



**ENGLISH
FOR
WORKPLACE
SAFETY**



Both employers and workers are responsible for a safe workplace.

English for Workplace Safety

This course supports English language learners in building a strong foundation in workplace safety and to bridge them into conventional safety training for their current and future jobs.

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The Alberta Workforce Essential Skills Society (AWES) is a training and research and development organization. Our mission is to meet the changing needs of industry and society by developing skilled Albertans.

English for Workplace Safety

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Module 1

Occupational Health and Safety (OH&S) Law



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Occupational Health and Safety law exists to keep everyone safe at work. It gives specific responsibilities to each person (worker, employer, supplier) to comply with (obey).

Overview

In this module, you will focus on the Occupational Health and Safety (OH&S) legislation. You will explore your rights and responsibilities for safety as an employee. The module looks at how to recognize (see) and refuse (say no to) unsafe work, as well as how to think of other solutions to make the work safe.

The module also introduces you to document use – a key part of workplace safety. You will look at how documents are structured so that you can read them more easily and quickly.



Learning goals

By the end of the module, you will be able to:

- Understand key terms and concepts in routine workplace safety training and job activities.
- Follow basic employee rights and responsibilities, including applying OH&S law to recognize, refuse and generate alternatives to unsafe work.
- Navigate safety documents with greater speed, efficiency and understanding.

Safety Reading

Occupational Health and Safety Act

Introduction

Government laws help to keep everyone safe at work. Laws regulate safety at work. The Alberta Occupational Health and Safety Act, Regulation and Code (OH&S), is one of the most important laws for workers, employers, suppliers, and contractors. The OH&S protects you from potential risks to your health and safety at work. The OH&S explains your responsibilities to keep the workplace safe. You must comply with (obey) these laws.

Pre-reading questions

1. What safety laws exist in your first country, or other countries where you have worked? Do the employers obey those safety laws? Do workers comply with the laws?
2. Canadian safety law states that every worker (Canadian-born, newcomer, or temporary foreign worker) has the following basic rights:
 - A. To **know** the safety hazards in their job, and how to prevent injuries.
 - B. To **participate** in safety activities such as meetings, training, and committees.
 - C. To **refuse** any work that is unsafe.

Do you think that A, B and C are easy for a worker to do?

Can you think of an example of when you were uncomfortable asking (knowing), participating, or refusing?

Key OH&S terms

You will read and hear these terms regularly at work and in safety training. Learn them well.

Responsibilities

Legislation

Regulation

Standard

Hazard

Employer

Worker

Reasonable

Rights

Training



No one can force you to do something that is unsafe.



Safety legislation

Occupational Health and Safety Regulations

Most Canadian workers (90%) come under the OH&S legislation in their provinces. The other 10% of workers come under the jurisdiction of the federal government (Canada Labour Code, Part II and regulations)¹. In Alberta, most workers fall under the Alberta OH&S (Occupational Health and Safety Act, Regulation and Code).

Criminal Code of Canada (Section 217.1)

This section of the Criminal Code allows for prosecution of safety incidents under the charges of criminal negligence (not doing something safe you should know to do) such as driving recklessly.

If an organization/individual is charged with criminal negligence, there is a range of penalties, from fines to life in prison. Safety is really important, both yours and your coworkers' health and safety.

¹ Statistics from Canadian Centre for Occupational Health and Safety, "OH&S Legislation in Canada – Introduction," <http://www.ccohs.ca>, April 18, 2015, <http://www.ccohs.ca/oshanswers/legisl/intro.html>, accessed April 2015.

Key definitions

Comply with

To do what the law tells you to do.

Control

A way to stop a hazard from happening.

Criminal negligence

Acting recklessly (without reasonable caution). Putting another person at risk of injury or death.

Due diligence

The level of judgment, care, and activity that the law requires under specific circumstances.

Hazard

Anything that can hurt you, or damage property or the environment.

Incident

Any event that caused, or could have caused, injury to people or damage to property or the environment.

Incident report

A report that your supervisor or employer writes to describe an incident that happened to a worker.

Injury

An injury means that someone was hurt.

Legislation

Laws created by the government.

Reasonable

Refers to decisions based on good sense, that OH&S law expects the average person (with the skills and knowledge) to make.

Regulations

Rules or instructions that all employees must obey.

Standards

The best way to do a job so that the work is safe, correct and of high quality.

Employer responsibilities

Employers must make every reasonable effort for the health and safety of their workers, and the other people working for them. They must do this by:

- Knowing what might be a hazard
- Using safety to control the hazard
- Providing workers with the information needed to do their jobs safely
- Having really good safety programs and policies for the workplace
- Providing good quality training
- Supervising workers
- Making sure workers are qualified, trained, and experienced

Worker responsibilities

Safety laws protect you, but you must also do your part:

- Cooperate with your employer and take steps to protect yourself
- Participate in health and safety training and apply what you learn
- Work safely
- Say no to unsafe work
- Don't do work unless you are trained to do it, or are working with an experienced coworker
- Tell supervisors about safety hazards
- Be truthful to your employer about any health problems or previous injuries

What is due diligence?

Due diligence is the level of judgment, care, and activity that the law expects a person would reasonably do under particular circumstances. In other words, doing everything to be safe under the circumstances.

Both employers and workers have due diligence responsibilities. This includes:

- **Foreseeability** (know before it happens) – Could someone have foreseen something could go wrong?
- **Preventability** (stop before it happens) – Was there opportunity to prevent the incident?
- **Control** – Who could have controlled the incident?

Refusing unsafe work

What is unsafe work?

Unsafe work involves an “imminent danger” or danger that’s **not normal** for that type of work.

Can I refuse to do unsafe work?

Yes, according to OH&S legislation, workers can refuse work they believe puts them or other workers in imminent danger.



Right to refuse unsafe work

You have the right to say “no” to unsafe work. But you must explain why you refuse the work.

What happens if you are asked to do unsafe work?

1. You must speak with a supervisor immediately.
2. If needed, you, your employer, and a health and safety representative will investigate the situation to find out why the work is unsafe. Is the work actually dangerous, or does it just require specialized training that you might not have? If your employer does not fix the situation, you can contact Alberta Occupational Health and Safety.
3. An officer will investigate and write a report.
4. Once the work is safe, you can return to work and complete the task.

Q&A

1. If you think something at work is unsafe, what should you do?

- You must tell your supervisor/employer right away that something is unsafe and that you don’t want to do the work until it is safe.
- The supervisor/employer must listen to you and check to see if the work is unsafe. Then fix the danger if necessary.

2. Can I be fired for refusing to perform unsafe work?

- No! You cannot be fired for doing the right thing. No employer can dismiss or take any other disciplinary action against you if you did what the OH&S officer told you to do.
- You have the right to refuse unsafe work until the work is safe to do.

3. What do I do if someone gets hurt?

- You must get first aid or medical help.
- Then, you should tell the supervisor what happened.
- The supervisors or employer will write up an incident report.
- The report must include what happened. It must also explain what to do to stop the incident from happening again.

Media Activity

Expanding your listening skills

Video: The Incident

You will use the YouTube video, “The Incident – Workplace Safety and Health for Newcomers”, from SAFEWork Manitoba www.youtube.com/watch?v=QiSNcQgHbKo

The video is 8:45 minutes long.

Quick overview

Manitoba Immigration and Multiculturalism made the video to create awareness among newcomers to Canada of their workplace safety rights and responsibilities. The video is based on a true story. It is about a newcomer who agrees to do a job without receiving proper training. Through one dangerous incident, we learn four important lessons:

1. There are roles and responsibilities for workplace safety and health.
2. A worker has rights: the right to know about hazards, the right to participate in making work safe and the right to refuse dangerous tasks.
3. There is a procedure to refuse dangerous work and the employer must investigate. A worker has the right to protection from discrimination and harassment. This means that the worker doesn't have to be afraid of losing his or her job.
4. The responsibility to speak up. If you know a coworker is doing something unsafe, you need to speak up.

Discussion board

Watch the video and answer the questions that follow.

1. In your opinion who is most responsible for the injury to Clara. You must support your opinion with the reasons for your opinion.
2. What are the factors in a workplace that make it difficult to speak up for safety?



You can find an overview of the story on the following pages, as a case study about Clara and Neesha.

Case study: Clara and Neesha

Background

Clara was new to Canada. She was a teacher in her home country. She sent money to her family back home. They depended on her for financial support. She was also new to the job, but she worked hard.

During the weekly safety training, the workers learned about safety rights.



The supervisor didn't speak up

A worker called Jan had phoned in sick. Someone needed to do her job for that day. Clara offered. The supervisor asked her if she knew how to work the machine. She nodded, but the truth was that she didn't have the proper training to do the job. She had only watched Jan do the work. The supervisor asked if there were any other concerns. No one said anything. He closed the safety meeting.

The coworker didn't speak up

At that point, Neesha, a coworker, spoke up to Clara, "I have never seen you work that machine. You need training."

Clara responded, "I see Jan do it every day. It is not hard."

Neesha was worried about Clara's safety, but she didn't want to argue with her. Later, Neesha will feel terrible. She will regret not insisting that Clara receive the proper training before working on that machine.

"Your finger came close to the blade. You should have been looking there when you made the cut."

"Sometimes, I can't find the foot pedal. I have to look under the table."

"Your fingers can be crushed by the clamps or cut by the blade. You should tell the supervisor. The pedal is not safe. It makes you look away from what you are doing."

The worker didn't speak up

"Look, it took me so long to find work. I need this job. The supervisor won't like it if I complain."

"No, Clara. We have the right to proper training and to refuse dangerous work."

"Refuse! I will be fired."

"No! There are laws to protect workers. I can go with you."

"No, Neesha, please. I will be fine."

Lessons learned the hard way

But Clara was not fine. Clara was badly hurt. As Neesha had warned her, she needed to fix the foot pedal. It was a safety hazard. She wasn't looking at the blade when she made the cut. She cut her fingers.

Neesha says she should have told the supervisor about Clara. Workers have the right to speak up and participate in their safety at work.

The supervisor says, "First of all, we should have made sure Clara was trained to work that machine." A worker has the right to refuse work that seems dangerous.

Worker rights

Neesha says, "I learned my lesson. We all did." Every worker has the right to:

1. Know about hazards. About anything that could hurt them at work.
2. Participate in health and safety activities and committees.
3. Refuse work that is dangerous. They cannot be punished or lose their jobs for refusing unsafe work. Sometimes a worker sees hazards that an employer doesn't see.

After the incident, the industrial mechanic made the machine safer by installing a two-hand activator on the machine. The mechanic will also need to fix the loose floor pedal. So many people should have spoken up. Every worker is responsible for speaking up for health and safety.

Vocabulary Building

Vocabulary building exercises will increase your knowledge of the most common safety words, terms and concepts. These are the ones you will hear and use in most workplaces.

Activity 1: Matching exercise

Match the definition to the safety term. The first one has been done for you.

	Term	Definition
1	B Comply with	A Anything that can hurt you, or damage property or the environment.
2	Control	B To do what the law tells you to do.
3	Criminal negligence	C The level of judgment, care, and activity that the law requires under specific circumstances.
4	Due diligence	D Someone was hurt.
5	Hazard	E Laws created by the government.
6	Incident	F The best way to do a job so that the work is safe, correct and of high quality.
7	Incident report	G Refers to decisions based on good sense, that OH&S law expects the average person to make.
8	Injury	H Written by an employer to describe an incident that happened to a worker.
9	Legislation	I Rules or instructions that all employees must obey.
10	Reasonably practicable	J Acting recklessly (without reasonable caution). Putting another person at risk of injury or death.
11	Regulations	K Any event that caused, or could have caused, injury to people or damage to property or the environment.
12	Right to refuse unsafe work	L A way to stop a hazard from happening.
13	Standards	M You have the right to say “no” to unsafe work. But you must explain why you refuse the work.

Activity 2: Gap fill exercise

Read through the new safety vocabulary and definitions.
 Read through the text. Insert the right word(s) into the gaps.

Optional activity: Cut up the vocabulary words and their definitions on separate pieces of paper and mix them up. Have learners match the words and definitions.

Term	Definition
To comply with	To do what a person or a law tells you to do.
Regulation	Rules or instructions that you should follow. An authority creates regulations. Some regulations are also laws.
Legislation	Laws created by the government.
Standard	How to do something in the best possible way.
Potential hazard	Anything that might cause injury or damage.
Control	Ways to stop or limit a potential hazard, for example stop the vehicle in a safe place and have a short sleep when you are tired.
To endanger	To do something that may put you or a coworker in danger.
Incident	Any event that causes, or could cause, injury to people or damage to property or the environment.
Accident	There are no accidents in the workplace – when someone is hurt, there is always a reason. Accidents don't have reasons. At work, injuries must be reported as "incidents".

The Occupational Health and Safety Act, Regulation and Code (OH&S) is the Alberta government's _____. The OH&S protects the health and safety of people at work. The OH&S explains the specific safety responsibilities for everyone at a worksite: workers, employers, suppliers, and contractors. The OH&S laws are not good ideas or suggestions. They are the law. All employees must _____ these OH&S laws all the time.

Besides Alberta's OH&S legislation, there are also _____ from the federal government. For example, Workplace Hazardous Materials Information System (WHMIS²) is the set of rules for how to label containers that hold dangerous products such as chemicals or gases. WHMIS is therefore Canada's national _____ for how workers find out about materials in the workplace that could hurt their health or injure them.

According to the OH&S, employers are legally responsible for making the workplace safe. This means knowing the _____ and then making sure the right _____ are in place to protect workers. Each company has its own safe work practices. Each worker must comply with these practices. Employees must take care of their own health and safety, as well as the health and safety of the team. This means workers must make sure their actions don't _____ another coworker.

When someone is hurt at work, it is called an incident, not an accident. This is because the term _____ implies the injury was unavoidable, whereas the word _____ implies it happened once, but next time the worker can use controls to prevent it.

² Most people pronounce WHMIS as "wim – is".

Safe Practices

Expanding your safety knowledge and skills

Activity 1

Read the multiple choice questions and choose the best answer.

1. Which of the following is true about the Alberta Occupational Health and Safety Act, Regulation and Code?

- A. The OH&S provides safety responsibilities for workers, employers, suppliers, and contractors.
- B. The OH&S explains the specific safety responsibilities for everyone at a worksite.
- C. The OH&S legislation places most of the responsibility for safety on the employer.
- D. Both A and B.

2. Which of the following is an employer responsibility?

- A. To work safely.
- B. To create safe practices for workplaces and provide training for their workers.
- C. To say “no” to unsafe work.
- D. To control hazards, unless it will cost the company too much time and money.

3. Which of the following is true about employee responsibilities for safety?

- A. Employees are only responsible for their own safety.
- B. Employees must help their employers keep their workplaces safe.
- C. Employees don't need to tell their employers of previous health issues or injuries.
- D. Both A and C.

4. Which of the following is true about OH&S and WHMIS?

- A. They are both federal legislation.
- B. The OH&S is federal legislation.
- C. Alberta has its own OH&S legislation. WHMIS is a federal regulation.
- D. WHMIS is provincial legislation.

Activity 2

Read the statements and answer either true (T) or false (F).

1. Employers are responsible for hiring workers. It is the worker's responsibility to make sure he or she gets the proper safety training.
2. A worker lifts a heavy box and pulls a muscle in his back. If his muscle hurts, he must tell the employer that he is injured.
3. A worker gets chemical spray in her eyes. A coworker sees the incident happen. He must tell his supervisor what he saw. He may also need to give his employer suggestions for preventing the incident in the future.
4. If you think something at work is unsafe, it is your job to prevent it. Don't bother your employer if you don't know how to control the hazard. First, try to figure it out yourself.

Activity 3

Read through the three scenarios. Answer the questions that follow.

Scenario 1

You start a new job. For some tasks, you need to work at an elevated height (up high). Your supervisor gives you a chair to stand on. He tells you it is normal to use the chair, that everyone uses the chair. You know you should use a ladder to do the job safely.

Question: Can you refuse the work, saying that you believe it is unsafe to stand on the chair?

Explain your answer. What would you say to your employer?

Scenario 2

Your employer needs you to inspect equipment. You will need to climb up three stories using a ladder. You have the correct safety equipment, and you completed the fall protection training³. But you are still afraid of heights. You get nervous when you are working at heights. Sometimes you can't move or climb down.

Question: Can you use OH&S legislation to refuse the work, saying that it is unsafe for you to work at heights because you are acrophobic (fearful of heights)?

Scenario 3

Your work partner falls into a two-meter deep trench and injures his leg. He cannot climb out without your help. You don't have the right training to enter the confined space⁴ (trench).

Question: What do you think is the correct action to take?

Explain your answer.

³ Fall protection training is given to any worker who must work up high on scaffolding, buildings, etc.

⁴ A confined space is any space that creates a potential hazard because it has limited entry and access points.

Cultural Competence

Hierarchy and Safety

Expanding your cultural skills for the Canadian workplace

Pre-reading questions

1. “Power distance” is an intercultural term. “Hierarchy” and “egalitarian” are related words. Do you know the meaning of any of these terms?
2. Why is it important to learn about how “power relationships” can affect workplace safety?

What does “power” mean?

In the workplace, **power** relates to how much influence you have or don't have. Ideas about power vary between cultures. Some newcomers come from cultural backgrounds with a strong hierarchy, in which leaders had all or most of the power. Subordinates rarely ask, speak up or say “no.”

But, in the Canadian workplace, the power relationships are more **egalitarian** – all employees have almost equal power. In fact, safety is the great equalizer between people. Everyone is equally responsible to make the workplace safe by asking, speaking up and participating in safety issues.

What does “power distance” mean?

You can think about power distance as the different amounts of authority for a supervisor versus a subordinate. It is the degree to which people accept that inequalities in power are natural.

In a strong hierarchy, people are okay with the fact that some will have more power than others (in much the same way they accept some people are taller and others shorter). In egalitarian workplaces, people want less hierarchy. All employees want some power to be able to share their ideas and influence decisions.



In the Canadian workplace, the power distance between supervisors and employees is short. Supervisors expect employees to ask, participate and share ideas.



Why learn about power?

As a newcomer to Canada, you bring from your first culture a set of beliefs about how power should be given and used in the workplace. This fact is important for cultures with key differences to Canadian workplace culture such as Asian, certain African, Latin American, and European cultures. It is also true for cultures that might seem close to Canadian workplace culture, such as American, Australian or British. In other words, it doesn't matter where you originate from – you need to **understand cultural differences about the sources of power** if you are going to work and be safe.

Where does power come from in the Canadian workplace?

In Canada, in the mainstream business workplace, power is **earned** from coworkers **not ascribed** (required, given) by a title such as manager, supervisor or mentor. Power – respect from people and the ability to influence them – is earned through a balance of your soft (interpersonal) and hard (technical) skills. **This means your supervisor is above you in the organizational chart, but you are not below him or her as an employee. Your jobs may be different but you are equals.** Your supervisor expects you to ask, speak up, participate and initiate.

How can power distance affect safety?

The beliefs you bring about power from your first culture will affect your behaviors in the Canadian workplace. If you originate from a cultural background in which workers rarely questioned leaders or asked questions, then you will soon see that the Canadian workplace is more egalitarian.

Your understanding of power can affect how comfortable you are:

- speaking up about safety
- participating in safety committees and activities
- asking questions during safety training
- sharing your ideas
- taking initiative to make the workplace safer
- refusing unsafe work



Organizational HIERACHY

In a **hierarchical** workplace culture, the leaders and subordinates are easy to identify. Leaders don't share power as easily.

Leaders expect subordinates to wait for directions. Subordinates rarely question leaders. They use titles like "boss".



EGALITARIAN structure

In an **egalitarian** workplace culture, the leaders and subordinates are not so easy to identify. Power is shared.

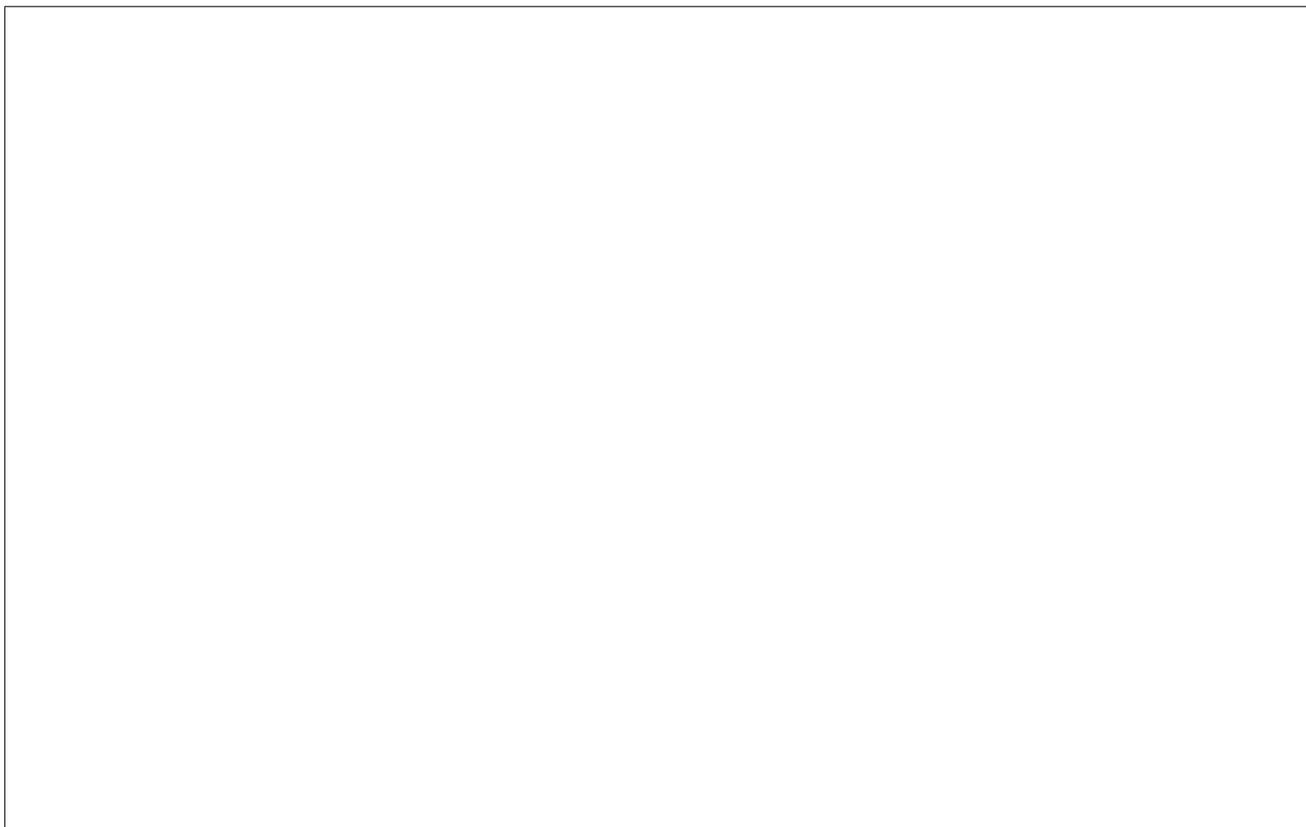
Leaders expect employees to:

- speak up
- participate
- ask questions
- share their ideas
- take initiative

Titles are discouraged.

Activity 1: Draw an image of power distance

1. Take a look at the images on the previous pages. They represent different kinds of power: **organizational hierarchy** vs. **egalitarian structure**. Draw your own image of the kind of power distance (you are used to or comfortable with) in a supervisor and subordinate relationship at work.
2. Show the drawing to your partner. Ask your partner to tell you what he or she thinks the drawing means.
3. Explain the image to your partner.



Activity 2: Add the word “safety”

1. Give your drawing to your partner.
2. Your partner is going to change your drawing. He or she needs to add the word “safety” to the drawing. The word can be added to any part of the drawing.
3. If you think that adding “safety” changes the relationship between the supervisor and the subordinate (or any other part of the drawing), then you can also make other changes to your partner’s drawing.

Communication Skills

Expanding your speaking skills

Pre-reading questions

1. When was the last time someone told you to do something that you were uncomfortable doing?
2. Is it easy to say refuse a more senior person? Have you ever had to say “no” to a supervisor or other person in authority?
3. Do you think cultural norms affect our ability to refuse or say “no” to a senior person?



How to refuse unsafe work to a supervisor

In Canada, you have the right to refuse unsafe work. In fact, you must say “no” to unsafe work, according to OH&S law. Speaking up usually means saying “no” to your team, work partner, a supervisor or other senior worker. But saying “no” is not always easy.

When you cannot refuse work

Your employer must always make sure you are qualified to do a job. If you are not qualified, you will need to take training. You might need to work with a partner who is qualified. He or she can teach you. But don’t confuse unsafe work with your regular job duties. There is a difference between being afraid or nervous and not being properly trained or equipped.

For example, if you have to work high above the ground and you are scared of heights, this is not unsafe work. It is only unsafe if you don’t have the proper training or the right safety gear (equipment). However, it could be unsafe to work up high if the conditions are bad, for example if there is stormy weather.

How to save face when saying no

“Saving face” means avoiding embarrassment. Some people don’t want to refuse unsafe work because they don’t want to feel embarrassed. Perhaps they don’t want to embarrass their partner or supervisor. You have the right to refuse unsafe work; therefore, do it in a way that seems reasonable.

If you say no to unsafe work, and if it is at all possible, try to do the following as well:

1. Explain the main reason you think the job is unsafe.
2. Acknowledge that saying “no” might be a short-term inconvenience, but it will be worth it in the long-run. The expression “short-term pain for long-term gain” explains the main reason for saying “no.” The difficulty now is worth it because we avoid bigger problems in the future.
3. Offer a solution or alternative, even if it is only to say that, “Once I have the proper training, I will feel safe doing the job, which means everyone will be safe.”
4. If you have no better ideas, then ask your supervisor, partner or team, “Do you know of a safer way for us to do this so that we can avoid any potential injuries or OH&S issues?”

Reflection question

In the video, “The Incident – Workplace Safety and Health for Newcomers”, (from the Media Activity) do you think anyone was trying to save face? Do you think “face” had an effect on safety? Work in groups. Explain your answers.

Activity 1

Read through the scenario. Answer the questions that follow.

Scenario

Imagine your supervisor asks you to come over to a specific machine quickly so that he can show you how it works. He is wearing safety glasses, but you are not.

Steps to refuse unsafe work

1. Refuse the unsafe work respectfully
2. Explain why it is unsafe
3. Offer a solution or alternative

Choose your best response to him from A, B or C below.

Then match A, B and C to the explanations below (1, 2 or 3), which give reasons why each one is a good or a bad response.

- A. “It is not safe for me to work without safety glasses. I must refuse unsafe work.”
- B. “It is not safe to work without my safety glasses. Something from the machine might hit me in the eye. I will just be a moment. I need to quickly get my safety glasses from my work station.”
- C. “Do you think I should first get my safety glasses?”

	1. This is the best answer because the speaker does the following: (1) refuses the unsafe work, (2) explains why it is unsafe, and then (3) offers a solution or alternative.
	2. This is not an effective answer. Although the speaker is supposed to refuse unsafe work, he sounds unreasonable and difficult. He should explain why he is saying no. And, if at all possible, he should try to suggest a different way of doing the work. It might simply be asking for the training so that next time he doesn't need to say “no.”
	3. This is not an effective answer because the speaker is deferring to his supervisor. (To defer means to leave the decision in the hands of someone else. But as a worker, he is the first person responsible for his own safety, not his supervisor.) Although employers are also responsible for workplace safety, each person is first individually responsible for obeying Canada's OH&S law. The worker knows that basic PPE (personal protective equipment) like safety glasses and earplugs must be worn at all times on a work site.

Activity 2

Read through the scenario. Answer the question that follows.

Scenario

You start a new job. For some tasks, you need to work at an elevated height. Your supervisor gives you a chair to stand on. He tells you it is normal to use the chair, that everyone uses the chair. You know you should use a ladder to do the job safely.

Question: What do you say to your supervisor?

1. Work in pairs to figure out your answer. Role-play what you would say.
2. In your role-play, one of you will be the worker and one of you will be the supervisor.
3. Write out your conversation for the role-play.
4. Practice the dialogue with each of you playing each role.

Remember the best way to say “no” from the previous page. It will help you write how you would say “no” to using a chair to stand on.

Document Use

Expanding your use of safety documents

Overview of document use in the workplace

What are examples of documents?

Documents are used in every workplace. For example: forms, lists, tables, graphs, charts, schedules, blueprints, schematics, drawings, signs and labels.

Document use includes non-print media such as information on a computer screen or on equipment gauges and clocks. It even includes flags.

When do we use documents at work?

You use different documents for different tasks.

For example, at the start of a shift at a new worksite, you may need to read a work schedule, follow a site map, read a sign, read a label, and then fill in a hazard assessment form.

What makes document use different from other reading?

For some documents, you only need to read them. For others, you need to read and fill in forms.

Document use is different from normal reading and writing because of the way the information is displayed (shown). The information displays can include:

- Words
- Numbers
- Icons (images, pictures)
- Other visual characteristics (line, colour, shape)

Why do we need to learn about document use?

Because some documents can be long and/or complex. If you understand document structure, you can save time. You will be more accurate with information, both using it (example: safety sheet) and filling it in (example: form).



Activity 1: Identifying document types and parts

Work in pairs. Look through the nine images carefully. Each image includes one or more examples of workplace documents. Identify as many examples of document types as you can.

Forms, lists, tables, graphs, charts, schedules, blueprints, schematics, drawings, signs, labels, non-print media (such as information on a computer screen or on equipment gauges and clocks)



1.



2.



3.

Forms, lists, tables, graphs, charts, schedules, blueprints, schematics, drawings, signs, labels, non-print media (such as information on a computer screen or on equipment gauges and clocks)



4.



5.



6.

Forms, lists, tables, graphs, charts, schedules, blueprints, schematics, drawings, signs, labels, non-print media (such as information on a computer screen or on equipment gauges and clocks)



7.



8.



9.

Activity 2: Navigating document structure

As we already said, a document is more like a map than other reading texts like books or newspapers. You need to navigate your way through a document.

To **navigate** means to plan or direct a route carefully, usually to avoid difficulties. You plan so that you know what to look for and how to find your way. The best way to navigate a document is to know the structure (how it is organized).

Why learn about document structure?

There are three good reasons for learning how documents are structured:

Anticipate: Anticipate means to expect something. Once you understand document structure, you will already know how the document might be organized. You will know what to expect, and therefore what to look for.

Save time: Documents can be long. You need to understand their structure so that you don't waste time.

Be accurate: You need to be accurate with information. For example, if you need to fill in forms, you need to understand what to fill in, where to fill it in, and where to get the information.

What is document structure?

Documents are usually organized in the following three ways:

Visuals: People create documents using words, numbers, icons and other visual characteristics (line, colour, shape).

Structure: The words, numbers, icons and other visuals make the structure. They have meaning in the way they are organized on the page (spatial arrangement).

Sections: Document creators also use sections (different parts) to make it easier for the reader to find the information quickly and easily. Some documents such as manuals and handbooks have many sections and pages. Other documents have only a few sections such as text and a label.

Please note that not every document is structured properly. Designing good documents is a skill. You may have to use documents at work that take longer to navigate because they were not well designed.

Checklist: 15 tools for reading documents

Below is a checklist of 15 visual tools used to organize documents into sections in a clear and meaningful way. These visual tools make documents easier to read. They will help you navigate the document more quickly and easily.

Exercise 1

Look through this module for each of the 15 visual tools below. Write down the page number in the column on the left to show where you found that visual tool.

Page	Visual tool
	Heading A word or phrase in a title that describes the main idea of a section of the document
	Sub-heading Words or phrases in a title underneath the heading; subheadings describe the ideas presented in a section of the document
	Font size A font is a set of letters; font size is how large the letters are
	Font type Font type describes the design of letters, for example, the font type for the letters in this chart is Helvetica
	Boxes To separate information
	Lines To separate information
	Colour Different colours used to highlight information in the document
	White space The space around sections

Page	Visual tool
	Diagrams, tables, charts Visual representation of data
	Images Pictures, photos, or drawings
	Bullets The dots that come at the beginning of each item in a list
	Numbering Numbers used with lists or sections
	Key to symbols, abbreviations, terms, etc.
	Table of contents Usually at the front of the document; has all of the headings for each section listed with the page numbers each section starts on
	Index An alphabetical list at the end of a document that shows the page where each thing in the list can be found

Exercise 2

The purpose of the 15 visual tools is to help you find information in documents more quickly than reading through the whole document. For example, if a symbol on the dashboard of your car suddenly lights up, you want to know what that symbol means. You do not need to read the whole User’s Manual for your car to find the symbol. Instead, you can flip through the manual looking for the image in the manual that matches the symbol on your dashboard.

Think about the 15 visual tools below. What do you think is the purpose of each tool? How does it help you navigate documents? Write the name of the tool from the right column into the box that describes its purpose in the left column.

Purpose of the visual tool	Name of the visual tool
Helps you understand the meaning of the document, the main ideas that it is about.	<p>Heading A word or phrase in a title that describes the main idea of a section of the document</p>
Helps you see the words clearly on the page.	<p>Sub-heading Words or phrases in a title underneath the heading; subheadings describe the ideas presented in a section of the document</p>
Helps you see how information or sections are separated from each other.	<p>Font size A font is a set of letters; font size is how large the letters are</p>
Helps describe ideas using visuals.	<p>Font type Font type describes the design of letters, for example, the font type for the letters in this chart is Helvetica</p>
Helps you see all of the main ideas in a document in a few pages.	<p>Boxes To separate information</p>
Helps you find the meaning of key words in a document.	<p>Lines To separate information</p>
	<p>Colour Different colours used to highlight information in the document</p>
	<p>White space The space around sections</p>
	<p>Diagrams, tables, charts Visual representation of data</p>
	<p>Images Pictures, photos, or drawings</p>
	<p>Bullets The dots that come at the beginning of each item on a list</p>
	<p>Numbering Numbers used with lists or sections</p>
	<p>Key to symbols, abbreviations, terms, etc.</p>
	<p>Table of contents Usually at the front of the document; has all of the headings for each section listed with the page numbers each section starts on</p>
	<p>Index An alphabetical list at the end of a document that shows the page where each thing in the list can be found</p>



New employee orientation package

When you start a new job, your employer should give you a new employee orientation package. This package is usually your first set of workplace documents.

The package could include any of the following documents: welcome letter, employee handbook, policies and procedures forms, safety manual, handouts for the onboarding (new employee orientation) workshop such as PowerPoint notes, copy of your job description.

Exercise 3

Work with a partner or in small groups.

Look through the next two pages. They come from the opening pages in an employee handbook at a company.

Use the checklist below to review the two pages. Put a checkmark beside any of the 15 visual tools you notice in the employee handbook. Write down an example of the tool underneath its definition.

Discuss how they help you navigate the information. Use the column on the left to write down your ideas.

How the tool helps you navigate documents	Check mark	Definitions for the 15 visual tools
Helps you understand the meaning of the document, the main ideas that it is about.		<p>Heading: a word or phrase in a title that describes the main idea of a section of the document</p> <p>Example from the employee handbook:</p>
		<p>Sub-heading: words or phrases in a title underneath the heading; subheadings describe the ideas presented in a section of the document</p> <p>Example from the employee handbook:</p>
Helps you see the words clearly on the page.		<p>Font size: a font is a set of letters; font size is how large the letters are</p> <p>Example from the employee handbook:</p>
		<p>Font type: font type describes the design of letters; for example, the font type for the letters in this chart is Helvetica</p> <p>Example from the employee handbook:</p>

Helps you see how information or sections are separated from each other.	<p>Boxes: to separate information Example from the employee handbook:</p>
	<p>Lines: to separate information Example from the employee handbook:</p>
	<p>Colour: different colours used to highlight information in the document Example from the employee handbook:</p>
Helps describe ideas using visuals.	<p>White space: around sections Example from the employee handbook:</p>
	<p>Diagrams, tables, charts: visual representation of data Example from the employee handbook:</p>
	<p>Images pictures, photos, or drawings Example from the employee handbook:</p>
	<p>Bullets: the dots that come at the beginning of each item on a list Example from the employee handbook:</p>
	<p>Numbering: numbers used with lists or sections Example from the employee handbook:</p>
Helps you see all of the main ideas in a document in a few pages.	<p>Key to symbols, abbreviations, terms, etc. Example from the employee handbook:</p>
	<p>Table of contents: usually at the front of the document; has all of the headings for each section listed with the page numbers each section starts on Example from the employee handbook:</p>
	<p>Index: an alphabetical list at the end of a document that shows the page where each thing in the list can be found Example from the employee handbook:</p>
	<p>Table of contents: usually at the front of the document; has all of the headings for each section listed with the page numbers each section starts on Example from the employee handbook:</p>
Helps you find the meaning of key words in a document.	<p>Table of contents: usually at the front of the document; has all of the headings for each section listed with the page numbers each section starts on Example from the employee handbook:</p>
	<p>Index: an alphabetical list at the end of a document that shows the page where each thing in the list can be found Example from the employee handbook:</p>

J & P Employee Handbook

Welcome to Johnson & Partners. You have joined a great team of dedicated coworkers, clients, board members, and community partners.

This employee handbook is part of your orientation package to the workplace. The orientation package is part of our onboarding process for new hires. The orientation package includes the following:

1. Welcome letter
2. Employee handbook
3. Policies and procedure forms
4. Safety manual
5. Onboarding handouts
6. Copy of your job description

The 85 pages in the Handbook tell you everything you need to know about our day-to-day activities and business, and our main policies and procedures. It explains who we are, what you can expect from us, what we expect from you. It gives you the information to do your job in a safe and enjoyable workplace.

Welcome
to the J&P team



As a new member of the Johnson & Partners team, we welcome your feedback on how we can improve the orientation and handbook. Please direct your feedback to the HR Director, Johnson & Partners.

Who we are

1. Our mission

To work with healthcare providers to help improve the quality of life for patients in healthcare facilities.

2. Our vision

Johnson & Partners will be the company of choice in Western Canada to provide facility services to our customers, using our company culture to create value for them.

3. Our values

Most of our employees are in daily contact with patients at healthcare sites. This means we need to have exceptional service quality, strong teamwork, personal and organizational integrity and a commitment to respecting diversity.

Service quality	We are 100 percent client centred. In the spirit of service excellence, we expect our employees to be professional, enthusiastic, and willing to put the healthcare of patients first.
Teamwork	At Johnson & Partners, we care about our employees as much as we care about our clients. Team spirit is based on shared purpose, clear communication and helping each other.
Safety	We work safely because we work with people in work environments that have visible and invisible hazards. All employees are expected to speak up and participate in making the workplace safer. Johnson & Partners has committed to an incident free workplace.
Diversity	Our leadership team is diverse. Our workforce is diverse. Our clients are diverse. We work with and serve people from all over the world with different cultural and language backgrounds. Every employee must be respectful of the diversity each person brings to the workplace.



Activity 3: Information about employee handbooks

What do you find in an employee handbook?

The employee handbook usually covers general guidelines to help employees understand their roles and responsibilities.

Each company's handbook is different. The exact information and how it is organized will always vary. However, if you open to the contents page, you should find the following information groups:

1. Organizational culture

This section tells you about the organization.

2. Employee roles and responsibilities

This section tells you about your employer's basic expectations for the job, as well as the organization's structure and people.

3. Performance development

This section tells you about learning, career growth and job evaluation.

4. Technology and social media information and policies

This section tells you about the "dos" and "don'ts" with social media and digital technology at work.

5. Human resources (HR) policies

These policies (rules) are the same for every organization. They are usually based on federal or provincial law. Some of them are also part of Health and Safety laws.

6. Workplace policies

The organization creates the details of these policies (rules). The details will differ between organizations. They are based on the day-to-day operations.

7. Benefits information

This section tells you about the money (as part of your salary) that your employer pays to the government each month.

8. Holiday information

This section tells you about vacations.

9. Health and safety policies

This section tells you the most important safety rules for all employees. They are closely connected to the section called HR Policies, for example workplace harassment is part of Health and Safety, but usually comes under HR.

Key definitions

Personal protective equipment (PPE)

You will need different PPE for different work sites, depending on what kinds of hazards exist there. Basic PPE gives protection to the head, feet, eyes, hearing and hands.

Harassment

Behaviour that offends or humiliates another person (makes a person feel that they are in a lower position).

Incident reporting

In the workplace, there are no accidents, only incidents. Accidents are unavoidable. But at work, when someone is hurt, it is always avoidable. You must report a safety incident, even if no one was hurt – a near miss.

Lockout/tagout

A lock and/or tag is put on a broken piece of equipment, machinery or tool. The lock or tag stops people from using the damaged object until it is fixed.

Confined space entry

A space at work that has limited entrance and exit points such as a tank, small room, trench, or hole in the ground. These spaces can be very dangerous if you don't have the proper training to enter them.

Hazardous materials

Any material that can hurt you, or damage property or the environment.

Drug and alcohol

Rules that explain why you can't use drugs or alcohol at work.

Fire prevention

Things you need to do in order to keep (prevent) a fire from happening.

Exercise 1: Health and safety sections in the employee handbook

1. Work in pairs.
2. Read through the four example paragraphs from the safety section in an employee handbook.
3. Choose the correct heading for each paragraph from the list of eight possible headings below.
4. Write the heading in the box.
5. Underline the key words in the paragraph that helped you choose the heading.

**Personal protective equipment (PPE) · Harassment · Incident reporting · Lockout/tagout
Confined space entry · Hazardous materials · Drug and alcohol · Fire prevention**

A.

To be professional, you need good personal conduct. You need to treat your coworkers with respect. For example, in the workplace, there is zero tolerance for bullying or discrimination, or any behavior that offends or humiliates another person. It can be verbal (words), physical (behaviors) or sexual. It violates (breaks) company policies. It is also against the law. Your supervisor or employer will not ignore it. They will discipline the person.

Also, avoid horseplay. Sometimes, you might think you are just having fun by playing around with a coworker, but then someone gets injured. You need to have fun at work but it must never lead to horseplay because eventually there could be more than an injury. Your horseplay might end up in a fatality (death).

B.

If you see a compromised tool, piece of equipment or machinery, shut it down immediately and disconnect it from the power source. Don't try to fix anything you are not qualified to fix. Instead, tell your supervisor. The tool, equipment or machinery must be locked and labeled until it is repaired or replaced. These procedures prevent anyone from being hurt or killed by a power source.

Key terms

Personal conduct

The way you treat your coworkers.

Zero tolerance

Never acceptable.

Bullying

When you say or do things that hurt people.

Horseplay

Any actions, including "having fun", that can put anyone in danger, either emotionally or physically.

Key terms

Compromised

Damaged. Broken. Faulty.

Disconnect

Unplug. Separate.

Repaired

Fixed.

**Personal protective equipment (PPE) · Harassment · Incident reporting · Lockout/tagout
Confined space entry · Hazardous materials · Drug and alcohol · Fire prevention**

C.

These substances greatly inhibit your ability to be a good worker. When you are under the influence, your judgment is impaired, your reaction time is slower, and your mood is changed. Therefore, using or being under the influence at work is banned. It is also illegal. Your coworkers' safety is at risk if you are impaired. You must report coworkers who are impaired.

Even over-the-counter and prescription medicines can affect your ability to work safely. You are allowed to take medicines at work, as long as you follow the instructions from the pharmacist or doctor. Tell your supervisor if you need a modified work program (change of job duties) so that you can work safely.

D.

You must tell your supervisor when you are injured, or if you had a "near miss". Remember, there are no accidents at work, only incidents or near misses, because every accident can be avoided if you follow the correct safety procedures. Our company will never disadvantage a person who follows proper procedures to report an injury on the job, or a near miss. If you suffer a workplace injury we will try to bring you back to work as per legal requirements and company policy.

Key terms

Inhibit

Limit.

Impaired

Weakened. Lessened.
Damaged. Unable to do your job properly and safely.

Banned

Not allowed. Illegal.
Prohibited.

To put others at risk

To do something that may cause others to get hurt.

Key terms

Injured

Hurt.

Incident

When someone is injured.

Near miss

When an injury almost happens.

Assessment

Part 1

Each of the five images below represents a safety section you will see in most employee handbooks. Write the name of the safety topic in the box. Add any three key words related to that safety topic.



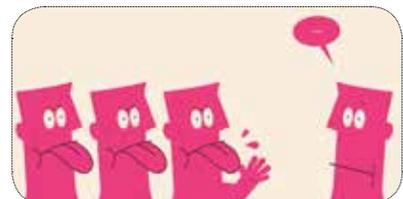
1. Health and safety topic:

Key words:



2. Health and safety topic:

Key words:



3. Health and safety topic:

Key words:



4. Health and safety topic:

Key words:



5. Health and safety topic:

Key words:

Part 2

Match the definition to the safety term.

Term		Definition
1	<input type="text"/>	Comply with
2	<input type="text"/>	Control
3	<input type="text"/>	Human resources (HR) policies
4	<input type="text"/>	Personal conduct
5	<input type="text"/>	Hazard
6	<input type="text"/>	Incident
7	<input type="text"/>	Injury
8	<input type="text"/>	Legislation
9	<input type="text"/>	Zero tolerance
10	<input type="text"/>	Regulations
11	<input type="text"/>	Harassment
12	<input type="text"/>	Standards
13	<input type="text"/>	Impaired

A	Anything that can hurt you, or damage property or the environment.
B	To do what the law tells you to do.
C	These policies (rules) are the same for every organization. They are usually based on federal or provincial law.
D	Someone was hurt.
E	Laws created by the government.
F	The best way to do a job so that the work is safe, correct and of high quality.
G	The way you treat your coworkers.
H	Rules or instructions that all employees must obey.
I	When you say or do things that hurt people.
J	Any event that caused, or could have caused, injury to people or damage to property or the environment.
K	A way to stop a hazard from happening.
L	Never acceptable.
M	Weakened. Unable to do your job properly and safely.

Part 3

Read the multiple-choice questions and choose the best answer.

1. If you think something at work is unsafe, you should:

- A. Tell your supervisor immediately.
- B. Check your employee handbook.
- C. See if you can fix the danger yourself.

2. To navigate a document more easily and quickly, you should first:

- A. Check the OH&S Act.
- B. Take notice of how the words, numbers, and other visual characteristics are displayed on the page(s).
- C. Ask a supervisor to explain the document to you.

3. At work, good personal conduct means:

- A. Having fun with your coworkers in the workplace.
- B. Having a zero tolerance policy.
- C. Treating all your coworkers with respect.

4. Prescription medicine can sometimes impair your abilities to work safely. What should you do at work?

- A. Ask your doctor or pharmacist to tell your supervisor you need a modified work program.
- B. Tell your supervisor about the prescription medicine, and ask for a modified work program.
- C. First try to do your job, and if you feel impaired, then tell your supervisor.

5. Your supervisor gives you a new work assignment on a machine. You are not trained on how to use the machine. What should you do?

- A. Ask for training, or if it is possible to work with an experienced co-worker.
- B. Check the manual to decide if you can teach yourself.
- C. Refuse the unsafe work until it is safe to use the machine.

Answer Key

Page 12

Activity 1: Matching exercise

1. B 2. L 3. J 4. C 5. A 6. K 7. H 8. D 9. E 10. G 11. I 12. M 13. F

Page 13

Activity 2: Gap fill exercise

Legislation, comply with, regulations, standard, potential hazards, controls, endanger, accident, incident

Page 14

Activity 1:

1. D 2. B 3. B 4. C

Page 15

Activity 2:

1. F 2. T 3. T 4. F

Page 16

Activity 3:

Scenario 1:

Just because things have been done unsafely for years doesn't mean that they are normal. When the OH&S Act says that imminent danger is a danger that "is not normal for that occupation" they are referring to things like fire fighters who can't refuse to go into a burning building. They can, however, refuse to go near the burning building if they aren't provided the proper safety equipment or procedures. Politely tell your supervisor that the job is unsafe and you are obliged, by law, to refuse to do that work until it is safe. Your employer may reassign you but any other worker assigned to the job must be informed that you have refused. Adapted from http://newalbertaworkers.org/Uploads/r_to_refuse.pdf.

Scenario 2:

In this case, you do not have the right to say refuse the work based on the OH&S legislation to "say no to unsafe work". The work is not unsafe and there is no imminent danger. The employer has ensured you have the right training.

Scenario 3:

If you haven't been trained to enter confined spaces, stay out of them. Even if someone gets hurt, don't go into a confined space. You must wait for a qualified person to test the air quality before you go into a confined space. You must be trained to enter a confined space. Use the confined space entry permit (this is a sign by the opening into the confined space) to understand the guidelines for entering that space.

Page 22

Activity 1

B is the correct answer

Chart: 1. B 2. A 3. C

Pages 25 to 27

Activity 1: Identifying document types and parts

1. bar graph, table
2. form
3. blueprint, line chart
4. chart, drawing
5. label
6. equipment gauge
7. label
8. sign
9. charts, drawings, graphs, pictures

Page 33

Exercise 2:

Helps you understand the meaning of the document, the main ideas that it is about.

- Heading
- Subheading

Helps you see the words clearly on the page.

- Font size
- Font type
- Colour

Helps you see how information or sections are separated from each other.

- Boxes
- Lines
- White space
- Bullets
- Numbering

Helps describe ideas using visuals.

- Diagrams tables charts
- Images

Helps you see all of the main ideas in a document in a few pages.

- Table of contents
- Index

Helps you find the meaning of key words in a document.

- Key

Pages 36 to 38

Exercise 1: Health and safety sections in the employee handbook

- A. Harassment
- B. Lockout/tagout
- C. Drugs and alcohol
- D. Incident reporting

Assessment

Part 1

- 1. PPE
- 2. Lockout/tagout
- 3. Harrassment
- 4. Hazards
- 5. Drugs and alcohol

Part 2

1. B 2. K 3. C 4. G 5. A 6. J 7. D 8. E 9. L 10. H 11. I 12. F 13. M

Part 3

1. A 2. B 3. C 4. B 5. A

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Module 2

Personal Protective Equipment and Back Care



**ENGLISH
FOR
WORKPLACE
SAFETY**

Both employers and workers are responsible for a safe workplace.

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Personal Protective Equipment (PPE) is your professional work uniform. Your PPE protects your body parts from injury. PPE is part of your personal care.

Overview

In this module, you will focus on Personal Protective Equipment (PPE) and other forms of personal care. You will explore the role of PPE in keeping you safe. The module looks at back care, one of the most important parts of workplace safety. It also looks at how to lift objects safely.

The module also continues with document use – a key part of workplace safety. You will look at how lists are designed so that you can read them more easily and quickly. We will give special attention to simple, combined, intersecting and nested lists.



Learning goals

By the end of the module, you will be able to:

- Understand key terms and concepts in routine workplace safety training and job activities.
- Follow safe PPE practices, including being able to speak up to ensure safe PPE with coworkers.
- Navigate safety documents with greater speed, efficiency and comprehensibility including lists.

Safety Reading

Personal Protective Equipment (PPE)

Introduction

PPE helps keep you safe at the worksite. Think of PPE as your professional work uniform. In each job, you will face a variety of situations and potential hazards. You will need different types of PPE for different jobs and worksites, depending on the hazards. You must wear the correct PPE at all times. There is less chance of getting hurt when you wear PPE. This is very important when your PPE is the only way to prevent or control hazards.

Pre-reading questions

1. What PPE do you need for your current or future job?
2. What PPE did you use in your previous job?
3. The images below show four pieces of protective equipment that are the basic PPE in many jobs and workplaces. Can you name them?

Key PPE terms

You will read and hear these terms used regularly at work and in safety training. Learn them well.

Hand protection

Gloves

Eye protection

Safety glasses

Foot protection

Safety footwear

Head protection

Hardhat

Hearing protection

Earplugs

Foam plugs

High visibility vest

Lifting

Back care



Personal protective equipment (PPE)

PPE

You will need different PPE for different work sites, depending on what kinds of hazards exist there. Basic PPE gives protection to the head, feet, eyes, hearing and hands.

- Wear approved (correct) head protection
- Wear proper footwear so you don't slip and fall
- Use the right safety glasses, dust goggles, chemical goggles or face shields
- Protect your ears, for example with disposable foam plugs, re-usable plugs or earmuffs
- Wear the proper hand protection for the job

Remember, specific risks, work conditions or work processes will need specialized PPE (such as full body suits for certain biohazards). Your employer will train you in how to use specialized PPE.

Clothing

Proper clothing can help protect you from injuries. Each workplace has its own minimum requirements for clothing. You should follow these general guidelines at all times:

- Don't wear clothing that is torn, frayed or loose fitting. This clothing can get caught in moving machinery and pull you in.
- Don't wear jewelry.
- Keep long hair tied back.
- If necessary, wear long pants and long sleeved shirts for your safety.
- If you spill hazardous or flammable chemicals on your clothing, stop working immediately. You should change your clothing.

Remember, improper clothing increases the risk of injury.

Key definitions

Face shield

A piece of equipment you put over your face to protect it.

Fire retardant

When something probably won't catch fire, but there is no guarantee.

Fireproof

When something is guaranteed not to catch fire.

Flammable

Something easily set on fire

Frayed

Unraveled or worn at the edge

Hazardous

Risky, dangerous



Think of PPE as your professional work uniform.

Back care

What causes back problems

- Stressful living and work habits
- Poor posture
- Improper lifting and moving
- Loss of flexibility
- Poor physical fitness

How to prevent back injuries

- Enjoy a work/life balance
- Practice good posture
- Use proper lifting and handling techniques
- Strengthen the back muscles
- Lose your excess body weight

Guidelines for back care

- If you stand for long periods of time, wear good supportive footwear.
- You can also stand with your weight on one foot, and then change to the other foot. This will reduce stress on your back.
- Don't lift heavy objects if you can use a better way to move the object.
- If you do lift heavy objects, do it slowly and take regular breaks.
- Always ask for help to move a heavy object – don't try to act strong in front of coworkers.
- Before lifting, check the weight of the object by lifting one corner.

Key definitions

Acute pain

Sudden sharp pain from a sudden movement that strains or stretches muscles.

Carpal Tunnel Syndrome (CTS)

This injury happens in the wrist. CTS happens to workers who use their hand or wrist to do the same task repeatedly. They feel numbness, tingling, and weakness in their hands and fingers.

Chronic pain

Continuing for a long time or recurring (going away, then coming back again and again). May never be cured.

Debilitating

When you hurt yourself so badly that you lose your ability to do certain activities.

Micro-break

A 15 to 30-second rest that you take every 30 to 60 minutes. The short break allows tense muscles to relax. You can stretch your muscles and give your mind a rest from your task.

Physical fitness

Body health, strength, flexibility and heart fitness.

Posture

The body's position (sitting, standing, upright).

Sprains

When you stretch a joint so much that it is damaged.

Strains

A muscle strain is when you use the muscle too much and it hurts.

Avoid the most common on-the-job injuries

Exertion means using physical or mental energy. Overexertion means making your body do more than it can. Then your body gets hurt. Exerting too much energy usually results in an injury.

The most common injuries to workers are sprains, strains and tears. The spine, the wrists and ankles are the body parts that workers injure most often.

How to avoid injury

Listen to your body: Stop working whenever you feel you are pushing your body too much. Take a short break. Stretch your muscles.

Make changes: Be careful when you are doing the same activity repeatedly, using the same muscles again and again. You will hurt your muscles and joints. Take a break. Do something different. Then come back and do the activity later. Try to use different muscles during your shift. Do lots of stretching.



The best way of dealing with back pain is to prevent it.

Q&A

1. **What can you do to decrease chances of strains and sprains to your body?**

Before you start working, warm up your muscles. Take micro-breaks (short rests) during your shift. You can stretch like athletes and runners do before a race or do some light work first to get your muscles ready for heavier work.

2. **What is the best way to avoid back problems?**

Try to stay fit! Other muscles also give strength and support for the back. Strong muscles in your legs help with lifting and strong stomach muscles can lessen back strain.

3. **What industries have the highest number of back injuries?**

- Personal and health services: health care centers, restaurants
- Retail and wholesale trade services: grocery stores, warehouses
- Manufacturing and processing
- Construction and trade services
- Transportation, communication and utilities: trucking

4. **Do you need to inspect (check) your PPE every day?**

Yes, make sure it is not damaged or worn out (used too many times). Replace it immediately. Follow the manufacturer's recommendations for use and care. Store the PPE in an area with lots of air movement.

Activity: Create a mind map

Create a "mind map" by writing what you can do at work to avoid injury, for example, speak up when hurt. In the center of the map, write "Avoiding Injury".

Media Activity

Expanding your listening skills

Video: Working Safely By Design

You will use the YouTube video, “Working Safely By Design”, from “Work Safe. For Life. Worker’s Compensation Board of Nova Scotia”. (www.youtube.com/watch?v=K1Vyr8iJt1Y). The video is also available on the WCB Nova Scotia website at: www.worksafeforlife.ca/Home/PreventionTools/RodStickmanVideos.aspx

The video is 2:58 minutes long.

Quick overview

This short video is part of the Rod Stickmaneries of safety training videos. The black stick figure (also known as Rod) says safe work design means organizing your workspace to avoid injuries to your muscles and skeleton such as sprains, strains, repetitive strains and other soft tissue damage. Rod shows you safe:

- Lifting (1:21)*
- Pushing and pulling (1:50)
- Storage (2:12)

Watch the video and answer the questions that follow.

Discussion board

Watch the video and answer the following questions. Keep your answers short.

1. What is one piece of information that was presented in the video related to lifting, pushing and pulling, or storage?
2. Listen to Ron’s instructions. Then choose either “lifting”, “pushing and pulling”, or “storage”. Create one question for your classmates to answer. Post the question to the discussion board. Then answer one of the questions from your classmates.

* The time shown in brackets shows you where to look for answers in the media clip. You can fast forward to the specific time, and then listen to find the answers. It helps you save time, instead of listening to the whole media clip repeatedly.

Key terms

Skeleton

Sprains

Strains

Repetitive strains

Soft tissue damage

A load (heavy)

Anvil

A piece of cake (easy)

Storage

Waist height

To get the point

Vocabulary Building

Vocabulary building exercises will increase your knowledge of the most common safety words, terms and concepts. These are the ones you will hear and use in most workplaces.

Activity 1: Matching exercise

Match the definition to the safety term. The first one has been done for you.

	Term	Definition
1	B Acute pain	A The body's position (sitting, standing, upright).
2	Carpal tunnel syndrome	B Sudden sharp pain from a sudden movement.
3	Chronic pain	C When you stretch a joint so much that it is damaged.
4	Debilitating	D This injury happens to workers who repeat the same task.
5	Micro-break	E Something that probably won't catch fire, but there is no guarantee.
6	Physical fitness	F Continuing or recurring pain
7	Posture	G Risky, dangerous
8	Sprains	H An injury that causes you to lose certain of your abilities.
9	Strains	I Unraveled or worn at the edge
10	Face shield	J A short rest that allows tense muscles to relax.
11	Fire retardant	K When you use the muscle too much and it hurts.
12	Flammable	L Something that is easily set on fire
13	Frayed	M A piece of equipment you put over your face to protect it.
14	Hazardous	N Body health, strength, flexibility and heart fitness.

Activity 2: Gap fill exercise

Read through the new safety vocabulary and definitions.

Read through the text. Insert the right word(s) into the gaps.

Term	Definition
Force of impact	How strongly you hit something. Or how strongly one thing hits another.
Iron filings	A very small piece of metal (iron). A filing can be so small that it's very hard to see.
Welding flash	The sparks and lights that shoot in the air while someone is welding.
Face shield	A piece of equipment you put over your face to protect it.
Prescription	A note or form that describes the medicine you need, signed by your doctor, or the special glasses you need, signed by an eye doctor.
Exposure	Happens when you are near or touch something that can harm you such as chemicals.
Splinters	Very thin pieces of wood or metal. Another word for splinter is sliver.
Scrape	Small cut or scratch in the skin.



Your basic PPE will protect the parts of your body with the highest chance of being injured: head, feet, eyes, ears and hands. What is the most important piece of PPE? That depends on your job. For example, in construction, the _____ is the most important piece of PPE because a head injury could end your life. Different types of head protection will protect you from different kinds of injuries, depending on the job. For example, a “standard” hardhat will reduce the _____ of objects falling from above you.



Proper footwear is also essential at work. For example, for working in a hospital, you need slip-resistant shoes. Regular _____ like running shoes feel comfortable but they won't _____ your feet from injury on a construction site. In construction, proper footwear is a high-top leather boot with a steel toe. The boot needs a puncture-resistant sole, which is a sole (bottom of the boot) that does not let sharp things poke through it (puncture it).



During work, things like dust, _____ or _____ can fly up into your eyes. Protect your eyes with the appropriate safety glasses, dust goggles, chemical goggles or _____. Any excessive _____ to bright light can also hurt your eyes. If you are wearing sunglasses indoors or in poor lighting conditions, it will create a whole new hazard. Only wear sunglasses in sunlight to protect your eyes from harmful rays. Your _____ glasses, as well as side shields, must be industry approved. Just attaching side shields to regular glasses won't protect you. Your _____ must be fitted to industry standards otherwise it won't protect you properly.



If you have to talk loudly to a co-worker then you probably have a noise _____ to control. Most worksites have noisy places, which is why _____ is part of your daily uniform. You could end up with temporary or even permanent hearing loss due to noise exposure. Your ear protection might be _____ (throw away after use) foam plugs, re-useable plugs or earmuffs, depending on the kind of noise hazard.



There are different kinds of gloves for _____. Wear the right gloves for the right job. For example, cloth gloves can protect you from minor _____, but they won't protect you from chemicals. Ask your supervisor if you are unsure which kind of hand protection to use.

- Force of impact
- Hardhat
- Iron filings
- Face shield
- Protect
- Footwear
- Hand protection
- Prescription
- Eyewear
- Splinters
- Exposure
- Hazard
- Hearing protection
- Scrapes
- Disposable

Safe Practices

Expanding your safety knowledge and skills

Activity 1

Read the multiple-choice questions and choose the best answer.

1. Which of the following is true about PPE?
 - A. PPE gives protection to the head, feet, hearing, eyes and hands.
 - B. You will use different kinds of PPE, depending on the hazards in your job tasks.
 - C. Certain kinds of risks, conditions or processes at work need specialized PPE.
 - D. All of the above.
2. Which of the following is true about clothing for work?
 - A. Don't wear torn or frayed clothing.
 - B. Keep your hair short.
 - C. If you spill hazardous or flammable chemicals on your clothes, wipe it off quickly. Make sure you wash your cloths when you get home.
 - D. A and C
3. Which of the following can cause back problems?
 - A. Poor posture.
 - B. Moving or lifting objects improperly.
 - C. Loss of flexibility and fitness.
 - D. All of the above.
4. Which of the following can help prevent back injuries?
 - A. Lose excess body weight.
 - B. Improper lifting techniques.
 - C. Practice good posture.
 - D. A and C
5. Which of the following are guidelines for back care in the workplace?
 - A. Wear good supportive footwear.
 - B. Don't lift heavy objects if you can use a better way to move the object.
 - C. Always ask for help to move a heavy object – don't try to act strong in front of coworkers.
 - D. All of the above.

Activity 2

Answer either true (T) or false (F).

When you lift an object:

1. Keep your shoulders feet-width apart.
2. Bend your body at the knees, and keep your lower back straight up.
3. Go down first, then lift with your legs.
4. Keep the weight you are lifting close to your body above your shoulders and below your knees.
5. Don't bend sideways or bend your back in awkward positions.

Activity 3

Read through the two scenarios. Answer the questions that follow.



Scenario 1

You are working with your workplace “buddy” (mentor) who is teaching you how to use a new piece of machinery. He is not wearing his safety glasses. All employees are supposed to wear eye protection while working with machinery.

Question: What do you do? Explain your answer.



Scenario 2

You are working as a health care aide. A patient in the hospital slides down in her bed. She asks you to help her sit up against her pillows so she can watch TV. She is not an easy-going patient. She gets angry quickly because she is in pain.

To lift her safely, you are supposed to ask another nurse or aide to help you. However, everyone else is busy. You have a lot of other work to do. The patient only needs to move a few inches. She is not heavy. You have done it before.

Question: What should you do? Explain your answer.

Cultural Competence

Expanding your cultural skills for the Canadian workplace

Pre-reading questions

1. Who is the best leader you have worked with? Why was that leader the best?
2. Have you ever worked with a bad leader? Why was that leader bad?
3. What are the qualities of a good supervisor in the workplace?

How to work with a Canadian supervisor

Work with, not under, a supervisor

The supervisor-subordinate relationships can be very different between workplace cultures. Some cultures have a very clear hierarchy in the workplace – the subordinate is under the supervisor. The supervisor “manages” the subordinate. In the Canadian workplace, employees are not so much under their supervisors. Instead, employees and supervisors work together to get things done. Supervisors have different responsibilities to other employees, but a worker’s responsibilities are just as important as the supervisor’s job.

Use first names, not titles

Supervisors don’t like being called “boss”. They want to be called by their first names. Supervisors don’t like to be called Mr. or Mrs., Sir or Madam. Using these formal titles puts an uncomfortable social “distance” between supervisors and their teams. Supervisors want to be working with teams, not over them.

Understand what is important to your supervisor for safety

Although every supervisor is different, most supervisors will appreciate the following:

- **Ask** questions when you are unsure. No safety question is a bad question.
- **Participate** in safety training, talks and meetings. If you have an idea to improve safety, tell your supervisor.

- **Speak up** to the right person when there is a safety issue. Don't ignore safety issues. One day, someone could get hurt.
- **Use English** at work, especially with same-language coworkers. Your first language is a part of Canada's multiculturalism, but use the most common language at work, which is usually English. Safety is higher when everyone is speaking the same language.

Activity 1

Answer the following questions.

1. How does a supervisor make the workplace safe?
2. Name three ways that an employee can help a supervisor make the workplace safe.

Activity 2

Read through the two scenarios. Answer the questions that follow.

Scenario 1: Jose talks about supervisors

I came immigrated from Latin America to Canada a few years ago. When I first started to work in Canada, I noticed that Canadian supervisors didn't yell out orders to their workers. Instead, they were more respectful when they spoke to us. Supervisors here ask for their employees' input on how to make improvements. Only in Canada have I seen supervisors treat their workers this way.

Question: Is your experience similar or different from Jose's?

Scenario 2: Dwight talks about newcomer employees

Dwight is a supervisor in a manufacturing company. Henry Eisen is on his team. Dwight says that Henry has been in Canada for a few years and has been working with him since he immigrated. Henry's brother got him the job when he arrived from Germany with his family.

Dwight insists that his staff calls him by his first name; however, Henry has continued to call him Mr. Olsen for all these years. In fact, a lot of immigrant workers from Africa, Asia and Latin America call their supervisors "boss". Dwight wonders if he should start calling Henry "Mr. Eisen" when he calls him Mr. Olsen.

Question: What should Dwight and Henry do? Who changes?

Communication Skills

Expanding your speaking skills

To speak up

Say something to share an opinion, to disagree, or to give information.

Pre-reading questions

1. Have you ever seen a coworker who was not working safely?
2. Did you ever want to speak up, but said nothing?
3. Did you ever feel uncomfortable speaking up?
4. Did you ever get hurt at work and not speak up? What happened?
5. Why do people not speak up about issues at work? Work in a small group. Brainstorm ideas.
6. Why should you speak up? Work in a small group. Brainstorm ideas.

Why speaking up is sometimes difficult

Sometimes speaking up means you must confront a coworker, even a supervisor, because their lack of safe practice is putting everyone else at risk. This can be difficult to do if English is not your first language. You need the following:

- Calm voice
- Clear and simple word choices
- Respectful language
- Clear safety reason(s)
- The right body language

As a work team, if possible, it is good to discuss this openly. And to set out guidelines together for telling coworkers or other trades and clients that they are not following safe practice or procedure.

Why people do not speak up when hurt

Sometimes people get hurt and then try to hide the injury so that they can continue to work.

For example, a person might pull a muscle in his back, or sprain his ankle. When he arrives at work, he doesn't tell the supervisor that he is injured. He is worried he might lose his shifts and pay. He is worried he might lose his job if he tells the supervisor about the injury.

So, he continues to work and the injury becomes worse. Eventually, he has to take time off work to recover. So, the injury takes longer to heal because the injury wasn't treated at the beginning.

This doesn't have to happen. Most supervisors prefer to keep you working on "light duty" than send you home. You will not lose your job. It costs too much money to train new workers to do a job that you are good at.

If an employer has paid to advertise a job, to interview you, and then to train you, the employer will want to keep you. No matter who you are, you are valuable to the company and your coworkers. Tell your supervisor when you are hurt. Ask your supervisor to make arrangements to help you get on light duty until you are better.



Light duty

Work that is physically easier than your previous job. Another word for this is "work accommodation."

Activity 1

Read through the scenario. Answer the questions that follow.

Scenario: Construction site

Imagine it is Monday morning. You are working with a construction crew on a building site. You and your partner, Sue, need to climb down a ladder into a deep trench to collect some heavy tools that your coworkers forgot to bring up the previous Friday. You need the tools to do your work.

Neither you nor your partner has the proper confined space training to go into the trench. The tools are quite heavy and it will take your partner Sue double the time to bring them up without your help.

She says, "Getting the tools up will be quick. No one will ever know. We must get them otherwise we won't be able to do our job this morning. The other guys will get into trouble for leaving the tools down in the trench, and cause us to lose time this morning. We need to help them and help us. Let's go down there and get it done."

Questions

1. What would you do in the above scenario?
2. What would you say?
3. What would stop you from speaking up?
4. Choose the best response to Sue from the choices below:
 - A. "I am sorry. I cannot do this work because I think it is unsafe for me. I don't have the proper training."
 - B. "We both have the right to refuse unsafe work. It is unsafe for us to go down into that trench without the proper training. We might get hurt. The other guys won't get into as much trouble as we will when they ask how we got the tools up from the trench. We could lose our jobs. This whole job site might get shut down for days or weeks because we broke OH&S law. Let's get someone qualified to help us, instead."
 - C. "You go down if you want. I am not that crazy. It is unsafe for us to go down into that trench without the proper training. We might get hurt. It is better to be safe than sorry. Let's get someone qualified to help us, instead."
 - D. "I am too scared to go down there without the proper training. We might get hurt. We could lose our jobs. This whole job site might get shut down for days or weeks because we broke OH&S law."

Activity 2

Read through the scenario.

Scenario: Mentoring on new machinery

You are working with a partner, Jason, who often forgets to wear his safety glasses. There are at least seven different ways for you to manage the situation as listed below. You can start with a reminder, and then make a suggestion, etc. Each of the seven approaches becomes a little stronger each time. Hopefully, that would never need to happen. It is better to start with a “softer” approach and then get stronger later.

Read through the seven sentences below.

Match each sentence to one of the seven approaches. Write your answers in the spaces. The first and last answers have been done for you.

1. Hey Jason, it’s good practice to wear your glasses.	2	Remind
2. Jason, you forgot your glasses.		Suggest
3. Hey bud, it’s good practice to wear your glasses. Those sunglasses won’t help you when the wind kicks that sawdust up.		Ask
4. Jason, OHS code is really specific on PPE: wear your glasses.		Advise
5. Hey Jason, could you wear your glasses? I don’t want to be the one who gets something in your eye by mistake.		Enforce
6. Jason, you need to wear your glasses. Otherwise, for your safety and mine, I will need to say something to our team lead.		Warn
7. Failing the previous six approaches, the person may need to be reported.	7	Report

Document Use

Expanding your use of safety documents

Introduction to lists

What are lists?

1. Lists are the building blocks of documents.
2. They are used in every country as a way to organize information, for example everyone has used a “to do” list for the day, or a “to remember” list before going shopping.
3. Lists can be organized alphabetically, by importance (most important first, and so on), or by time.
4. They can be created using words, numbers, pictures or symbols.
5. Lists can be horizontal or vertical.
6. They consist of a series of items that are related in some way.
7. At least four kinds of lists are used at work: simple, combined, intersecting, and nested.

When do we use lists at work?

Lists are an easy way of finding and recording information. At work we read lists, create lists, or add information to existing lists.

Why do we need to learn about lists?

Because some lists are difficult to figure out. You need to understand how different lists are designed so that they are easy to use. The four kinds of lists can be described as follows:



Types of lists

Simple

Combined

Intersecting

Nested

Types of list	Description	Example
Simple	<p>A single column of information</p> <p>Simple lists are usually vertical, so you read them from the top downwards. A “To Do” list is an example of a simple list.</p>	Vehicle inspection checklist
Combined	<p>Join two or more simple lists together to form a table</p> <p>Combined lists are created out of two or more simple lists. You read them from left to right, just like a sentence. They are horizontal, and often have a vertical axis as well. The most common combined list is a “Table’ or “Chart”.</p>	Purchase order form Shift schedule
Intersecting	<p>Combine three lists together for horizontal and vertical axes</p> <p>Intersecting lists combine three lists together. Intersecting lists can look like tables, but they are different. You don’t read left to right. You search both the vertical and the horizontal axis to find a specific piece of information in one of the row/ column intersections.</p>	Weather forecast table Fire extinguisher chart
Nested	<p>Add more information to the intersecting list</p> <p>Nested lists “nests” extra information into an intersecting list by changing the existing rows or columns. They are easy to identify because they have a primary list and then the repetition of secondary lists.</p>	Weekly log sheet

Question: What kind of list is the table above?

Activity 1: Using simple lists

Simple lists consist of a series of items related in some way. Usually, the title at the top shows how the items are related. They are organized according to convention (alphabetical, importance, time, etc.). A checklist is one of the most common workplace lists.

Example: The checklist

Look at the example below – part of a vehicle safety inspection checklist. At the start of a shift, workers use the checklist to make sure the vehicle is safe. It consists of a single list of items. The items are organized into three parts: outside the vehicle, inside the vehicle, and engine. The worker checks (✓) whether the item is safe or not (“yes” or “no” in the box).

15-Point Vehicle Safety Inspection Checklist						
NAME		UNIT #		LOCATION		DATE
OUTSIDE VEHICLE				YES	NO	NOTES
1. Company logo is visible.				<input type="checkbox"/>	<input type="checkbox"/>	
2. Front and rear license plates are visible.				<input type="checkbox"/>	<input type="checkbox"/>	
3. Fire extinguisher is mounted.				<input type="checkbox"/>	<input type="checkbox"/>	
4. Mirrors are in good condition.				<input type="checkbox"/>	<input type="checkbox"/>	
5. Spare tire, tire iron, jack in good condition.				<input type="checkbox"/>	<input type="checkbox"/>	

Exercise 1: Finish the list

1. What else goes into creating a vehicle safety inspection list?
2. Work in pairs. Complete the vehicle inspection checklist for the inside and the engine.
3. Think of at least three items for each.

INSIDE VEHICLE	YES	NO	NOTES

VEHICLE ENGINE	YES	NO	NOTES

Exercise 2: Features of a list

1. Work in pairs.
2. Look at the label on an ABC class fire extinguisher.
3. Is the label a list? Give reasons for your answer.



ABC POWDER

- A** ✓ **SAFE FOR**
 Wood, paper and textiles
- B** ✓ **SAFE FOR**
 Flammable liquids
- C** ✓ **SAFE FOR**
 Gaseous fires
- ✓ **SAFE FOR**
 Live electrical equipment

Activity 2: Using combined lists

The combined list consists of two or more simple lists combined, and shown next to each other. A table is the most common example of a combined list. Tables are a common way of organizing workplace information. Examples are: address lists, logs, purchase order forms, invoices, and catalogues.

Example: The metric imperial conversion table

Look at the example below. The table shows the number conversions from imperial measurement to metric¹. The table was created by joining together two or more lists into rows and columns. This structure is also called a matrix.

LINEAR MEASUREMENT (length/distance)		
Imperial	Imperial equivalent	Metric conversion
1 inch	NA	25.4 millimeters
1 foot	12 inches	0.3048 metre
1 yard	3 feet	0.9144 metre
1 mile	1760 yards	1.6093 kilometres

Read document tables like sentences

- The table (or matrix) shows four lists in a row (horizontal) and three columns (vertical).
- The first column is a list of imperial measurements (inch, foot, yard, mile), organized from smallest to largest. The organization of the items in the first column determines the organization of the items in the other two columns.
- Beside this column are the two other lists – the numbers of the imperial equivalents and metric conversions.
- You read the table one row at a time, from left to right.
- Basically, each row is like a sentence. The first row gives you the subject, and the other rows modify (give more information), just like the parts of a sentence. For example, row 2, could read as a sentence in the following way:
 “1 imperial foot is equal to 12 imperial inches and converts into 0.3048 metric metres.”

¹ The British introduced the Imperial System, but today only the US and a few other countries use it. Most nations use the Metric System.

Exercise 1: Reading tables

Work in pairs. Take turns. Read each row like it was a long sentence.

Class of extinguisher	Description	Use on	Don't use on
A	Refers to "ash". The extinguisher is filled with pressurized water.	Wood Paper Cloth Some plastic	Gas Oil Electrical
BC	Refers to a "barrel" in which liquids such as oil are kept. The extinguisher is filled with a dry chemical (sodium bicarbonate or potassium bicarbonate), which leaves a mildly corrosive residue behind. Clean it up immediately to prevent any damage to materials.	Gas Oil Electrical	Wood Paper Cloth
ABC	The extinguisher is filled with a multipurpose dry chemical (monoammonium phosphate, a yellow powder). It leaves a sticky residue that may be damaging to any electrical appliances.	Electrical Wood Paper	

Exercise 2: Getting information from tables

Look at the table that records workplace fatalities (deaths) in Alberta for 2012 and 2013. Work with a partner or in teams to answer the questions below.

Alberta workplace incident fatalities, WCB 2013²		
Industry sector	Workplace fatalities 2013	Workplace fatalities 2012
Agriculture and forestry	1	1
Business, personal and professional	0	0
Construction and construction trades	18	11
Manufacturing and processing	6	4
Mining and petroleum development	5	7
Public administration, education and health services	6	9
Transportation, communication and utilities	3	5
Wholesale and retail	2	5
TOTAL	41	42

1. What sector had the most workplace fatalities in 2013?
2. Which sector had the second most fatalities in 2012?
3. Which year had the most workplace fatalities?
4. Which industry sector had the most workplace-related fatalities overall?
5. Which industry sector had the third most workplace-related fatalities overall?
6. What are the top three safest sectors to work in?

Create your own question:

² Alberta Government, "Workplace Incident Fatalities Accepted by the Workers' Compensation Board in 2013," Alberta Government, December 2013, accessed October 2, 2014, <http://work.alberta.ca/documents/2013-workplace-fatalities-accepted-wcb.pdf>.

Exercise 3: Creating a table

1. Work in pairs. Use the poster paper and pens provided by your instructor, or other materials in the workshop.
2. Read through the three paragraphs about common workplace injuries: sprains and strains; fractures; and cuts, lacerations and punctures.
3. Identify the five common lists from those paragraphs. Then write out the five lists with their items.
4. Combine the five lists to create a table that shows all the information.

2013 leading injuries in Ontario workplaces

The information below is a summary of the top three injuries to workers in Ontario in 2013³.

Sprains and strains

The main age group of this type of injury is between 50 and 54 years old. The leading occupation is motor vehicle and transit drivers. The leading reason for the injury is usually overexertion. The leading source of the injury is the person's motion or physical condition. The leading body part is the lower back.

Fractures

The main age group of this type of injury is men between the ages of 50 and 54. They are mostly in jobs as motor vehicle and transit drivers. The injury is usually due to falling in structures like walkways, floors, and buildings. The part of the body they normally injure is the finger or fingernails.

Cuts, lacerations and punctures

Twenty to twenty-four is the main age group of this type of injury. They happen to chefs and cooks mostly. The leading reason for injury is objects or equipment striking a person. The source is non-powered hand tools. The part of the body is also the finger or fingernails.

³ The statistics come from Workplace Safety & Insurance Board Ontario, "By the Numbers: 2013 WSIB Statistical Report, Schedule 1," *Workplace Safety & Insurance Board Ontario*, July 2014, accessed July 9, 2014, www.wsibstatistics.ca/WSIB-StatisticalReport_S1.pdf.

Activity 3: Using intersecting lists

The intersecting list combines three lists in such a way that you can search using information on two of the lists to locate information on the third. Intersecting lists can look like tables, but they are different. A common intersecting list is a weekly weather forecast chart.

Example: Turning three lists into an intersecting table

Look at the example below. The table – Office A Daily Job Assignments – explains the shift schedule of leaders at a large manufacturing company. There are 3 shifts (morning, afternoon and night), 4 leadership roles and 12 leader names. The HR (Human Resources) department created the schedule using three lists. They used a list of leader names, a list of leadership jobs, and a list of shift numbers to create the chart below. The chart helps workers on a team to know which leader to contact when they have a problem.

Although the chart was good, it was often difficult to answer questions from workers. For example, who is the safety supervisor on shift 2? It takes a while to search for the name. The HR department could reorganize the Name list alphabetically, but it doesn't make the search any easier.

To solve the problem, the chart needs to become an intersecting list to make the search easier and quicker.

Office A Daily Job Assignments

NAME	SHIFT	JOB
Hua	2	Shift Supervisor
Black	1	Materials Controller
Brady	1	Team Lead
Cardinal	3	Safety Supervisor
Green	2	Safety Supervisor
Jones	1	Shift Supervisor
Lin	2	Team Lead
Murphy	3	Material Controller
Ng	3	Team Lead
Paisley	2	Material Controller
Smith	3	Shift Supervisor
Iman	1	Safety Supervisor

Take a look at the new table below. The HR department put the shift numbers as the vertical axis, and the jobs as the horizontal axis, and the names intersect in the middle. Now the search is much easier to do.

Jobs Shifts	SHIFT SUPERVISOR	MATERIALS CONTROLLER	TEAM LEAD	SAFETY SUPERVISOR
1	Jones	Black	Brady	Iman
2	Hua	Paisley	Lin	Green
3	Smith	Murphy	Ng	Cardinal

Each item in the two intersecting lists (Jobs and Shifts) acts like a label for the content in a row or column. The workers on Shift 1 are Jones, Black, Brady and Iman. The Shift Supervisors are Jones, Hua, and Smith. You can now easily create document sentences like, “Green is the safety supervisor on shift 2.”

Intersecting list summary

- Intersecting lists consist of three related lists.
- One list is put along the horizontal axis and another list is put along the vertical axis.
- You search both axes to find the information at the intersection in the third list.

Exercise 1: Getting information from the intersecting list

Work in pairs or small teams. Answer the questions about the intersecting table above.

1. Who is the Safety Supervisor on Shift 3?
2. Who is the Materials Controller on Shift 1?
3. Who is Ng?
4. Who is Smith?
5. How many Team Leads are there?
6. How many leaders on Shift 3?

Create your own question:

Exercise 2: Getting information from an intersecting list

Work in pairs. Look at the chart below. It gives information on different types of fire extinguishers and the kinds of fires they can extinguish. Answer the questions that follow.

1. What is the name of the list on the horizontal axis?
2. What is the name of the list on the vertical axis?

TYPE of FIRE	A	B	C
TYPE of EXTINGUISHER	Ordinary combustibles Examples: wood, paper, cloth	Flammable and combustible liquids and gases Examples: gasoline, oil, paint	Electrical Examples: energized electrical equipment, wiring and appliances
Water	Yes	No	No
Carbon Dioxide (CO₂)	No	Yes	Yes
Dry Chemical	No	Yes	Yes
Dry Chemical Multipurpose	Yes	Yes	Yes

Exercise 3: Creating questions

Create three questions in which the searcher must check the horizontal and vertical lists to find the information at the intersection.

Question 1:

Question 2:

Question 3:

Activity 4: Using nested lists

The nested list “nests”, or inserts, extra information into an intersecting list by modifying the existing rows or columns. Intersecting lists are great. They save time. But they are limited. They can only display three lists.

Features of nested lists

- If we want to add more lists, we need to modify (change) the rows and/or columns into a nested list.
- Nested lists are easy to identify by primary list and then the repetition of secondary lists.

Example Turning intersecting into nested

Look at the new shift schedule of leaders at a large manufacturing company – Office B Daily Job Assignments Chart. The company size (from the previous Activity 3) has doubled. We now have two company locations.

We need to add 3 extra shifts, 4 leadership roles and 12 new leader names for Office B. The HR department has two options: (1) create a second intersecting list the same as the Office A, or (2) create one nested list for both Office A and B. The nested list is the best choice because it will make the searches easier and quicker.

Below is the example of what the nested list looks like. The names for Office B have not been inserted yet. You will do that later.

Office	Jobs Shifts	SHIFT SUPERVISOR	MATERIALS CONTROLLER	TEAM LEAD	SAFETY SUPERVISOR
Office A	1	Jones	Black	Brady	Iman
	2	Hua	Paisley	Lin	Green
	3	Smith	Murphy	Ng	Cardinal
Office B	1				
	2				
	3				

Exercise 1: Comparing intersecting and nested lists

Work with a partner. Look below at the original intersecting list from Activity 3. Compare it to the nested list below. What is different? What has been added, changed or removed to make it into a nested list?

Intersecting list from Activity 3:

Jobs Shifts	SHIFT SUPERVISOR	MATERIALS CONTROLLER	TEAM LEAD	SAFETY SUPERVISOR
1	Jones	Black	Brady	Iman
2	Hua	Paisley	Lin	Green
3	Smith	Murphy	Ng	Cardinal

Nested list:

Office	Jobs Shifts	SHIFT SUPERVISOR	MATERIALS CONTROLLER	TEAM LEAD	SAFETY SUPERVISOR
Office A	1	Jones	Black	Brady	Iman
	2	Hua	Paisley	Lin	Green
	3	Smith	Murphy	Ng	Cardinal
Office B	1				
	2				
	3				

Exercise 2: Comparing different nested lists

Work with a partner. Look at the two examples of a nested list below. Compare examples 1 and 2. What is the difference in their structure? What is the same? Which one is easier to read? Why?

Example 1:

Office	Jobs Shifts	SHIFT SUPERVISOR	MATERIALS CONTROLLER	TEAM LEAD	SAFETY SUPERVISOR
Office A	1	Jones	Black	Brady	Iman
	2	Hua	Paisley	Lin	Green
	3	Smith	Murphy	Ng	Cardinal
Office B	1				
	2				
	3				

Example 2:

Shifts	Jobs Shifts	SHIFT SUPERVISOR	MATERIALS CONTROLLER	TEAM LEAD	SAFETY SUPERVISOR
Shift 1	A	Jones	Black	Brady	Iman
	B				
Shift 2	A	Hua	Paisley	Lin	Green
	B				
Shift 3	A	Smith	Murphy	Ng	Cardinal
	B				

Exercise 3: Completing the nested lists

1. Work with a partner. Read through the lists below – Office B Daily Job Assignments Chart. There are 3 shifts, 4 leadership roles and 12 new leader names.
2. Choose one of the nested lists (from Exercise 2) and insert the new names into the nested list.
3. Answer the questions that follow below.

Office B Daily Job Assignments

NAME	SHIFT	JOB
Samuel	2	Shift Supervisor
Garcia	1	Materials Controller
Lee Anne	1	Team Lead
Mark	3	Safety Supervisor
John	2	Safety Supervisor
Adams	1	Shift Supervisor
Sandra	2	Team Lead
Helen	3	Material Controller
Nguyen	3	Team Lead
Abbas	2	Material Controller
Frank	3	Shift Supervisor
Mathew	1	Safety Supervisor

Questions:

1. If a worker in Office B has a materials problem, on the afternoon shift, which supervisor should he call? What is the name of that supervisor?
2. If a morning shift worker at Office A has a “near miss,” which person should she phone? What is their name and position?
3. If Nguyen is off sick, which office location is most affected? What shift and position?

Create your own question:

Assessment

Part 1

There are four pieces of PPE in this image. Name them.



- 1.
- 2.
- 3.
- 4.

Part 2

Match the definition to the safety term.

	Term	Definition
1	<input type="text"/> Force of impact	A The body's position (sitting, standing, upright).
2	<input type="text"/> Exposure	B Happens when you are near or touch something that can harm you such as chemicals.
3	<input type="text"/> Chronic pain	C When you stretch a joint so much that it is damaged.
4	<input type="text"/> Debilitating	D How strongly you hit something. Or how strongly one thing hits another.
5	<input type="text"/> Micro-break	E A note or form that describes the medicine you need, signed by your doctor, or the special glasses you need, signed by an eye doctor.
6	<input type="text"/> Splinters	F Continuing or recurring pain
7	<input type="text"/> Posture	G Risky, dangerous
8	<input type="text"/> Sprains	H An injury that causes you to lose certain of your abilities.
9	<input type="text"/> Strains	I Unraveled or worn at the edge
10	<input type="text"/> Face shield	J A short rest that allows tense muscles to relax.
11	<input type="text"/> Prescription	K When you use the muscle too much and it hurts.
12	<input type="text"/> Flammable	L Easily set on fire
13	<input type="text"/> Frayed	M A piece of equipment you put over your face to protect it.
14	<input type="text"/> Hazardous	N Very thin pieces of wood or metal. A synonym is sliver.

Part 3

Create a 5-item checklist of the five most important safety concepts (learning points, topics, content, terms, ideas) you have learned in this module.

How well do you know the safety content of each item? Check: very well, not bad, not yet.

What type of list is this checklist?

Five safety concepts in Module 2	Very well	Not bad	Not yet	NOTES
1				
2				
3				
4				
5				

Part 4

In the box to the left of each definition, write the name of the type of list described.

1	These lists join three lists together. They can look like tables, but they are different. You don't read left to right. You search both the vertical and the horizontal axis to find a specific piece of information in one of the row/column intersections.
2	These lists are created out of two or more simple lists. You read them from left to right, just like a sentence. They are horizontal, and often have a vertical axis as well. The most common type is a "table" or "chart".
3	These lists are usually vertical, so you read them from the top downwards.
4	These lists insert extra information into an intersecting list by changing the existing rows or columns. They are easy to identify because they have primary list and then the repetition of secondary lists.

Answer Key

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Activity 1: Matching exercise

1. B 2. D 3. F 4. H 5. J 6. N 7. A 8. C 9. K 10. M 11. E 12. L 13. I 14. G

Pages 12 and 13

Activity 2: Gap fill exercise

Hard hat, force of impact, footwear, protect, (splinters and iron filings – in next 2 spaces), face shield, exposure, prescription, eyewear, hazard, hearing protection, disposable, hand protection, scrapes

Page 14

Activity 1:

1. D 2. A 3. D 4. D 5. D

Page 15

Activity 2:

1. F 2. T 3. T 4. F 5. T

Page 20

Activity 1:

Answer: B

Page 21

Activity 2:

1. Hey Jason, it's good practice to wear your glasses.	2	REMIND
2. Jason, you forgot your glasses.	1	SUGGEST
3. Hey bud, it's good practice to wear your glasses. Those sunglasses won't help you when the wind kicks that sawdust up.	5	ASK
4. Jason, OHS code is really specific on PPE: wear your glasses.	4	ADVISE
5. Hey Jason, could you wear your glasses. I don't want to be the one who gets something in your eye by mistake.	6	ENFORCE
6. Jason, you need to wear your glasses. Otherwise, for your safety and mine, I will need to say something to our team lead.	3	WARN
7. Failing the previous six approaches, the person may need to be reported.	7	REPORT

Page 24

Exercise 1: Finish the list

Suggested answers:

Inside: View through windshield is unobstructed, Seat belts work, Rearview and side mirrors are adjusted.

Engine: Back up alarm is audible, Horn is audible, Windshield wipers function properly, Fluids checked and topped up, Exhaust is in good condition, Lights work properly, Brakes work properly.

Page 25

Exercise 2: Features of a list

Yes, this is a list. It is a simple list of all the flammable materials ABC Powder can put out.

Page 28

Exercise 2: Getting information from tables

1. Construction
2. Public administration
3. 2102
4. Construction
5. Mining
6. Business, agriculture, wholesale and retail

Page 29

Exercise 3: Creating a table

2013 Leading Injuries in Ontario Workplaces					
	Age group	Leading occupation	Leading reason	Leading source	Leading body part
Sprains and strains	50-54	Motor vehicle and transit drivers	Overexertion	Person's motion or physical condition	Lower back
Fractures	50-54	Motor vehicle and transit drivers	Fall	Structures such as walkways, floors and buildings	Finger or fingernails
Cuts, lacerations and punctures	20-24	Chefs and cooks	Struck by objects or equipment	Hand tools (non-powered)	Finger or fingernails

Page 31

Exercise 1: Getting information from the intersecting list

1. Cardinal
2. Black
3. Team lead for shift 3
4. Shift supervisor for shift 3
5. Three
6. Four

Page 32

Exercise 2: Getting information from an intersecting list

1. Type of fire
2. Type of extinguisher

Page 34

Exercise 1: Comparing intersecting and nested lists

In the nested list below, “office” is the primary division. And each office has a secondary divider (shifts 1 to 3).

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Exercise 3: Completing the nested lists

Office	Jobs Shifts	SHIFT SUPERVISOR	MATERIALS CONTROLLER	TEAM LEAD	SAFETY SUPERVISOR
Office A	1	Jones	Black	Brady	Iman
	2	Hua	Paisley	Lin	Green
	3	Smith	Murphy	Ng	Cardinal
Office B	1	Adams	Garcia	Lee Anne	Mathew
	2	Samuel	Abbas	Sandra	John
	3	Frank	Helen	Nguyen	Mark

Questions:

1. Abbas
2. Jones, Shift Supervisor
3. Office B, Shift 3, Team Lead

Assessment

Part 1

Eyewear (safety goggles), hearing protection (earmuffs), head protection (hardhat), hand protection (gloves).

Part 2

1. D 2. B 3. F 4. H 5. J 6. N 7. A 8. C 9. K 10. M 11. E 12. L 13. I 14. G

Part 3

This is a table or combined list.

Part 4

1. Intersecting
2. Combined
3. Simple
4. Nested

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Module 3

Workplace Hazards



**ENGLISH
FOR
WORKPLACE
SAFETY**

Both employers and workers are responsible for a safe workplace.

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A hazard is anything that creates a safety risk for workers. Each industry in Canada has its hazards. The hazards can be invisible, physical, chemical, biological, or ergonomic.

Overview

In this module, you will focus on how to prevent and control workplace hazards. You will explore the hazard assessment process. The module looks at the cultural concept of “saving face” and how it can affect safety. For communication skills, you will look at how to ask for clarification.

The module also continues with document use – a key part of workplace safety. You will learn how to fill in a hazard assessment form.



Learning goals

By the end of the module, you will be able to:

- Understand key terms and concepts in routine workplace safety training and job activities.
- Conduct mental and field level hazard assessments.
- Ask for clarification to avoid potential hazards.
- Fill in hazard assessment forms to prevent and control hazards.

Safety Reading

Workplace hazards

Introduction

A hazard is anything that risks the safety of workers. A hazard assessment is a method that workers use to minimize (decrease) or prevent (stop, eliminate, get rid of) potential hazards. A potential hazard is something that could hurt you, other people, or damage equipment. Doing a hazard assessment with your coworkers will help minimize (decrease) or eliminate invisible, chemical, physical, ergonomic and biological hazards at your worksite.

Pre-reading questions

1. What dangers exist in your current or previous workplace?
2. Have you ever been hurt at work? What caused the injury? Could you have prevented or controlled the injury in some way?
3. Look at the picture below. What kinds of hazards exist for this worker? How has he controlled the hazard?

Types of hazards

Invisible hazards

These are hazards that are hard to see, even when you look for them. They include:

- Electrical
- Fatigue
- Weather
- Driving
- Repetitive motion
- Line of fire
- Stored energy release

Key hazard terms

You will read and hear these terms used regularly at work and in safety training. Learn them well.

Potential hazard

Chemical

Physical

Biological

Ergonomic

Invisible

Incident

Eliminating hazards

Preventing hazards

Controlling hazards

Hazard assessment

**Mental hazard
assessment**

**Field level hazard
assessment**

Airborne hazards

They are in the air, such as viruses, or as contaminants such as poisonous gases and fumes, or small particles called irritants such as asbestos. These hazards belong to the categories of chemical or biological hazards.

Ergonomic hazards

Many ergonomic type injuries are called repetitive strain injuries (RSIs). An uncomfortable workstation height or poor body positioning can cause this.

Physical hazards

- Noisy equipment
- Vibrating equipment
- Falling objects
- Falling from heights
- Tripping on items lying on the floor
- Working in extreme cold or hot conditions

Chemical hazards

- Using cleaning products regularly
- Using paint materials regularly
- Working in areas with lots of dust
- Exposure to asbestos
- Using hazardous chemicals

Biological hazards

- Working with wet/damp materials that could grow mold or fungi.
- Being in contact with other people that carry viruses/bacteria.
- Being in contact with materials that carry viruses/bacteria.

Key definitions

Airborne hazards

Things in the air around you that might hurt you (for example dust, particles, or chemicals).

Biological hazards

Bacteria, viruses and materials like mold (grows on damp walls).

Chemical hazards

An element or mixture of elements that causes harm. It happens when chemicals are released into the air around workers.

Confined spaces

Any area with a restricted entry or exit point such as a deep trench in the ground.

Ergonomics

The study of people and their working environment. It aims to reduce their discomfort and fatigue (being very tired).

Ergonomic hazards

Any hazard that can cause injury or harm to a part or system of the human body.

Exposure

Happens when you are near or touch something that can harm you.

Inspections

A walk around a work site to observe or look for hazards.

Physical hazards

Hazards that can do physical harm to workers without something necessarily touching them such as loud noise.

Repetitive stress injury (RSI)

Injuries that occur from using the same muscles too many times because of doing the same task over and over again.

Toxic

Something poisonous.

Stored energy release

Machines or equipment that have energy which could be released unexpectedly and hurt you.

Causes of workplace hazards

People, equipment and tools, materials, environment

Four things cause workplace hazards:

1. People who do not behave safely.
2. Equipment and tools that break or are not used properly.
3. Materials that are dangerous such as toxic chemicals.
4. Dangerous worksite environments such as bad weather.

The importance of ergonomics

Ergonomics is the study of the fit between people and their jobs in order to increase their well-being and work activity. In ergonomics, we focus on four areas:

- People working with people
- People working with equipment
- People using furniture and lighting
- People working in different workplaces

Ergonomic hazards occur when you work with your body in an uncomfortable position. Ergonomic hazards also happen if you lift heavy objects or if tools are designed badly.

Preventing hazards

1. Make sure confined spaces are tested for hazardous atmospheres (air), and are properly ventilated (had air moving through) before workers enter.
2. Use caution when working near electricity.
3. Be aware of your own levels of fatigue (being very tired). Let your supervisor know if you are feeling tired.
4. Be properly prepared for hot and cold weather.
5. Before driving, do a quick walk around the vehicle to check for any signs of damage or danger.
6. Use proper procedures when looking after machines and equipment to avoid injury due to the release of energy.
7. Be safe. Even after equipment has been shut off, it can store energy, release it unexpectedly, and hurt you.

Q&A

1. What can workplace hazards cause?

- Hazards can cause injuries, property damage, environmental damage, and loss of production.

2. Are you responsible for inspections?

- Yes! Every worker is responsible. This includes ongoing and consistent informal checks for anything that is a risk to people or property.
- Supervisors can conduct informal inspections by walking around the workplace. Supervisors and workers usually conduct formal inspections together.
- Government inspectors may visit a workplace to check that workers are following legislation.

3. What do you do if you have a repetitive strain injury?

- You need to tell your employer.
- The employer must try to control the ergonomic hazard.
- The workplace should be changed to fit the worker, for example a desk or table should be adjusted so that it is the right height for the worker.
- Workers can also be given breaks more often or asked to perform other tasks for short periods of time.

Media Activity

Expanding your listening skills

Video: Correct unsafe work practices

You will use the YouTube video, “SAFE Healthcare: Supervision Part 4 -- Correct Unsafe Work Practices”, from SAFEWork Manitoba (www.youtube.com/watch?v=OhJahz6kQjM).

The video is 4:21 minutes long.

Quick overview

The video shows supervisors the importance of doing spot (random, unplanned, unexpected) inspections for safety in the workplace. The video explains to supervisors how to take corrective action for an unsafe work practice (stop workers from working unsafely).

Part 1 (00:00 to 01:42)

In the first part of the video, you will see a health care aide worker. She hurts her back because she doesn't lift the resident (patient) safely. The resident, Mrs. Jackson, slid down her bed. She needed the health care aide to come and lift her back up in the bed. Instead of using the proper equipment (a ceiling lift and positioning pad), the health care aide uses her arms to pull Mrs. Jackson up. The health care aide injures her back.

Part 1 (01:43 to 3:41)

In the second part of the video, the supervisor performs the spot inspection. She stops the health care aide before she hurts her back. The supervisor intervenes (to stop something before it happens) to correct the unsafe work practice. The health care aide gives her supervisor many excuses to explain why she didn't lift Mrs. Jackson safely. The supervisor tells her to do her job safely and to ask for help if necessary.

Discussion board

Watch the video and answer the questions that follow.

1. In the video, what is the potential hazard to the health care aide? What type of hazard (invisible, chemical, biological, physical, ergonomic)? What is the cause of the hazard (environment, equipment and tools, people, materials)?
2. The health care aide gives her supervisor five excuses for why she didn't use a safe lifting practice. Listen carefully to her excuses. In your opinion, what is the main reason she lifted the woman unsafely?
3. What are the common reasons people don't work safely in your current or previous workplace? Explain your answer with an example. If you can, use reasons and examples from your own life or your experiences with coworkers.

Vocabulary Building

Vocabulary building exercises will increase your knowledge of the most common safety words, terms and concepts. These are the ones you will hear and use in most workplaces.

Activity 1: Matching exercise

Match the definition to the safety term. The first one has been done for you.

	Term	Definition
1	B Airborne hazards	A Any area with a restricted entry or exit point such as a deep trench in the ground.
2	Biological hazard	B Things in the air around you that might hurt you (such as dust, particles, or chemicals).
3	Chemical hazard	C Materials like mold that grow on damp walls.
4	Confined space	D A walk around a work site to look for hazards.
5	Fatigue	E Hazards that can do physical harm to workers without something necessarily touching them such as loud noise.
6	Ergonomic hazard	F Something poisonous.
7	Exposure	G Any hazard that can cause injury or harm to a part or system of the human body.
8	Inspections	H Extreme tiredness.
9	Physical hazards	I Injuries that occur from using the same muscles too many times because of doing the same task over and over again.
10	Repetitive stress injury	J Happens when you are near or touch something that can harm you.
11	Toxic	K An element or mixture of elements that cause harm. It happens when chemicals are released into the air around workers.

Activity 2: Gap fill exercise

Read through the new safety vocabulary and definitions.

Read through the text. Insert the right word(s) into the gaps.

Term	Definition
Near miss	When an injury almost happens.
Chemical agents	A chemical solid, liquid or gas that could harm your body or the environment.
In the line-of-fire	When you are in the way of a hazard that may hurt you.
Exposure	Happens when you are near or have touch something that can harm you.
Hazard assessment	A process in which workers assess (look for) hazards that can hurt people, equipment or the environment.
To minimize	To reduce. To make smaller. To lessen.
Vibration	A quick and continuous movement, side to side, or up and down. For example, there are vibrations in a car when you turn it on.
Awkward	Difficult or uncomfortable.
Fungi	Organisms that feed on organic matter such as molds, yeast, mushrooms.

A workplace hazard is anything that creates a risk for workers by endangering lives, equipment or the _____. If there is an incident or _____ on the site, it is usually due to a hazard. A _____ is a method workers use to minimize or eliminate potential incidents. There are different kinds of hazard assessments. They are called by different names. Make sure you know the hazard assessment vocabulary at your worksite.

Four types of potential hazards need to be prevented or _____ at the worksite.

1. Chemical hazards occur when _____ are spilled or released into the air as vapours, gases, dusts, fumes or mists.
2. Physical hazards can do physical harm to workers, such as noise, _____, and extreme heat and cold temperatures.
3. Ergonomic hazards occur by working in an _____ posture, poor tool design, handling materials and _____ incidents. These ergonomic hazards are often overlooked, but they do serious damage in the long term.
4. Biological hazards involve _____ of workers to dangerous biological material such as bacteria, viruses and _____.

near miss

chemical agents

line-of-fire

environment

hazard assessment

exposure

minimized

vibrations

awkward

fungi

Activity 3: Gap fill exercise

Read through the new safety vocabulary and definitions.

Read through the text. Insert the right word(s) into the gaps.

Term	Definition
Airborne contaminants	Hazards in the air, such as poisonous gases and fumes; small particles such as asbestos.
Toxic	Poisonous
Ventilated	Air moving freely through a space.
Restricted	Limited in permission, access, exit, action, number, scope etc.
Permit	A written license that says you can do something.
To expire	To be over or done. For example, permits expire and must be renewed.
Air quality	The quality of the air is good or bad.

What is a confined space?

A confined space is any area with a _____ entry and exit point. It is a space not really meant for people to be in. It may also be hard to get into and out of safely, or you may risk being stuck in the space. At times, workers need to work in confined spaces such as storage tanks, tunnels, earth excavations, manholes, and silos.

Why is a confined space dangerous?

Lack of oxygen or _____ gases are examples of invisible hazards in a confined space. Toxic fumes from hot materials and equipment can quickly fill a confined space. When garbage and plants decay, they can also create toxic gases. Also, the materials workers are using can be discharged into the air and become _____.

Who can enter a confined space?

A confined space must be tested for hazardous atmospheres (air). The space must stay well _____ before workers enter. Do not enter a confined space unless you have completed Confined Space Entry/Monitor (CSEM) training. If you haven't been trained to enter confined spaces, stay out of them. Even if someone gets hurt, don't go into a confined space. You must wait for a qualified person to test the _____ before you go into a confined space.

You must be trained to enter a confined space. Use the confined space entry _____ (this is a sign by the opening into the confined space) to understand the guidelines for entering the space. Each entry _____ is dated and will _____ at the end of a specific time period. That time might be only one shift.

permit

expire

restricted

toxic

airborne
contaminants

ventilated

air quality

Safe Practices

Expanding your safety knowledge and skills

Activity 1

Read the multiple choice questions and choose the best answer.

1. Which of the following is an invisible hazard?
 - A. Noisy equipment
 - B. Fatigue
 - C. Cleaning products
 - D. Damp materials
 - E. Poor posture

2. Which of the following is an ergonomic hazard?
 - A. Falling from heights
 - B. Repetitive strain injury
 - C. Falling objects
 - D. Extreme cold
 - E. Fungi

3. Which of the following is a physical hazard?
 - A. Driving
 - B. Repetitive motion
 - C. Line of fire
 - D. Vibrating equipment
 - E. Paint

4. Which of the following is a chemical hazard?
 - A. Dust
 - B. Cleaning products
 - C. Paint
 - D. Bacteria
 - E. A, B, and C

5. Which of the following is a biological hazard?
 - A. Damp
 - B. Mold
 - C. Viruses
 - D. All of the above

Activity 2

Read the statements and answer either true (T) or false (F).

1. All workplace hazards can be controlled or prevented.
2. People who act safely can cause workplace hazards.
3. Electricity can cause a workplace hazard.
4. The weather can cause a workplace hazard.
5. Repetitive stress injuries happen when a worker uses the same muscles too many times because of doing the same task over and over again.
6. If a workplace hazard is not controlled, it doesn't mean someone will get hurt. Not all hazards are dangerous.
7. In ergonomics, we study the relationship between people and their jobs. We study this to help them improve their well-being and productivity.
8. Materials in the workplace, such as chemicals, electrical wires, and bacteria, can cause hazards.
9. Equipment can cause hazards.
10. Once a day, do a quick walk around your workplace vehicle before you drive.

Activity 3

Read through the five scenarios. What is the potential hazard(s)?
What is the cause of the hazard(s)?

Scenario	Potential hazard	Cause of hazard
1. Industrial painters work with paint stripper in a building. The windows do not open.		<input type="checkbox"/> People <input type="checkbox"/> Tools and equipment <input type="checkbox"/> Materials <input type="checkbox"/> Environment
2. Housekeeping staff in a hotel use a cardboard crusher to recycle boxes.		<input type="checkbox"/> People <input type="checkbox"/> Tools and equipment <input type="checkbox"/> Materials <input type="checkbox"/> Environment
3. Mexican temporary foreign workers employed in road construction work in Alberta in November.		<input type="checkbox"/> People <input type="checkbox"/> Tools and equipment <input type="checkbox"/> Materials <input type="checkbox"/> Environment
4. Cleaners at a hospital load containers of biohazardous waste (such as used syringes) onto a cart and transport them to the incinerator (machine to burn waste).		<input type="checkbox"/> People <input type="checkbox"/> Tools and equipment <input type="checkbox"/> Materials <input type="checkbox"/> Environment
5. Nightshift worker in a manufacturing company.		<input type="checkbox"/> People <input type="checkbox"/> Tools and equipment <input type="checkbox"/> Materials <input type="checkbox"/> Environment

Cultural Competence

Expanding your cultural skills for the Canadian workplace

Saving face

What is saving face?

Saving face means to avoid embarrassment. Saving face is done to protect a person's reputation. For example, some people won't ask a question when they don't understand. They think they will look stupid in front of their coworkers if they show they don't understand. We have all had this feeling before. Face is important in every culture, but in some cultures it has much greater social importance than in Canada. In some cultures, it is very important to hide that you don't understand. However, in the Canadian workplace, it is very important to ask when you don't understand.

Is saving face important in the Canadian workplace?

The rules about "face saving" are not the same in Canada as in many other cultures. In the Canadian workplace, many newcomers "**lose face**" with their supervisors and coworkers because **they don't ask**. It is the opposite in Canada – you must ask, or you lose face.

Why is it important to ask?

Safety must always be put before your cultural or personal norms. It is not just your safety that is important. Your actions make your coworkers either safe or unsafe. If you are safe, they are safe. Ask when you don't know. When you ask, everyone is safer.

Reflection questions

Here are some expressions from other cultures about saving face:

It is better to die than to lose face!

A person needs face as a tree needs bark.

Do you have a saying in your culture about losing or saving face?

Is face important?

If yes, give an explanation or example.

In the Canada it is better to ask and be safe, than worry about losing face. If you don't ask, you lose face.



Communication Skills

Expanding your speaking skills

Pre-reading questions

1. Have you ever wanted to ask something at work, but didn't?
2. Why didn't you ask?
3. Did you ever feel uncomfortable asking?
4. Why do people not ask when they don't know? Think of both English speakers and English language learners. Work in a small group. Brainstorm ideas.
5. Why should you ask about safety when you don't know? Work in a small group. Brainstorm ideas.

Why people do not ask

If you are ever unsure about something, you must ask your supervisor or an English-speaking coworker. Some newcomers, from some cultures, don't like to ask when they don't understand. Why is that?

- They are afraid of getting into trouble, losing their jobs or other career opportunities.
- They don't want to "bother" their supervisors or coworkers.
- They are worried about "losing face", which means losing respect. They want to "save face", and often they don't ask the right person.

Instead, they try to figure everything out alone, or they ask the wrong person, like a coworker who speaks their first language. And then a near miss, incident or serious injury happens.

Why workers should ask

1. To keep your job.

People don't lose their jobs for asking. They get into trouble for not asking. It costs a company more money to fire and then rehire a new worker than to train you. Remember, it costs about 3 to 6 months of salary to recruit, interview, orient you to your new job, and train you. You are valuable to an employer. Help keep your workplace safe by being confident to ask when you don't know.

2. It's expected.

Your supervisor and coworkers expect you to ask questions when you don't understand. You won't "lose face". In the Canadian workplace, you only "lose face" if you ask the same question too many times. Write down the information in your notebook so that you only have to ask once.

3. To avoid mistakes.

You will only "lose face", if you make a mistake because you didn't ask. Ask the person who has the correct information, not your friends from the same country or language.

4. English is not your first language.

If it is difficult to understand English, you must ask for clarification. Canadians are usually very patient if they need to explain more clearly or repeat the information. Most people will respect you for asking. It shows that you want to do your job correctly.



In Canada, you lose face if you don't ask. You get respect from asking. It shows that you want to learn and do your job correctly the first time.

You only lose face if you ask the same question too many times. Write down the information in your notebook so that you only have to ask once.



How to ask for clarification

Read through the following example. A safety supervisor explains to a newcomer about the right to refuse unsafe work.

The newcomer didn't understand, so he uses the tips below for getting clarification.

Supervisor: "As a worker, the Occupational Health and Safety law requires you to adhere to the health and safety rules for the job. But you also have the right to refuse unsafe work."

Tips to get clarification	Try using these English words
1. Tell the person what you did understand, using their words.	"I understand that I can refuse unsafe work ..."
2. Ask the person to explain again what you didn't understand.	"... but what did you say before that?"

Supervisor: "I said you need to adhere to the health and safety rules for the job."

Tips to get clarification	Try using these English words
3. Ask the person to use simpler language, if it is still too difficult.	"I still don't understand. Could you explain what adhere means? "

Supervisor: "Adhere means to obey or follow. It means doing something because it is the rule or law."

Tips to get clarification	Try using these English words
4. Ask the person to speak slowly and clearly if you still don't understand.	"Could you speak a little slower? I am trying to understand and remember what you are saying."

Supervisor: "Sure. Adhere means to do something because it is a rule."

Tips to get clarification	Try using these English words
5. Repeat it back to the person to check accuracy.	"So adhere means to follow the rules for safety."
6. Write it down if you need to.	"Thanks. I want to write that new word down so I don't forget it."
7. Thank the person for their help.	"Thanks for your time. It really helped me to understand quickly."

Activity 1: Comparing Ajay and Peter’s incidents

Work with a partner. Read through the two case studies that follow. Compare and contrast the two stories. Complete the chart with information about Ajay and Peter.

	Ajay	Peter
<p>Type of incident</p> <p>Injury Near miss Damage to environment Damage to equipment Fatality</p>		
<p>Root cause of the safety incident</p>		
<p>Short summary of what happened</p>		
<p>Why did each man try to save face?</p>		
<p>How can the hazard be prevented in the future?</p>		

Case study 1: Ajay should have asked

Ajay came to Canada from the South Pacific Islands. He had no formal career training, but he had worked as a shop mechanic with his uncle before immigrating. He was employed in Canada in a re-manufacturing company.

His job was to disassemble (take apart) the big wheels from the huge earthmoving trucks used in the Athabasca Oil sands. He had to clean and repair the wheels, and then reassemble everything. Each tire stood over 13 feet high and weighed about 5,300 kilograms.

Ajay worked with a mentor for his first few shifts. Then, his supervisor asked him to work independently. The supervisor wanted to observe Ajay to see if he understood the job and the safety procedures. While his supervisor observed him, Ajay had to hoist the big wheel up above his head using the hydraulic hoist. Ajay was nervous because his supervisor was assessing his skills. He felt stressed. He began to forget what to do and how to work safely.

Suddenly, Ajay couldn't remember which part of the tire to take apart first. He should have secured the tire first, but he had forgotten. He didn't want to lose face, so he said nothing. He chose to unscrew the bolts on the rim first. The 5,300 kg tire was dangling above his head. He had unscrewed almost all the bolts when his supervisor yelled, "Stop!" Ajay hadn't secured the massive tire properly. If he had unscrewed any more bolts, the weight of steel and rubber would have fallen on him and crushed him to death.



Case study 2: Peter should have asked

Peter¹ has been employed with XYZ Manufacturing Company in rural Manitoba. He recently arrived in Canada. Peter works as an assembly line worker and has gone through an extensive health and safety training program with the help of a translator. Peter consistently comes to work a half an hour early and stays late to ensure he surpasses the production quota levels. It is important to him that he is seen as a hard worker to his supervisor and fellow employees. Besides taking care of his wife, he also sends money back home to his parents.



His English skills are limited, but he can talk with his supervisor and coworkers on a basic level. Peter plans to improve his English and he has signed up for English classes offered through his company.

A few days later, Peter cut his hand while using his broken utility knife. Peter went to the washroom to wash his hand and apply pressure until the bleeding stopped. He then returned to the line and continued working. A coworker noticed Peter's injury and told him to report it to Bob Thompson, the floor supervisor. Peter told him that it was just a "little cut" and that he wasn't going "to cry about it" and bother Mr. Thompson.

Peter felt there was no need to report the injury to his supervisor since it was a minor cut and everyone, including his supervisor, was very busy trying to stay on schedule. He viewed his injury as "the price he had to pay" to earn a living and support his family. Peter's work ethic is strong (he likes to work hard). However, the fact that he accepts the possibility of injury (the price he must pay) puts him at serious risk. In the Canadian workplace, no safety hazard is acceptable.

¹ The case study about Peter was adapted from Building a Safe Workplace Community: An Employer's Guide to Understanding Cultural Impacts on Health and Safety, Manitoba Immigrant Safety Initiative, 2009.

Case Study 1: Debriefing Ajay

Ajay didn't ask his supervisor to help him because he was afraid of "losing face". He didn't want to appear incompetent in front of his supervisor and feel embarrassed. Ajay was afraid that if he asked his supervisor, he would lose respect. He was also afraid of losing his job if he looked incompetent during the assessment. Ajay almost lost his life and his job. It took a long time for his team to trust him after that safety incident.

What question should Ajay have asked his supervisor?

Case Study 2: Debriefing Peter

Peter didn't ask because he didn't want to bother his supervisor. He also thought asking showed weakness. For example, he said he "didn't want to cry about a small cut." He also expected to get hurt. For example, he said the cut was "the price he had to pay to earn a living." None of these reasons were good reasons according to safety laws. Remember, if you are hurt, you need to say something to your supervisor. You are responsible for your own safety and the safety of others.

What question should Peter have asked his supervisor?



Is there any reason you don't ask?

- Hierarchy**
The supervisor is too important to ask
- Time**
Other people are busy and I don't want to bother them.
- Competence**
I don't want people to think I can't do my job.
- Fear**
I don't want to lose my job or future career opportunities.
- Trouble**
I don't want to get into trouble for some reason.
- Other reasons**

Activity 2: Getting clarification

1. Read through sentences below.
 - A. Slips and falls are one of the most common workplace injuries, which is unfortunate because with care a life-changing slip can be avoided.
 - B. Many slips can be avoided just by taking your time and paying attention to what is in front of you. Things like let's say wet floor signs.
 - C. You should avoid carrying bulky objects that impair your vision of the floor. It is best to make more trips with smaller lighter loads.
 - D. Be sure that sufficient lighting is in place throughout the workplace. Ramps and areas around loading bay doors are often wet and slippery. You would also be surprised how many falls occur when people are climbing in and out of trucks, tractors, truck beds and other vehicles.
 - E. Even the smallest things can have big consequences in the workplace. It is up to you to maintain a safe work environment by using both common sense and requesting your boss to do everything by law to keep you safe.
2. Underline any words or phrases you don't understand.
3. Practice using the tips for clarification. One partner asks for clarification. The other gives clarification. You may need a dictionary.
4. Watch the YouTube video, "Slips and Falls", from "Work Safe. For Life². Worker's Compensation Board of Nova Scotia". (www.youtube.com/watch?v=zolaiLNtJZM). The video is 3:03 minutes long. Listen for the sentences above.

Tips to ask for clarification

Be specific

Tell the person what you did understand, using as many of their words as you can remember.

Explain again

Ask the person to explain again what you didn't understand.

Simpler language

Ask the person to use simpler language, if it is still too difficult.

Speak more slowly

Ask the person to speak slowly and clearly if you still don't understand.

Repeat back

Repeat it back to the person to check accuracy.

Write down

Write it down if you need to.

Say thanks

Thank the person for their time.

² Also available at WCB Nova Scotia website www.worksafeforlife.ca/Home/PreventionTools/RodStickmanVideos.aspx.

Document Use

Expanding your use of safety documents

Forms overview

Entry forms are one of the most common documents that workers use. The worker has to enter information into the form. This could be with a pen or digitally by typing on a keyboard. The following points are good to know about filling in forms³.

1. Question-response dialogue

Forms are basically a question-response dialogue. The designer creates the form and asks questions. The person using the form responds by filling in the information.

2. Purpose

Every form has a purpose. Who wants the information? Why do they want it?

3. Variety of forms

Every form is different. They come in all kinds of structures. Hopefully, the form designer makes the form easy to read and fill in. A well-designed form makes good use of lines, white space and the other principles of good document design⁴.

4. Variety of responses

The form may ask you to respond in a variety of ways. Consider the following:

- The box asks for your name. That is easy. A quick single item response from your memory.
- Other forms give you a list(s). You need to choose by circling or check marking the correct choice.
- Some forms are more complicated. You need to enter information using other documents or coded information.

5. Fill in

You need to fill in the information with either primary or secondary information.

- Primary information comes from your memory.
- Secondary information comes from other documents, people, or by things you have observed.

6. Lists

Basically, most forms are just simple lists. You read the question (list's title) and then fill in the box with your response (which becomes the item on the list).

7. Examples

As a worker, the first form you fill in is usually a job application. Then, during your orientation, you fill in a variety of Human Resource forms like benefits, conditions of employment, and policy forms. In terms of safety, the **FLHA**, or **field level hazard assessment form**, is one of the most important routine safety forms to fill in.

³ Part of the content in this section of the module on forms was adapted from the following resources: Document Literacy: A Guide for Workplace Educators and Instructors; Julian Evetts, SkillPlan, 1996; and Essential Skills for Entrepreneurs: Document Use; Workplace Education Manitoba, 2009.

⁴ Refer back to the Document Use section in module 1 to review the 14-point checklist of good document design.

Hazard assessments

What is a hazard?

Anything that could hurt a person, or cause damage to property or the environment.

What is a hazard assessment?

A hazard assessment is a way to prevent or minimize hazards before they happen. A hazard assessment is a four-step process:

1. Stop and think
2. Look and find
3. Assess
4. Control

What is a hazard assessment form?

Every workplace should have a hazard assessment form. The form comes in different designs, depending on your job and workplace. You use the form to help you and your coworkers check for hazards before they happen. Then you create a plan to eliminate (stop) or control the hazard.

How do I do a hazard assessment?

Most jobs have special hazard assessment forms for workers to use, the field level hazard assessment (FLHA). Take one home if you can. Learn all the vocabulary so that you can complete these forms correctly.

What is a mental hazard assessment?

A mental hazard assessment (MHA) is when you think about any potential hazards that might be on your worksite. You should do an MHA before you start working and regularly as you work. Regular MHAs can help you see potential hazards before they happen, especially when your work changes during the day, or when you leave and return to the job site.

Key definitions

To assess

To decide how dangerous the hazard is.

Controls

The equipment and strategies workers use to eliminate (stop) or control hazards.

Reflection question

When do you think you should do a hazard assessment? Discuss with a partner. Choose the correct answer. Explain your answer.

- A. At the start of a new shift or when work changes.
- B. When worksite conditions change e.g. weather, air or light quality.
- C. When you change equipment.
- D. When someone else's work could be dangerous to you.
- E. All of the above.

Nine guiding questions in a FLHA

Use the following nine questions as your guide for hazard assessment at work. Remember, these nine questions are a basic guideline. Your company will have specific questions, related to your specific job, to ask yourself.

STOP and THINK

1. Do I clearly understand the steps for doing this job safely?
2. Am I nervous, tired, frustrated, or rushing the job? Is anything else worrying me?

LOOK and FIND

3. What could go wrong in each step?
4. What could change and then create a hazard?

ASSESS

5. What could go wrong because of the hazard? Could it cause injury, death, slow down work, damage equipment or contaminate the environment?
6. How likely is it to happen? (1) Almost certain, (2) Likely, (3) Not very likely, (4) Almost impossible.

CONTROL

7. What can I do to control the hazard?
8. Will the controls affect any other part of the job being done?
9. Do I need to tell anyone else about these controls?

Activity 1: Doing a mental hazard assessment

Revisit the YouTube video, “The Incident – Workplace Safety and Health for Newcomers”, from SAFEWork Manitoba www.youtube.com/watch?v=QiSNcQgHbKo. The video is 8:45 minutes long.

If you remember, the video is based on a true story about a newcomer, Clara, who agrees to do a job without receiving proper training. She is badly injured. Watch the video again. You can also read the summary in Case Study 3, on the pages that follow.

Instructions

Imagine you are Clara. You have offered to do Jan’s job for the day. You arrive at the machine saw. Before you start using the machine saw, do a mental hazard assessment. Use the nine questions above to guide your hazard assessment. Write short notes for what you believe Clara should be thinking.



Case study 3: Clara and Neesha

Background

Clara was new to Canada. She was a teacher in her home country. She sent money to her family back home. They depended on her for financial support. She was also new to the job, but she worked hard.

During the weekly safety training, the workers learned about safety rights.



The supervisor didn't speak up

A worker called Jan had phoned in sick. Someone needed to do her job for that day. Clara offered. The supervisor asked her if she knew how to work the machine. She nodded, but the truth was that she didn't have the proper training to do the job. She had only watched Jan do the work. The supervisor asked if there were any other concerns. No one said anything. He closed the safety meeting.

The coworker didn't speak up

At that point, Neesha, a coworker, spoke up to Clara, "I have never seen you work that machine. You need training."

Clara responded, "I see Jan do it every day. It is not hard."

Neesha was worried about Clara's safety, but she didn't want to argue with her. Later, Neesha will feel terrible. She will regret not insisting that Clara receive the proper training before working on that machine.

"Your finger came close to the blade. You should have been looking there when you made the cut."

"Sometimes, I can't find the foot pedal. I have to look under the table."

"Your fingers can be crushed by the clamps or cut by the blade. You should tell the supervisor. The pedal is not safe. It makes you look away from what you are doing."

The worker didn't speak up

"Look, it took me so long to find work. I need this job. The supervisor won't like it if I complain."

"No, Clara. We have the right to proper training and to refuse dangerous work."

"Refuse! I will be fired."

"No! There are laws to protect workers. I can go with you."

"No, Neesha, please. I will be fine."

Lessons learned the hard way

But Clara was not fine. Clara was badly hurt. As Neesha had warned her, she needed to fix the foot pedal. It was a safety hazard. She wasn't looking at the blade when she made the cut. She cut her fingers.

Neesha says she should have told the supervisor about Clara. Workers have the right to speak up and participate in their safety at work.

The supervisor says, "First of all, we should have made sure Clara was trained to work that machine." A worker has the right to refuse work that seems dangerous.

Worker rights

Neesha says, "I learned my lesson. We all did." Every worker has the right to:

1. Know about hazards. About anything that could hurt them at work.
2. Participate in health and safety activities and committees.
3. Refuse work that is dangerous. They cannot be punished or lose their jobs for refusing unsafe work. Sometimes a worker sees hazards that an employer doesn't see.

After the incident, the industrial mechanic made the machine safer by installing a two-hand activator on the machine. The mechanic will also need to fix the loose floor pedal. So many people should have spoken up. Every worker is responsible for speaking up for health and safety.

Activity 2: Doing a field level hazard assessment

Instructions

Read through the example of a hazard assessment form. Fill the form out for Clara, from the video, "The Incident – Workplace Safety and Health for Newcomers", from SAFEWork Manitoba. You can also use Case Study 3 to help you with information. Part of step 1 and step 2 has already been done for you as an example.

XYZ Manufacturing	FIELD LEVEL HAZARD ASSESSMENT
--------------------------	--------------------------------------

Name	Clara Cruz	Work to be done	
Date	14 July, 2014	Task location	Machine shop

STEP 1 of 2: Check off the hazards for the job task.

Environmental hazards		
1	Spill potential	<input type="checkbox"/>
2	Other workers in area	<input type="checkbox"/>
3	Noise or vibrations	<input type="checkbox"/>
4	Weather conditions	<input type="checkbox"/>
5	Waste plan	<input type="checkbox"/>

Ergonomic hazards		
1	Repetitive motion of body part	<input type="checkbox"/>
2	Overextension of body	<input type="checkbox"/>
3	Awkward body position	<input type="checkbox"/>
4	Parts of body not in line of sight	<input type="checkbox"/>
5	Working in tight areas	<input type="checkbox"/>

Electrical hazards		
1	Lighting levels too low	<input type="checkbox"/>
2	Working on or near energized equipment, tools, machinery	<input type="checkbox"/>
3	Condition of electrical cords, plugs and switches	<input type="checkbox"/>
4	Condition of electrical equipment, tools, machinery	<input type="checkbox"/>
5	Fire extinguisher	<input type="checkbox"/>

Personal limits		
1	Procedure unknown/unavailable for task	<input type="checkbox"/>
2	Confusing instructions	<input type="checkbox"/>
3	No training or mentor support	<input type="checkbox"/>
4	First time doing task	<input type="checkbox"/>
5	Must report incident to supervisor	<input type="checkbox"/>

STEP 2 of 2: List the job task(s). List the items in the hazards column. Identify the plans to eliminate or control the hazard.

Task	Hazard	Plans to eliminate/control
Operate the saw	Not trained	Receive training from a qualified coworker

Questions

1. How was Clara trying to save face?
2. Refer back to Ajay and Peter’s scenarios. How does saving face lead to workplace hazards and losing the trust of your coworkers?

Assessment

Part 1

Identify the types of hazards. For each image, write the main hazard in the box above the picture.

Ergonomic

Physical

Chemical

Biological

1.



2.



3.



4.



Part 2

Match the definition to the safety term.

Term		Definition
1	<input type="text"/>	In the line of fire
2	<input type="text"/>	Near miss
3	<input type="text"/>	Chemical hazard
4	<input type="text"/>	Confined space
5	<input type="text"/>	Fatigue
6	<input type="text"/>	Ergonomic hazard
7	<input type="text"/>	Exposure
8	<input type="text"/>	Fungi
9	<input type="text"/>	Vibration
10	<input type="text"/>	Repetitive stress injury
11	<input type="text"/>	Toxic
		A Any area with a restricted entry or exit point such as a deep trench in the ground.
		B When you are in the way of a hazard that may hurt you.
		C When an injury almost happens.
		D Organisms that feed on organic matter, for example molds, yeast, mushrooms.
		E A quick and continuous movement, side to side, or up and down.
		F Something poisonous.
		G Any hazard that can cause injury or harm to a part or system of the human body.
		H Extreme tiredness.
		I Injuries that occur from using the same muscles too many times because of doing the same task over and over again.
		J Happens when you are near or have touched something that can harm you.
		K An element or mixture of elements that cause harm. It happens when chemicals are released into the air around workers.

Part 3

Imagine you are one of the people in the images below. Do a mental hazard assessment. Write down the most likely potential hazards from the list.

- 1. Electrical
- 2. Weather
- 3. Falling from heights
- 4. Line of fire
- 5. Noise
- 6. Vibrating equipment
- 7. Confined space
- 8. Dust
- 9. Chemical or biological



1. Potential hazards



2. Potential hazards

Part 4

- A. Which two of the following questions (from the nine questions in a mental FLHA) relate to Step 1 **Stop and Think**?
1. Does everyone clearly understand the steps for doing the job safely?
 2. What could go wrong in each step?
 3. Is anyone on the crew nervous, tired, frustrated, or rushing the job?
- B. Which two of the following questions (from the Nine Questions in a Mental FLHA) relate to Step 2 **Look and Find**?
1. Does everyone clearly understand the steps for doing the job safely?
 2. What could go wrong in each step?
 3. What could change and create a hazard?
- C. Which two of the following questions (from the Nine Questions in a Mental FLHA) relate to Step 3 **Assess**?
1. What can I/we do to control the hazard?
 2. What could go wrong because of the hazard? Could it cause injury, death, slow down work, damage equipment or contaminate the environment?
 3. How likely is it to happen?
- D. Which three of the following questions (from the Nine Questions in a Mental FLHA) relate to Step 4 **Control**?
1. What could/did change and create a hazard?
 2. What could go wrong in each step?
 3. What can I/we do to control the hazard?
 4. Will the controls affect any other part of the job being done?
 5. Do I need to tell anyone else about these controls?

AnswerKey

Page 9

Media Activity

1. A back injury is the potential hazard. It is an ergonomic hazard. It is caused by people.
2. She uses the following excuses: “it is only a few inches” to move her, “Mrs. Jackson is so light”, “so far it hasn’t been a problem”, “it is hard when there is so much to do”, and “everyone is really busy.” The main reason is probably to save time: it is quicker to lift her without setting up and using the ceiling lift and positioning pad.

Page 10

Activity 1: Matching exercise

1. B 2. C 3. K 4. A 5. H 6. G 7. J 8. D 9. E 10. I 11. F

Page 11

Activity 2: Gap Fill Exercise

Environment, near miss, hazard assessment, minimized, chemical agents, vibrations, awkward, line of fire, exposure, fungi

Page 12

Activity 3: Gap Fill Exercise

Restricted, toxic, airborne contaminants, ventilated, air quality, permit (used twice in a row), expire

Page 13

Activity 1:

1. B 2. B 3. D 4. E 5. D

Page 14

Activity 2:

1. T 2. F 3. T 4. T 5. T 6. F 7. T 8. T 9. T 10. F

Page 15

Activity 3:

1. Paint fumes – material hazard
2. Stored electricity, and could get body part crushed – equipment hazards
3. Frostbite, hyperthermia – environmental hazard
4. Virus or bacteria cause illness – material hazard
5. Fatigue – people hazard

Assessment

Part 1

1. Chemical
2. Physical
3. Ergonomic
4. Biological

Part 2

1. B 2. C 3. K 4. A 5. H 6. G 7. J 8. D 9. E 10. I 11. F

Part 3

First image: 7, 9

Second image: 1, 4, 5, 6, 8

Part 4

- A. 1 and 3
- B. 2 and 3
- C. 2 and 3
- D. 3, 4 and 5

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Module 4

Workplace Hazardous Materials Information System (WHMIS)



**ENGLISH
FOR
WORKPLACE
SAFETY**

Both employers and workers are responsible for a safe workplace.

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Workplace Hazardous Materials Information System

Workplace Hazardous Materials Information System (WHMIS) gives information to protect you from dangerous substances on the job. It is the law in Canada.

Overview

In this module, you will focus on the Workplace Hazardous Materials Information System, or WHMIS (pronounced “wim-is” for short). You will explore the role of the supplier, employer and worker for handling hazardous materials. The module also looks at when you should take initiative (do something by yourself) about safe practices and when you should ask for permission or advice about safe practices. Special attention is given to speaking clearly, or pronunciation.

The module continues with document use – a key part of workplace safety. You will look at how WHMIS documents are structured, including material safety data sheets (MSDS) and labels. You will develop skimming and scanning skills for reading documents.



Learning goals

By the end of the module, you will be able to:

- Follow foundational WHMIS rules when handling hazardous products.
- Participate more confidently and competently in future WHMIS training.
- Communicate with greater clarity in safety situations.
- Find information in safety documents with greater speed, efficiency and understanding including MSDS and labels.

Safety Reading

Workplace Hazardous Materials Information System (WHMIS)

Introduction

WHMIS is the Workplace Hazardous Materials Information System. It gives information to protect you (keep you safe) from hazardous (dangerous, controlled) substances (products, materials) on the job. You must follow the WHMIS safety rules for controlled substances. It is the law in Canada. WHMIS controls and mitigates (reduces) the risks to workers from dangerous chemicals in the workplace.

Pre-reading questions

1. What do you already know about WHMIS?
2. What hazardous symbols do you already recognize in the workplace? What does each symbol warn you about?

Key WHMIS terms

You will read and hear these terms used regularly at work and in safety training. Learn them well.

Supplier

Employer

Worker

Label

MSDS

Symbols

Information

Hazardous

Controlled

Substance

Product

Material

PPE

Measures

Precautions

Procedures

Responsibilities

Rights



WHMIS is a Canada-wide system. It is in place because of your “right to know”.

WHMIS parts and responsibilities

WHMIS parts

There are three major parts:

1. Labels

Every container that holds a controlled product (hazardous materials) must have a warning label on it.

2. Material safety data sheets (MSDS)

Safety data sheets provide detailed information about hazardous products.

3. Worker education

Worker training on how to use this information.

Responsibilities

Suppliers must:

- Attach labels using words and hazard symbols.
- Supply MSDS with detailed information on how to handle the product safely.

Employers must:

- Be aware of and keep a list of all controlled products in their workplaces.
- Ensure that workplace labels and MSDS are available to workers at all times.
- Provide training to their workers about WHMIS, controlled substances, safe work practices and the proper use of personal protective equipment (PPE).

Workers must:

- Read all WHMIS labels
- Understand the hazard symbols
- Follow the MSDS recommendations and safe work practices for handling controlled substances.
- Report to supervisors when controlled products are not used or stored safely.

Key definitions

Controlled product or substance

Any hazardous material, product or substance that is regulated by the Canadian government. It is regulated because you could get hurt if you don't use it properly.

First aid

Specific activities or steps to take when someone gets injured. These steps will limit the effects of the injury.

Hazardous material

Any product that could be dangerous to people, animals, and/or the environment.

Ingesting

Swallowing or eating

Inhaling

Breathing in

Label

A tag or piece of paper with information on it, which sticks to a container.

Material safety data sheets

Documents that give information on the safe use, storage and handling of hazardous substances.

Precaution

Something you do ahead of time to stop something dangerous from happening.

Symbol

A picture showing an idea (hazard symbols).

Labels

A worker will use three kinds of labels in the workplace:

Supplier labels

The supplier places these on containers before the containers are sent to the workplace. Supplier labels have a black, broken-line border around the information. These labels should include:

- the product name
- supplier name
- hazard symbols
- risk information
- precautions
- first aid treatment
- reference to the MSDS

Workplace labels

These are attached to all containers that don't have a supplier label. There is no standard format, but each label must have the following:

- product name
- information for the safe use of the product
- reference to the MSDS

Product identifier labels

The name of the controlled product is the only information on these labels. You only use product identifier labels for yourself (so you don't forget what is inside the container), for one shift. For other people, or for more than one shift, you must use a workplace label.

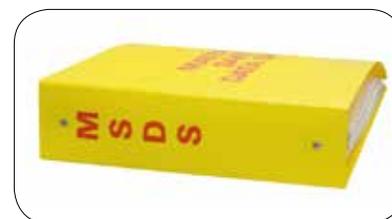
Material safety data sheets (MSDS)

Material safety data sheets give information on the safe use, storage and handling of every hazardous substance in the workplace. A MSDS must be completed for each controlled product in the workplace. The MSDS explains the following:

- physical and chemical properties (what it is made from) of the hazardous product
- physical and health hazards
- safety precautions
- spill and clean up procedures
- required hazard control measures
- PPE to work with the product
- procedures for emergency first aid

How to protect yourself

- Get trained.
- Know the hazards of each material.
- Know how to handle each material safely.
- Use the proper hazard control measures and safe work procedures from the MSDS.
- Know where the MSDS are kept in the workplace.
- Know how to use the MSDS properly.
- Wear the right PPE.
- Make sure containers are properly labeled.
- Know where to get more information.



WHMIS symbols

Symbol	Type of hazard	Definition of hazard
	Class A Compressed Gas	The gas is stored at high pressure. If it is heated or damaged, it can explode. The gas is also flammable.
	Class B Combustible Materials	Flammable materials burn under normal conditions. But combustible materials will burn if they get hot.
	Class C Oxidizing Materials	These materials don't burn, but they increase the amount of oxygen around them. This makes it easy for other materials nearby to burn more easily.
	Class D - 1 Poisonous or Toxic Materials	Contact with these materials will harm the human body very quickly. They cause very bad illnesses or even death.
	Class D - 2 Other Toxic Effects	These materials may not cause illness now. Instead, they cause health problems later. It may take days, months or years for symptoms to appear.
	Class D - 3 Biohazardous Infectious Materials	These materials have live bacteria or viruses in them. They can make humans very sick.
	Class E Corrosive Materials	These materials can cause really bad chemical burns to your skin and eyes. If you breathe them in, they can burn your lungs. They can also dissolve some metals, like steel.
	Class F Dangerously Reactive Materials	These materials have violent chemical reactions when they are heated, mixed with water or pressurized. This can cause explosions. Poisonous gases can go into the air.

Symbol	Type of hazard	Examples of materials	Safe handling practices ¹
	Class A Compressed Gas	Propane	<ul style="list-style-type: none"> • Keep container closed tightly. • Check the valves regularly. • Handle gently.
	Class B Combustible Materials	Gasoline	<ul style="list-style-type: none"> • Keep away from heat and ignition sources. • Avoid static discharges or impacts that cause sparks.
	Class C Oxidizing Materials	Bleach Hydrogen Peroxide	<ul style="list-style-type: none"> • Store in a cool place. • Avoid shock and friction. • Keep away from flammable or combustible materials.
	Class D - 1 Poisonous or Toxic Materials	Hydrogen Sulphide Strychnine	<ul style="list-style-type: none"> • Wear the correct PPE. • Avoid skin contact. • Don't inhale.
	Class D - 2 Other Toxic Effects	Asbestos Mercury	<ul style="list-style-type: none"> • Wear the correct PPE. • Avoid skin contact. • Don't breathe in. • Wash hands thoroughly after using these materials.
	Class D - 3 Biohazardous Infectious Materials	Hepatitis B HIV Salmonella	<ul style="list-style-type: none"> • Wear the correct PPE. • Keep containers tightly closed. • Seek medical attention if you feel ill.
	Class E Corrosive Materials	Sulphuric Acid Cleaners Disinfectants	<ul style="list-style-type: none"> • Wear the correct PPE. • Avoid skin contact. • Use the recommended respiratory protective equipment.
	Class F Dangerously Reactive Materials	Epoxy Resins	<ul style="list-style-type: none"> • Wear the correct PPE. • Avoid shock and friction. • Keep away from heat and water.

¹ The safe handling practices are only examples. You will need to do a complete, up-to-date WHMIS course to understand all the safe handling practices for each hazardous material.

Media Activity

Expanding your listening skills

Video: Making WHMIS Work

The media questions use the YouTube video, “Making WHMIS Work”, from SAFEWork Manitoba <https://www.youtube.com/watch?v=MjMwO4cVp6E>. It was designed for workers in the agricultural setting (farming) but it is an excellent general introduction to WHMIS. It reviews many of the WHMIS concepts and vocabulary you have learned.

The video is 14:52 minutes long.

Quick overview

The video is divided into two parts:

Part 1 (0:00)

This part introduces you to four questions you need to ask yourself. It also looks at the eight categories of hazardous materials and their symbols.

Part 2 (6:13)

This part explores how the system works. How it creates and distributes hazardous material information. It looks at the **supplier’s role** with labels and MSDS. It looks at the **employer’s role** with creating readable labels, making the MSDS available, and providing training. It also reviews the **worker’s role**, namely to know the answers to the four questions.

Discussion board

Watch the video and answer the questions that follow.

1. In the video, the narrator says that WHMIS is about 4 important questions that you have the right and responsibility to ask. What are the four questions?
2. Using a dangerous substance you work with as an example, answer the 4 questions that “you have the right and responsibility to ask”.
3. Read through the posts to question 2. Each works (or will work) with a hazardous substance. Which substance do you think is the most hazardous? Explain your answer.
4. Name 5 WHMIS-specific terms that you have learned in this module that the narrator also uses in the video.

Comprehension

Watch the video and answer the questions that follow.

Question 1

In the video, what are the four WHMIS questions a worker must ask?
Use the four key words below to help you create each question.

	Key word	Question
1	hazard	
2	protect	
3	accident	
4	information	

Question 2

What four pieces of information does the supplier need to put onto the WHMIS label?

Question 3

Which of the following is true. The information on a WHMIS workplace label must:

- A. In English
- B. Readable (easy to read)
- C. At least 50 pieces of information
- D. A and B

Question 4

Answer true or false: Can a worker can use empty food and drink containers to hold hazardous materials if the containers are washed and clean?

Question 5

- Name one hazard symbol you see at home or in your workplace every day.
- What kind of hazardous material is in that container?
- What kinds of PPE do you think you should wear when handling (using) this hazardous material?

Vocabulary Building

Vocabulary building exercises will increase your knowledge of the most common safety words, terms and concepts. These are the ones you will hear and use in most workplaces.

Activity 1: Matching exercise

Match the definition to the safety term. The first one has been done for you.

	Term	Definition
1	I Controlled substance	A Any product that could be dangerous to people, animals, and/or the environment.
2	First aid	B Swallowing or eating
3	Hazardous materials	C Something you do ahead of time to stop something dangerous from happening
4	Ingesting	D A tag or piece of paper with information on it.
5	Inhaling	E A picture showing an idea (hazard symbols).
6	Label	F Documents that give information on the safe use, storage and handling of hazardous substances.
7	Material Safety Data Sheet	G Breathing in
8	Precaution	H Specific activities or steps to take when someone gets injured. These steps will limit the effects of the injury.
9	Symbol	I Any hazardous material, product or substance that is regulated by the Canadian government. It is regulated because you could get hurt if you don't use it properly.

Activity 2: Gap fill exercise

Read through the new safety vocabulary and definitions.

Read through the text. Insert the right word(s) into the gaps.

Term	Definition
To inhale	To breathe in.
To ingest	To swallow or eat.
To be exposed to something	To get a contaminant on your skin or in your lungs.
To be informed	To know and understand something.
A lack of something	To not have, to be without
Control measure	A method to prevent or stop a hazard.
PPE	Personal protective equipment.
Last line of defense	Not the first way, but the last way to protect yourself. It means use other, more effective ways first.
Vapour	A substance that has dissolved into the air.
To lose consciousness	Whereas conscious means being awake, to lose consciousness means not being awake, for example when fainting.

To protect yourself at work, make sure you can recognize the hazard symbols. And know how to read the labels and MSDS. Being _____ is the first step to protecting yourself. The second step is using that information to protect you.

In the workplace, most health hazards happen when workers inhale or _____ chemical agents, or get the chemical on their skin. Airborne irritants or contaminants are the most common respiratory hazard. They can be _____ as gases, fumes, dusts, mists and _____. You can be _____ these kinds of hazards in many ways, including paint, glue, acids, dry cement, sanding materials, fiberglass or insulation, welding, and asbestos.

Oxygen deficiency is another respiratory hazard. Oxygen deficiency means a _____ oxygen in the air that can cause you to _____ and stop breathing. In all these situations, hazard _____ must be put in place. Your _____ is the last _____ against inhalation and skin contact.

inhaled
 ingest
 exposed to
 informed
 lack of
 control measures
 PPE
 line of defense
 vapours
 lose consciousness

Safe Practices

Expanding your safety knowledge and skills

Activity 1

Read the multiple-choice questions and choose the best answer.

1. WHMIS is made up of three parts. What are the three parts?
 - A. Suppliers, employers and workers.
 - B. Labels, MSDS and worker education.
 - C. Hazard symbols, labels, and material safety data sheets.
 - D. B and C
2. WHMIS has three levels of responsibility.
 - A. Labels, MSDS and worker education.
 - B. Controlled substances, material safety data sheets, and safety precautions.
 - C. Suppliers, employers and workers.
 - D. Personal protective equipment, safety procedures, and hazard control measures.
3. Which of the following is a WHMIS responsibility for the supplier?
 - A. Give information.
 - B. Attach signs.
 - C. Supply MSDS.
 - D. Show how to handle products safely.
4. Which of the following is a WHMIS responsibility for the employer?
 - A. Keep a record of all workplace lists.
 - B. Provide safety stories to their workers about WHMIS.
 - C. Educate workers on controlled substances, safe work practices, and the proper use of PPE.
 - D. B and C
5. Which of the following is a WHMIS responsibility for the worker?
 - A. Read all WHMIS labels.
 - B. Follow safe work practices for handling controlled substances.
 - C. Report unsafe situations of controlled products to supervisors.
 - D. All of the above

Activity 2

Complete the chart by matching the hazardous material to its symbol.

The first one has been done for you.

Symbol	Answer	Hazard material
	Class A 7 – compressed gas	1. Combustible Materials
	Class B	2. Oxidizing Materials
	Class C	3. Dangerously Reactive Materials
	Class D - 1	4. Poisonous or Toxic Materials
	Class D - 2	5. Other Toxic Effects
	Class D - 3	6. Biohazardous Infectious Materials
	Class E	7. Compressed Gas
	Class F	8. Corrosive Materials

Activity 3

Complete the chart by matching the hazardous material to its symbol. Write only the number.

The first one has been done for you.

Symbol	Type of hazard	Definition of hazard
	Class A Compressed Gas 2	1. These materials have violent chemical reactions when they are heated, mixed with water or pressurized. This can cause explosions and the poisonous gases can go into the air.
	Class B Combustible Materials	2. Stored at high pressure. If it is heated or damaged, it can explode. Also flammable.
	Class C Oxidizing Materials	3. These materials can cause really bad chemical burns to your skin and eyes. If you breathe them in, they can burn your lungs. They can also dissolve some metals, such as steel.
	Class D - 1 Poisonous or Toxic Materials	4. These materials will burn if they get hot. They don't need fire to start burning.
	Class D - 2 Other Toxic Effects	5. Contact with these materials will harm the human body very quickly. They cause very bad illnesses or even death.
	Class D - 3 Biohazardous Infectious Materials	6. These materials may not cause illness now. Instead, they cause health problems later. It may take days, months or years for symptoms to appear.
	Class E Corrosive Materials	7. These materials have live bacteria or viruses in them. They can make humans very sick.
	Class F Dangerously Reactive Materials	8. These materials don't burn, but they increase the amount of oxygen around them. This makes it easy for other materials nearby to burn more easily.

Activity 4

Complete the chart by matching the hazardous material to its symbol.
The first one has been done for you.

Symbol	Type of hazard	Answer	Example of material
	Class A Compressed Gas	2 - propane	1. Asbestos 2. Propane 3. Epoxy resins 4. Bleach 5. Hydrogen sulphide 6. Salmonella 7. Disinfectants 8. Gasoline
	Class B Combustible Materials		
	Class C Oxidizing Materials		
	Class D - 1 Poisonous or Toxic Materials		
	Class D - 2 Other Toxic Effects		
	Class D - 3 Biohazardous Infectious Materials		
	Class E Corrosive Materials		
	Class F Dangerously Reactive Materials		

Activity 5

Read the statements and answer either true (T) or false (F).

1. The supplier must attach product identifier labels to hazardous materials.
2. The employer must place a supplier product label on the container before it is sent to the workplace.
3. Workplace labels are used for containers without a supplier label. The label may or might not include the black broken line border around the information.
4. Product identifier labels must give the name of the controlled product so that you don't forget what is inside the container.
5. If you are the only person using the product identifier label, you can use these labels for more than one shift.
6. Cleaners must get WHMIS training from their employers before they use a new cleaning product.
7. A worker should immediately recognize the hazard symbols when he or she reads the label or MSDS.
8. The supplier label must include the following: supplier name, hazard symbols, precautions, product name, risk information, first aid treatment, and reference to the MSDS.
9. A workplace label doesn't have a standard format. However, when you create the label, it must include the following: information for the safe use of the product, product name, and reference to the MSDS.

Activity 6

Answer the following questions.

Lee is an industrial painter. He orders paint stripper from the supplier.

1. The paint stripper arrives from the manufacturer (supplier). Which type of label would be on the container of paint stripper?
2. During the day, Lee stands on the lid of the container by mistake. The lid is bent. It doesn't fit tightly on the container anymore. Lee needs to put the liquid paint stripper into a new container. Lee and his work partner are the only people using the new container for today. Which type of label does he need to use?
3. Lee spills some of the paint stripper on the shop floor. What document must he use to check how to clean up the spill?



Cultural Competence:

Using initiative

Expanding your cultural skills for the Canadian workplace

Pre-reading questions

1. What does “to use your initiative,” mean?
2. Why is a worker’s initiative important in the workplace?
3. How do you know when to ask a supervisor and when to do something without asking? What process do you use to decide? What criteria do you use?

What does “initiate” mean?

To initiate means doing something without waiting for someone to tell you to do it. This is called “using your initiative”.

In the Canadian workplace, you will need to find out when you can do something by yourself (initiate), and when you need to ask (get permission or advice) to do something. People often use initiative when they have to solve a problem, make a decision or plan a job task.

However, sometimes safety is in question. Then it is often better to ask your supervisor if you are unsure of the safety procedures. Don’t try to figure the procedures out alone.

Activity 1: Choosing to use initiative or ask for help

Read through the following scenarios about when to use initiative. Choose the best course of action from A, B or C. Explain your reasons for your answers.

Scenario 1: Crawl space under portable classroom

You are working for a construction company, doing renovations at a school. You are working alone today.

The school has two portable (moveable) classrooms. You need to enter the crawl space under the portable to check the condition of the flooring. You are unsure if this crawl space is considered a confined space. You don't have confined space training. You don't know if you should enter the space.

Question: What do you do?

- A. Phone your supervisor and ask him to check if “crawl spaces under portable classrooms” are confined spaces.
- B. Go into the crawl space. If it were a confined space, your supervisor would have told you already.
- C. Do a quick web search on your smart phone. Then, if you can't find the information, ask your supervisor.

Scenario 2: Unlabeled container

You are working in a manufacturing company. Your supervisor asks you to clean up after a job. You find an old container with a strong smelling liquid inside. The container has no label.

Question: What do you do?

- A. Pour the liquid down the sink. If the substance were hazardous, someone would have put a workplace label on it.
- B. Ask your supervisor what you should do.
- C. Leave the container. It might belong to someone else.

How to use initiative for safety

1. Assess risks

A risk is the possibility that something bad or dangerous could happen. If you are going to use your initiative, think about what will happen. Identify the advantages of doing it without your supervisor. Think about the potential hazards. Do a mental hazard assessment: stop and think, look and find, assess, and control. Whenever you are unsure, ask your supervisor. Then, the next time you will know what to do.

2. Ask coworker

Talk with an experienced coworker first.

3. Ask supervisor

If an experienced coworker can't help you then ask your supervisor. They are there to help you do your job properly. But don't keep asking the same question. After your supervisor explains something to you, remember it. Write it down. A supervisor might get frustrated when an employee keeps asking the same question or making the same mistake.

4. Make notes

Write down what you learn at work. It will help you make decisions, solve problems and plan your job tasks better.

Activity 2: Learning from other people’s experiences

Read the case study and complete the activity that follows.



Case study: No micromanaging

Chetan came to Canada from South Asia. When workers are hired in my country, he says, they are rarely left alone in their first few days or maybe even weeks.

There is always someone at their side assisting them, answering questions, introducing them to others and helping them become comfortable in the workplace. This applies to coffee breaks and lunch breaks as well. Co-workers will accompany the new employees every step of the way.

You can imagine my shock when I moved to Canada. I really believed that there was a serious problem, either with me or with this company. I was waiting for my immediate supervisor to tell me what to do. Instead, I felt like I was left alone. I was despondent. I eventually understood that I had to know when to ask for help and when to use my own initiative.

Finish an email that Chetan has started writing to his cousin, who is arriving to work in Canada as a temporary foreign worker. Use the information from the case study and from this section of the module to write a short email of advice to his cousin about what to expect when you start working in Canada.

Chetan Patel

To: Arnand Patel

Re: What to expect when you start working in Canada

Hi there,

Communication Skills

Expanding your speaking skills

What does “speak clearly” mean?

To speak clearly means to use clear pronunciation. For example, you can speak slower. You can pause more between ideas in a sentence. You can pronounce each sound in each word. This takes practice. Especially when you are under stress. Many English language learners want to speak quickly to sound more fluent. But this actually makes them sound less clear. In most situations, it is better to deliver a clear message than a speedy one.

How is speaking clearly part of safety?

Speaking clearly is very important for radio communication and in emergencies. When you pronounce words and sentences clearly, people understand you the first time you speak. This means there are fewer misunderstandings. It is very difficult to understand anybody who speaks too fast or too quietly.

Focus on the five pronunciation tips

Usually, a newcomer can speak clearly in a short time by focusing on the five main pronunciation tips on the following pages. These five tips can have the quickest impact on clear speech.

Reflection question

In the media clip “The Incident – Workplace Safety and Health for Newcomers” from SAFEWork Manitoba, do Neesha and Clara have accents? Do they speak clearly? Explain your answers.

Speed

What? Slow down your speaking speed a little. You don't have to speak fast to sound clear. No one wants you to speak fast. They want you to be clear. If people ask you to repeat yourself (to "say it again"), then you are probably speaking too fast.

Why? Sometimes the speaking speed in our first languages is faster than English. Think about how many words you speak per minute.

How? Do the following:

- Don't try to hide your grammar mistakes by speaking faster. It is more important to have a clear message than perfect grammar.
- Be mindful of your first language, for example if the speaking speed in your first language feels faster than in English, slow down a little. You don't have to speak at the same speed as a native speaker of English.
- Also, don't squash longer words in order to get them out quicker. Sometimes, non-native speakers drop the middle syllables (sounds) so that the word can be said faster. Don't! Instead, take your time. Let each word come out fully and clearly.



Slow down

Activity 1: Speed

For all the activities for this section on pronunciation, you will refer back to the case study with Clara and Neesha, from the media clip, “*The Incident – Workplace Safety and Health for Newcomers*” (from SAFEWork Manitoba www.youtube.com/watch?v=QiSNcQgHbKo).



Exercise 1

Work with a partner. Read to each other. Read through the following paragraph. Read with the speed of TV and radio news presenters. Use a steady pace and pronounce each word clearly. Give each other feedback on the speed and clarity.

Clara was new to Canada. She was a teacher in her home country.
She sent money to her family back home. They depended on her financial support. She was also new to the job, but she worked hard.
During the weekly safety training, the workers learned about safety rights.

Exercise 2

Work in pairs. Monitor your speaking speed as you talk. Use speaking speed like the news presenters on TV or radio.

- Partner 1 continue telling the story about Clara and Neesha by answering the following question: **How did Clara end up doing Jan’s job?**

You can review the case study text, but you need to use your own words to answer the question.

- Partner 2 continue telling the story about Clara and Neesha by answering the following question: **What were the potential hazards at the saw machine?**

You can review the case study text, but you need to use your own words to answer the question.

Pause

What? Thought groups are single ideas. The separate ideas in your sentences. The natural groupings of ideas. In writing we use commas and periods to separate ideas. In speaking, we use pauses to separate thought groups.

When? Use a pause between your “thought groups” in a sentence.

Why? The pause helps the listener to separate the ideas she is hearing, process the information, and make meaning of it.

How? You need to pause for a second or less between your thought groups. Sometimes a sentence might have one thought group. At other times there might be many.

For example, let’s take the following sentence:

“Speaking slower – and using pauses – will make your pronunciation much clearer - and easier for people to understand.”

Those “thought groups” are grouped very naturally, like the way an English speaker would say them. Do this and people will understand you better. TV news presenters use pauses very skillfully.



Create thought groups

Using pauses is like joining puzzle pieces together. The images on the puzzle pieces are the ideas. The parts that connect are the pauses we use between the ideas so that people can mentally process the message.

Activity 2: Pause

Exercise 1

Read through the text from the case study about Clara and Neesha. Insert a mark to show where the pauses should go. Remember, thought groups are natural groupings of words into ideas. Sometimes, you can group words in more than one way. Sometimes a grouping might be only one word. Also, commas and other punctuation are the written ways to create thought groups and pauses. But when you speak, you can’t see them. You have to use pauses to create the groupings.

The first few sentences have been done for you as an example.

At that point / Neesha / a coworker / spoke up to Clara. “I have never seen you work that machine. You need training.”

Clara responded / “I see Jan do it every day. It is not hard.”

Neesha was worried / about Clara’s safety / but she didn’t want to argue with her.

Later, Neesha will feel terrible. She will regret not insisting that Clara receive the proper training before working on that machine.

“Your finger came close to the blade. You should have been looking there when you make the cut.”

“Sometimes, I can’t find the foot pedal. I have to look under the table.”

“Your fingers can be crushed by the clamps or cut by the blade. You should tell the supervisor. The pedal is not safe. It makes you look away from what you are doing.”

“Look it took me so long to find work. I need this job. The supervisor won’t like it if I complain.”

“No, Clara. We have the right to proper training and to refuse dangerous work.”

“Refuse! I will be fired.”

“No! There are laws to protect workers. I can go with you.”

“No, Neesha, please. I will be fine.”

But Clara was not fine. Clara was badly hurt.

Exercise 2

Take turns. Read the text using clear pause and speed. Partner 1 can speak for Clara. Partner 2 can speak for Neesha.

Exercise 3

Return to Activity 1, Exercise 2, and answer the questions again. Monitor your pause as you speak.

- Partner 1: **How did Clara end up doing Jan’s job?**
- Partner 2: **What were the potential hazards at the saw machine?**

Stress

What? In English, the most important words in any sentence are emphasized (spoken louder). These words carry the meaning in the message.

Why? Stress lets listeners know the most important information quickly. If you don't stress key words, the meaning is lost. If you don't stress these words a little louder, your speaking sounds flat. It is also difficult for a listener to follow your ideas.

How? As you speak, emphasize the words that are most important for the listener to hear.

Remember, if your regular voice is quiet, you may need to speak louder in general. For various reasons, this might be culturally or personally awkward. However, when you switch to English, you should also switch to the cultural norms of that language.

Listen to native English speakers. Listen for the "normal" loud and adjust as much as you can.

For example, "In English, the most important words in any sentence are pronounced louder."

Stress key words

Stress is placed on content words – the words that have meaning.

Activity 3: Stress

Return to the text on the previous page (Activity 2). Underline the key words that should be emphasized.

Work with a partner. Take turns reading the text with clear speed, pause and word stress.

Return to Activity 1, Exercise 2, and answer the questions again. Monitor your stress as you speak.

- Partner 1: **How did Clara end up doing Jan's job?**
- Partner 2: **What were the potential hazards at the saw machine?**

Avoid fillers

Interjections

What? Interjections are the words and sounds we use to “fill” the empty spaces in our speaking. Sounds like “um”, “ah” or words such as “like”, “kinda”. Or repeating words. These are called interjections. Even body language can be an interjection such as when you use your hands to speak too much instead of relying on your words.

When? We use interjections when we can’t find the words we want to say. When we can’t express the idea clearly. While we are translating from our first language to English.

Why? Interjections make it difficult for the listener to concentrate. To follow the speaker. To process the message. You usually don’t know you are using them, unless someone tells you.

How? Instead of saying “um” “ah”, do the following: (1) slow down, (2) take a deep breath, (3) say nothing for a moment, (4) try a different word, (5) say it differently, and (6) use short silences – people will listen to you more easily.

For example, here is a sentence with interjections:

“Interjections are – like – um – the words and – like – sounds that we – kinda – put into our speech when we are – like – still trying to find the exact idea or word.”

Here is a sentence without interjections:

“Interjections are the words and sounds that we put into our speech when we are still trying to find the exact idea or word.”

Activity 4: Interjections

Work with a partner.

Answer the following question:

What part(s) of this course have been the most useful for you?

Monitor yourself for interjections. When did you use them, or feel yourself wanting to use them? Which kinds of interjections do you tend to use? Your partner should monitor you as you talk, and give you feedback on your interjections.

Stop consonants: P T K B D G

What? The hard consonant sounds: PTK BDG

When? Used at the end of many English words.

Why? Some languages don't use these sounds at the end of words. So, some speakers don't use them in English. It makes their English words sound chopped off at the end. The words sound unfinished.

How? Stop consonants need to be harder and clearer in English than in many other languages. If your first language is one of the following, you must remember to add strong stop consonants to the end of English words: Spanish, Mandarin, Cantonese, and the Southeast Asian languages such as Thai and Vietnamese.

For example "Sco (tt) can ('t) pa (ck) the to (p) shelves safely withou (t) a ladder.



Activity 5: Stop consonants

Exercise 1

Return to the text in Activity 2. Underline all the stop consonants at the end of words.

Work with a partner. Take turns reading the text. Emphasize the stop consonants. You may have to read slowly to do this.

Exercise 2

1. Work with a partner. Answer the following question: **What are your top five safety rules for the workplace?** Choose what you think are most important from all the modules you have studied.
2. Monitor your clarity as you speak. Your partner will monitor you and give feedback using the checklist below.
3. Take the time to read through the checklist before you begin.

Clear speech checklist

Speed

- Too slow
 - Too fast
 - Clear
-

Pause

- Not enough
 - Some pauses are in the wrong place
 - Clear
-

Stress

- Not enough
 - Stress on the wrong words
 - Clear
-

Interjections

- Too many
 - Somewhat clear with a few specific interjections
 - Clear
-

Stop consonants (P T K B D G)

- Unclear
 - Somewhat clear with a few specific stop consonants
 - Clear
-

Volume

- Too soft
 - Mostly loud enough
 - Clear
-

Gestures

- Distracting
 - Gestures distract somewhat
 - Clear
-

Comments

Document Use: MSDS and labels

Expanding your use of safety documents

Reading documents: Skim and scan skills

Most workers need to deal with some longer and more complex documents. These documents could be a few pages (like material safety data sheets), or longer (like manuals and employee handbooks).

The ability to skim and scan the document is important. When you skim and scan for information, you save time. You are not reading everything – only what you need.

Skim

What? To skim means to look for the general (main) idea of the document. When you skim, you should be reading faster than normal, skipping more than you read. You skim to find only what you need.

How? You look at the title and then skim through the headings and some of the subheadings. You read topic sentences. Take note of key words, images, charts, tables and other diagrams.

You ask yourself: Why was the document created (purpose)? Whom is it created for (reader)?

You can skim by looking at the center of the page. Other people prefer to skim by moving their eyes in an “s” pattern down the page.

How much? About 1000 words per minute.

For example: On your first day on the job, the HR department gives you an employee handbook of 120 pages. You don't read everything. You skim through and read what you think might be important.



Skim for:

General idea

Titles

Headings

Subheadings

Topic sentences

Key words

Diagrams

Purpose

Audience

Questions

1. What kinds of documents do you usually have to skim at work?
2. What is the purpose of the document?
3. Who is the reader (audience)?

Scan

What? To scan means to look for specific information, not the general idea. You read some parts and ignore other parts of the document. You look for a specific item such as name, number, date, statistic or fact without reading the entire document.

How? Remember the search item as you scan for it.

- Anticipate where the item will be, for example in a paragraph, list, or table.
- If the document is short, a quick scan might find the item.
- Let your eyes run over a few lines at a time
- If the document is long, you may need to skim first, and then scan in a specific part.

How much? About 1500 words per minute.

For example: Scanning a work schedule for extra shifts.



Scan for:

Specific items

Facts

Names

Numbers

Dates

Statistics

Pieces of information

Questions

1. What kinds of documents do you usually have to scan at work?
2. What is a person usually looking for in the document?

Activity 1: WHMIS supplier label

WHMIS is the law in Canada for handling hazardous materials. Before manufacturers ship a hazardous material, they need to place a supplier label on the product container. Supplier labels have a black, broken-line border around the information. These labels should include: the product name, supplier name, hazard symbols, risk information, precautions, first aid treatment, and reference to the MSDS.

Write the numbers of the following parts on the label below:

1. The product identifier.
2. The risks in using the product the wrong way.
3. The hazard symbols.
4. What to do if your body is exposed to the hazardous product.
5. A statement that tells you that there is more detailed information available about the product.
6. The supplier's contact information.
7. The measures (safe practices) to take when you use or handle the hazardous product.
8. The characteristic black broken-line border of every WHMIS label.

TOLUENE SULPHONIC ACID 70%, LIQUID	
RISK PHRASES Highly irritating to skin, eyes and nose	
HEALTH HAZARD DATA Strong acid. Treat as per Sulphuric Acid	
EFFECTS OF OVEREXPOSURE. ACUTE OVEREXPOSURE: Skin and eye	
PRECAUTIONARY MEASURES	
SPECIFIC PERSONAL PROTECTIVE EQUIPMENT	
EYE: Face shield and goggles GLOVES: Rubber OTHER CLOTHING AND EQUIPMENT: Rubber apron, rubber tools	
FIRST AID MEASURES	
EYES: Flush with copious quantities of water for 15 minutes. Consult physician	
SKIN: Flush with water as per Sulphuric Acid	
Ingestion: Treat as per Sulphuric acid. Consult physician	
REFER TO MATERIAL SAFETY DATA SHEET FOR FURTHER INFORMATION	
Henkel Canada Ltd. 162 Ward Avenue. Hamilton Ontario L8N 3M8 (416) 525-4660	

Sample only.

Activity 2: WHMIS MSDS

The product manufacturer must also supply material safety data sheets (MSDS) with the hazardous material. MSDS give the user information about the safe use, storage and handling of the hazardous material.

1. First, take a look at the MSDS for the product Husky Degreaser on the pages that follow. The MSDS are organized into nine sections. The pages will give you an idea of what the MSDS look like.
2. Then read through the nine MSDS section headings below.
3. Match the definition to the correct section. The first one has been done for you.

MSDS section	Definition
Section 1 Product Identification and Use	A Tells you the name and percentage of each ingredient in the product.
Section 2 Hazardous Ingredients	B Identifies the hazardous materials by name and what it is used for. It also includes information on the manufacturer and supplier.
Section 3 Physical Data	C Identifies the correct procedure for immediately treating anyone who has been overexposed to the product.
Section 4 Fire and Explosion Data	D Tells you how the controlled product gets into the body and how exposure to it will affect your health.
Section 5 Reactivity Data	E Tells you if the product is a solid, liquid or gas (in its normal state). What it looks and smells like. How fast it evaporates. Its freezing and boiling points (lighter or heavier than air or water) and other technical data.
Section 6 Toxicological Properties	F Lists the hazard controls and PPE you need to use. Explains how the product must be stored, handled, disposed of, and how to clean it up if it spills or leaks.
Section 7 Preventative Measures	G Lists the name, address and telephone number of the person, group or department that created the MSDS, and the date it was written.
Section 8 First Aid Procedures	H Tells you if the product is chemically stable or unstable. Lists the substances that must NOT be mixed or put in contact with it (to prevent a hazardous chemical reaction).
Section 9 Preparation Date of MSDS	I Tells you whether the product burns or explodes, and at what temperature. How to extinguish the fire. How sensitive the product is to impact (bumping or dropping). If it can catch fire or explode from static electric sparks.

Activity 3

Read through the example MSDS for the product Husky Degreaser, on the following pages. Use skim and scan techniques to find the following information quickly in the MSDS.

1. Who is the manufacturer?

2. What number must you call if you have an emergency?

3. What steps should you take if you get some of the product on your skin?

4. What should you do if you breathe in fumes from the product?

5. What should you do if the product gets in your eyes?

6. Is the product flammable?

7. What color is the product?

8. What is the procedure if the product spills?

9. What should you do if you swallow the product?

10. What PPE must you wear when working with the product?

Example of MSDS Husky Degreaser²

SECTION I - PRODUCT IDENTIFICATION AND PREPARATION INFORMATION			
Product Name: HUSKY DEGREASER ALKALINE CLEANER	Chemical Formula: H331		
Manufacturer: ABC	Distributor: XYZ		
Emergency Telephone Number: 1-555-555-5555	Date prepared: May 2, 2009		
Hazard Rating	HEALTH: 2	FLAMMABILITY: 0	
	REACTIVITY: 0	PERSONAL PROTECTION: C	
SECTION II - INGREDIENTS (disclosed as per 29 CFR 1910.1200)			
<u>Ingredients</u>	<u>CAS#</u>	<u>Wt%</u>	<u>ACGIH-TLV</u>
SURFACTANT BLEND	NAV	3 - 7	NONE
SODIUM HYDROXIDE	1310-73-2	1 - 5	2mg/m3
ETHYLENE GLYCOL	111-76-2	5 - 10	25ppm
MONOBUTYL-ETHER			
DODECYLBENZENE	27176-87-0	10-30	NONE
SULFONIC ACID			
POTASSIUM HYDROXIDE	1310-58-3	5-10	2mg/m3
SODIUM TRIPOLYPHOSPHATE	7758-29-4	1-5	NONE
SODIUM XYLENE SULFONATE	1300-72-7	5-10	NONE
SECTION III - PHYSICAL DATA			
Boiling Point (deg C): 100-105	Composite Partial Vapour Pressure (mm Hg @ 25C): 760		Specific gravity: 1.07
pH (as supplied): 13.2 - 13.8	Physical State: LIQUID		Solubility in Water: (20) INFINITE
			Color: CLEAR GREEN
			Odor: BUTYL ODOR
SECTION IV - FIRE AND EXPLOSION DATA			
Flammability: NOT FLAMMABLE	Flash Point (deg C, TCC): NAP		LEL: NAP
	Hazardous combustion products: NAP		UEL: NAP
	Special Fire Hazards: NAP		Extinguishing Media: NAP
SECTION V - REACTIVITY DATA			
Conditions for Chemical Instability: STABLE	Incompatible Materials: NONE		
Hazardous decomposition products: NIL			
Chemical Formula: H331			

² The example MSDS sheet was sourced from Laubach Literacy Ontario, "Sample Activities Using Authentic Workplace Materials: Integrating Essential Skills into Tutor Training," *Laubach Literacy Ontario*, 2010, accessed July 15, 2014, www.laubach-on.ca/sites/default/files/Activities%20Booklet%20English.pdf.

SECTION VI - TOXICOLOGICAL PROPERTIES

Route of Entry: SKIN CONTACT, EYE CONTACT, INGESTION
 EFFECTS OF ACUTE EXPOSURE:
 Eye: IRRITATION
 Skin: IRRITATION
 Ingestion: IRRITATION OF DIGESTIVE TRACT
 EFFECTS OF CHRONIC EXPOSURE:
 Eyes: IRRITATION TO EYES AND MUCOUS MEMBRANES
 Skin: IRRITATION
 Carcinogenicity: NAV

SECTION VII- PREVENTATIVE MEASURES

Protective gloves: PVC OR RUBBER
 Eye protection: SAFETY GLASSES
 Respiratory protection: NOT REQUIRED
 Other protective equipment: EYE WASH STATION
 Engineering controls: NORMAL VENTILATION
 Leak and Spill Procedure: FLUSH SPILL AREA WITH WATER. LARGE: DIKE AND ABSORB WITH INERT ABSORBENT.
 Waste disposal: DISPOSE IN ACCORDANCE WITH LOCAL, PROVINCIAL AND FEDERAL REGULATIONS.
 Storage Requirements: DRY STORAGE RECOMMENDED. AVOID FREEZING.

SECTION VIII - FIRST AID

Eye contact: Flush with water for 15 minutes and seek medical attention immediately.
 Skin contact: Flush with water.
 Inhalation: Remove to fresh air.
 Ingestion: Drink copious amounts of water or mild vinegar solution. Seek medical attention immediately.

SECTION IX - PREPARATION DATA OF MATERIAL SAFETY DATA SHEET

Additional information/comments:
 Prepared By: HAW
 NAP - Not Applicable, NAV - Not Available.

Disclaimer
 Information for this material safety data sheet was obtained from sources considered technically accurate and reliable. While every effort has been made to ensure full disclosure of product hazards, in some cases data is not available and is so stated. Since conditions of actual product use are beyond control of the supplier, it is assumed that users of this material have been fully trained. No warranty, expressed or implied, is made and supplier will not be liable for any losses, injuries or consequential damages, which may result from the use of or reliance on any information, contained in this form.

Activity 4

Create your own WHMIS label using the template label below. Use the information from the Husky Degreaser MSDS. You can look back to the start of this section on document use for an example of a WHMIS label.

The image shows a large rectangular area defined by a dashed black border. Inside this area, there are two horizontal grey bars. The top bar is positioned near the top edge, and the bottom bar is positioned near the bottom edge. The space between the two bars is empty, intended for the user to create their own WHMIS label.

Assessment

Part 1

Write the name of the WHMIS hazard symbol to the right of the image, below the class.

1. Oxidizing Materials
2. Combustible Materials
3. Biohazardous Infectious Materials
4. Dangerously Reactive Materials
5. Poisonous or Toxic Materials
6. Other Toxic Effects
7. Corrosive Materials
8. Compressed Gas

Symbol	Type of hazard
	Class A
	Class B
	Class C
	Class D - 1

Symbol	Type of hazard
	Class D - 2
	Class D - 3
	Class E
	Class F

Part 2

Match the definition to the safety term.

Term		Definition
1	<input type="text"/>	Contaminant
2	<input type="text"/>	Controlled substance
3	<input type="text"/>	To lose consciousness
4	<input type="text"/>	Hazardous materials
5	<input type="text"/>	Ingesting
6	<input type="text"/>	Control measure
7	<input type="text"/>	Label
8	<input type="text"/>	Material safety data sheet
9	<input type="text"/>	Precaution
10	<input type="text"/>	Symbol

A	Any product that could be dangerous to people, animals, and/or the environment.
B	A method to prevent or stop a hazard.
C	Swallowing or eating
D	Something you do ahead of time to stop something dangerous from happening
E	A tag or piece of paper with information on it.
F	A picture showing an idea (hazard symbols).
G	Documents that give information on the safe use, storage and handling of hazardous substances.
H	Poisonous material.
I	Not being awake, for example when fainting.
J	Any hazardous material, product or substance that is regulated by the Canadian government. It is regulated because you could get hurt if you don't use it properly.

Part 3

1. Below is a list of the nine sections in material safety data sheets. The definitions are listed below each section.
2. Read through the definition. Some of the definitions are under the wrong section.
3. In the box, mark an X if the section definition is wrong and a check (✓) if it is correct.

Section 1: **Product Identification and Use**

Tells you how the controlled product gets into the body and how exposure to it will affect your health.

Section 2: **Hazardous Ingredients**

Tells you the name and percentage of each ingredient in the product.

Section 3: **Physical Data**

Tells you if the product is a solid, liquid or gas (in its normal state). What it looks and smells like. How fast it evaporates. Its freezing and boiling points (lighter or heavier than air or water) and other technical data.

Section 4: **Fire and Explosion Data**

Lists the hazard controls and PPE you need to use. Explains how the product must be stored, handles, disposed of, and how to clean it up if it spills or leaks.

Section 5: **Reactivity Data**

Identifies the hazardous materials by name and what it is used for. It also includes information on the manufacturer and supplier.

Section 6: **Toxicological Properties**

Tells you if the product is chemically stable or unstable. Lists the substances that must NOT be mixed or put in contact with it (to prevent a hazardous chemical reaction).

Section 7: **Preventative Measures**

Tells you whether the product burns or explodes, and at what temperature. How to extinguish the fire. How sensitive the product is to impact (bumping or dropping). If it can catch fire or explode from static electric sparks.

Section 8: **First Aid Procedures**

Identifies the correct procedure for immediately treating anyone who has been overexposed to the product.

Section 9: **Preparation Date of MSDS**

Lists the name, address and telephone number of the person, group or department that created the MSDS, and the date it was written.

Answer Key

Page 11

Comprehension

1. What is the hazard? How do I protect myself? What should I do in the case of an accident? How do I get more information?
2. Hazard symbols, warnings, precautions for safe use, first aid information
3. B
4. False

Page 12

Activity 1: Matching exercise

1. I 2. H 3. A 4. B 5. G 6. D 7. F 8. C 9. E

Page 13

Activity 2: Gap fill exercise

informed, ingest, inhaled, vapours, exposed to, lack of, lose consciousness, control measure, PPE, line of defense

Page 14

Activity 1:

1. B 2. C 3. C 4. C 5. D

Page 15

Activity 2:

7, 1, 2, 4, 5, 6, 8, 3

Page 16

Activity 3:

2, 4, 8, 5, 6, 7, 3, 1

Page 17

Activity 4:

2, 8, 4, 5, 1, 6, 7, 3

Page 18

Activity 5:

1. F 2. T 3. T 4. T 5. F 6. T 7. T 8. T 9. T

Activity 6:

1. The supplier label, which will be on the outside of the container.
2. He must use a workplace label because more than one person (Lee and his partner) are using the product.
3. Lee needs to use the MSDS. The spill and clean up procedures are not on the supplier or workplace labels.

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Activity 1: Choosing to use initiative or ask for help

1. C (Note: Depending on the province, the following are usually not considered confined spaces: swimming pools; attics, and crawl spaces under school portables or other non-industrial buildings, with openings to atmosphere allowing for continuous passive ventilation; excavations; open, unconnected manholes for storm or sewer hookups at new construction sites; elevator shafts; HVAC plenums and related ventilation ductwork).
2. B

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Activity 2: WHMIS MSDS

1. B 2. A 3. E 4. I 5. H 6. D 7. F 8. C 9. G

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Activity 3:

1. ABC
2. 1-555-555-5555
3. Flush with water
4. Remove to fresh air
5. Flush with water for 15 minutes and seek medical attention immediately
6. No
7. Clear green
8. Flush spill area with water
9. Drink copious amounts of water or mild vinegar solution
10. PVC or rubber gloves, safety glasses

Assessment*Part 1:*

Class A 8. Compressed Gas	Class D – 2 6. Other Toxic Effects
Class B 2. Combustible Materials	Class D – 3 3. Biohazardous Infectious Materials
Class C 1. Oxidizing Materials	Class E 7. Corrosive Materials
Class D – 1 5. Poisonous or Toxic Materials	Class F 4. Dangerously Reactive Materials

Part 2:

1. H 2. J 3. I 4. A 5. C 6. B 7. E 8. G 9. D 10. F

Part 3:

Only 3, 8 and 9 are correct

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