KEEPING IT SAFE IN THE WORKPLACE: YOU HAVE A ROLE TO PLAY

Teacher Notes

A. COME PREPARED TO STAY SAFE

Each slide includes a fourth option, just for fun. Spend a few minutes discussing the obvious three best options, as ways youth can prepare themselves to stay safe in the workplace.

B. EXERCISE YOUR RIGHTS

Encourage students to create dialogues which include statements or questions they might need to use when exercising one of the three basic workplace safety rights (right to know, right to participate, right to refuse unsafe work). Such statements could include requests for information or training, suggestions for improved safety, or a refusal to do a task which could lead to an injury or illness. If necessary, remind students that when initiating workplace conversations, respect and courtesy are always in order.

C. ASK FOR WHAT YOU NEED

Teachers may prefer to do this activity as a large group, teacher-led discussion. Possible answers to the three questions are listed below:

1) What might stop Chuck from speaking up or asking questions in the workplace?
   - Not wanting to rock the boat, look stupid, get in trouble, appear incompetent . . .
   - Feeling intimidated, shy, nervous, scared . . .
   - Not sure who to talk to
   - Wanting to impress the boss

2) What might make it easier for workers to speak up at work?
   - Employers or supervisors who are friendly and approachable
   - When workers know they have workplace safety rights
   - Sending an email or a text message

3) What advice would you give to a younger brother or sister about speaking up at work?
   - If you ever feel unsure about your safety at work, speak up!
   - Don't be afraid to speak up for your safety and the safety of others.
D. LOOK FOR HAZARDS EVERYWHERE

Possible hazards include the following:

<table>
<thead>
<tr>
<th>Hazard</th>
<th>What could happen</th>
<th>How could it be corrected</th>
</tr>
</thead>
<tbody>
<tr>
<td>Produce piled high on bench</td>
<td>Stacked piles could topple and create trip and fall hazards</td>
<td>Store produce properly, in bins or cupboards</td>
</tr>
<tr>
<td>Knife overhanging edge of prep table</td>
<td>Worker could cut himself or knock knife off table</td>
<td>Remove knife from edge of prep table</td>
</tr>
<tr>
<td>Worker not using protective mitts when moving boiling pot</td>
<td>Worker could get burned</td>
<td>Worker should use PPE, appropriate to the task</td>
</tr>
<tr>
<td>Oven door is open</td>
<td>Worker could get burned, or trip on open oven door</td>
<td>Worker should close oven door</td>
</tr>
<tr>
<td>Prep table is cluttered</td>
<td>Worker may not see hidden hazards</td>
<td>Worker should keep work area tidy and clutter-free</td>
</tr>
<tr>
<td>Newspaper is open on prep table</td>
<td>Worker may lose focus on task</td>
<td>Worker should put paper away until on a work break</td>
</tr>
<tr>
<td>Water has been spilled on the floor</td>
<td>Worker may slip and fall</td>
<td>Clean up water as soon as it is spilled</td>
</tr>
<tr>
<td>Worker has to stretch awkwardly to reach pot</td>
<td>Worker may injure muscles</td>
<td>Arrange space so needed work areas are readily accessible</td>
</tr>
</tbody>
</table>

E. TAKE CHARGE OF YOUR OWN SAFETY

Encourage students to use one of the suggestions they learned in today's lesson, or any other good suggestion to stay safe in the workplace. Remind students to be specific.

Visit [www.wcb.pe.ca](http://www.wcb.pe.ca)
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