garbage 2x daily Drive ½ ton, MT cans into back of truck	Jun 04	10		
Check playground equipment Visual walk around check	June 04	8		
Repair swing seats, chain, seats Work from back of truck, Undo / do up bolts, install take off	Jun 04	9		

Sample
Inventory

Approved: July 14, 2007
Revised: October 31, 2007

Task	Date Assessed	Rating	Controls	Status
Repair picnic tables Replace broken, rotten planking using power and hand tools	Jun 06	6		
Play station repairs Replace broken parts with hand and power tools	Jun 04	7		
Load / unload picnic tables onto off of truck/trailers Lift carry stack	Jun 04	10		
Paint picnic tables & playground equipment Scrape old paint, paint with latex paint, clean brushes rollers	Jun 04	4		
Put up signage Have hole dug with back hoe Manually post hole auger hole Lift place in position	Jun 04	8	Instruction-work in vicinity of heavy equipment	
Install take down fencing and gates Load posts, chain link / snow fencing onto off of truck	Jun 04	7		
Install take down fencing and gates Pound stakes in with sledge hammer, change or retie fencing	Jun 04	8		

Sample
Inventory

Approved: July 14, 2007
Revised: October 31, 2007

Task	Date Assessed	Rating	Controls	Status
Add surface material to parks Shovel limestone / dirt/sand onto / off of truck, spread with rakes	Jun 04	9		
Install barricades Have city crew haul boulders/sand, dump in position	Jun 04		Refer to heavy equipment operation	
Building Maintenance				
Building maintenance Repair siding, doors, windows, locks, hasps with power and hand tools	June 04	9	Refer to Maint. Shop use of power tools	
Ball Diamond Maintenance				
Move mowers & grass whips to ball diamonds	Apr 05	Refer to parks maintenance		
Move John Deere Mower/sweeper to ball diamonds	Apr 05	Refer to John Deere mower assessment		

Sample
Inventory

Approved: July 14, 2007
Revised: October 31, 2007

CATEGORIES OF WORKPLACE HAZARDS

PHYSICAL HAZARDS

Physical agents which are forms of energy or force.

CHEMICAL HAZARDS

Chemical agents in the form of solids, liquids or gases.

BIOLOGICAL HAZARDS

Biological agents that include animals and insects as well as microorganisms in plant, animal or human tissue.

PSYCHOSOCIAL HAZARDS

Factors which have an effect on the behavioural patterns of people.

ERGONOMIC HAZARDS

Ergonomics involves fitting the job to the worker.

Potential Hazards of Specific Job/Tasks

LEARNING OUTCOME #5: List potential hazards of specific jobs/tasks.

COMMENT

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

DISCUSS

S - Spot the hazard. Questions to ask:

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

A - Assess the risk. Questions to ask:

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

F - Find a safer way. Questions to ask:

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

E - Everyday

- Every time you encounter a new situation, you should do a quick review to ensure you know what the hazards are and how to keep yourself from being injured. If you don't know or are unsure, be sure to ASK!

5.2 List the most common types of injuries expected in the specific jobs

Instructor Notes

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

There are three steps to controlling a hazard:

WRITE ON BOARD

- Recognition
- Evaluation
- Control

ASK

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

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

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

COMMENT

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

ASK

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

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

DISTRIBUTE

Distribute **photos of your specific jobs** and refer students to Hazard Recognition Worksheet. **Prepare your specific list of jobs and corresponding answers for causes of injury and types of injuries. Assign a job or scenario to each person or group.**

On the worksheets titled Hazard Recognition found in their package at the back of this module, from their assigned job or scenario, have participants list the possible causes of injury to workers, why it is unsafe and what can be done to prevent injury. Ask them to identify the type of injury as well.

An example is:

• lifting heavy or odd sized objects	back injury, sprain or strain
• cluttered work area	falls, bruises, sprains, cuts
• improper use of box cutter (or tools)	cuts
• repetitive lifting or movements	strain, sprain to involved body part
• lack of safe work procedures	could be anything related to a particular job
• lack of training or supervision	could be anything related to a particular job

ASK

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

Discuss YOUR work area's most common injuries and give examples of how they are caused.

Review the job specific hazards for your workplace.

Write the headings and columns as follows on the board: Physical, Chemical, Biological, Psychosocial, and Ergonomic.

Ask participants to name a hazard specific to their job under each heading.

OCCUPATIONAL HEALTH

It is important for new workers to understand there are both safety and health risks associated with a particular career or task.

The following types of workplace health risks that are most common for young/new workers:

- Musculoskeletal injuries (e.g., Back injuries, repetitive strain injuries)
- Heat stress
- Eye injuries
- Sun exposure
- Noise exposure
- Mineral and chemical hazards (e.g., Lead, asbestos, cleaning agents, pesticides)
- Exposure to biological hazards (e.g., HIV, hepatitis, hantavirus, West Nile virus)

While you have been teaching them that employers have a responsibility to maintain safe and healthy working conditions, participants should have information that enables them to be aware of health risks and take personal responsibility for their health on the job.

Have participants develop a one-page plan (direct them to Worksheet titled Occupational Health Hazards Worksheet) to address an occupational health risk. Assign one or two of the risks identified specific to the tasks they will be performing. OR use Sample hazard sheets included in package – Mineral and Chemical exposure; Noise exposure; Heat stress; Strains and sprains; Biological exposures e.g. West Nile, Hantavirus,

Hepatitis, etc. (develop more as your needs require). Have them review the handout sheet for their topic. In their groups, have them summarize the major risks – who and in what jobs could the exposure occur; what illnesses or injuries could happen if they are not protected, and; ask for specific prevention practices to minimize or eliminate the danger.

Suggested List:

- Strains and Sprains
- Heat Stress
- Sun Exposure
- Noise Exposure
- Exposure to Mineral (e.g. asbestos) and/or Chemical Hazards
- Exposure to Biological Hazards

Additional Resources:

NOTE: Because strain and sprain type injuries are so common, if there is time, have participants go to this website: <http://ergonomics.healthandsafetycentre.org/calculator/ergo/ppcc/default.htm>

There is a calculator that gives people an idea of how much sustained effort is suggested regarding push/pull or carries type activities. There are tips to click on as well.

WORKSHEETS

SEASONAL WORKER Safety & Health Orientation Program



Worksheets

Hazard Recognition Worksheet

Scenario Description Setting: Activity/Job:		Keep in mind: - Physical layout - Equipment - Tools - Housekeeping - Time of day - Procedures - Use of PPE - Hazardous materials or substances - People factors
Spot the Hazard (Recognition) What is unsafe?	Assess the Risk (Evaluation) Why is it unsafe?	Find a Safer Way (Control) What can be done to make it safe?

Occupational Health Hazards Worksheet

<p>Description</p> <p>Setting: To which workers might this be a risk?</p> <p>Activity/Job where this could be a hazard:</p>	<p>Keep in mind:</p> <ul style="list-style-type: none"> - Physical layout - Equipment - Tools - Housekeeping - Time of day - Procedures - Use of PPE - Hazardous materials or substances - People factors
<p style="text-align: center;">Spot the Hazard (Recognition)</p> <p style="text-align: center;">What illness or injuries could happen?</p>	<p style="text-align: center;">Find a Safer Way (Control)</p> <p style="text-align: center;">What can be done to make it safe?</p>

Control and Prevention Measures for Hazards on the Job

LEARNING OUTCOME #6: Discuss a control or prevention measure for each hazard identified.

- Identify situations where written safe work procedures or rules should apply to the job and review those specific to the jobs
- Discuss ways to feel comfortable asking a supervisor for the written safe work procedures if they have not been shared
- Describe the required personal protective equipment (PPE) for the specific job(s)
- Demonstrate the correct use and care of the PPE
- Describe responsibilities workers have regarding personal protective equipment

DISCUSS types of Control Measures

Engineering Controls

The best way to correct hazardous situations is to engineer the problem out — that is, use equipment to make it safer.

Because they are permanent solutions, engineering controls are the first choice, the best choice.

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

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

Work Rules and Procedures (Safe Work Procedures)

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

EXPLAIN

All tasks that have the potential for injury require a written “safe work procedure”. Explain that is a step-by-step process for how to do a task.

For example, there is a safe work procedure for... **(Provide a sample).**

Some safe work procedures are much more complex, it will depend on the job. (See sample – **PROVIDE a Sample**) This is an important item for you to use and follow as it sets out the safe steps to perform a task.

No shortcuts should be taken, it is written the way it is because that is the safe way to do the job. If you have not been provided with the safe work procedure for your tasks, ask your supervisor for them.

Personal Protective Equipment (PPE)

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

Speaking Up

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

Instruction: TELL

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

ASSIGN COMMITTEES

Divide the class into safety committees, three to five participants per committee. Tell the participants each committee will get one real-life situation to work on. Assign each committee a scenario – they are in their workbooks OR you could develop your own. Tell the participants they have 10 minutes to discuss the scenario and write down their recommendations. The recommendations should be changes they think might actually prevent the injury from happening again. Everyone should discuss the scenario, come up with possible strategies, and then decide which of the strategies they would recommend. They should write down their final recommendations. Tell them to choose a recorder and a spokesperson, who will present the situation and the committee's recommendations to the entire class.

REPORT BACK

Reconvene the whole class and ask the committees to take turns reading their scenario and explaining their recommendations for prevention strategies. If the participants' recommendations don't include answers appropriate for your workplace, encourage the participants in that direction. Participants from other committees may make other suggestions and have a discussion.

General responses might include:

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

Answers for the Sample scenario given might include:

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

Engineer the Hazard Out:

- Only rake or shovel trash into approved waste containers.

Work Rules and Procedures (Safe work procedures):

- Training on what to do whenever she found a needle
- Use shovels, not hands, to pick up trash
- Employees picking up trash could have hepatitis B vaccines
- Policy that employees are not to touch needles
- Supervisor should assess the area before employees begin working
- Train workers on how to assess the hazards in the area before work starts each day
- Train to report any injury immediately and go for medical treatment

Personal Protective Equipment (PPE):

- Heavy work gloves
- Closed toe work boots

What could Tanya have done?

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

DEMONSTRATE Personal Protective Equipment

Following the verbal answers and any additions or corrections you might have made from exercise above, use this opportunity to discuss more and to demonstrate the required personal protective equipment (PPE) for your specific jobs.

Go to HS101 Tab “Staying Safe” module - click on the section on PPE and proceed through the section.

Review your specific policy on Personal Protective Equipment (PPE).

Point out to participants that employers are responsible for supplying the required safety gear and clothing. Workers are responsible for supplying their own clothing to protect themselves from the natural elements, such as appropriate shirts and safety foot wear. Workers are responsible for wearing and using PPE properly.

If safety footwear is required to be purchased, be sure to explain specifically what they must look for, e.g. green triangle, boots not shoes or if shoes are allowed, etc. Bring a sample.

Bring samples of all other PPE and explain each item. Distribute the appropriate items to each participant and allow them to discuss and practice. Assign one item of PPE that each group will demonstrate to the class – have them describe when it is to be used, demonstrate how it is used correctly and what needs to be done when they are not using the item (cleaning, storage, etc.)

WORKSHEETS

SEASONAL WORKER Safety & Health Orientation Program



Safety and Health Committee Worksheet

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

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

Engineering Controls:

Work Rules (administrative controls):

Personal Protective Equipment:

What might Tanya have done before the accident?

What are your recommendations to the employer?

Safety and Health Committee Worksheet

Two workers were installing concrete pipe in a trench measuring 190 feet long, 6 feet wide, and 7 feet deep. A 20-foot section of the trench wall failed, burying one of the workers up to his chest. Other workers extracted the worker and called emergency services. Tom suffered a fractured pelvis and missed work, school and sports activities for three months.

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

Engineering Controls:

Work Rules (administrative controls):

Personal Protective Equipment:

What might Tom have done before the accident?

What are your recommendations to the employer?

Safety and Health Committee Worksheet

Jamie is a worker for a summer crew which cleans, maintains and supervises a petting zoo in the community. One day while supervising the petting zoo, a parent approaches Jamie and begins yelling at him, stating that Jamie did not allow his child to pet one of the animals in the pen. The parent states that in the past they were allowed to do this and now his child is crying and upset. The parent smells like alcohol and makes aggressive moves toward Jamie, threatening to call his boss and get him fired.

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

Engineering Controls:

Work Rules (administrative controls):

Personal Protective Equipment:

What might Jamie have done before the accident?

What are your recommendations to the employer?

Safety and Health Committee Worksheet

Chris is a worker for a summer crew which cleans, maintains and supervises wading pools. One day while supervising the pool, a child becomes ill and vomits on the concrete pad and in the pool water. Chris knows he must clean the pool quickly so gets some detergent from the store room and scrubs the area outside the pool. Chris cannot find all the protective equipment he has been trained to use before adding chemicals to the pool. Because it is the busiest time of the day, Chris decides to go ahead without it. He accidentally spills some of the chemical and it mixes with the detergent. He becomes dizzy and nearly passes out. One of the parents calls 911.

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

Engineering Controls:

Work Rules (administrative controls):

Personal Protective Equipment:

What might Chris have done before the accident?

What are your recommendations to the employer?

Workplace Hazardous Materials Information System (WHMIS)

LEARNING OUTCOME #7: Describe the Workplace Hazardous Materials Information System (WHMIS) and how it might apply to your job(s).

- List the steps to follow when using a chemical on the job(s)
- Read and discuss the significance of a WHMIS label and Material Safety Data Sheet

Discuss how the information is applicable to their job(s).

BRING

Locate and bring to the classroom specific chemicals (preferably empty and cleaned containers) that workers may be using or exposed to. Bring Material Safety Data Sheets (MSDS's) as well. Try to bring some "good" and "bad" samples so students will learn to note the difference.

ASK

Ask participants if they have had any WHMIS training (e.g. for science lab, in "shops" classes at school, other jobs they have had). If there is some experience, ask them to explain the three main components of WHMIS. Responses should include:

- Labels
- Material Safety Data Sheets (MSDS)
- Training before using and disposing of specific chemicals

DISCUSS

Discuss the steps that should be taken before using any chemical

Responses should include:

- Read the label
- Read the MSDS
- Ask about any hazards or required PPE if unsure (reinforce the need to WEAR or use the required PPE)
- Report any missing or illegible labels
- Report any outdated MSDS (older than three years)
- Never use a product that does not have a label!

Computer Exercise

Go to HS 101 Tab "Work Hazards" – click on the WHMIS part

Additional exercise:

Go to: <http://www.ccohs.ca/oshanswers/chemicals/>

Select categories of chemicals OR have look up specific chemicals you may be working with e.g. swimming pools, cleaning products

REVIEW

Take the specific chemicals you have brought to the classroom.

Ask participants to read the labels (provide copies).

Discuss what they can learn from the label.

Review the MSDS for the product(s) (provide copies).

Discuss what they need to know to use the product safely.

Hazard and Incident Reporting

LEARNING OUTCOME #8: Discuss the importance of hazard and incident reporting.

- Describe the process to report a workplace hazard or incident
- List the steps to follow if an injury occurs
- State the name and methods of contacting the immediate supervisor if not immediately available
- State the location of first aid equipment and first aid attendants

Reporting concerns and incidents is a positive and expected response; you need not worry about being viewed in a negative way for reporting issues. Employers need to know about issues in order to “fix” them and prevent injuries from occurring.

Go to HS 101 Staying Safe tab – click on Emergencies button and run through to the end – includes some information on “reporting”.

Assure workers that reporting concerns and incidents is a positive and expected response, that they need not worry about being viewed in a negative way for reporting issues. Explain that you need to know about the issues in order to “fix” them and prevent injuries from occurring.

REVIEW Your Specific Policies on reporting incidents, emergency procedures, first aid supplies, trained first aider locations, etc.

Describe the process to report a workplace hazard or incident and why it is important to do so.

Review info from HS 101 – use your specific information to discuss. You might hand out written procedures for your workplace.

List the steps to follow if an injury occurs.

Every employer is required to provide some form of first aid services. The type and quantity vary with the type of workplace and the accessibility to health services. You should always be aware where you can access these services, both for yourself and co-workers.

Review info from HS 101 – use your specific company information to discuss.

State the location of first aid equipment and first aid attendants

Hand out your specific information.

ADDITIONAL RESOURCES FOR INSTRUCTORS AND SUPERVISORS

SEASONAL WORKER Safety & Health Orientation Program



Additional Resources for Instructors and Supervisors

The following information is an overview of the wide variety of possible hazards a worker might face on their job.

Key Points

Types of health hazards in the workplace:

- Chemical (pesticides, solvents, chlorine)
- Biological (tuberculosis, HIV, hepatitis)
- Physical (noise, heat and cold, radiation, vibration)
- Ergonomics or Repetitive Strain Injuries (carpal tunnel syndrome, back injuries)
- Psychosocial (stress, shift work, harassment)

How Hazards Enter the Body

To prevent exposure to health hazards, it is important to understand first how harmful agents enter the body. The way an agent enters your body also can make a difference in what happens to you. For example, breathing asbestos fibres causes cancer or other harm to the lungs. Swallowing asbestos fibres can cause damage in the stomach, colon or other digestive organs.

Health hazards can enter your body through:

- Breathing (inhalation)
- Swallowing (ingestion)
- Skin (absorption)
- Cuts (injection)

These are the four main ways that harmful agents can enter your body.

- Breathing (inhalation)
You can breathe in chemicals, some that you cannot even see or smell. Some diseases, such as tuberculosis (TB) are spread by breathing in germs that are in the air.
- Swallowing (ingestion)
Workers can swallow chemicals in different ways. You can swallow chemicals along with your food if you do not wash your hands after handling chemicals. In dusty areas you can swallow chemicals such as lead or asbestos particles that are in the air or that land on food or in drinks. Some diseases, such as hepatitis A, are spread by eating food that is contaminated with the hepatitis A virus. Other germs can be swallowed if you eat or touch your mouth without proper hand washing after touching soiled linens or other items.

- Skin (absorption)

Many chemicals and some types of radiation can pass right through your skin. Some types of chemicals, germs or radiation will cause illness or symptoms just by coming into contact with the skin. For example, polychlorinated biphenyls (PCBs), a group of toxic chemicals used in transformers, can cause a painful skin rash called chloracne.

- Cuts (injection)

Chemicals or germs can also pass through your skin if you get cut or get stuck with a sharp object such as a needle.

What harm can be caused:

The harm caused by health hazards depends on:

- Strength, or potency, of the agent
- Amount of the agent that is present
- How long you are exposed to the agent
- Part of your body that is exposed

What can happen?

You can have an “acute” reaction or a “chronic” reaction and sometimes both can occur as a result of a hazardous exposure.

Types of health effects:

Acute: the effect shows up right away.

Chronic: problems show up after a long period of exposure and/or long after the exposure ends.

Local: only the part of the body that was exposed is affected. A health effect is local when it only affects the part of the body exposed. A broken toe, a cut finger, and a burn are examples of local effects.

Systemic: A health effect is systemic when an agent enters the body and causes damage to other parts of the body. A cut that gets infected and causes fever and other symptoms is systemic. Breathing a chemical that makes you feel “high” or dizzy may cause liver or kidney damage if you are exposed over a long time, even if you have never had any acute or local effects.

Cancer

Cancer is a term for many diseases in different parts of the body. Carcinogens are agents that cause cancer. There is no totally safe level of exposure to something that causes cancer. Cancer from a workplace exposure may develop 10, 20 or more years after the exposure.

Reproductive effects

Both men and women can be affected by reproductive hazards at work. Reproductive hazards cause miscarriages and birth defects.

When Hazards Cause Harm

Exposure does not always mean that a hazard must enter the body to cause damage. A person can hurt their back from lifting something too heavy. Someone can get frostbite from working outside in the winter. The type of harm depends on the part of the body that is exposed and the other factors discussed earlier:

Length of exposure: How long you are exposed to the agent.

Amount: How much of the agent you are exposed to.

Potency: The strength, or ability of an agent or process to cause serious problems.

The result, as mentioned earlier, can be acute or chronic.

ACUTE Health Effects

Examples of ACUTE health effects:

- skin burn from being splashed with acid
- vomiting or cramps from food poisoning
- fainting due to working outside in the heat
- fatigue from shift work

CHRONIC Health Effects

Many health problems are long lasting but do not show up right after an exposure. The symptoms or disease happen long after exposure or from being exposed to small amounts of an agent for a long time. These delayed or long lasting problems are called chronic effects.

Examples of CHRONIC health effects:

- lung cancer from breathing asbestos
- infection with HIV from a needlestick
- hearing loss from working with noisy equipment
- liver disease from Hepatitis B caused by a needlestick
- skin cancer from too much sun while working outdoors

Sensitization

Some workers may become very allergic or sensitive to some agents they work with. Sensitization can develop over time. You may work for years without any health effects, and then suddenly develop a severe, sometimes life-threatening reaction to even very small exposures that do not hurt other people. Some people become so allergic that they cannot do their jobs unless the sensitizers are eliminated. Examples of sensitized reactions include health care and other workers who can develop a serious allergic reaction to latex that is used in gloves and other products. Working with pesticides, herbicides, animals and plants can cause allergic reactions or sensitivity.

Safety Hazards

You may face a wide variety of safety hazards on the job. Examples of safety hazards are:

Working in Traffic Zones

Many workers have been killed or seriously hurt after being hit by a vehicle while doing work in a traffic zone. This danger exists when traffic is not properly routed and/or adequate barriers are not placed between the workers and the traffic.

Confined Spaces

A confined space is an area with small openings for a worker to enter and exit and is not designed for regular work. Examples of confined spaces include manholes, sewer digesters and silos, tunnels, pumping stations, and utility vaults.

There are many hazards in confined spaces. Workers can become unconscious and die from a lack of oxygen. At other times, there may be too much oxygen, or other chemicals that can catch fire or explode. Poisonous gases and vapours, such as hydrogen sulfide or carbon monoxide, may also build up in a confined space. Confined spaces can also pose physical hazards. They can be very hot or cold. Such an area can be very loud. Workers can slip on wet surfaces. Grain, sand or gravel can bury a worker.

Trenching and Excavations

Working in an area that has been dug up can be very dangerous. A trench is a space that is deeper than it is wide. An excavation is any depression formed by earth removal. The main danger in trenching and excavation work is cave-ins. If a trench caves in, workers can be buried, crushed, drowned or suffocated.

Violence

Violence on the job has been a growing problem. In some places, homicides are among the leading causes of workplace fatalities. Workplace violence includes physical assault as well as near misses, verbal abuse and sexual harassment. Employers must have a plan in place to address these issues.

Machinery and Equipment

Machinery can cause injuries in different ways. Workers can get parts of their body caught in or amputated by exposed moving parts if machines are not properly guarded, or if they are not locked out when being repaired. Workers can be struck by flying objects from mowers and other machines that do not have protective guards.

Fire and Explosions

Improper labelling, handling or storage of certain materials can pose a risk of fire or explosion. Every workplace should have an evacuation plan for getting people out of a building in case of fire. Every workplace should have an alarm or alert system to quickly inform employees of an emergency. Every worker should be trained on what to do in case of an emergency.

Slips/Falls

Poor housekeeping and poor drainage can make floors and other walking surfaces wet and slippery. Electrical cords along the floor pose a tripping hazard. Workers can fall if they are not provided safe ladders and footstools. Always keep your work area neat and tidy and wipe up any spills immediately.

Some of the information in this section is excerpted from: <http://www.afscme.org/health/safe03.htm>
AMERICAN FEDERATION OF STATE, COUNTY AND MUNICIPAL EMPLOYEES, AFL-CIO, Safe Jobs Now - Chapter 2: Hazards on the Job

10 Questions to Ask an Employer

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

1. What are the hazards of my job?

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

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

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

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

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

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

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

4. Is there a safety and health committee or a worker representative?

Where is the safety and health bulletin board located?

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

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

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

6. When will I be trained in emergency procedures?

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

7. Where is emergency equipment located?

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

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

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

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

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

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

10. What are my safety and health responsibilities?

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

For more information, contact:**Workplace Safety and Health Division**

www.gov.mb.ca/labour/safety

Winnipeg: 945-6848

or toll free: 1-800-282-8069

Visit: www.safemanitoba.com

Health and Safety 101 for Manitobans

www.safemanitoba.com/hs_101_manitoba/presentation/index.aspx

Health and safety 101 is an e-learning course to provide workers under 25 with important safety and health information. In four modules with both video, audio and self-tests, the course provides an overview of the basics of safety and health, for example, rights and responsibilities, laws, personal protective equipment and stories from injured young workers along with other information.

A resource book is included on-line that can be used as part of the program. There is also a glossary of common terms, contact information and an e-mail to contact us for questions or further information.

This course also prepares participants for the Passport to Safety test and online transcript program

Passport to Safety Overview

www.passporttosafety.com

Passport to Safety is a unique, not-for-profit, organization intended to help eliminate needless injuries and preventable deaths of young Canadians aged 24 and under. Young people challenge a Passport to Safety “test”, based on learning outcomes developed by health and safety curriculum experts from most provincial and territorial jurisdictions across Canada.

Employers, organizations or individuals can “sign-up” for a small fee. Successful participants are awarded a “transcript” that can be attached to résumés to demonstrate basic awareness of health and safety. This basic level of awareness becomes a foundation on which to build the job specific training that is always required in every workplace.

Participants have access to an on-line transcript where more credits can be added for other courses that help people manage risk, such as first-aid, babysitting, water-safety, snowmobile safety and other safety and/or health related programs.

Worker Orientation & Training Checklist

Start young, new or transferred workers off with a good orientation. Orientation and training help make workplace safety and health become a reality for people and helps everyone to integrate safety and health into their everyday work. The early development of good safety habits is critical in injury prevention. Orientation programs only serve as the precursor to more in-depth and specialized training as required or identified for the employee(s) in the future.

Where to start...

Discuss and then write down what orientation and training you'll provide your employees, who will provide it and when. For example, supervisors need to know what is expected of them and what their legal responsibilities are. New/young workers need basic information about the workplace's health and safety system, hazards, and safe work procedures. Your safety and health committee would be helpful in developing the orientation program.

Train everyone affected by the introduction of new equipment, processes, or procedures, or by unacceptable health and safety performance. Understand those sections of the Workplace Safety and Health Act and Regulations applicable in your workplace.

What to include in your training...

There are many ways to think about and categorize safety and health issues. The following list is designed to remind you of common safety and health hazards. It is not a comprehensive list. You will need to add items specific to your workplace.

As a way to remember to cover the potential risks in your orientation program, eight possible categories are listed below. You could write your own specific checklist based on these, adding those things unique to your workplace and the specific tools, demands, equipment, etc. for an individual worker.

- ✓ Emergency Procedures e.g. first aid, fire, chemical spill, etc.
- ✓ Physical Demands e.g. moving materials, long sitting or standing, etc.
- ✓ Office Hazards e.g. workstation design, extended use of telephone, etc.
- ✓ Hazardous materials e.g. WHMIS, specific training for specific chemicals, biohazards
- ✓ Personal Protective Equipment and Clothing e.g. eyewear, footwear, heat or cold, etc.
- ✓ Tools and Equipment e.g. ladders, hand/power tools
- ✓ Electrical safety e.g. office electrical, electrical equipment
- ✓ Other Hazards e.g. working with the public, motor vehicles, etc.

Included in this package is a **sample** checklist that could be used to:

- Track who has been trained
- Track what topics have been covered
- Help the trainer/supervisor remember what to cover
- Write down the specific items that need to be taught

There are many websites that have orientation checklists. Here are a few.

http://www.ccohs.ca/oshanswers/hsprograms/basic.html#_1_12

<http://www.uoguelph.ca/botany/forms/orientation2002.pdf>

<http://www.labour.gov.sk.ca/safety/orientations/Orientations.pdf>

<http://www.dri.edu/Safety/Forms/neo.pdf>

http://www.lni.wa.gov/scs/workstandards/teensafety/assets/rest_safety.pdf

<http://www.blm.gov/nhp/efoia/ca/Public/IMs/1998/CAIM98-045.htm>

SAMPLE WORKER ORIENTATION SAFETY CHECKLIST

This sample checklist is a guideline for conducting a safety orientation for workers new to a company or department. Once modified for your specific workplace, completed and signed by both the supervisor and the worker, it can serve as documentation that an orientation has taken place.

Worker's Name _____

Supervisor's Name _____

Date Worker Started _____

Date of Orientation _____

Name of Person Giving the Orientation _____

Place a check in each box when the topic has been covered.

Explanation of the company safety program, including:

- ☐ Orientation
- ☐ On-the-job training
- ☐ Safety meetings
- ☐ Accident investigation and reporting
- ☐ Function of the safety committee (if there is one)

Personal Protective Equipment:

- ☐ Hard hats
- ☐ Safety glasses
- ☐ High visibility vests
- ☐ Rubber gloves
- ☐ Respiratory protective equipment
- ☐ Other protective equipment specific to job

Lines of Communication and Responsibility for Reporting Accidents:

- ☐ When to report an injury
- ☐ How to report an injury
- ☐ To whom an injury should be reported
- ☐ Filing an accident report form
- ☐ Reporting "near misses"

Vehicle Safety Check Procedure:

- ☐ Safety and speed regulations
- ☐ Operating license appropriate for vehicle

Review Hazards Specific to Job Duties:

- ☐ Physical hazards (ladders, electricity, repetitive work, hot oil, etc.)
- ☐ Chemical hazards (cleaning chemicals, toxic substances, dust, paint, asbestos, etc.)
- ☐ Biological hazards (bacteria, viruses, fungi, mould, insects, etc.)
- ☐ Ergonomic hazards (works station design, lifting, repetitive movements, etc.)

First Aid Supplies, Equipment and Training:

- ☐ Obtaining first aid treatment
- ☐ Location of first aid stations
- ☐ Location and names of staff with first aid training

Emergency Plan:

- ☐ Exit locations and evacuation routes
- ☐ Use of fire fighting equipment (extinguisher, hose)
- ☐ Specific procedures (medical, chemical, fire, etc.)

Personal Work Habits:

- ☐ Consequences of horseplay and not following the safety rules
- ☐ Inattention
- ☐ Smoking policy
- ☐ Good housekeeping practices
- ☐ Proper lifting techniques

Other Health and Safety Items:

Add any other health and safety items the worker needs to know about your workplace, such as security procedures for working alone. You may need to provide education and training for these at another time.

The signatures below are evidence that the topics contained in this checklist have been discussed to the satisfaction of the worker and supervisor. Signing indicates that both parties accept responsibility for maintaining a safe and healthy workplace.

Supervisor's Signature _____

Worker's Signature _____

Date _____

Some other useful websites...

3 Steps to Effective Worker Education and Training (BC) – found at:

http://www.worksafebc.com/publications/health_and_safety/by_topic/assets/pdf/3-steps.pdf

New and Young Worker Health and Safety Orientation – Employer's Guide (PEI) – found at:

http://www.wcb.pe.ca/photos/original/wcb_employ_gnyw.pdf

<http://www.osha.gov/SLTC/teenworkers/hazards.html>

US based - Various hazards with links to information on each one e.g. heat, noise, etc.

<http://www.freevibe.com/stepup/index.asp>

US based - Alcohol and drugs in the workplace

http://esao.on.ca/products/cds/ohsa_cd.htm

Ontario based - CD Orientation package Cost \$250 if non-member of Education Safety Association of Ontario

Go to http://esao.on.ca/products/cds/ohsa_faq.pdf to see how the system works – one CD can be used by many persons.

<http://www.osha.gov/SLTC/youth/summerjobs/index.html>

Variety of summer jobs with attendant hazards, e.g. section on landscaping

MY NOTES:

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TO DO:

PREPARE for your presentation. You will need:

- **Lost Youth DVD.** The DVD comes with instructor notes to prepare the participants prior to viewing as well as the discussion guide needed following the viewing of the video. May want to make a sheet with the discussion questions to hand out to participants.
- Copies of the Participant Guide for each participant
- Copies of the specific policies and procedures referred to in the Instructor Guide
- Samples of chemical(s), the appropriate Material Safety Data Sheets and labels
- Samples of personal protective equipment that participants may be using
- Photos (8x10) of job tasks for use in exercise - identifying hazards
- Task inventory for jobs participants will be doing
- Samples of your specific policies as referred to in the course notes – e.g. first aid procedures, incident reporting procedures, roles and responsibilities of workers, etc.
- Sample safety and health committee minutes
- Other items:
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EQUIPMENT:

- Computer access (with sound) for participants to use Health and Safety 101 (could have two participants per terminal)
- DVD player to show Lost Youth DVD
- Projector and screen
- Computer/projector if using Power Point slides
- Flipchart, markers for reports on group exercises



SEASONAL WORKER

Safety & Health Orientation Program

www.safemanitoba.com

LEADER'S GUIDE

