Module 9A: Occupational Health and Safety (Core)

This module introduces the rights and responsibilities that workers and employers have for health and safety in the workplace, and *The Occupational Health and Safety Act*, as a major tool for maintaining the health and safety of workers. Through in-class, interactive learning activities, students will have the opportunity to acquire the knowledge and develop the skills they need to act on their rights and responsibilities for health and safety in the workplace.

**Suggested time:** 3 - 5 hours  
**Level:** Introductory  
**Prerequisite:** None

**Foundational Objectives**

- To interact positively and effectively with others.  
- To develop a responsible attitude toward work experiences in a work environment.

**Common Essential Learnings Foundational Objectives**

- To develop an awareness of the responsibility and need for safe workplace practices and procedures. ([PSVS](#))  
- To recognize the importance of respecting the safety of others when engaging in work. ([PSVS](#))  
- To use language and terms specific to health and safety in industry and express knowledge of the area using communication skills. ([COM](#))  
- To develop a positive disposition to the role of health and safety in the workplace. ([IL](#))

**Learning Objectives**

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<td>9.1 To recognize the impact of unsafe work practices and the effect on peoples' lives. (<a href="#">PSVS</a>)</td>
<td>Use videos, case studies, and presentations depicting real life scenarios to illustrate the impact of unsafe work practices (e.g., a video showing &quot;real people&quot; and how their lives have been changed as a result of an injury or death). A discussion of the impact of an injury on a student's life and the lives of friends and families could follow the video. The bibliography contains listings for suitable videos. Emphasize that most accidents are preventable when training and appropriate supervision are provided and when safe work practices and procedures are followed. Provide information on youth injury statistics in Saskatchewan for students to examine.</td>
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<td>9.2 To explain the purpose of <em>The Occupational Health and Safety Act, 1993</em> and <em>Regulations, 1996</em> and how they affect workplace</td>
<td>See Saskatchewan Labour resources.</td>
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**Level:** Introductory  
**Prerequisite:** None

**Foundational Objectives**

- To interact positively and effectively with others.  
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**Common Essential Learnings Foundational Objectives**

- To develop an awareness of the responsibility and need for safe workplace practices and procedures. ([PSVS](#))  
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9.3 To identify employer and worker responsibilities for safety in the workplace. See Saskatchewan Labour resources.

9.4 To identify the three worker rights:

- The right to know about workplace hazards.
- The right to participate in health and safety activities.
- The right to refuse unusually dangerous work.

Using informational brochures discuss with students the three rights. Information should include that workers have the right to know and be informed about workplace hazards and how to deal with them; the right to participate in health and safety activities in the workplace (e.g., become a member of the occupational health committee, report unsafe conditions and equipment to the supervisor and participate in the identification of hazards); and, the right to refuse work that the worker believes to be unusually dangerous.

9.5 To identify and discuss potential safety hazards around the home and school. Once potential hazards have been identified, discuss how injuries could be prevented and who might have responsibility or a role to play in helping keep the home and school safe.

Relate hazard identification and control to workers' right to know about hazards and how to deal with them and workers' right to participate in health and safety activities in the workplace.

9.6 To develop health and safety questions to ask employers. (PSVS) Brainstorm a list of possible questions for students to ask employers such as:

- When will I receive job safety training and orientation?
- Are there any health and safety procedures I should follow?
- What safety gear will I be expected to wear or provide?
- Are there any risks or hazards I should be aware of in my job?
- If I get hurt, who is the first aid person?
- Where are safety notices posted?
- What should I do in case of fire or another emergency?
- Where do I find fire extinguishers, first aid kits and emergency assistance?
- What should I do if I get injured or have an accident?
- How can I contact my health and safety committee or representative?

Discuss appropriate times to ask these questions. Role play situations.

Module 9B: Occupational Health and Safety (Core)
This module provides opportunity for young workers to develop the skills they need to recognize and manage hazards in their workplaces of choice or interest, participate in health and safety decision making in these workplaces, and understand the circumstances and the procedure for refusing work they consider to be unusually dangerous.

**Suggested time:** 4 - 5 hours  
**Prerequisite:** Module 9A  
**Level:** Intermediate

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<td>9.7 To be aware of agencies concerned with safe workplace practices.</td>
<td>Discuss federal and provincial agencies that contribute to development of safe workplace practices. For example, Human Resources Development Canada, The Saskatchewan Human Rights Commission, the Workers' Compensation Board, Saskatchewan Labour and provincial safety associations.</td>
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<td>9.8 To become familiar with the purpose, scope and structure of <em>The Occupational Health and Safety Act, 1993</em> and <em>Regulations, 1996</em></td>
<td>Saskatchewan Labour, one of the agencies concerned with safe workplace practices, administers <em>The Occupational Health and Safety Act, 1993</em>. Briefly review the purpose of health and safety legislation and regulations. Discuss the difference between legislation and regulations. Have students examine copies of the Act. Discuss the table of contents, index, and so on. In small groups, have students conduct a &quot;search for information&quot; activity. A jigsaw activity would ensure that all students know about all parts of the Act.</td>
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<tr>
<td>9.9 To identify worker and employer responsibilities in the workplace.</td>
<td>Review worker and employer responsibilities in the workplace. Review case studies or hazard scenarios and determine the responsibilities of the worker and the employer in them.</td>
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<td>9.10 To identify types of hazards in the workplace</td>
<td>Define a hazard as any activity, situation or substance that can cause harm. Review the three main worker rights. Identify hazards as part of the information workers have a right to know. Identify the five hazard categories:</td>
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- Physical hazards: for example, noise, heat or cold, electricity, moving machinery, dust and fibres.  
- Chemical hazards: for example, paints, acids, cleaning supplies, vapours and fumes such as carbon monoxide, propane and acetylene.  
- Ergonomic hazards: for example, lighting, configuration of computer components, video display terminals, lifting and repetitive movements.  
- Biological hazards: for example, mould, fungus, mildew, plants,
bacteria and viruses, washrooms, medical waste, insect stings and animal bites.

- Workplace stress: this is restricted to harassment as defined under *The Occupational Health and Safety Act, 1993* and *Regulations, 1996*, Part III, Section 36.

In the school, have students identify examples of the five types of hazards and identify occupations where each type of hazard might be encountered.

9.11 To describe and use the steps to identify and control workplace hazards.

Describe the three steps to recognize, assess and control hazards:

- **See it** - What is the hazard?
- **Think it** - Why is this a hazardous situation? How likely is it that someone will be hurt or killed? How serious is the risk?
- **Do it** - What can be done to control the hazard and to prevent an accident or injury?

Discuss ways to control hazards:

- Eliminate the hazard - wipe spills, replace faulty equipment, substitute a safer chemical for a hazardous chemical.
- Reduce the risk to workers - use machine guards, noise enclosures or ventilation systems to dilute the concentration of a hazardous substance.

Protect workers from the hazard through the use of safe work procedures, effective safety training, proper supervision and personal protective equipment.

Using pictures, case studies, or videos of various workplaces, ask students to identify potential hazards such as a slippery floor, an electric saw without a safety guard, a ladder, an open drawer on a file cabinet and so forth. Identify the type of hazard, assess the risk the hazard poses and identify how to control the hazard.

9.12 To understand the right to participate in health and safety activities in the workplace. *(PSVS)*

Workers can participate in health and safety activities by reporting unsafe conditions, by becoming a member of the Occupational Health Committee or by becoming the health and safety representative.

Have students research and report on the role and responsibilities of Occupational Health Committees (OHC) using the Internet, pamphlets, *The Occupational Health and Safety Act, 1993* and *Regulations, 1996*, or interviews with committee members or others.

9.13 To understand the right to refuse work the worker believes to be unusually dangerous.

Outline the steps in a refusal to work.

Review case studies and scenarios and discuss if the worker has the right to refuse to work.
9.14 To develop health and safety questions to ask the employer.

Review, revise and add to the questions developed in the activity in Learning Objective 9.6.

Discuss students' experiences asking questions in the workplace. Were their questions answered? Did they encounter any difficulties?

Discuss appropriate times to ask questions in a workplace. Role play situations.

Discuss students' experiences with health and safety orientation or training in the workplace. Explore ways that questioning can be used by students to promote improved orientation and training when required.

### Module 9C: Occupational Health and Safety (Core)

**Suggested time:** 4 - 6 hours  
**Level:** Advanced  
**Prerequisite:** Module 9A and 9B

This module identifies how worker and employer rights and responsibilities for workplace health and safety (such as, violence policy, hiring and orientation guidelines) are applied to specific workplaces and industries. Students will have the opportunity to engage in determining and designing health and safety policies and procedures specific to the workplace of their choice or interest.

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<td>9.15 To understand how rights are applied in the workplace.</td>
<td><strong>Right to Know:</strong> Review hazard identification process. Provide a generic workplace inspection checklist. With a cooperating employer or the school's Occupational Health Committee, have students conduct a partial workplace inspection to identify and assess potential hazards. Students can also make recommendations regarding control of identified hazards.</td>
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<td>9.16 Identify employer responsibilities with respect to hiring guidelines and prescribed workplaces.</td>
<td><strong>Right to Participate:</strong> Organize an Occupational Health Committee (OHC) in your classroom. Role play various scenarios where an OHC would be called upon to act.</td>
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<td>9.16 Identify employer responsibilities with respect to hiring guidelines and prescribed workplaces.</td>
<td><strong>Right to Refuse:</strong> Role play approaching a supervisor to report a refusal to do a task because of health and safety concerns. Have students plan how they would start the conversation, what their voice tone would be like, and other strategies to make the interaction go smoothly.</td>
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<td>9.16 Identify employer responsibilities with respect to hiring guidelines and prescribed workplaces.</td>
<td>Have students conduct research with respect to industries and job tasks that have age restrictions.</td>
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<td>Identify workplaces that are required to have a formal safety program, violence policy, occupational health committee, or safety representative.</td>
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Division of Saskatchewan Labour, have students develop a safety program or violence policy for a specific workplace.

9.17 To explain health and safety regulations with respect to a work placement choice or an occupation of interest.

Through informational interviews with workers, employers, family members, or training centres identify what health and safety regulations apply or what hazards exist in the student's work placement choice, occupational interest, or present place of employment.

Discuss ways that the hazards are controlled in the workplace.

Information about health and safety related to a variety of industries can also be obtained through the Internet, safety associations and other Practical and Applied Arts curriculum guides.