

TEACHER NOTES

INTRODUCTION

Teachers may use slides 1 and 2 as an introduction to workplace safety, and the idea that safety in the workplace would be more likely if we all took the time to form a few “safety habits.”

MAKE IT A HABIT TO LISTEN UP!

Slides 3 – 8 deal with one of the rights all workers have – the right to **know**:

- to be properly trained
- to receive all the information they need to stay safe
- to be able to ask all the questions they need to ask

Students should be encouraged to ask for the training they need, to stay focused during training, and to keep asking questions until they feel confident about doing the tasks they’ve been assigned. Developing safety questions challenges students to think beyond the usual ones about pay and work breaks. Examples of safety questions include the following:

- Where is the fire extinguisher?
- What could happen if this chemical gets splashed in my eyes?
- Who is the person I should talk to if I have safety concerns?

MAKE IT A HABIT TO CHECK IT OUT!

Slides 9 – 15 deal with hazards, and how to recognize hazards. Students should be encouraged to ask questions about how work materials, equipment, and processes might cause them injury or illness. It may be helpful to think of hazards in terms of four categories – **physical, chemical, biological, and ergonomic** - as in the table below:

PHYSICAL	CHEMICAL	BIOLOGICAL	ERGONOMIC
Ladders/Heights	Cleaning products	Human waste/blood	Improper lifting/ stretching/bending
Falling objects	Paint	Animal waste/blood	Repetitive motions
Blades	Glues	Used needles	Muscle strain
Electricity	Vapours	Poisonous plants	Improperly designed work stations
Noise	Exhaust	Bee stings	
Heat	Gasoline	Mould	

As students look for hazards in the housekeeping photo provided, they may find any of the hazards listed below, or additional ones:



What is the hazard, and why is it a hazard?	What should be done to control the hazard?
Cart is broken/held together with tape, making it prone to tipping	Cart should be replaced
Excess cord on vacuum is a trip hazard	Worker should keep excess cord wound up
Vacuum cord is damaged, and could cause electrical shock	Cord should be replaced
Food tray is a trip hazard	Food tray should be placed on a table

What is the hazard, and why is it a hazard?	What should be done to control the hazard?
Food tray sitting on floor makes it awkward for lifting	Worker should use proper lifting techniques
Worker is stretching awkwardly, causing potential strain	Worker should take care to not strain muscles
Worker's bare hands are exposed to germs	Worker should wear protective gloves
Bottle of cleaner is unlabeled, leaving worker with no access to important chemical information	Bottle should be properly labelled, according to contents
Used needle is out on table, exposing worker to biological hazards	Needle should be properly and safely disposed of

MAKE IT A HABIT TO PUT IT ON!

Slides 16 – 19 deal with personal protective equipment (PPE), and the fact that certain jobs require the use of PPE. Employers are responsible for providing training on the use and care of PPE, and ensuring that workers use PPE when a task requires it.

List A - Task	List B - PPE
Gathering grocery carts	Ear muffs, to reduce noise
Cutting grass	Hard hat, to protect head from falling objects
Cutting wood with a table saw	Gloves, to protect hands from harmful chemicals
Welding pieces of metal pipe together	Orange safety vest, for increased visibility
Working on a construction site	Fire retardant work clothing, in case of fire
Working outdoors on rough and uneven ground	Safety glasses, to protect eyes from flying particles
Cleaning stove tops with extra-strength cleaner	Safety boots, to protect feet and ankles

MAKE IT A HABIT TO SAY, “NO” WHEN YOU SHOULD!

Slides 20 – 24 deal with the right to refuse unsafe work. Students should be reminded that they do have the legal right to refuse work they think may cause them injury or illness. The steps for exercising a work refusal are outlined, and students are given examples of situations when it might be necessary to refuse work. Students are asked to imagine what a work refusal conversation might sound like, and how to start one. Two examples of conversation starters are provided below:

Example 1 - Jane, I wonder if you have a few minutes. I know you asked me to use the step ladder to put those new letters up on the sign, but I'm actually feeling a little concerned about my safety. I don't think that ladder is up to the task.

Example 2 - Hi Brad. Maybe you didn't realize it, but there's no guard on the table saw. I was taught to never use an unguarded saw! Is there something else I can do until you get that fixed?

For more information on workplace safety:

Visit www.wcb.pe.ca, telephone (902) 368-5697, or email ohs@wcb.pe.ca.

