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Acknowledgements

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<td>Gisèle Moleman</td>
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<td>Doug Sussey</td>
<td>YAP District Coordinator</td>
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*Choices for Life* written & developed by:

Silvy Moleman
Curriculum Development Specialist
Workplace Health, Safety and Compensation Commission of New Brunswick

Development work: 1998 to 2000
Implementation: Fall 2000
Vision Statement for Health and Safety Education

The vision of this document is to instil and shape a belief, attitude and awareness that health and safety is an integral responsibility of everyone’s life.

Health & Safety Teacher Advisory Committee, April 1999

Rationale for Health and Safety Education

The following statistics substantiate the need for occupational health and safety education of our future workforce, as well as the need to develop the skills for making healthy and safe decisions in daily activity.

In Canada, (HRD Canada, 1998)

- three people will lose their life each working day as a result of work injuries;
- more than 820,000 work injuries occur per year, more than 700 prove fatal;
- a worker is injured on the job every nine seconds of work time;
- 16 billion days of work were lost in 1995;
- the annual cost of work accidents to Canadian economy is $10 billion;
- for every minute of work, $82,500 is spent in compensation to injured workers and their families.

In New Brunswick,

- there is one fatality every three weeks in the workplace;
- there are on average 15,000 work injuries every year, which adds up to two injuries every hour;
- those injuries represent $1,600 per minute in workers’ compensation costs, which represents an annual cost to the New Brunswick economy of $200 million.
“Unintentional” Injuries

The following paragraphs are quoted from the Federal, Provincial and Territorial Advisory Committee on Population Health, Toward a Healthy Future, Second Report on the Health of Canadians, 1999:

“Unintentional injuries are still the leading cause of death among children and youth, as well as a tragic and costly cause of disabling conditions among young Canadians. Boys and young men experience more unintentional injuries and more severe injuries than girls and young women.” (p. ix)

“Unintentional injuries are the third most important cause of death overall, accounting for 8,663 deaths (29 per 100,000 population) in 1996. However, they remain the leading cause of death among Canadians age 1 to 44, and as such are a major contributor to potential years of life lost. Although many sources persist in referring to such events as “accidents,” it is estimated that 90% of deaths due to unintentional injuries are preventable.” (p. 23)

“Educational attainment... is positively associated with health status and health behaviours.” (p. 51)

Resource Overview

Health and Safety Topics to Discover ~ The activities contained within Choices for Life encompass a wide variety of content related to health and safety. Up until the middle school years, the focus of the activities is on the school as the workplace and safety being a part of daily decision making. Students will begin to explore career choices with a strong focus on hazard recognition in daily activity. Once at the middle and high school levels, the activities explore the roles and responsibilities of individuals in daily decisions, be it at home or school, in social settings or the workplace. The activities continue to reinforce the recognition of high risk behaviours, hazards and means of reducing risk of injury.

As students progress from one grade level to the next, it is important that they make the connection between keeping safe and the decisions they make on a regular basis. For example, should you mow the lawn in your sandals? Should you run in the halls at school? Should you wear your hard hat on the job?

The activities have been developed to promote cross curricular use. Teachers are encouraged to make adaptations to better meet unique needs within each classroom. By using activities within Choices for Life students will be actively engaged in learning life-long safety skills.

Sensitivity factor ~ When discussing accidents or examples of people who have been injured or have died due to an accident or unsafe decision, caution and sensitivity should always be shown. The heart symbol (♥) is used throughout Choices for Life to identify activities that may require additional sensitivity in delivery.

No one should be injured, suffer an illness or die as a result of the work they do.
How to read the activities
All activities within *Choices for Life* are structured in the following manner:

1- **Activity code**: each activity is identified by a letter (represents the section) and a number (represents its location within the section). For example, Activity C3 identifies the 3<sup>rd</sup> activity within section C.

2- **Grade level**:
P - Primary, grades K to 2
E - Elementary, grades 3 to 5
J - Middle School, grades 6 to 8
H - High School, grades 9 to 12

3 - **Title of Activity**

4 - **Purpose**: the intent of the activity.

5 - **Key Concepts**: review of appropriate content and definitions.

6 - **Required Materials & Equipment**: suggested materials for activity (specific to teacher and student requirements).

7 - **Connections to Curriculum**: subject titles

**Please note**: When *Career Education* is listed under Connections to Curriculum it may entail any of the following programs and curricula: school-career transition programs, Youth Apprenticeship Program, Co-operative Education 120, Take Your Kids to Work, Linking to the Future Career and Educational Portfolio Planning.

8 - **Skills**: skills used during activity.

9 - **Plan of Action**: step by step instructions for delivery of activity with the use of key words to describe steps (e.g. Discussion, Question Period, Students Create, Research, Teacher Oriented).

10 - **Assessment**: suggested methods of assessment.
11 - Extension: can include methods or suggestions to take activity one step further, reference to other relevant activities and/or suggested adaptations for varying grade levels.

12 - Appendix: materials needed to help in delivery and/or shorten teacher preparation time for delivery (e.g. master copies for photocopying).

13 - Additional Resources: relevant web site listings, video listings, books etc.

Please note: Time allotment has not been included in the activities, as the activities are adaptable to meet the needs of each classroom. With so many variables, it would be impossible to identify an accurate time allotment for delivery.

General Outcomes for Health and Safety Education

It is the goal of WHSCC to equip incoming and future workers with the skills and knowledge needed to keep safe and free from injury while on the job, and to provide them with the ability to transfer these skills in their daily activities and personal choices. WHSCC believes that positive attitudes towards health and safety can best be developed through education beginning at a young age and reinforced throughout daily activities and teachings. For health and safety education to be effective, it is important that it be viewed as an on-going partnership between the school, home, community and workplace. Health and safety is not simply a ‘9AM to 5PM’ work issue. Our personal safety and well-being should be a priority in all aspects of daily living.

All accidents are preventable!
It is hoped that while being exposed to health and safety education throughout their public school experience students will...

at home and school, in social settings and the workplace:

- lessen their risk of injuries;
- evaluate potentially dangerous situations and be innovative in safely dealing with such concerns;
- describe cause and effect relationship of injuries and accidents;
- understand that health and safety is an integral part of life;
- practice sound decision making and preventive techniques;
- demonstrate critical thinking and problem solving skills that will allow them to help solve health and safety problems;
- recognize risks and hazards;
- recognize and respond appropriately to emergency situations;
- possess a general awareness of health and safety;

and specifically in the workplace:

- improve opportunities for employability;
- increase familiarity with the legal rights that protect the health and safety of all workers under the Occupational Health and Safety Act;
- possess the knowledge, confidence and initiative that will enable them to recognize and change behaviours and practices in their work environment;
- recognise the Workplace Health, Safety and Compensation Commission as a support system to the health and safety of New Brunswick workers;
- posses the ability to influence and communicate effectively with colleagues and employers in working together to maintain a healthy and injury-free work environment;
- recognize health and safety warning signs and symbols (e.g. WHMIS);
- take personal responsibility for their health and safety and that of other workers.
Making the Connections

A - Essential Graduation Learnings

Health and safety education throughout the whole educational experience will contribute to the knowledge, skills, and attitudes of the learner as outlined in the Essential Graduation Learnings.

Aesthetic Expression: able to respond with critical awareness to various forms of the arts and be able to express themselves through the arts.

Citizenship: able to assess social, cultural, economic and environmental interdependence in a local and global context.

Communication: able to use the listening, viewing, speaking, reading and writing modes of language(s), and mathematical and scientific concepts and symbols, to think, learn and communicate effectively.

Personal Development: able to continue to learn and to pursue an active, healthy lifestyle.

Problem Solving: able to use the strategies and processes needed to solve a wide variety of problems, including those requiring language, and mathematical and scientific concepts.

Technological Competence: able to use a variety of technologies, demonstrate an understanding of technological applications, and apply appropriate technologies for solving problems.

B - Subject and Program Curriculum Outcomes (1 through 12)

The Health & Safety Resource ~ Choices for Life supports the following provincial curriculum documents, outcomes, initiatives and programs as outlined on the following pages (#1 to #13).

1. Health

The health and safety activities support curricular outcomes under the four sections identified within the Health Curriculum Guide, K - 8:
Protecting Yourself and Your Community:
- identify potentially harmful places and activities
- describe and practice safe behaviours in a variety of settings
- describe safe practices related to personal activity (e.g. personal protective equipment, sun safety)
- describe how we can contribute to making the community a healthier and safer place to live and work (e.g. accidents are preventable; students role in accident prevention)
- identify seasonal injuries that are prevalent in the community
- identify high risk behaviours that may cause injuries
- identify and describe how to prevent injury and promote safety
- define the role of community members (including self) in promoting injury prevention and safety

Use, Misuse and Abuse of Materials:
- demonstrate caution before using or handling unknown products (e.g. household products)
- identify harmful products
- describe and practice decision making and refusal skills
- demonstrate an awareness of environmental sensitivities
- identify high risk behaviours, their consequences, and methods of prevention

Health Curriculum, grades 9 to 12: at the time of writing this document, the 9 to 12 health curriculum outcomes had not been identified.

2. Employability Skills 2000+

Developed by The Conference Board of Canada, the Employability Skills 2000+ identifies the skills you need to enter, stay in, and progress in the world of work. Within the Personal Management Skills section of the Employability Skills 2000+, you will be able to offer yourself greater possibilities for achievement when you can:

Work Safely:
- be aware of personal and group health and safety practices and procedures, and act in accordance with these
3. Entrepreneurship Education

Opportunities exist within *Choices for Life* that support the development of skill-based outcomes identified in Entrepreneurship Education. Several activities nurture the development of skills in the areas of teamwork, innovation, planning, and marketing. The following activities have a strong link to skill development under Entrepreneurship Education: B9, C4, D10, E2, E5, E18, F1, F3, F6, F12, G6 and G10.

4. Language Arts

*Choices for Life* provides many opportunities for the English Language Arts curriculum outcomes to be met from K to 12. There are activities within the resource that support all general curriculum outcomes as stated within the *Foundations for the Atlantic Canada English Language Arts Curriculum* under:

**Speaking and Listening:** role play; oral presentations; dramatic play; guest speakers; conducting interviews; brainstorming; group discussions; personal reflection.

**Reading and Viewing:** use and response to a range of literature (media, newspaper, reports, movies, informational brochures, Internet, safety labels); visual observation, investigating and conducting audits.

**Writing and Other Ways of Representing:** research reports; creating posters, collages, brochures and various promotional materials; writing lists and filling in charts; investigating and observing; writing predictions, poems, stories, personal experiences and reflections; setting goals; creating board games.

5. Linking to the Future - Career and Educational Portfolio Planning

Engaging in activities within this resource will contribute to the skills outlined under **skill statements** (page 13) within Linking to the Future -Career and Educational Portfolio Planning. For example, activities within *Choices for Life* contribute to the development of communication skills, teamwork skills, problem-solving skills, learning skills and creativity skills.
6. Math

Mathematical concepts are used in several of the activities within *Choices for Life* (e.g. collecting data, exploring statistics related to the workplace). These activities support the following math curriculum outcomes as identified in the *Foundation for the Atlantic Canada Mathematics Curriculum*:

- demonstrate an understanding of number meanings with respect to whole numbers, fractions and decimals;
- explore ratios and percents in common meaningful situations;
- select and use appropriate computational techniques;
- model real world problems using functions;
- collect, record, and describe data in multiple ways (e.g. tables, charts, graphs);
- demonstrate an appreciation of statistics as a decision-making tool for formulating and solving relevant problems.

7. Personal Development and Career Planning, K-12

Objectives identified within *Choices for Life* support the three broad components of this curriculum. Activities within support:

**Personal Development**: communication skills; working cooperatively; decision making and problem solving; understand, value and practice responsible behavior in home, school and community; actions affect others; relationships (as they relate to employer and employee); roles in community; personal responsibility for actions and behavior; identify personal interest relating to careers.

**Life Long Learning**: setting goals; transferring skills developed at school to work situations; rules and regulations; creative and critical thinking essential to career growth.

**Career Explorations and Planning**: awareness and appreciation of work (e.g. exploring occupations, how to be an effective worker, working with others, sources of career information); dealing with stress; link between educational achievement and career opportunities; training requirements; gender equality in the workplace; consequences of unhealthy choices; skills as...
identified within the *Employability Skills Profile* and *Linking to the Future Career and Educational Portfolio Planning*.

### 8. Physical Education

Safety, injury prevention, and response to emergency situations have always been a key role of the physical education teacher. Throughout *Choices for Life*, there are numerous outcome connections to those identified within the *Physical Education Curriculum K to 12*. The following health and safety subheadings have definite cross-curricular reference with those of physical education:

- receiving proper training appropriate to the activities;
- how to prevent injuries and accidents;
- development of safe practices;
- what to look for in terms of health/safety in the gym/field;
- development of safety checklists;
- protecting yourself and others;
- dressing appropriately for various environments (e.g. PPE);
- first aid kits (purpose and essential components);
- safe body mechanics;
- back injuries (tips for good posture, prevention);
- soft tissue injuries (care and prevention);
- preventing slips, trips and falls;
- importance of keeping equipment neat and tidy;
- risks in everyday life;
- hypothermia and heat stress;
- drugs and alcohol (i.e. concerns, cost and consequences);
- safety in the woods, outdoors and in the water;
- emergency response.

### 9. School-Career Transition Programs

The following statements are quoted from the *High School Framework Document* (April, 1995) and substantiate the need for on-going education and preparations for our future workforce.

“Students also need the opportunity to participate in structured learning activities that link curriculum with concrete experiences in the world of work.” (p. 43)
“The following curriculum strategies promote a transition focus in the school system. The recognition of the classroom as a type of workplace, demonstrating how the world of work and the day-to-day activities of school can be similar and that “work” and employability skills exist in both settings; The educating of future members of the occupational society who will possess a set of productive work habits and skills and who are knowledgeable in how to make decisions and in how to solve problems.” (p. 44)

“School-to-employability transitions can only be facilitated if schools: view the transition as a process that begins in the early years of school and proceeds in a systematic way to employment.” (p.45)

9a. Co-operative Education 120

“Co-operative students must receive health and safety instruction as part of the preplacement orientation.” (Co-operative Education Policies and Procedures, 1992, P. 4)

Health and safety education is part of the pre-employment objectives and instruction within Co-operative Education 120. As outlined within the co-operative education curriculum, the student:

7.0 Skill - learns about rights and responsibilities in the workplace;
7.1 Task - describes safe work practices;
7.4 Task - demonstrates an understanding of human rights legislation as it pertains to sexual harassment, employment application rights, and discrimination in New Brunswick.

Furthermore, activities within Choices for Life are appropriate for use during reflective learning classes and support the following tasks outlined within the curriculum:

1.2 Task - analyzes career and occupational information;
4.1 Task - works cooperatively with co-workers and supervisors.
9b. Youth Apprenticeship Program

*Choices for Life* supports the following units of instruction within the Youth Apprenticeship Program:

1A2 - Employee Role/Responsibilities (rights and responsibilities; following company rules and regulations)
1B2 - Introduction to the World of Work (types of employment; role of supervisor; job costs)
1B3/2B3 - Employer/Employee Responsibilities and Expectations (rights and responsibilities of workers and employers under the law; expectations of employer; labour legislation)
1B4/2B4 - Human Rights in the Workplace (sexual harassment; gender equality)

Cluster C Health and Safety:
- Safety in the Workplace (causes of accidents and prevention; fire prevention; proper lifting techniques; job safety; hazards)
- Introduction to Occupational Health and Safety (WHSCC; OHS Act and Regulations; JHSC)
- Orientation to WHMIS
- Standard First Aid and CPR (prevention and preparation for emergencies)

In addition, activities support the development of the following skills: communication, problem solving and decision making skills; management of stress; computer skills; working as a team; knowledge of required training and dress requirements in the workplace (PPE).

9c. Take our Kids to Work

*Choices for Life* supports objectives and learning outcomes identified within this program for grade 9 students. It is important that students receive safety education as part of their preparations prior to their day spent in the workplace.

10. Science

*Choices for Life* offers the science teacher lab safety with WHMIS activities. The assortment of activities within the resource also provides a cross-
curricular approach, which encompasses many of the basic science curriculum objectives from K to 12. The activities within Choices for Life support the three processes of scientific literacy developed within science education:

1. engaging student in scientific inquiry activities (observe, question, collect and interpret data);
2. problem solving;
3. decision making.

Furthermore, activities support science curriculum outcomes as stated within the Foundations for Atlantic Canada Science Curriculum:

Science, technology, society, and the environment (STSE): related to the technological advances, which have changed materials thus producing new and safer equipment.

Skills: observe and explore materials and events in the immediate environment and record the results; working collaboratively; conduct investigations; gather data.

Attitudes: observe, question and explore; concern for safety and that of others in carrying out activities and using materials; gender equality; sensitive to and develop sense of responsibility for the welfare of other people; awareness of potential dangers; consider many career possibilities; concern for safety in planning, carrying out and reviewing of activities; accept the need for rules and regulations; awareness of the direct and indirect consequences of actions.

11. Social Studies

Activities within Choices for Life support a number of outcomes within the Social Studies Curriculum related to: being a productive member of a community; the various roles of community members (related to the workplace); diversity (e.g. employment opportunities, gender issues in the workplace); past, present, future trends and evolution (related to the work world); government involvement in legislation (e.g. OHS Act, sexual harassment); need for rules in society (e.g. rules and responsibility of the employer and employee).
12. Technology

There are a number of courses that fall under Technology Education within the schools of New Brunswick. Whether the focus of Technology is on automotives, construction, culinary arts, mill and cabinetwork, electronics or computer skills (just to name a few), Choices for Life contains activities applicable to several objectives identified within Technology Curricula. Choices for Life contains activities that can help meet the following outcomes as identified within the Foundation for the Atlantic Canada Technology Education Curriculum:

Technology Problem Solving: articulate problems to be solved through technological means (e.g. from recognizing to solving a problem); discuss choices and decisions; use of a variety of tools; account for effects of cultural diversity on technological solutions.

Technology Systems: use systems (from basic to complex) safely.

History and Evolution of Technology: explore historical evolution of technologies.

Technology and Careers: demonstrate an understanding of current and evolving careers and of the influence of technology on the nature of work.

Responsibility: demonstrate respect for the rights and responsibilities of others and self when using technological resources; develop personal rules of conduct that ensure healthy and safe practices; develop and demonstrate risk management strategies for a variety of technological activities.

13. Visual Arts

Expression through the visual arts is used throughout Choices for Life as a method of delivery, student engagement and self-expression. Activities encourage participants to use their imagination to express personal feelings and creativity in communicating visual messages.
Section A: General Health & Safety

~ THEMES ~

√ The importance of health and safety in daily routine
√ Differentiate between safe and unsafe
√ Health and safety vocabulary

~ ACTIVITY TITLES ~

Health & Safety in my Daily Routines (P/E/J) A1
Safety Word Association (P/E/J/H) A2
Health & Safety in my Life (P/E/J) A3
Health & Safety Dictionary (E/J) A4
Health & Safety Word Lingo (E/J/H) A5
Searching the WEB for Health & Safety Issues (E/J/H) A6
Activity A1
P/ E/ J

Health & Safety in my Daily Routine

Purpose
Provide examples of how health and safety plays a significant role in one’s daily routine.

Key Concepts
- Health and safety is an important part of our daily routine. We are constantly making choices and decisions that affect our health and safety. Our personal health and safety includes a wide range of daily decisions and activities (e.g. dental health, safety when crossing the street, choosing to wear protecting equipment on the job etc.).

Required Materials & Equipment  N/A

Connections to Curriculum
Health & Home Economics
Career Education
Personal Development & Career Planning

Skills
decision making
plan & schedule
reflection & brainstorm

Plan of Action
1. Individual assignment: Students make a schedule of their routine and activities for a typical day. Beside each of the activities, state whether they relate to your health and/or safety. For example:

   6:30 AM wake up - get enough sleep so I am alert and able to make wise choices (health & safety)
   6:35 AM shower  - use shower mat on floor (safety, avoid slip)
                    - clean body, fight germs (health, personal hygiene)
   7:00 AM eat     - eat breakfast (health, nutrition)
                    - get help cutting bagel (safety)
   7:30 AM bike    - wear helmet when biking (safety)
   4:00 PM work    - part time job, wear PPE (safety)
Activity A1

- Each individual routine should be very comprehensive with many examples and details. It is important that students understand the impact health and safety has on their day to day activities and choices.

2. **Review**: In pairs, students review their routine with each other helping to add any suggestions to each other's work.

3. **Reflection**: Students write a paragraph on what they have learned from this activity and changes they can make to improve their health and safety.

**Assessment**
- Pass in individual schedule and reflection for evaluation.

**Extension**
- **Elementary & primary**: Students create a drawing or collage to illustrate signs of personal safety and good health.

**Appendix**
- N/A

**Additional Resources**
1. My Body, My Buddy: Healthy Habits (AV)
   800170, VH, 15 min, PE, 1995
   (healthy habits; playing safely)

2. Your Choice...Our Chance: Student Programs 6 - 10 (AV)
   702992, VH, 74 min series, EA, 1991
   (healthy behaviors; decision making; responsibility)

3. Refer to General Appendix for additional AV resources and Web site listings.
Safety Word Association

**Purpose**
Define and differentiate between safe and unsafe behaviours and attitudes in the workplace, be it the class, school, playground, part time or summer job.

**Key Concepts**
- Informed decision making allows one to choose and differentiate between safe and unsafe behaviours.

**Required Materials & Equipment**
- Teacher resources: N/A
- Student resources: paper, pencil & ruler

**Connections to Curriculum**
- Language Arts: define & differentiate
- Health: shape poetry (P/E)
- Career Education: vocabulary
- Personal Development & Career Planning: create & use tables

**Plan of Action**
1. **Building a table:** Divide the chalkboard into two columns, with column titles safe and unsafe. Students create their own table on paper using a ruler and proper measuring techniques.

2. **Define:** As a class discuss what it means to be safe and unsafe.

3. **Complete the table:**
   - Students fill in the table with words that are associated with safe and unsafe.
   - Another section is added to the chart to represent words associated with safety at the workplace and unsafe at work.
Depending on the grade level, the workplace can be represented as the school and classroom for younger students, and represented as summer, part and/or full time jobs for the older students (option for each group to be designated a different area of focus in completing their chart). For example, safe and unsafe at home, on the playground, in the gym etc.

Example of the table set up:

<table>
<thead>
<tr>
<th>Safe - fill in with definition</th>
<th>Unsafe - fill in with definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>All words associated with <strong>safe</strong></td>
<td>All words associated with <strong>unsafe</strong></td>
</tr>
<tr>
<td>All words associated with <strong>safe at work</strong></td>
<td>All words associated with <strong>unsafe at work</strong></td>
</tr>
</tbody>
</table>

Refer to Appendix A for example of completed table.

Encourage students to complete the table with words that relate to health and safety. There are no incorrect answers.

4. **Primary & Elementary - Shape Poetry:** Students use the listing of safe words to create a shape poem. Students develop a structure using the listing of safe words. The words outline a shape that symbolises safety for them. For example, all safe words could be written in the outline of a hard hat, safety sign or bike helmet.

**Assessment**
- Neatness and content of charts; shape poetry (P/E).

**Extension**
• **Additional cells:** Add other cells to the chart related to safety in the workplace. For example, a safety equipment cell can be added to the safe side of the chart (e.g. bike helmet, knee pads, safety glasses, hard hat).
Activity A2

- **Younger grades:** Instead of a chart, the teacher records the associated words on the board using student feedback. Using the safe words, students create a story, poem or picture that relates to safety in the school as their workplace.

**Appendix**
A- Example of Completed Word Association Chart

**Additional Resources**
Refer to General Appendix for AV resources and Web site listings.
### Example of Completed Word Association Chart

<table>
<thead>
<tr>
<th><strong>Safe:</strong> free from harm or danger, secure, careful</th>
<th><strong>Unsafe:</strong> dangerous, hazardous, risky</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Examples of words associated with safe:</strong> home, help, parents, school, sidewalk, seat belt, bike helmet, lights, life jacket, friends, security</td>
<td><strong>Examples of words associated with unsafe:</strong> alone, dark, night, scared, accidents, injuries, strangers, unfriendly, risks, needing help</td>
</tr>
<tr>
<td><strong>Examples of words associated with being safe at work:</strong> protection, hard hat, training, working together, get help, follow rules, listen to instructions</td>
<td><strong>Examples of words associated with being unsafe at work:</strong> careless, rushing, stubborn, lazy, forgetful, not talking, working alone, taking risks, don’t care, horse play</td>
</tr>
</tbody>
</table>
Activity A3
P/ E/ J

Health & Safety in my Life

Purpose
Discover ways to maintain a healthy and safe lifestyle.

Key Concepts
• Health and safety is an integral part of our life. We make daily decisions and choices that affect our personal health and safety.

Required Materials & Equipment
• Teacher resources: paint & brushes (optional), tape & large pieces of paper
• Student resources: markers/crayons

Connections to Curriculum:    Skills:
Language Arts & Science    brainstorming
Health & Physical Education    group work
Career & Technology Education    creative thinking
Personal Development & Career Planning

Plan of Action
1. Brainstorm: Individually or in small groups, for each letter of the alphabet, students name a method through which they can maintain a healthy and safe lifestyle. For example, Always wear a seat belt, Be aware of the hazards, Cross the street safely.

• Students can focus on health and safety in the school and home, social and recreational settings.
• For younger students, designate each student one letter of the alphabet with which to create methods for keeping healthy and safe. Join all statements together to create a class alphabet.

2. Create & present: Students transcribe their list on large pieces of paper using markers. Their list should be presented in a descending fashion (starting with ‘A’ at the top) with each letter of the alphabet in bright colours. Posters are displayed around the school.
Activity A3

Assessment
• Group work and effort in created posters.

Extension
• Let’s sing: Using their alphabet list, students create health and safety songs/jingles.

Appendix N/A

Additional Resources
1. My Body, My Buddy: Healthy Habits (AV)
800170, VH, 15 min, PE, 1995
(healthy habits; playing safely)

2. Your Choice... Our Chance: Student Programs 6 - 10 (AV)
702992, VH, 74 min series, EA, 1991
(healthy behaviors; decision making; responsibility)

(kids corner - various health and safety facts sheets for E/J/H/T)

(various health and safety issues for E/J)


6. Refer to General Appendix for additional AV resources and Web site listings.
Health & Safety Dictionary

**Purpose**
Define and provide examples of various vocabulary related to health and safety.

**Key Concepts**
- **Definition of dictionary**: a book of words arranged alphabetically, with information about their meanings, forms, pronunciation and history.

**Required Materials & Equipment**
**Teacher resources**: extra supplies for student use
**Student resources**: construction paper, scissors, glue & markers/crayons

**Connections to Curriculum**
- Health & Art: define & describe
- Language Arts: create & group work

**Skills**
- provide examples

**Plan of Action**
1. **Create a dictionary**:
   - As a class, review the function and structure of dictionaries. Define synonym.
   - In small groups, students list as many words as possible associated with health and safety (class competition).
   - Use group lists to create a class list of words.
   - In original groups, groups are provided with a different set of words to create a health and safety dictionary. For each word, groups must do the following:
     a) provide a definition of the word - in your own words
     b) provide a description and/or visual picture
     c) use word in a sentence
     d) define its role and how it relates to health & safety
   - Refer to Appendix A for examples.
   - Students use art materials to create a visually appealing dictionary.
Activity A4

2. **Sharing of work:** Students exchange their created dictionaries for others to read.

**Assessment**
- Dictionaries are handed in for evaluation.

**Extension**
- **Class dictionary:** Compile all the group dictionaries into one large health and safety class dictionary. The dictionary can be shared with other classes and/or borrowed by students during silent reading.

**Appendix**
A- Health & Safety Dictionary (example of layout of health and safety related words within the health and safety dictionary)

**Additional Resources**
Refer to General Appendix for AV resources and Web site listings.
**Health & Safety Dictionary**

* The following are examples of definitions for the health and safety dictionary.

**Health & Safety Word:**  
**HARD HAT**

a) **definition of the word - in your own words**  
Item made to sit on top of the head; adjustable to fit all head sizes and shapes; worn by many people working in construction.

b) **description and/or visual picture**  
Made of hard plastic; can be any colour; round and bowl like; inflexible on the outside with adjustable parts on the inside.

c) **use word in a sentence**  
To protect his head from falling or protruding objects, the construction worker wears his hard hat while building the house.

d) **its role and how it relates to health & safety**  
Important in the protection of your head from injury. Protects the head from falling, low hanging or protruding objects.

**Health & Safety Word:**  
**SUN GLASSES**

a) **definition of the word - in your own words**  
Item worn on sunny days; helps to increase visibility; worn by all different types of people taking part in all sorts of activities.

b) **description and/or visual picture**  
Usually made of plastic; has two lenses, one for each eye; middle of the frame sits on top of the nose; glasses are held in place by extensions from frame which are placed above the ears; can be any colour; varies in size and price.

*continue →*
c) use word in a sentence
My mother wears her sun glasses while driving on sunny days to protect her eyes and to increase her visibility.

d) its role and how it relates to health & safety
Important in protecting the eyes from damage from the sun’s UV rays. Helps increase visibility on sunny and bright days.
Health & Safety Word Lingo

Purpose
Familiarize with health and safety terminology through various language arts activities.

Key Concepts
• It is important that students become familiar with vocabulary associated with health and safety (e.g. brushing teeth, look before crossing, saying ‘no’, rights & responsibilities, first aid kit, ask for help - possibilities are endless).
• Definition of mnemonic: aiding or intended to aid memory.

Required Materials & Equipment  N/A

Connections to Curriculum
Language Arts & Health    write & define
Career & Physical Education    poetry
Personal Development & Career Planning    creative thinking
Technology Education & Science

Skills

Suggestions for Learning
• Running list: Keep a list in the classroom (e.g. taped to a wall) of health and safety related words. On a regular basis, as a class or at student leisure, health and safety related words are added to the list and reviewed periodically. Students create sentences with new words or a story using a number of the words from the list.

• Limericks: Students brainstorm safety words. Using these words, students create limericks with a safety theme. For example, a limerick on the dangers of confined spaces:
  Billy Bob scrunched into small spaces.
  He landed in many weird places.
  One day he got caught.
  His arteries did clot.
  Now the results of unsafe practice he faces.
  
  author: G. Kierstead
Activity A5

- **New words:** Students invent fictitious words related to health and safety and provide a definition. For example:

  1) created word: **HAZWOPER**
     definition: hazardous waste operations emergency response

  2) created word: **BAHEW**
     definition: be alert for hazards everywhere

  3) created word: **REPROTRAIJ**
     definition: receive the proper training for the job

- **Mnemonics:** Students create mnemonics related to health and safety. For example, mnemonics related to safety in the shop:
  5 rules for shop safety: **CHART**
  1) No loose or baggy Clothing
  2) Absolutely no Horse play
  3) Always Ask permission to use machinery
  4) No Running
  5) Never Talk to the machine operator

  4 rules for shop safety: **LAND**
  1) Listen to directions carefully
  2) Pay Attention
  3) Never work unsupervised
  4) Dull blades are more dangerous than sharp ones

- Younger students can create mnemonics related to playground or road safety. Invite students to share their work with others.

**Assessment**
- Teacher and peer evaluation; matching test where students match the definition with the appropriate health and safety vocabulary.

**Appendix**
A- Safety Poems (samples)
Additional Resources
Refer to General Appendix for AV resources and Web site listings.
Safety Poems

Safety decisions are really good to make
If you don’t think so give your head a shake.

Safety is cool, safety is fun
Safety is good to save someone.

I hope you kids have enjoyed this time
Now you can start following safety signs.
Authors: Breanna & Heidi, YAP students, Moncton

It’s my responsibility
to look out for my own safety.

I must wear the proper things I need
to make sure I’m safe when I do the deed.

I check my equipment for holes and tears
and report any signs of wear.

I shouldn’t exceed what I can do
even if I am young and the job is new.

I gotta tell my boss what I don’t know
so he can train me before I go.

There are signs posted and procedures to read
If everything is not right I must plead.

Fix the problems so I can stay
On this earth another day.
Authors: Jennifer, Andrea, Carrie & Kate, Moncton YAP students
Searching the WEB for Health & Safety Issues

**Purpose**
Use the computer and Internet as a resource by searching for health and safety related content.

**Key Concepts**
- There are a number of ways to research health and safety materials, resources and information. It is important that students be exposed to various resource materials, such as the Internet, computers, books, educational films, and materials put out by various different organisations.

**Required Materials & Equipment**
- Teacher resources: health & safety Web site listings (see General Appendix), guide questions for Internet search (refer to Appendix A) & organise access to computers
- Student resources: access to computers & the Internet

**Connections to Curriculum**
- Health & Career Education
- Personal Development & Career Planning
- Computer Education
- Technology Education
- Media Studies & Language Arts

**Skills**
- computer skills
- conducting research
- group work
- question and answer

**Plan of Action**
1. **Assignment:** Depending on the computer facilities at your school, this activity may be assigned during class time or as an out-of-class assignment, to be completed individually or in small working groups.

- Students are provided with a listing of health and safety related Web sites (see General Appendix) to search using the Internet.
- After reviewing a selected number of sites, students answer questions found on the ‘What did you discover?’ activity sheet found within Appendix A. Research questions can be adapted for various grade levels.
Activity A6

Assessment
• Students pass in activity sheet for evaluation.

Extension
• **Variety:** Each group is assigned a different Web site to explore, then shares their findings with the rest of the class.

• **Design & create:** Students design their own health and safety Web site. They decide on the health and safety related topic, as well as the target audience (e.g. teens, younger students etc.).

Appendix
A- What did you discover? (question sheet)

Additional Resources
1. Inside the Internet (AV)
   705312, VH, 28 min, JH, 1997
   (how to use the Internet as a learning tool)

2. Refer to General Appendix for Web site listings.
Appendix A
Activity A6

Searching the Web for Health & Safety Issues

What did you Discover?

Your Internet search using the various health and safety related Web sites will help you answer the following:

1. What common issues were presented in the Web sites you reviewed?

2. What, if any, difficulties did you encounter while using the computer and Internet?

3. Which Web site did you enjoy the most? Why did it appeal to you?

4. List three examples of Canadian statistics you discovered in your search.

5. Describe three facts about new/young workers.

6. Describe two ways in which new/young workers can protect themselves in the workplace.

7. How does the information on the Web sites help prepare you for entering a workplace?
Section B: Job Exploration

~ THEMES ~

√ Investigate various types of jobs (in the community, guest speakers, interviews, research)
√ Explore personal interest in career choices
√ Define job, career and the workplace
√ Equal opportunity for all in the workplace
√ Evolution of the workplace
√ General health and safety issues in the workplace

~ ACTIVITY TITLES ~

Career Day (P/E/J) B1
Who are the People in your Neighbourhood? (P/E/J/H) B2
Who can do this Job? (P/E/J/H) B3
Interview with the Workplace (P/E/J/H) B4
Job Fair (P/E/J/H) B5
The Jobs in my Community (J/H) B6
Jobs of the Past and of the Future (J/H) B7
Job Discovery (J/H) B8
Jobopoly (J/H) B9
Purpose
Investigate the various types of jobs performed by people who live in the community; explore and reflect upon personal interest for career choices.

Key Concepts
• In our society, there is a multitude of different jobs and careers. The challenge, therefore, is to discover a job that suits the individual’s needs and interests while instilling a sense of pride and personal accomplishment.

• Students should be encouraged to explore all opportunities and personal interest in career/job choices.

Required Materials & Equipment
• Teacher resources: copies of activity sheets (see Appendix A to E)
• Student resources: N/A

Connections to Curriculum
Career Education      communicate & research
Language Arts & Health role play & reflect & observe
Personal Development & Career Planning conduct an interview

Suggestions for Activities
The following is a list of various classroom activities with the focus on learning about various types of jobs within the community and exploring personal choices in career-related decisions.

• Job charades: Students act out an occupation of their choice or one that has been chosen from a hat (written out by teacher). Classmates guess which occupation they are presenting. The class can be divided into two teams and points awarded for the group that guesses the first correct answer.
Activity B1

- **Mr. Dress-up:** Choose a day during which students dress up in clothing worn in a job setting of their choice. The other students may want to guess the occupation they are portraying. Each student presents to the class information on his or her occupation. This can include the job description, education and training required for the job, as well as the health and safety issues for the particular job.

- **Media review:** Students review various media resources (newspapers, radio, TV, magazines) over a period of time and record all the different occupations they come across. This can be done individually or in groups, in or out of class time. (Option – award a prize to the team that lists the most.)

- **Activity sheets (primary & elementary):** Refer to Appendix A to E for the following five activity sheets:
  
  A & B - What I am Good at? & Explore Your Room
  (Connecting what you are good at and personal interests to career choices.)

  C- Interview With the Workplace
  (Guide questions for an interview with an individual working in an occupation of interest.)

  D- People Who Impress Me
  (Relates people that you admire to desirable personal attributes.)

  E- I Should be Proud Because...
  (Relates personal achievements and interests to career choices.)

**Assessment**
- Varies depending on choice of activity.
Appendix

A- What am I Good at?
B- Explore Your Room
C- Interview with the Workplace
D- People Who Impress Me
E- I Should be Proud Because...

Additional Resources
Refer to General Appendix for AV resources (see Job Exploration section) and Web site listings.
What am I Good at?

We all have different skills and talents. A young boy who was handy with tools grew up to be a house builder. A girl who took extra good care of her pets became a veterinarian.

Write down the things you do well. Ask a friend or family member to help name things you are good at.

Things I do well:

1. 

2. 

3. 

4. 

5. 

What types of jobs relate to the things you do well?
Explore Your Room

You can find important clues right under your nose, which could indicate what type of job you may be good at or wish to explore in the future. For example, a girl who always pinned travel posters to her wall grew up to be an airline pilot. Her brother filled his bookshelf with cookbooks. Today he is a chef at a restaurant. Look around your room for clues.

1. List the things that you value (e.g. things you’ve hung up on your walls, put on your shelves or in your drawers).

2. What books or magazines do you enjoy reading?

3. List any games, hobbies or favourite things you enjoy doing?

4. What do the above clues tell you about yourself?

5. What types of jobs can you connect with the clues you listed?
Interview With the Workplace

Interview a person who has a job that may be of interest to you. The person you interview may be a parent, guardian, friend, relative or someone in your community or school.

Student name _____________

Name of person being interviewed: __________________

1. What is your job or occupation?

2. Explain briefly the duties and responsibilities of this job.

3. What do you enjoy most about your job?

4. What do you enjoy least about your job?

5. Are there health and safety concerns in your job? If so, what are they?

6. Where did you learn the skills necessary to do your job?
People Who Impress Me

What type of people impress you? Who do you admire? What do you respect about them and why? One girl was so impressed with the patience and kindness of her first grade teacher that she went on to college to become a teacher herself.

- List three people you admire or that impress you:

  1. 
  2. 
  3. 

- Explain why you are impressed and/or admire by each of these people.

  1. 
  2. 
  3. 
**I Should be Proud Because...**

Being proud is that good feeling you get when you’ve done something well or something you are good at. We should all hope to find a job that lets us feel good and that we are proud of doing. For instance, the boy who was proud of the pictures he took with his camera grew up to work for a newspaper and now he’s proud of the photos he takes for everyone else to see.

What makes you proud?

1. 

2. 

3. 

4. 

5. 

Any others?
Who are the People in your Neighbourhood?

**Purpose**
Define and provide examples of various jobs, careers and workplaces.

**Key Concepts**
- It is important that each gender be equally represented in discussions relating to careers and jobs. Furthermore, encourage the concept that any person regardless of gender, and with the proper training, can do any job.

- **Definition of career**: a way of living; occupation; profession

- **Definition of job**: employment, task

- **Definition of workplace**: the specific location where one does one’s job

**Required Materials & Equipment**
- Teacher resources: materials or resources related to jobs/careers/workplace
- Student resources: access to resources

**Connections to Curriculum**
- Language Arts & Social Studies: research & define
- Career Education & Science: creative art
- Personal Development & Career Planning: provide examples

**Plan of Action**
1. **Class discussion**: Discuss as a group the definition of a job, career and the workplace. Students share their thoughts on jobs, what they are, why we have jobs and types of jobs that exist.

- Discuss their workplace as the school and their job as learning at school. Relate the responsibilities of a job to their responsibilities in the classroom and at home.
Suggested Methods for Instruction

- **Job week:** Identify a job week during which individual students do a mini presentation on a different type of job/career each day.

- **Guest speakers:** Students are encouraged to invite friends or family members to the class to discuss their job/career. OR The teacher may invite selected people from the community to the class to discuss their job/career.

- **Students to work:** Family members or adult friends invite students to their workplace to job shadow. Students write a report on what they learned and observed within the workplace.

Younger Grades

- **Safety stories:** Students create picture books and/or short stories describing various jobs that exist or jobs of interest to the student.

- **Puppet show:** Students create hand puppets and perform a puppet show depicting what they have learned about various jobs.

- **Art:** Students draw pictures and tell stories about ‘what they would like to be when they grow up’.

Assessment

- Students should understand why people work and that everyone can work towards the job/career of their choice.

Additional Resources

1. Career listings from CHOICES computer program

2. Busy Workers, by Richard Scarry (literature)

3. People at Work, by Disney (literature)

4. Refer to General Appendix for AV resources (see Job Exploration and Gender Issues & Equal Opportunity for All sections) and Web site listings.
Who can do this Job?

Purpose
Promote an attitude that all persons can work toward achieving any and all goals they set regarding career choices.

Key Concepts
- The role of men and women is ever-changing in the workplace. Both genders are taking on roles that were once considered non-traditional to their gender.
- Both men and woman need to be encouraged to set goals and to pursue careers that are of interest to them, regardless of whether they are considered traditional or non-traditional to their gender.
- Please contact the New Brunswick Human Rights Commission for additional information on gender equality in the workplace.

Required Materials & Equipment
- Teacher resources: TV/VCR & video related to gender equality in the workplace (optional - see Additional Resources)
- Student resources: N/A

Connections to Curriculum
<table>
<thead>
<tr>
<th>Language Arts</th>
<th>Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>Social Studies &amp; Science</td>
<td>exploring equality</td>
</tr>
<tr>
<td>Career &amp; Technology Education</td>
<td>problem solving</td>
</tr>
<tr>
<td>Personal Development &amp; Career Planning</td>
<td>writing skills</td>
</tr>
</tbody>
</table>

Plan of Action
1. Working groups: Students will list as many different types of jobs as they can on a sheet of paper. Students will then categorize the jobs as being appropriate for males, females or both genders. Or ask groups to complete the activity sheet Who can do this Job? found in Appendix A.
Activity B3

2. **Class discussion:** Groups share their work. Discuss the results - using statistics or a graph, show which of the jobs the students felt were gender specific.

3. **Teacher oriented:** Show a video related to non-traditional roles of men and/or women in the workplace. Review what is meant by traditional versus non-traditional jobs for each gender. Discuss how each and every individual, regardless of gender, has equal opportunity to set personal career goals.

4. **Writing assignment:** Students choose a job traditionally dominated by one gender. In writing, students describe what challenges might be faced by the less dominant gender in this type of job setting, and discuss their views on equal opportunity for everyone qualified for the job, regardless of gender.

**Assessment**
- Evaluation of group work, discussions and writing assignment.

**Extension**
- **Personal interest:** Students write about a job they wish to pursue. Describe the qualities and training they will need to do this job and what types of challenges they may face achieving their goal.

- **Guest speaker/interview:** Invite a guest speaker or interview a person on his/her experiences while holding a non-traditional position in the workplace (e.g. woman as an electrician or construction worker; man as a nurse etc.).

**Appendix**
A- Activity Sheet: Who can do this Job?

**Additional Resources**
1. Refer to General Appendix for several AV resources (see Gender Issues & Equal Opportunity for All section) and Web site listings.

   Canadian Human Rights
Activity B3

   OR  http://www.gov.nb.ca/ael/rights/index.htm
   NB Human Rights Commission

**Activity Sheet: Who can do this Job?**

* Check mark the correct answer.

<table>
<thead>
<tr>
<th>Type of Job</th>
<th>Male</th>
<th>Female</th>
<th>Both</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. mechanic</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. carpenter</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. nurse</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. electrician</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. clothing designer</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. computer</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>programmer</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. veterinarian</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. taxi driver</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>9. lawyer</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10. astronaut</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11. physiotherapist</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12. dentist</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>13. film producer</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>14. farmer</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>15. chef</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>16. fishing industry</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>17. forester</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>18. engineer</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>19. principal</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>20. Prime Minister</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>21. butcher</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>22. pharmacist</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>23. scientist</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>24. coach</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>25. professional sports player</td>
<td></td>
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</tbody>
</table>
Interview with the Workplace

**Purpose**
Review various working environments and their health and safety components.

**Key Concepts**
- It is important that students explore a wide range of job opportunities, the role of jobs in society and the various safety issues associated with these jobs.

**Required Materials & Equipment**  N/A

**Connections to Curriculum**
- Language Arts: communication
- Health & Career Education: conduct an interview
- Personal Development & Career Planning: presentation skills

**Plan of Action**
1. **Introduction:** Discuss as a class the duties of a reporter. Proceed by introducing the purpose of the activity.

2. **Interview questions:** Students develop a set of interview questions generic to any type of job/career. The goal of the interview is to learn about the job and the health and safety issues surrounding the job. To help students get started, begin by brainstorming as a class the types of questions that could be incorporated into the interview. Or the teacher provides students with interview questions (see Appendix A for sample interview questions).

3. **Interview:** When the students complete the interview questions, they should choose a person to interview (parent, family, friend etc.). Encourage them to interview a person/job with which they are unfamiliar. Encourage students to choose different types of jobs, to ensure variety. Remind students that just as a reporter on TV, they must maintain a level of professionalism and show gratitude to the interviewee for their time and help.
Activity B4

4. **Presentation:** After the interview, the students compile the information using the method of their choice and present it to their classmates (e.g. report, oral presentation, recorded on video or audio tape etc.). Refer to Appendix A for a guide review and reflection questions. Regardless of method of presentation, the material should be informative and contain safety information related to the job.

**Assessment**
- Evaluation of interview questions, content and presentation of the information gathered from the interview (having a strong safety content incorporated).

**Extension**
- **Presentation styles:** Students record the interview on a video or cassette/audio tape. Recordings can be shared with classmates during free time or reading period. Students may be assigned to do this in small working groups.

- **Elementary:** For younger grades, students discuss with an adult/family/friend their job, and display the information as a drawing, poem or short story.

- **Job shadow:** Working with the community and parents, students spend time job shadowing a person in a workplace. A letter sent home to parents and community members can seek volunteers for the project. Students prepare questions to ask during their job shadow and compile their observations in a report to share with the class.

**Appendix**
A- Questions to Ponder - Examples of Interview Questions

**Additional Resources**
Refer to General Appendix for AV resources and Web site listings.
Appendix A
Activity B4

Questions to Ponder
Examples of Interview Questions

Questions for the interview:

- Tell me about your job responsibilities.
- Describe a typical working day.
- What are some of the safety concerns in your workplace?
- What types of accidents or injuries have occurred in your workplace? Why do you think they occurred?
- What should you do if an accident were to take place at your job?
- What type of safety training is involved with your job?
- What are some safety precautions and techniques that you use at your job?
- How could accidents be better prevented in your workplace?

Student Review and Reflection (after the interview):

- Why did you choose to interview this person?
- What new information did you learn about the job?
- What new information about the job surprised you?
- What were your expectations for the interview? Were they met?
- At this job, what safety issues should employees be made aware of?
- What type of safety prevention measures are taken at this job (i.e. clothing, protective equipment and devices)?
Job Fair

Purpose
Identify various types of jobs and careers that exist as well as the related health and safety issues and practices.

Key Concepts
• There are an endless number of jobs that exist. It is important to choose a job/career you enjoy and find rewarding. Both genders should have equal opportunity to work towards a career of their choice.

Recommended Materials & Equipment
• Teacher & student resource: access to various resource materials related to jobs and careers (Internet, books, videos etc.)

Connections to Curriculum
Language Arts & Science
Career Planning & Education
Personal Development & Career Planning

Skills
presentation skills
research
writing a work plan
question & answer

Plan of Action
1. Job choice & approval:
• Each student chooses a job/career of interest to study. (Use of CHICIES program for job/career listings).
• Students submit a brief written application for approval describing the desired job of study, methods that will be used for research and some ideas of the type of presentation/display they will be doing. This work plan will help students organize the research and delivery of their project.

2. Research: Once their applications are approved (teacher makes sure a variety of jobs are being studied), students gather information for their chosen job using various resources (computer, texts, people resources/interviews etc.). The following questions can help guide students in their research:
Activity B5

- Describe the chosen job, the title, the duties and roles of the job.
- What type of working environment/location does this job have?
- What are the hazards/risks of the job?
- What safety precautions are taken (protective equipment & devices etc.)? How does a worker prevent accidents from occurring at this job?
- What education does one need to do this job properly?

Refer to the Appendix A for Guide Questions – Discovering a Job (student handout).

- The research should include a job description section as well as a section on safety issues and practices on the job.

Assessment
- Content and the presentation/display of the researched material.

Extension
- **Job fair presentation:** The students’ research is presented as a display in a class job fair. Students decide how to display their information to help teach others about their particular job of study. Bristol board can be used to create posters and information displays. Visual materials pertaining to the job can be used and displayed. Tables in the classroom or the gym can be set up for students to display their work. Other classes can be invited to the job fair to observe the displays.

- **Primary & elementary - job wall:** The job fair can be represented as a job wall where students display the information on their chosen job through art work with subtitles.

- **Guest speakers:** Guest speakers from various jobs/careers can be invited into the classroom to discuss safety in the workplace.

Appendix
A- Guide Questions - Discovering a Job (sample listing of questions to guide students throughout their research).

Additional Resources
1. Career listings from CHOICES computer program
2. Refer to General Appendix for AV resources (see Job Exploration section) and Web site listings.
Guide Questions - Discovering a Job

1. Describe the job/career you have chosen to study.
   
   • What is the job title?
   • What are the duties and responsibilities of this job?
   • What is a regular working day like at this job?
   • What surprised you about this job?
   • What motivated you to study this job?
   • What education must one have to do this job?
   • What other information can you tell me about this job?

2. Describe the working environment of the job.

   • Where is the office/location of this job?
   • Tell me about the other people who work at this job.

3. What are the hazards and risks associated with this job?

   • Are there safety hazards associated with this job?
   • Do injuries happen at this job? Provide examples of common job-related injuries.

4. What safety precautions are taken at this job?

   • Describe the safety measures taken at this job.
   • Are there personal protective equipment and/or protective devices at this job? Explain.
   • What type of training is involved with this job?
The Jobs in my Community

Purpose
1) Differentiate between the role of the employee and the employer.
2) Discover what types of jobs exist within the community.

Key Concepts
Definition of an employee:
a) a person employed at a place of employment; or
b) a person at a place of employment for any purpose in connection to the place of employment.

Definition of an employer:
a) a person who employs one or more employees;
b) a manager, superintendent, supervisor or any person having authority over another; or
c) an agent of any person referred to in (a) or (b).

Required Materials & Equipment  N/A

Connections to Curriculum
Career Education & Math
Personal Development & Career Planning
Language Arts
Social Studies

Skills
design & conduct a survey
pie charts, graphs, ratios
research skills
calculating %

Plan of Action
1. Class discussion: Define, describe, and compare the roles of the employee and the employer. Discuss the various employers, large and small, within the province (i.e. company names).

2. Survey: Individually or in small working groups, students are responsible for designing (in class) and conducting (out of class) a survey to inform others about the various types of workplaces that exists within their community. The survey can include questions that relate to:
Activity B6

- the age of the person surveyed;
- gender - male or female;
- their job title;
- name of the employer/company;
- level of risks and hazards on the job (scale from 1 to 10);
- other.

Each group should be required to survey a minimum number of people, determined by the teacher.

3. **Report findings:** Students compile their findings using various mathematical methods (e.g. per cent, pie charts, graphs, ratio etc.). A written report should include conclusions based on the results of their survey. Items that can be included in the report are:

- percent of people working in trades, education or health care;
- percent of people working at high risk versus low risk jobs;
- ratio of men and women in specific workplaces;
- average age of employees and/or employers;
- most common type of workplace in the community;
- largest employer in the community.

**Assessment**
- Students pass in the results of their survey in the form of a report.

**Extension**
- **Mapping results:** Compile the results of all surveys and display in different forms (e.g. per cent, pie chart, bar graph) on an overhead, using a computer or on a handout. As a class, discuss the results.

- **Compare & contrast:** Using resources from Statistics Canada, students compare their survey results with other parts of the country. Discuss the differences and similarities.

- **Around the world project:** Assign each student a different country to research the jobs within the major sectors of employment.

**Appendix**

N/A
**Additional Resources**

1. What is Statistics? (AV)
   702583, VH, 26 min, JH, 1989

2. Sampling & Surveys: Sampling & Sampling/Distributing (AV)
   702596, VH, 26 min, JH, 1989

3. [www.Statcan.ca](http://www.Statcan.ca)

**Statistics Canada**

4. Refer to General Appendix for additional AV resources (see Job Exploration section) and Web site listings.
Jobs of the Past and of the Future

Purpose
Explore the ever-changing workplace, from past to present, and the factors that have contributed to change in the workplace.

Key Concepts
- A number of factors can affect the stability and growth of the workplace, for example, technology, economic growth, needs of society and political decisions.
- The workplace is continuously changing. For example, multinational companies are amalgamating, the roles of men and women are changing and machines are replacing people.

Required Materials & Equipment
- Teacher resources: video on the history of jobs, VCR/TV (optional), access to research materials
- Student resources: access to research materials & resources

Connections to Curriculum | Skills
--------------------------|------------------------
History/Social Studies    | research (library/Internet)
Career Education & Language Arts | presentation skills

Plan of Action
1. Class discussion:
- Invite students to share their thoughts on the history of jobs. How do they believe jobs have changed from when their parents were their age? What stories have they heard reflecting the changing times in the workplace? How has technology affected the workplace? How have health and safety concerns changed (e.g. air quality, machines replacing people)? Has importance placed on safety issues increased or decreased?

2. Research: Each student chooses a different job to research. During their search students will try to answer the following questions related to their job:
Activity B7

A) What is the history of the job?
B) Where, when and why was the job started?
C) Has the job changed/evolved with time?
D) What changes do you see in the future with the job?
E) The effects of technology on the job.
F) Have job safety standards improved, deteriorated or stayed the same?

3. **Write & present:** From the research of their chosen job, students write and present a story based on the theme ‘travelling through time in a time capsule,’ exploring their job from the past, the present and of the future. The story should include facts from their research and encourage an element of fiction when predicting the future of the job. Stories can be presented in the form of a skit, reading, art work etc.

**Assessment**
- Research, created story and presentation on chosen job.

**Extension**
- **Interview:** Students conduct an interview with a senior citizen to discuss their views on how the workplace has changed since they were a teenager/their age.

**Appendix**  N/A

**Additional Resources**
Refer to General Appendix for AV resources (see *Gender Issues & Equal Opportunity for All* for resources related to women and non-traditional roles).
Job Discovery

**Purpose**
Discover different types of jobs, their health and safety concerns, and means of preventing injuries while working.

**Key Concepts**
- Many types of jobs exist, all unique in their duties, purpose, safety issues and concerns.

**Required Materials & Equipment**
- Teacher resources: book computer room for research (optional)
- Student resources: access to research materials, ruler

**Connections to Curriculum**
Math & Language Arts  design & use of tables
Personal Development & Career Planning  research
Career Education  presentation skills

**Skills**
- Math & Language Arts
- Personal Development & Career Planning
- Career Education

**Plan of Action:**
1. **Create chart:** Students create a four cell chart using proper calculations and measuring techniques. The cell titles are as follows:
   - job title;
   - job description;
   - possible risks & hazards;
   - means of prevention.

2. **Research:** When the table is created, students are given a set amount of time to research the desired content for a selected number of jobs. Encourage students to research jobs that are unfamiliar to them. You may wish to challenge the students to research unique types of jobs.

Example of chart, content and cell titles:
### Activity B8

<table>
<thead>
<tr>
<th>Job Title</th>
<th>Job Description</th>
<th>Possible Risks &amp; Hazards</th>
<th>Means of Prevention</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mason (brick layer)</td>
<td>Lays bricks for houses, various structures and buildings</td>
<td>Working at heights, working with heavy materials, using substances that may be hazardous</td>
<td>Use proper scaffolding, proper lifting techniques, wear hard hat, work boots, helmet, fall arrest</td>
</tr>
</tbody>
</table>

**Assessment**
- Design and content of chart and uniqueness of jobs researched.

**Extension**
- **Additional cells:** Add other cells to the chart to attain additional information about the jobs. For example, work environment, typical working day, personal protective equipment required, etc.

- **Display:** The charts are designed on a larger scale for display purposes (display in ‘career corner’ of the class).

- **Our community:** Through interviews and research, students discover unique jobs in the community. Who is the largest employer? Are any products manufactured in the area? What types of services are offered? What are the major safety concerns in the community and in the workplaces of the community?

**Appendix** N/A

**Additional Resources**
Refer to General Appendix for AV resources and Web site listings.
Activity B9
J/H

Jobopoly

**Purpose**
Use the knowledge and skills related to health and safety to negotiate a safe route, on a created board game, through a dangerous workplace environment.

**Key Concepts**
- Every job and workplace has unique duties, responsibilities, safety concerns and hazards. The key to job safety is to become familiar with the hazards and the means of controlling them in order to reduce the risk of injury.

**Required Materials & Equipment**
- Teacher resources: paint & brushes (optional), construction paper
- Student resources: bristle board, glue, scissors & markers

**Connections to Curriculum**
- **Technology Education**: problem solving
- **Science & Art**: group work & research
- **Career Education**: create & design
- **Personal Development & Career Planning**: rules & use of a game
- **Computer Education**: creative thinking
- **Entrepreneurship**: presentation skills

**Plan of Action**
1. **Introduction**: The teacher chooses a job and presents to the class a typical working day of that particular job. With the students’ input, the teacher reviews the duties of the job, the work environment and all hazards and safety concerns that may be associated with the job.

2. **Research**: In pairs, students are assigned (or choose) a workplace.
   - Groups will conduct research (interview, books, computer etc.) on the following themes: job duties, workplace environment, job hazards and safety issues.
   - Step by step, the group will outline a typical working day at their job which will include any safety concerns that may exist.
Activity B9

3. **Create:**
   - With their research, students will create a board game depicting a typical working day and safety concerns of the job. The board game will guide the player through the duties of a typical working day. Throughout the game, players will face decisions relating to job safety hazards and will attempt to successfully and safely get through the work day.
   - Encourage students to use their imagination in the design of their game.
   - While designing their game, groups should consider the following:
     
     ⇒ flow of game - a start and a finish;
     ⇒ game pieces for players;
     ⇒ instructions that clearly state the objectives and how to play;
     ⇒ accessories to go with game - dice, cards etc.;
     ⇒ when and how the game ends (e.g. all players win when they end the work day safely);
     ⇒ if the is game challenging, fun, includes an educational component.

   Refer to Appendix A for directions of activity for younger grades (however, focus is on safety in daily activities as opposed to workplace safety).

4. **Presentations:** Groups exchange and play each other’s game.

**Assessment**
- Peer evaluation: students create or the teacher outlines criteria to evaluate each group’s board game. The evaluation may include such criteria as:
  1. creativity;
  2. appearance;
  3. age appropriateness;
  4. health and safety educational component;
  5. clarity of instructions.

**Extension**

**Let’s make a deal:** In their groups, students brainstorm methods to market their game (i.e. how to sell, to whom, where etc.). Students may
create promotional posters, commercials and/or slogans to promote their product.

Activity B9

- **Game day:** Students will share their games with other classes. Older students may decide to design a game for younger students.

- **Other workplaces:** Students design a board game in which the player has to safely start and finish school related duties. For example, a science lab setting (e.g. working with chemicals), a gym class (e.g. working with equipment) or a technology class (e.g. working with machines).

**Appendix**
A- Game Time (directions of activity for group work, with a focus on safety in daily activities and not workplace safety).

**Additional Resources**
Refer to General Appendix for AV resources and Web site listings.
Game Time!

Materials: flip chart paper, scissors, markers, paint, paint brushes, construction paper

Plan of Action

1. Your group has been hired by a game company. Your job is to design a game to teach students your age about safety.

A) As a group, discuss the safety issues and concerns that people your age deal with.

B) Decide on the type of game you want to create. You may decide to model an existing game or to create something new. Create a game that will teach others about the safety concerns and issues discussed in Part 1A.

♦ Group members can work together on one game OR each group member may wish to design his/her own.

♦ Things to keep in mind when creating the board game:
  ⇒ how you play the game;
  ⇒ how the game flows (a start and a finish, how to win);
  ⇒ game pieces that go with the game;
  ⇒ make it fun!

Use the materials provided to create the game.
Section C: Rules, Rights & Responsibilities

~ THEMES ~

√ Health & safety rules, regulations & responsibilities (role in injury prevention in the workplace, home and school)
√ Employer & employee (define, roles and responsibilities)
√ Rights in the workplace (right to know/training, to participate/JHSC and to refuse dangerous work or play)
√ Employment standards and sexual harassment

~ ACTIVITY TITLES ~

Rules & Responsibilities (P/E/J) C1
Rules are Made to be Broken, or are they? (P/E/J) C2
Mapping for Safety (P/E) C3
Research for Safety (J/H) C4
What I Look for in an Employer or Employee (H) C5
Proclaiming your Rights: Roles of the Employer & Employee (J/H) C6
Knowing our Rights - Mock Trial (J/H) C7
Student Documentary - Reporting on the Workplace (J/H) C8
Legal Duties: Employee & Employer (H) C9
Debating our Rights (J/H) C10
Rights & Duties: The Right to Know (J/H) C11
My Right to Know (J/H) C12
Training Manual for the New Worker (P/E/J/H) C13
Assessing Proper Training (J/H) C14
Rights & Duties: The Right to Participate (J/H) C15
Walking in the Shoes of the JHSC (H) C16
Refusing Dangerous Work (or Play) (J/H) C17
Applying the OHS Regulations (H) C18
New Brunswick Employment Standards (J/H) C19
What to Know About Employment Standards (J/H) C20
Sexual Harassment in the Workplace (J/H) C21
WHSCC Working for You! (H) C22
What is WHSCC? (H) C23
Activity C1
P/E/J

Rules & Responsibilities

Purpose
Describe the reasons for having rules and personal responsibility in following them.

Key Concepts
• Rules are created to help protect the well-being of others.

• All employees and employers, regardless of type of work or work environment, have responsibilities and rules/legislation they must follow. Likewise, students and staff have responsibilities and rules to follow in their workplace, the school.

• Definition of rule: a statement of what to do and not do; principle governing conduct, action.

Required Materials & Equipment
• Teacher resources: literature related to rules & personal responsibilities (see Additional Resources)
• Student resources: paper, pencil & markers/crayons

Connections to Curriculum
Language Art & Social Studies   design & create
Science & Health & Technology Education sharing ideas
Personal Development & Career Planning brainstorm & use of a chart

Plan of Action
1. Reading corner:
• Read a book (refer to Additional Resources for suggested titles) to the class that relates to rules and/or personal responsibilities (e.g. keeping room clean, going to school, helping with chores, walking not running in the hallways etc.).
Activity C1

2. **Class or small group discussion:**
   - Define and provide examples of rules and personal responsibilities.
   - Students explain the different responsibilities people have. For example, responsibilities of parents, teachers, the principal, a doctor etc.
   - Brainstorm the rules students follow in school and reasons why they are important.

3. **Chart:** Students create a chart (or do chart together as a class) with two columns, R & R (rules and responsibilities) and Why (purpose/rational).
   - Students reflect on all the events of their day and list the rules, personal responsibilities and rationale that correspond with the event/task. For example:

<table>
<thead>
<tr>
<th><strong>R &amp; R</strong></th>
<th><strong>Why</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. <strong>go to school</strong></td>
<td></td>
</tr>
<tr>
<td>A) be on time</td>
<td>A) don’t want to hold others back, won’t miss anything</td>
</tr>
<tr>
<td>B) pay attention to directions</td>
<td>B) so I will know what to do and how to do it correctly</td>
</tr>
<tr>
<td>C) respect others</td>
<td>C) treat people the way I want to be treated</td>
</tr>
<tr>
<td>D) do my work</td>
<td>D) practice what I learn</td>
</tr>
<tr>
<td>2. <strong>play soccer</strong></td>
<td></td>
</tr>
<tr>
<td>A) play fair</td>
<td>A) more fun and safer</td>
</tr>
<tr>
<td>B) don’t play rough</td>
<td>B) don’t want to hurt myself or others</td>
</tr>
<tr>
<td>C) listen to my coach</td>
<td>C) learn new things</td>
</tr>
<tr>
<td>D) play the best I can</td>
<td>D) for enjoyment and exercise</td>
</tr>
</tbody>
</table>

**Assessment**
- Participation in discussion; completed chart - content and effort.
Activity C1

Extension

- **New rules:** In small groups, students create new rules for a particular event or activity that could improve the well-being of its participants.

- **Rules in the workplace:** Students ask a parent, adult, etc. about the rules and responsibilities in their workplace. Discuss the role of rules and responsibilities in keeping safe on the job.

- **Guest speaker:** Invite a guest speaker to discuss their work-related rules and responsibilities with the class (e.g. principal, police officer).

Appendix  N/A

Additional Resources

2. Responsibility, by Nancy Pemberton (lit.)


4. [www.kdsc.bc.ca/saferules.htm](http://www.kdsc.bc.ca/saferules.htm) (safety rules for children - P/E)

5. Refer to General Appendix for several AV resources (see Rules & Responsibilities section) and for additional Web site listings.
Activity C2  
P/ E/ J / H

Rules are Made to be Broken, or are They?

Purpose
Appreciate the function of rules in maintaining health and safety.

Key Concepts
- **Definition of a rule**: a statement of what to do and not to do; principle governing conduct.
- There are many different types of rules. For example, rules for driving a car, rules for behaviour at school, rules and regulations in the workplace. For the most part, rules have a purpose and are in place for the protection of our well being.

Required Materials & Equipment
- Teacher resources: large pieces of paper
- Student resources: markers/crayons

Connections to Curriculum
Social Studies & Health     brainstorm & list
Personal Development & Career Planning design & create
review & reflect

Skills

Plan of Action
1. **Discussion**: As a class or in small groups, students review the purpose of having rules. What if there were no rules? What types of rules exists for different places and activities? Review the role of rules in safety promotion and injury prevention. Students discuss rules that are relevant to their age group and interest. For example:

- **Lower grade levels**: rules at home and school, in the kitchen, in the hall, on the playground, in the bus, around parents’ belongings, in the garage, around cleaning solutions, in the bathroom, using bikes, swimming etc.
Activity C2

- **Upper grade levels:** rules when parents are away, for driving the car, going to a party, at a part-time job, while baby-sitting, curfews, lighting a fire or BBQ, drinking, drugs, etc.

2. **Rules that are cool:** Students choose an area or activity of interest to design a set of **rules that are cool** (new or existing rules) that help in the prevention of injuries. Encourage the class to be creative in their design of the list of rules. Display student work around school.

**Assessment**
- Content and effort in discussion; creativity and effort in listing of rules.

**Extension**
- **Society & rules:** Review the present rules in society (e.g. in the school, on the road, in the workplace etc.). Discuss examples of injuries, incidents and accidents that have taken place in such environments. How are they related to the existing rules/regulations in place? What is the role of rules/regulations in preventing accidents and injuries? If you were the one to make rules, what new rules would you implement? What do these new rules have to do with our well being? Which rules would you get rid of? Why? How would you change them?

**Appendix**  N/A

**Additional Resources**
1. Refer to General Appendix for several AV resources (see Rules & Responsibilities and Street, Playground & Bus Safety sections) and Web site listings.

2. Every Kids’ Guide to Family Rules and Responsibilities, by Joy Berry (lit.)
Activity C3
P/ E

Mapping for Safety

Purpose
Map out safe routes and rules for travelling to and from home and/or school.

Key Concepts
• Road safety and stranger danger are important health and safety topics to cover at the primary and elementary level.

Required Materials & Equipment
• Teacher resources: an example of a map, story book Little Red Riding Hood
• Student resources: drawing paper, markers/crayons

Connections to Curriculum
Social Studies (mapping)    question & answer
Language Arts & Health & Art    create & label a map
Personal Development & Career Planning    share ideas & information

Plan of Action
1. Teacher oriented:
• Read the story Little Red Riding Hood to the class. Discuss the relationship between her safety and her route to her grandmother’s place.
• Show the class an example of a map (map of city, park etc.). Discuss how a map helps us travel from one point to another. Explain the importance of having a safe route from our home to school and recreational activities. Safe routes will vary depending on the community setting (i.e. rural or urban).

2. Brainstorm: Students will choose a location they frequent (e.g. store, friend’s place, school). With this route in mind, students will answer and discuss the questions in the Safe Travels question sheet found in Appendix A. OR complete question sheet orally as a class.
Activity C3

• Review their answers aloud (Appendix B). Create a class list of safety rules to follow when travelling to and from their home.

3. **Create:** Using art materials, students will create a map of their route with details that were brought out from the questions discussed within Safe Travels.

4. **Presentation:** After sharing their map with others, maps are displayed in the school with the title *Our Safety Routes.*

**Assessment**
• Participation in questions within Safe Travels; involvement in creating a safe route map.

**Extension**
• **Walk around the park:** Take students on a short walk and point out any potential hazards and means of keeping safe.

**Appendix**
A- Safe Travels (question sheet)
B- Safe Travels (suggested answers)

**Additional Resources**
Refer to General Appendix for several AV resources (see Street, Playground & Bus Safety section) and Web site listings (see Pedestrian, Playground, Bike and Bus Safety section).
Safe Travels ~ Question Sheet

1. To what place do you often travel?

2. How do you travel to and from this place?

3. What are some dangers/concerns when travelling to this place?

4. How do you keep safe while travelling to and from this place?

5. What would you do if you felt unsafe when travelling to or from this place?
Safe Travels ~ Suggested Answers

1. To what place do you often travel?

   School, parents workplace, friend’s house, baby-sitters store, park, sporting event.

2. How do you travel to and from this place?

   By foot, car, roller blades, bike, skate board, bus.

3. What are some dangers/concerns when travelling to and from this place?

   Cars, other people (strangers), animals, crossing the road, bad weather, getting lost.

4. How do you keep safe while travelling to this place?

   Wear personal protective equipment (helmet), walk on sidewalk, use cross walk, look both ways, stay alert, don’t talk to strangers, dress appropriately.

5. What would you do if you felt unsafe when travelling to or from this place?

   Go back home, go to someone you know and trust, find a phone and call for help (parent, guardian).
Activity C4
J/H

Research for Safety

**Purpose**
Investigate current programs, laws and products that share a common goal in injury prevention.

**Key Concepts**
- There are several programs, laws, regulations, products and organisations that focus on injury prevention awareness.

**Required Materials & Equipment**
- Teacher & student resources: availability of various research materials

**Connections to Curriculum**
Career Education & Social Studies  |  **Skills**
Language Arts & Health  |  research
Personal Development & Career Planning  |  presentation skills
Physical & Entrepreneurship Education  |  group work

**Plan of Action**
1. **Research projects:** In small groups or individually, students choose one of the research topics described below. Groups will conduct research in and out of class time, then present their work to the rest of the class. Groups choose their method of presentation; however, all groups will submit a summation of findings in a written report.

**Research Topics:**

**A) Safety Laws:** Identify any recent laws or regulations that have been implemented or are being considered in an effort to reduce the occurrence of injuries (e.g. seat belt laws, water craft laws). Which laws or regulations do you think are more effective than others? Are there laws and regulations that you do not agree with? If so, explain. Are there any laws and regulations that you wish to propose to help reduce the occurrence of injuries?
Activity C4

B) Public Awareness: Many companies and organizations try to raise public awareness about injuries. Look for evidence of such endeavours in your community (e.g. billboards, radio, TV commercials, displays, events). Describe your observations. Do you think they are all equally effective? What do you think is the most effective way of teaching people about injury prevention? Do you have any other suggestions for changing people’s unsafe habits?

C) Safety Products: Many products have been created that help reduce injuries (e.g. hard hat, safety boots). List as many of these injury-reducing products as possible. What is the role of each of the products in injury prevention? Which are your favourite products? Which is the product you least enjoy and why? Can you think of other products that could be invented to help reduce the occurrence of injuries and their effects?

D) Making a Difference: Refer to Appendix A for directions of activity for group work.

Assessment

- Participation in research project, written report and presentation.

Extension

- Safety forum: Invite other students, school staff, parents and/or community members to hear student presentations.

Appendix

A- Making a Difference (directions of activity for group work)

Additional Resources

Refer to General Appendix for AV resources and Web site listings.
Making a Difference

Materials: flip chart paper, markers

Plan of Action

Your group has an awesome reputation for teaching others about important health and safety issues. Because of this, the city has given you a $10,000 grant to help prevent workplace accidents.

1) As a group:

• Discuss how you could help teach the community about workplace health and safety.

• What types of things could you do to help reduce workplace accidents?

• What will you name your project?

2) Prepare a presentation using the method of your choice (for example, a skit, commercial, speech, song, or poster) that would describe your strategies for helping teach others about preventing accidents and improving workplace health & safety.

Go wild - use your imagination - there are no limits - have fun!
Activity C5
HIGH

What I Look for in an Employer or Employee

Purpose
Reflect on desirable traits of an employee and an employer and their roles in the workplace.

Key Concepts
- There are unique roles in the workplace, however, safety must be a part of everyone’s job.

Required Materials & Equipment N/A

Connections to Curriculum
Career Education & Social Studies
Personal Development & Career Planning
Language Arts/Drama

Skills
role play & describe
problem solve
communicate

Plan of Action
1. Brainstorm: Ask students to envision their dream job and: a) list what traits/characteristics your employer would possess; b) list what characteristics/traits the employer should expect from you, the employee.

- Students compare and contrast their two lists of characteristics. Students share their lists with others.

2. Role play: In pairs, students write an imaginary dialogue between an employee and employer in various troubling situations that may arise in the workplace. For example, safety concerns, refusing dangerous work, need for additional safety regulations or training etc. The possibilities are endless. Students take turns playing each of the roles.

3. Presentations: Groups present their dialogue to the class.

4. Writing assignment: After reading the following statement, students describe the challenges they may encounter in working with others and explain how they will deal with such challenges.
Activity C5

Throughout our lives we will work with many different types of people. We will get along with some of them better than others.

* Encourage students to brainstorm and/or share their thoughts with others.

Assessment
- Peer, self and teacher evaluation of dialogues; evaluation of writing assignment.

Extension
- Interview: Students conduct an interview with a friend or family member on the roles and responsibilities of the employer and employee in the workplace. The following questions may be used as a guide throughout the interview:

  1) What challenges do the employer and employee face, and how do they differ from one another?

  2) What kinds of safety concerns, if any, have arisen where the employee or the employer has brought a safety issue to the discussion? How was the safety issue/concern dealt with?

  3) What is needed for a good employee-employer relationship?

Appendix  N/A

Additional Resources
1. Your Boss and You (AV)
   705037, VH, 27 min, JH, 1992
   (employer-employee relationships)
Activity C6
J/H

Proclaiming your Rights:
Roles of the Employer & Employee

Purpose
Through dramatic play, demonstrate the roles and responsibilities of the employer and the employee within the workplace.

Key Concepts
• The three rights of an employee:
  1. the right to know about workplace hazards and to receive training on how to do the job safely;
  2. the right to participate in solving health and safety problems, and in the identification and control of workplace hazards;
  3. the right to refuse dangerous work.

• Refer to Appendix A for responsibilities of the employer and the employee.

Required Materials & Equipment
• Teacher resources: overhead transparency on rights & responsibilities (see General Appendix), overhead projector & chart paper
• Student resources: N/A

Connections to Curriculum
Skills
Health & Language Arts using charts
Career Education & Social Studies match & name
Personal Development & Career Planning writing a speech/skit

Plan of Action
1. Memory game:
   • Using chart or regular paper, students create the chart found on the following page.
   • Place the overhead transparencies (see General Appendix) on overhead projector. Give students 10 seconds to review the content, then remove transparency.
• Students fill in the chart with content they remember from the overhead.
• Place the overhead up one more time and repeat the process.

**Activity C6**

2. **Class discussion:** Determine the winners of the memory game. Review the content.

<table>
<thead>
<tr>
<th>The three rights of an employee:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
</tr>
<tr>
<td>2.</td>
</tr>
<tr>
<td>3.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Responsibilities of employer</th>
<th>Responsibilities of employee</th>
</tr>
</thead>
</table>

2. **Role play:** Students create a short speech proclaiming their rights as an employee working at a company of their choice. Encourage students to use emotions and tone of voice.
- The speeches should include a review of the three rights of a worker, roles and responsibilities of the employee and employer within the chosen workplace.
- Students may also choose to create a skit involving a conversation between the employee and employer incorporating the rights, roles and responsibilities of each within the workplace.

**Assessment**
- Content of chart and involvement with speeches and skits.

**Extension**
- **Writing assignment:** Students create two lists:
  a) Expectations the employer has for the employee;
  b) Expectations the employee has for the employer.
  Students then share and compare their list with others. Refer to
**Appendix**

A- Roles of the Employer & Employee (responsibilities of the employer and the employee)

**Additional Resources**

1. Refer to General Appendix for overhead transparency on rights and responsibilities in the workplace.

2. Keys (AV)
   703169, VH, 25 min, A, 1992
   (teaching youth rights, equality, labour legislation)

3. Working - Today and Tomorrow, by Campbell, Thompson and Dyck (lit.)
   (decision making, rights)

   Canadian Centre for Occupational Health and Safety
   (safety tips for young workers)

   (rights & responsibilities)
Roles of the Employer & Employee

The employee has a legislated responsibility to:

1. comply with the NB Occupational Health and Safety Act (OHS Act);
2. conduct him or herself in a safe manner;
3. report hazards;
4. wear protective equipment;
5. co-operate with the joint health and safety committee (JHSC) or safety representative;
6. co-operate with the Workplace Health, Safety and Compensation Commission and its safety officers.

The employer has a legislated responsibility to:

1. take reasonable precautions;
2. comply with the OHS Act;
3. ensure employees comply with the OHS Act;
4. maintain equipment;
5. advise workers of hazards;
6. provide training and supervision;
7. provide personal protective equipment;
8. co-operate with the joint health and safety committee (JHSC) or safety representatives.
Knowing our Rights - Mock Trial

**Purpose**
Recognize and apply the rights and responsibilities of the employer and the employee.

**Key Concepts**
- **Pre-requisite:** Students should have some knowledge of the rights and responsibilities of the employer and the employee.
- **Definition of the defence:** the arguments presented by a defendant or the lawyer in contesting a case.
- **Definition of prosecution:** the side that institutes criminal proceedings against another; the prosecution makes charges against the defence.

**Required Materials & Equipment**
- Teacher resources: photocopies of outline for procedures for defence & prosecution (see Appendix A & B)
- Student resources: N/A

**Connections to Curriculum**
Language Arts      develop arguments
Career Education      public speaking
Debate & Social Studies      team work & debate

**Plan of Action**
1. **Review:** Briefly discuss the purpose of the court system: how and why the courts are used and the role of the prosecution and defence. Review the rights and responsibilities of the employee and employer (see General Appendix for overhead transparencies on the rights and responsibilities in the workplace).

2. **Working groups:**
   - Divide the class into groups of eight, sub-divide each group into two smaller groups, one representing the defence, the other the prosecution.
Activity C7

- The entire group of eight reviews the case between the defence and prosecution (refer to Appendix A), then fabricates an accident and a workplace in which the incident took place. The teacher may wish to assign each group a description of an accident and the workplace involved to speed up the process (refer to Appendix A for examples).
- **Option:** Groups perform a dramatization of the accident scene. A mock investigation of the events of the accident follows.
- The group then sub-divides, into the prosecution and the defence, and each side of the case prepares its statements. Each group member should represent a different character/witness involved in the case and prepare a dialogue for their character at the trial.

Refer to Appendix B for directions of activity for group work.

3. **Presentation:**
- Set up two areas in the front of the class, one for the defence and the other the prosecution.
- Each group takes a turn presenting their case to the class. First, the group dramatizes the events of the accident; then both sides, the defence and the prosecution, present their arguments.
- Each group has approximately 10 minutes to act out the trial in front of the rest of the class. You may decide to leave the verdict of the trial in the hands of the audience (or choose a judge).

**Assessment**
- Teacher and peer assessments of individual trials; participation in group activity.

**Extension**
- **Media review:** Students review the newspaper and/or news reports for actual cases involving disputes between an employer and an employee. Discuss the nature of the case, the arguments and the verdict.

**Appendix**
A- Involvement of Defence and Prosecution (handout outlining responsibilities of the defence and the prosecution; examples of cases involving a workplace accident to be used for individual trials)
Activity C7

B- Mock Trial (directions for group work)

**Additional Resources**
1. Street Sense 2, Program 16, Truth and Justice (AV)
   703015, VH, 30 min, 1991, CBC

2. Refer to General Appendix for overhead transparencies on the rights and responsibilities of the employee and the employer.
Knowing our Rights - Mock Trial
Involvement of the Defence and Prosecution

* Each group of eight students chooses a workplace accident (to focus on) throughout the mock trial (see below for examples). The group sub-divides: four students prepare arguments representing the prosecution and four students represent the defence.

**The Prosecution:** The province of New Brunswick is charging a company for failing to provide a safe work environment. A young worker has been involved in a work-related accident. He/she claims that his/her three rights as an employee have been violated, resulting in an accident. As the defence, choose your witnesses and work on their testimony for the trial.

**The Defence:** You represent the company being charged for failing to provide a safe work environment. As the company, you claim the accident was the result of the employee’s carelessness, inexperience and lack of knowledge. Choose your witnesses to support your arguments and prepare their dialogue.

**Examples of accidents & workplaces brought to trial**

1. who: new/young worker
   what: lost fingers
   where: construction site

2. who: new/young worker
   what: damage to eye
   where: pulp and paper mill

3. who: new/young worker
   what: bad back
   where: restaurant

4. who: new/young worker
   what: broken leg
   where: mall clothing store
**Mock Trial**

**Plan of Action:**

1. Your group will divide into two smaller groups: one group represents the **defence**, the other the **prosecution**. The two groups will separate and group members will choose a witness to portray and prepare their statements.

**The Prosecution:** The province of New Brunswick is charging a company for failing to provide a safe work environment. A young man (named Joe) lost an arm in an accident while operating a company machine. Joe claims, among other things, that he did not receive proper training (he was only provided with the operator’s manual). As the prosecution, choose your witnesses and work on their testimony for the trial.

**The Defence:** You represent the company being charged for failing to provide a safe work environment. Last summer a young man, named Joe, lost his arm on the job while using a company machine. You claim that ample training was provided and the accident was the result of Joe’s carelessness. Choose your witnesses to support your arguments and prepare their dialogue.

* **Use your imagination - have fun.**

2. Your group will have approximately 10 minutes to act out the trial in front of the rest of the class. You may decide to leave the verdict of the trial in the hands of your audience.
Activity C8
J/H

Student Documentary - Reporting on the Workplace

Purpose
Provide opportunity to learn more about the rights and responsibilities of employees and employers in the workplace by researching and recreating actual workplace injuries to determine preventive measures.

Key Concepts
- Definition of documentary: presenting or recording factual information in an artistic fashion.
- Refer to Appendix A for information on the rights and responsibilities of the employer and the employee.

Required Materials & Equipment
- Teacher resources: case studies (refer to General Appendix), video camera, video tape, TV, VCR & taped portion of a documentary (optional)
- Student resources: props for skits/videos

Connections to Curriculum
Language Arts - journalism
Media Studies & Social Studies
Career Education & Health
Technology Education
Personal Development & Career Planning

Skills
problem solving & research
presentation skills
group work & writing
communication skills
conducting interviews

Plan of Action
1. Teacher oriented:
- Introduce the topic by showing a clip from a documentary (optional).
- Review the definition and objective of a documentary (see AV resource listed under Additional Resources).
- Discuss the events depicted in a sample documentary as well as methods used to report the facts.
Activity C8

2. **Working groups:**
   - In groups, students will select, create or be assigned a case involving an accident (refer to General Appendix for cases).
   - Using the events of this case, the groups will create a documentary-style video or skit (if video equipment is unavailable), playing roles such as the injured employee, the employer, an investigative reporter, family members, co-workers etc.
   - The student documentary should show how the accident could have been prevented, detailing specifically what preventive actions the employee and the employer should have taken.
   - The subject of the documentary can be adapted for various grade levels (i.e. younger students create a documentary about an event on the playground or in a social setting).

3. **Group presentations:** Presentations of videos or skits to other groups.

4. **Class discussion:**
   - Discuss further preventive actions that could have been taken in each of the various cases.
   - Review the rights and responsibilities of all people within the workplace. Students describe their interpretation of the concept that all accidents are preventable.

**Assessment**
- Content and message presented on video or skits (teacher and peer evaluation of group documentaries); involvement in discussions.

**Extension**
- **Personal reflection:** Students reflect upon an injury in which they were involved (e.g. scraped knee) and describe means by which the accident could have been prevented.

**Appendix**
A- The three rights of an employee; responsibilities of the employer and the employee.
Activity C8

Additional Resources
1. Refer to General Appendix for accident cases as well as overhead transparencies on the rights and responsibilities in the workplace.

2. Shaping Reality (AV)  
   704346, VH, 17 min, HUA, 1993 (process involved in documentaries)
Student Documentary - Reporting on the Workplace

The three rights of an employee:

1. The right to know about workplace hazards and to receive training on how to do the job safely.

2. The right to participate in solving health and safety problems.

3. The right to refuse dangerous work.

As an employee, you have a legislated responsibility to:

- follow the safety rules and regulations (comply with the N.B. Occupational Health and Safety Act);
- ask for the training you need;
- report all injuries and unsafe working conditions/hazards;
- wear the proper protective equipment;
- co-operate with the WHSCC and joint health and safety committee (JHSC) or safety representative;
- do the job safely.

As an employer, you have a legislated responsibility to:

- take reasonable precautions;
- comply with the OHS Act and ensure that employees comply with the Act;
- maintain equipment;
- advise workers of hazards;
- provide training and supervision;
- provide personal protective equipment;
- co-operate with the JHSC or safety representative.
Activity C9
HIGH

Legal Duties: Employee & Employer

Purpose
Differentiate between the rights and responsibilities of the employee and the employer.

Key Concepts
• By law, all employees and employers have rights and responsibilities on the job. Refer to Appendix A for elaboration.

Required Materials & Equipment
• Teacher & student resources: examples of case studies involving legal action taken in the workplace (refer to General Appendix for examples - case studies can be collected from newspapers, magazines, newsletters, web sites etc.)

Connections to Curriculum
Law & Social Studies       creative thinking
Personal Development & Career Planning writing & problem solving
Career Education           use of media
Language Arts              supporting arguments

Plan of Action
1. Content review: Discuss the role of the employer and employee in the workplace including their rights and varying responsibilities.

2. Article review: Students will review case studies related to legal actions taken in the workplace involving the employee(s) and/or employer(s). Discuss how these actions came to be, while reviewing the responsibilities of both the employer and employee. See General Appendix for examples of cases.

3. Project:
• Students will create a fictitious scenario involving an employee their age and his/her employer. The two are involved in a legal issue/disagreement related to safety (e.g. an employee who is concerned that his/her safety is at risk).
Activity C9

- Students will write an informative newspaper article describing the legal action taken by the employer. It is important that the article include the responsibilities of both the employee and the employer and a description of how the employee feels the employer did not meet these responsibilities.
- Students are given the option to write the article from the point of view of the employer, or the employee, or to remain neutral.

Assessment
- Students share their article with the rest of the class; pass-in write-up for evaluation.

Extension
- **Mock trial**: Using their created scenarios, students take part in mock trials displaying both sides, the employee and the employer, and the conflict at hand.

Appendix
A- The three rights of an employee worker; responsibilities of the employer and the employee.

Additional Resources
1. Refer to General Appendix for sample cases involving legal action & issues between employee and employer as well as overhead transparencies of the rights and responsibilities in the workplace.

2. Your Boss and You (AV)
   705037, VH, 27 min, JH, 1992

3. Communication: Person-to-Person Skill (AV)
   704448, VH, 37 min, JH, 1994
The three rights of an employee:

1. The right to know about workplace hazards and to receive training on how to do the job safely.

2. The right to participate in solving health and safety problems.

3. The right to refuse dangerous work.

- An employee may not be punished for exercising rights under the Occupational Health and Safety (OHS) Act.

As an employee, you have a legislated responsibility to:

- follow the safety rules and regulations (comply with the N.B. Occupational Health and Safety Act);
- ask for the training you need;
- report all injuries and unsafe working conditions/hazards;
- wear the proper protective equipment;
- co-operate with the WHSCC and joint health and safety committee (JHSC) or safety representative;
- do the job safely.

As an employer, you have a legislated responsibility to:

- take reasonable precautions;
- comply with the OHS Act and ensure that employees comply with the Act;
- maintain equipment;
- advise workers of hazards;
- provide training and supervision;
- provide personal protective equipment;
co-operate with the JHSC or safety representative.
Debating our Rights

Purpose
Develop a greater understanding, through debate, that both the employer and employee have rights and responsibilities.

Key Concepts
- Debate: a formal debate is a contest between two sides to see which one has more skill in speaking and reasoning; a discussion of reasons for and against.
- Students have a basic understanding of the rights and responsibilities of the employee and employer. Refer to Appendix B for additional information.

Required Materials & Equipment
N/A

Connections to Curriculum
Language Arts
Personal Development & Career Planning
Career Education

Skills
debate & group work
developing arguments
public speaking
problem solving

Plan of Action
1. Introduction:
   - Request student input on the purpose of debates as well as rules that should be followed by opposing sides during a debate.

2. Working groups:
   - Divide the class into working groups of eight. Each group will then be sub-divided into two smaller groups of four.
   - Provide each group with a statement of debate; refer to Appendix A, Suggested Statements of Debate. One sub-group will prepare arguments supporting the statement; the other sub-group will prepare arguments opposing the statement.
   - Groups separate and prepare arguments.

Refer to Appendix C for directions of activity for group work (Let’s Debate).
3. **Debate:**
   - Each group is given uninterrupted time to present arguments supporting their position.
   - Each group will be allowed a rebuttal period followed by questions from the audience (the class).

4. **Class discussion:**
   - Review the rights and responsibilities of the employer and employee.
   - Request students’ feedback on the success, frustrations and the overall impression of the debates that took place.
   - Brainstorm as to where debates might occur/arise (e.g. court, parliament, the workplace etc.).

**Assessment**
- Debate: group performance and effort; content and presentation of arguments.

(Option - involve students in peer-assessment by requesting them to provide feedback on the arguments and work of their peers).

**Extension**
- **Guest speaker:** Invite a representative from industry to discuss:
  a) new employee orientation;
  b) the rights of the employee & employer;
  c) the need to work together to achieve a safe work environment.

**Appendix**
A- Suggested Statements of Debate
B- The three rights of a worker; responsibilities of the employer and the employee
C- Let’s Debate (self-explanatory example of debate for group work)

**Additional Resources**
1. Communication: Person-to-Person Skill (AV)
   704448, VH, 37 min, JH, 1994

2. Your Boss and You (AV)
   705037, VH, 27 min, JH, 1992
3. Refer to General Appendix for overhead transparencies on the rights and responsibilities of the employee and the employer.
Suggested Statements of Debate

Group #1A argues:
As an employer, I have the right to have the necessary work completed by my employees.

Group #1B argues (Right to refuse):
I have a right to refuse work I feel places me or other workers at risk of being injured.

Group #2A argues:
As an employer, I have the right to request that my employees keep themselves informed on using equipment properly.

Group #2B argues (Right to know):
As an employee, I have the right to receive the proper training needed to do my job safely.

Group #3A argues:
As an employer, I am in charge of my staff and therefore will decide what constitutes a safe working environment.

Group #3B argues (Right to participate):
As an employee, I have the right to express concerns related to health and safety in the workplace.

Group #4A argues:
All accidents are preventable.

Group #4B argues:
It is impossible to prevent all accidents. Some accidents occur due to fate or are a ‘freak’ occurrence over which we have no control.
The three rights of a worker:

1. The right to know about workplace hazards and to receive training on how to do the job safely.

2. The right to participate in solving health and safety problems.

3. The right to refuse dangerous work.

As an employee, you have a legislated responsibility to:

- follow the safety rules and regulations (in accordance with the N.B. Occupational Health and Safety Act);
- ask for the training you need;
- report all injuries and unsafe working conditions/hazards;
- wear the proper protective equipment;
- co-operate with the WHSCC and joint health and safety committee (JHSC) or safety representative;
- do the job safely.

As an employer, you have a legislated responsibility to:

- take reasonable precautions;
- comply with the OHS Act and ensure that employees comply with the Act;
- maintain equipment;
- advise workers of hazards;
- provide training and supervision;
- provide personal protective equipment;
- co-operate with the JHSC or safety representative.
**Materials**  N/A

**Plan of Action**

1. Your group will divide into two smaller groups.

2. Each group will represent one side of the debate.

   - Topics of debate -

   **Group #1**: 'All accidents are preventable.'

   **Group #2**: 'It is impossible to prevent all accidents. Accidents occur due to fate or are freak occurrences.'

3. Each group will work separately. Group members will work together to prepare arguments supporting their statement.

   * Regardless of whether you or your group members believe in the statement or not, it is your goal to support the statement with any arguments your group can bring together. Remember - *it's for fun!*

4. The debate will take place in front of the class. Your group may wish to nominate one or two people to represent the group OR the entire group may participate in the presentation of arguments.

   * Each group will have a maximum of three minutes of uninterrupted time to present their arguments. Once each group has presented, there will be a three minute rebuttal period during which each group can speak freely.
Rights & Duties: The Right to Know

Purpose
Promote an understanding that the right to know includes:
1) knowledge of workplace hazards;
2) proper training on how to do the job safely.

Key Concepts
• Right to know: As an employee, you have the right to know what hazards exist in your workplace and how to perform your job safely.
• The right to know includes orientation for new employees, receiving proper training for the job, information and adequate supervision.

Required Materials & Equipment
• Teacher resources: resources related to jobs/careers
• Student resources: markers, paper, resources on jobs/careers

Connections to Curriculum
Personal Development & Career Planning
Career & Technology Education
Language Arts & Health

Skills
conducting research
group work
writing reports
problem solving

Plan of Action
1. Introduction: Discuss with students what they have a right to know within the school environment (e.g. fire evacuation, location of bathrooms, when to arrive and when to leave school etc.).

   • Just as in school, we have a right to know how to work safely in the workplace.

2. Group work:
   • Attempting to group students according to job/career interest, divide class into groups of four students.
   • Using available resources (e.g. computer, library), each group will research a specific occupation with respect to:
Activity C11

⇒ possible existing dangers and hazards in the workplace;
⇒ what they need to know as a new employee in this workplace as far as health and safety is concerned;
⇒ who is responsible for sharing the health and safety knowledge to them;
⇒ what the reasonable job expectations for employees are in this workplace.

4. **Group presentations**: Using the information researched on the right to know, each group will play a scene from their workplace portraying the employer and employee. The groups will create a written report using any visual materials created from their presentation.

5. **Follow-up**: As a class, discuss what to do if a workplace is not meeting your needs in relation to your right to know (e.g. talk to supervisor, request training, ask for help etc.).

**Assessment**
- Group presentations/role play, visual materials created by group, written report.

**Extension**
- **Guest speaker**: Invite an employee or employer from a local workplace or WHSCC staff to share with class:
  1. employees right to know;
  2. legal ramifications of not meeting the requirements of right to know in the workplace.

**Appendix**  N/A

**Additional Resources**
1. See General Appendix for overhead transparency on the three rights of an employee.

2. Career listing from CHOICES computer software.
**Activity C12**  
**J/ H**

### My Right to Know

**Purpose**  
Apply the right to know by exploring important facts about a workplace before starting a new job.

**Key Concepts**
- As an employee, you have a right to know what hazards exist in your workplace and the means of working safely.
- As your right to know, you should receive ‘new employee orientation’ and, if applicable, workplace hazardous materials information system (WHMIS) training.
- Definition of training: practical education in some art, profession.

**Required Materials & Equipment**  
N/A

**Connections to Curriculum**
- Health & Drama & Language Arts  
- Career Education  
- Personal Development & Career Planning

**Skills**
- brainstorm  
- role play & describe  
- group work & problem solve

**Plan of Action**

1. **Teacher-oriented:** Review the three rights of a worker (see General Appendix for overhead transparency).
   - Discuss the definition of training. Ask students what type of training they would expect at a new job.

2. **Group work:**
   - Each pair of students is assigned or chooses a workplace on which to focus (may be of personal interest).
   - Students list all the questions, related to their health and safety on the job, that they should be aware of before starting at this workplace (refer to Appendix A for examples of questions).
3. **Groups present:** The groups role play their list of questions in front of the class by having one student play the employee asking the questions and the other student play the employer answering the questions. Encourage the audience to provide other suggestions when appropriate.

4. **Writing assignment:** A student from abroad has arrived at our school. They are unfamiliar with the Canadian school system. It is your role to provide them knowledge of their right to know as a student in the school. What types of things will you include in their “new student orientation” to ensure they will be safe and comfortable within the school? (For example, fire drills, nutrition breaks, location of washrooms, rules of conduct, lunch time, extra-curricular activities etc.).

**Assessment**
- Evaluate a list of questions created by students for their particular workplace, presentations of role play and writing assignments.

**Extension**
- **Interview:** Students conduct an interview with someone within their chosen/assigned workplace. The interview will help determine the appropriateness of their questions. Students adjust their original list of questions to include any new knowledge gained from the interview.

**Appendix**
A- Sample Question - What Should I Know About this Workplace?

**Additional Resources**
1. Following Instructions (AV)
   703796, VH, 7 min, JH, 1981

   (laws, rights & responsibilities etc. - J/H)
Sample Questions
What Should I Know About this Workplace?

- What type of training will I receive? Safety training? WHMIS training?
- Will I be trained for emergency procedures (e.g. fire, chemical etc.)?
- What type of emergency procedures does this workplace have in place?
- Where are the fire extinguishers, first aid kits, and other emergency equipment located?
- What type of personal protective equipment (PPE) will I need? Will you supply the PPE or will I need to provide it?
- Can you tell me about the duties and responsibilities of my job?
- With whom do I speak if I have a health and safety concern (e.g. is there a Joint Health and Safety Committee)?
- What company health and safety rules or policy should I know about to do my job safely?
- What are the hazards associated with the job? In the workplace?
- What should I do if I am injured?
Training Manual for the New Worker

**Purpose**
Provide examples of information to be included in a safety training manual for employees.

**Key Concepts**
- All employees have the right to know how to perform a job safely, and to be provided with proper training.

**Required Materials & Equipment**
- Teacher resources: N/A
- Student resources: access to resources (re: jobs/careers), construction paper, markers, glue & scissors

**Connections to Curriculum**
Career & Physical Education    develop & create
Technology Education     writing
Science & Art             creative thinking
Language Arts & Social Studies     research
Personal Development & Career Planning  brainstorm

**Plan of Action**
1. **Review & discuss:** As a class, discuss the employer’s responsibility to provide proper training for job safety as part of an employee’s right to know. Brainstorm, individually or as a class, the components that should be included within a ‘new employee’ training manual.

2. **Research:**
   - Individually or in pairs, students select a workplace they find interesting.
   - Students brainstorm and research the hazards within their chosen workplace.
   - Students create a list of the health and safety components which they believe should be included within the training manual for new employees entering the workplace.
Activity C13

3. **Students create:** From their research, students create a ‘new employee’ training handbook/manual. Using art materials, students create a colorful handbook containing the important health and safety information for new employees. The information should include everything the employee needs to know to perform his/her new job safely.

- Refer to Appendix A for examples of items to include in a training manual.

- The objective of this exercise is not to list all items to be included within a safety training manual, but rather that students appreciate the fact that there are important things one should **know** before starting a new job.
- Encourage students to be creative in the design and layout of their training manual/handbook. Construction paper and markers can be used for illustrations and making the cover of the manual.

- **Younger grade levels** can brainstorm ways people can stay safe in their everyday activities. Students create a picture book on safe practices and procedures for daily activity, at school and at home. For example, a safety training handbook/manual on riding a bike, or walking to and from school.

**Assessment**
- Content and effort of created training manual handed in for evaluation.

**Extension**
- **Middle & high school:** Similar types of health and safety training manuals can be created for specific classroom disciplines. For example, students create training manuals for the science lab, the gym, the technical education classroom etc.

**Appendix**
A- Training Manual for the New Worker (examples of items to include within a training manual for a new worker)
Activity C13

**Additional Resources**
1. Following Instructions (AV)
   703796, VH, 7 min, JH, 1981

2. Refer to General Appendix for Web site listings.
Training Manual for the New Worker

The following are examples of items that can be included in a health and safety training manual for new employees.

♦ All procedures to do the job safely ~ rules & policies, workplace-specific training.

♦ Instructions on using all machines and equipment properly ~ machine guarding, lock-out & tag, maintenance, starting and stopping machines/equipment.

♦ Emergency procedures ~ what to do in case of emergency, who to contact, location of fire exits, first aid kits, fire extinguishers, reporting an injury or incident (how and to whom).

♦ Existing hazards within the workplace ~ how to reduce and control the risks and hazards.

♦ Handling materials ~ proper storage & disposal, knowledge of workplace hazardous materials information system (WHMIS), location of material safety data sheets (MSDS).

♦ Personal protective equipment ~ what is needed and when.

♦ Who can help ~ answer questions and/or who to report to regarding health and safety issues in the workplace, Joint Health and Safety Committee.

♦ Maintaining proper housekeeping in workplace.
**Activity C14**  
**J/H**

### Assessing Proper Training

**Purpose**  
Review the importance of receiving proper training in any given workplace.

**Key Concepts**  
- All employees have a need and a right to know how to work safely within the workplace.

- An employee’s right to know includes receiving proper training, knowing the hazards within the workplace, proper use of equipment and personal protective equipment, workplace hazardous materials information system (WHMIS) training (if applicable).

**Required Materials & Equipment**  
- Teacher resources: various information on jobs & their hazards, tape recorder or video camera (optional)
- Student resources: N/A

**Connections to Curriculum**

Health & Technology Education   plan & conduct an interview  
Career Education & Language Arts summarize & reflect  
Personal Development & Career Planning compare & contrast

**Skills**

**Plan of Action**

1. **Review & plan:**  
   - Review the importance/rationale of receiving proper training upon entering a new workplace or new position in a workplace.
   - Students plan questions to ask during an interview with two different people in the workforce related to the safety training received (refer to Appendix A for sample interview questions).

2. **Interview:** Students interview two people employed at two different workplaces. The interviews are focused on the training the employees received at the start of their job and training they continue to receive within their workplace.
3. **Summation:** Students compile the results of their interview in a written report. A video or tape recorded portion of the interview may be requested and viewed/listened to by the class. It is important that the report include the following:

- details of the training received by each of the two employees;
- comparison made between the two people interviewed with relation to their training;
- student’s viewpoint on the adequacy of the training received by each of the employees;
- personal opinion of the student and the interviewee whether the employers and employees are taking proper precautions to prevent injuries at the workplace.

**Assessment**
- Summation of interview in written report.

**Extension**
- **Work site visit:** Visit the actual workplace of one of the people interviewed. Create a diagram of the floor plan of the workplace and highlight the areas of concern (i.e. locations for potential hazards etc.).

**Appendix**
A- Did you Receive Proper Training? Sample Interview Questions

**Additional Resources**
   Ontario Young Workers Awareness Program

2. Asking For Help (AV)
   703705, VH, 25 min, EJ, 1992

3. Following Instructions (AV)
   703796, VH, 7 min, JH, 1981

4. Refer to General Appendix for additional AV resources and Web site listings.
Appendix A
Activity C14

Did you Receive Proper Training? Sample Interview Questions

• Describe the training you received when you began your job.
• Do you believe you received adequate training to do your job safely?
• What are the hazards in your workplace?
• What precautions and safety measures have you been instructed to take with regards to these hazards?
• What types of injuries and incidents have taken place in your workplace?
• What type of on-going training is offered in your workplace? Do you feel it is adequate? Why or why not?
• Describe the training offered to those employees who change job responsibilities. Do you believe this training is adequate?
• What improvements would you like to see in your workplace in terms of training?
Rights & Duties: The Right to Participate

**Purpose**
Create an understanding that the employee has a right to participate in:
1. workplace health and safety planning;
2. monitoring and improving workplace health and safety issues.

**Key Concepts**
- **Right to participate**: an employee has the right to participate in the identification and control of workplace hazards.

**Required Materials & Equipment**
N/A

**Connections to Curriculum**
- **Personal Development & Career Planning**
- **Career & Technology Education**
- **Language Arts & Health**
- **Physical Education & Science**

**Skills**
- group work & observation
- problem solving
- presentation skills
- create a diagram

**Plan of Action**
1. **Review**: Students should be familiar with the three rights of an employee.

**Prep work**: The teacher divides school into different sections (e.g. hallways, upstairs, downstairs, gym, cafeteria etc.). Inform administration that class members will be circulating around the school.

2. **Group work**:
   - Divide class into working groups of four students.
   - Assign each group a different section of the school. Each group evaluates their section on the possible health and safety issues and concerns, taking note of any possible safety violations observed.

   Refer to Appendix A & B for examples of what to look for in a health & safety inspection and directions of activity for group work.
Activity C15

3. **Presentations:** Students create a visual diagram of their observed areas of the school, identifying the location of potential hazards. Using the diagram, each group reports their findings and observations to the class.

4. **Class discussion:** Brainstorm where and how improvements can be made to create a safer school environment. Discuss the importance of getting involved in health and safety promotion and prevention, be it the workplace, school, home or community.

- Review the activity and its relationship with right to know, comparing the school to home and the workplace.

**Assessment**
- Group and individual contribution to the investigation, report and diagram.

**Extension**
- **Guest speaker:** Invite a member from the school administration or district joint health and safety committee to observe the class presentations on the health and safety concerns within the school environment.

**Appendix**
A- Examples of what to look for in terms of health and safety in any given workplace  
B- Investigating your School (directions of activity for group work)

**Additional Resources**
Refer to General Appendix for AV resources and Web site listings.
Rights & Duties: The Right to Participate

* The following is a partial list of what to look for in any workplace in terms of health and safety:

- equipment stored neatly when not in use;
- carpet and flooring clean and in good repair;
- no sign of leaks or water on walking surfaces;
- no sign of tripping hazards (e.g. cords);
- equipment is in good repair (no loose or protruding parts);
- all ceiling lights functioning, protected and intact;
- all entrances and exits free from debris and hazards;
- fire exits well marked;
- telephone working and accessible with emergency numbers listed;
- first aid kit supplied with proper contents;
- emergency procedures posted;
- all safety rails on stairways secure;
- non-slip matting in place (i.e. at doorways);
- sinks, fountains, bathrooms are sanitary;
- cleaning materials stored properly;
- attention to environmental conditions (e.g. snow & ice clear from walkways and roads).
Investigating Your School

**Materials:** paper, pencils, flip chart paper, and markers

**Plan of Action**

1. **Investigate:** Read over all directions before you start.

   - Your group has been hired to inspect your school for possible dangers. As a group, circulate around the main floor of the school to inspect for hazards that could potentially cause an accident. Your investigation of the school should take no more than 15 minutes.

   - **During your investigation you will need:**
     1. paper & pencil
     2. something to write on
     3. Suggestions for Investigating your School for Hazards - found on the next page

2. **Recommendations:**

   - After you have completed the investigation, use the flip chart paper and markers to list all the hazards you discovered around the school. List the hazards in order of importance - for example, hazard #1 is more serious than hazard #5.

   *All accidents are preventable!*
Suggestions for Investigating your School for Hazards

The following are examples of things to look for during the investigation of the school. The possibilities are endless - keep your eyes open for anything that could cause an accident.

♦ Air quality - control of dust, gases, temperature, humidity, proper ventilation.

♦ Building & structure - condition of windows, doors, floors, exits, aisles, ramps, guard-rails, garbage removal & storage, roof, walls.

♦ Fire prevention - smoke alarms, sprinkler system, fire exits lighted and well-marked, fire exits unobstructed, fire extinguishers exist and are checked monthly.

♦ Furniture - good condition, no sharp edges.

♦ First aid kits - exist and are maintained.

♦ Walking and work areas - clean, good repair, non slip carpets, proper lighting.

♦ Hazardous materials (e.g. cleaning materials) are stored properly.
Activity C16
HIGH

Walking in the Shoes of a JHSC

Purpose
Discover the purpose and role of the joint health and safety committee (JHSC) in the workplace.

Key Concepts
• A joint health and safety committee is a group of worker and employer representatives working together to identify and solve health and safety problems at the work site.

• Refer to Appendix A Facts on JHSC for additional information.

Required Materials & Equipment  N/A

Connections to Curriculum          Skills
Science & Social Studies           debate & role play
Language Arts/Debate               investigate & recommend
Career Education & Health          present facts & ideas
Personal Development & Career Planning  group work

Plan of Action
* Note ~ Activity to take place over a couple of classes/days.

1. Teacher oriented: Review JHSC content found within Appendix A. If available, review minutes from the school JHSC meeting(s).

2. Grouping: The class will play the role of the school JHSC. Divide the class into 4 groups with roles as described below:

• Group #1 will represent the student population. This part of the JHSC will conduct surveys and interviews with students in the school to determine any health and safety concerns they may have.

• Group #2 will represent the school staff population. This group will do the same task as Group #1, but seek input from all school staff.

• Group #3 will investigate the inside of the school and report any hazards or potential safety problems.
Activity C16

• **Group #4** will investigate the outside grounds of the school for health and safety concerns and report any hazards or potential safety problems.

3. **Group tasks:** Provide time for each of the four groups to meet, discuss their role, conduct their investigation/survey and compile their results into recommendations to bring forth to the entire class JHSC meeting.

• Each group should designate a secretary to take notes.

4. **Prepare for presentation:** Designate a couple of class secretaries to take notes during the meeting as well as people to chair the class JHSC meeting.

• **Option:** To represent opposing views that a JHSC may encounter between employers and employees, *secretly* designate a couple of students to play devil’s advocate during the entire class JHSC meeting. Throughout the meeting instruct these students to oppose many of the recommendations that are brought forth.

5. **Presentation of recommendations/ JHSC meeting:** All four groups come together (you may wish to arrange desks/chairs in a circle so students face each other). Each group presents its findings and recommendations, then the entire group makes a list of recommendations for the school.

6. **Review:** Expose the devil’s advocates to the class. Discuss the nature of opposition that may occur in real a JHSC (or any type of meeting). Review the importance of hearing both sides of an argument and the need (and effort) involved in coming to a decision/compromise that works for both sides. Review the role of the JHSC in the workplace and in preventing workplace accidents.

7. **Reflection:** Individually, students write a page reflecting on the activity (i.e. events and collaboration prior to and during meeting) as well as the role of the JHSC in the workplace.
Activity C16

Assessment
• Participation in group activity (investigation & presentation); individual written reflection.

Extension
• **Guest speaker:** Ask a member of a JHSC (from the school or community) to share his/her experiences as a JHSC member.

• **Investigate a workplace:** Students ask parents, friends etc. about the JHSC at their workplace. Is it effective? If not, how could it be improved? What types of health and safety issues have been brought to the JHSC’s attention?

Appendix
A- Facts of JHSC (additional information on JHSC)

**Additional Resources**
1. Communication: Person-to-Person Skill (AV)
   704448, VH, 37 min, JH, 1994

Facts on JHSC

- A joint health and safety committee is a group of worker and employer representatives working together to identify and solve health and safety problems at the work site.
- Any workplace that regularly employs 20 or more employees, by law, should have a JHSC in place and active.
- The Occupational Health and Safety Act requires a minimum of two members on the Committee. There must also be an equal number of worker and manager representatives.
- Workplaces with more than five but fewer than 20 employees must have a health and safety representative. The representative is committed to improving health and safety conditions in the workplace.
- The JHSC is an important communication link between workers and management. Active, involved employees can create and maintain interest in health and safety, and establish positive attitudes throughout the work force.
- An effective JHSC can help reduce losses resulting from accidents and occupational illness.
- Members of the JHSC identify potential health and safety problems and bring them to the employer’s attention.
- Recommendations and suggestions are expected from the Committee and management must give each concern careful consideration.
- The JHSC helps stimulate awareness of safety issues, recognize workplace risks and deal with these risks.
- The JHSC should hold regular meetings (at least once a month), conduct workplace inspections, investigate health and safety related complaints and investigate causes of accidents.

The JHSC is responsible for recommending how health and safety problems might be solved, not for carrying out the necessary changes.
Refusing Dangerous Work (or Play)

**Purpose**
1) Differentiate between safe and unsafe work and/or play; 2) practice the steps to refusing dangerous work and/or activity.

**Key Concepts**
- All workers have a right to refuse work they believe is dangerous to their health or safety, or to the health and safety of other workers.
- If a worker is unsure about their safety at work, they should follow the steps below:

**Step 1:** Report the safety concern to the supervisor. If the problem is resolved, return to work. If not, then...
**Step 2:** Report the matter to the joint health and safety committee or to the safety representative. If still not resolved, then...
**Step 3:** Call the WHSCC and explain the situation. Return to work only when you feel the situation is no longer dangerous.

* In all cases, stay on the job until your shift is finished.

**Required Materials & Equipment**   N/A

**Connections to Curriculum**
Career Education      decision making
Health               role play
Personal Development & Career Planning  cause & effect
Safe versus unsafe

**Skills**

**Plan of Action**
1. **Teacher oriented:**
- Discuss examples of instances where a worker may take part in duties on the job that could be considered unsafe to their health and safety, or to the health and safety of other workers. For example, a worker not wearing the proper personal protective equipment.
Activity C17

- Students reflect on instances they have heard of or have been involved where a worker’s safety was possibly at risk.

- Review the steps to refusing dangerous work.

2. Assign: In pairs, students answer the following:

(A) Describe examples of unsafe work, activities and/or decisions.
(B) What are the health and safety related concerns for these examples of unsafe work, activities or decisions?
(C) How would you handle dealing with such unsafe work, activities and/or decisions (i.e. how to make the safest decisions and follow them through)?

- Examples should be related to unsafe working conditions or duties that an employee may encounter and/or unsafe activities he/she may encounter with friends/peers (e.g. drinking and drug-related).

(Make reference to decision making model & process found within Appendix A)

3. Role play: In front of the class, the pair of students plays opposing roles (employee and employer or peer pressure situation). The students act out one of the unsafe events, decision or activity from their created list (#2) and demonstrate the steps the person should take in refusing the task (be it work refusal, or refusal to submit to peer pressure).

4. Review:
- Review the issues presented within the role play scenarios.
- Summarize work or activity refusal skills. Reinforce the fact that the choice is always in their hands and one unsafe decision could affect them for the rest of their lives.

Assessment
Participation and completed chart of examples; peer, self and teacher evaluation of role play scenarios.
**Activity C17**

**Extension**
- **Reflection:** Individually, students reflect on difficulties and emotions that can arise when you stand up for your personal health and safety (i.e. refusing peer pressure, standing up to your boss/supervisor about unsafe work). Students write about the challenges involved in making such decisions; how they would deal with the person’s reaction (be it your boss or friend); and the rewards of making such decisions.

**Appendix**
A- Decision Making Model and Process

**Additional Resources**
1. Refer to General Appendix for: AV resources (see Risk, Choices, Decision Making & Goals section), Web site listings, overhead transparencies on steps to refusing dangerous work and Refusing Dangerous Work, WHSCC informational pamphlet.
**Decision Making Model (Grades K - 2)**

1. What is the problem?
2. What are some solutions?
3. For each solution ask:
   - Is it fair?
   - Is it safe?
   - How might people feel?
   - Will it work?
4. Choose one.
5. Is it wrong?

**Decision Making Model (Grades 3 - 5)**

**Step 1:** Identify the real decision to be made:
- what are the real issues?
- what is the problem?
- what do you really want?

**Step 2:** Brainstorm possible choices:
- come up with as many ideas as possible and do not rule any out even if some seem ridiculous.

**Step 3:** Evaluate the choices you have made and choose one:
- think about what the possible consequences might be for each;
- make your best choice.

**Step 4:** Act on your decision:
- put your plan into action.

**Step 5:** Evaluate your decision:
- think about what went right or wrong and why.

Decision Making Process

1. Clearly define the problem.

2. Establish your criteria (what is important to you).

3. List the alternatives.

4. Evaluate your alternatives based on your criteria.

5. Make a decision.

6. Develop an action plan to carry out the decision.

7. Review and evaluate your decision and alter it as possible/necessary/appropriate.

Activity C18
HIGH

Applying the OHS Regulations

Purpose
Discover the role of the Occupational Health and Safety (OHS) Regulations in protecting the health and safety of the worker.

Key Concepts
• The OHS Regulations are established laws for the workplace, in place to protect the health and safety of the workers of New Brunswick.

• Definition of infraction: a breaking of a law or obligation; violation. For example, reckless driving is an infraction of the law.

Required Materials & Equipment
• Teacher resources: copy of the OHS Regulations (see Appendix C)
• Student resources: N/A

Connections to Curriculum
Career Education & Language Arts   summarize
Technology Education     present & group work
Personal Development & Career Planning interpret information
Health & Social Studies     critical thinking

Plan of Action
1. Scenario: Ask the class what they would do if they arrived at a new job and there wasn’t enough light for them to see properly and do the job safely. Explain to the class that under the OHS Regulations, section 26(1) ‘an employer shall provide lighting sufficient for the type of work being done’.

• Discuss how the OHS Regulations are existing provincial laws that protect the health and safety of workers and must be followed by all workplaces. Proper illumination is just one example of the various standards that have been set to ensure the safety and protect the well-being of the worker.
2. **Group work:** Each group of students is provided with a scenario and section of the OHS Regulations that relates to their scenario (see Appendix B & C).

- Students are responsible for reading over the scenario and using the OHS Regulations to respond to the following:
  
  A) What are the safety concerns depicted in your scenario?
  
  B) In your own words, write a summary of the section of the OHS Regulations that pertains to your scenario.
  
  C) Describe examples of injuries or incidents that could result from an infraction of this law (e.g. because there was improper air quality, the worker was severely ill).

☐ See Appendix A for General Regulations Under the Occupational Health and Safety Act, directions of activity for group work.

3. **Presentation:** Groups present their work in the form of a Town Crier teaching community members the laws of the workplace.

**Assessment**
- Pass in response to assignment; participation in presentation.

**Extensions**
- **Guest speaker:** Invite Safety Officer from WHSCC to discuss their use of the OHS Regulations in performing workplace inspections.

**Appendix**
A- General Regulations Under the Occupational Health and Safety Act (directions for group activity)
B- Sample Scenarios for groups to apply the OHS Regulations
C- Sections of the OHS Regulations pertaining to scenarios provided to students
Activity C18

Additional Resources
http://www.whscc.nb.ca/
Workplace Health Safety and Compensation Commission of NB
General Regulations Under the Occupational Health and Safety Act

1. As a group, read over each of the scenarios and answer the following:

   A) What do you think are some safety concerns for each of the scenarios?

   B) Using the Regulations provided, briefly describe the relationship between the Regulations and each of the scenarios.

   C) Describe a few examples of injuries that could result from not following this law (e.g. because of the poor air quality, the worker became severely ill).

2. Sharing of information: Be prepared to share your work with the rest of the group. Optional - Role play a scene in the workplace involving one of your OHS regulations/scenarios.
Applying the OHS Regulations
Sample Scenarios

• You are working for a road construction company this summer. One of your concerns is working so close to heavy traffic on the highway. See section 91, traffic safety.

• There is so much loud noise in your workplace. You are concerned with hearing loss. See section 29, noise.

• You have started a new job with a logging company. What type of personal protective equipment will you require? Section 346, logging PPE.

• You are working with different types of machinery in a factory. What is the proper way to stop and start the machines? Section 237, starting and stopping machines.

• You arrive on your first day of work. The boss informs you that there are no washroom facilities or clean drinking water on site. Section 4 & 5, drinking water and toilets.

• You need a bandage for a cut on your finger. Your co-worker informs you that there is no first aid kit on site. Section 12, First Aid Kit.

• Your workplace is extremely hot regardless of the time of year. You always feel light headed and have a hard time getting work done because of the heat. Section 21 & 22, temperature.

• You are working on the construction of a bridge. The other day a co-worker fell off the bridge and almost drowned. Section 51, working near water.
• You are working on a roof at a construction site. What types of things should you be aware of? *Section 105, roofs.*

• Your boss has asked you to clean out a number of tanks on transport trucks. The space in the tank seems very small and you are concerned for your safety. *Section 262, confined spaces.*

  You are painting houses for the summer. You will be working at various heights with a ladder. *Section 122 to 126, portable ladders.*
New Brunswick Employment Standards

**Purpose**
Examine key facts of New Brunswick employment standards.

**Key Concepts**
- **Please note:** Employment standards are not a WHSCC issue, however we feel that their inclusion in this document important as they relate to the well-being of employees and employers. For further information, contact the Department of Training and Employment Development @ 1-888-452-2687.

- There are a number of employment standards one should be familiar with before entering the workplace. The following are a number of important employment standards: payroll and rules of payment; minimum wage and weekly rest period; paid public holidays; notice of dismissal, layoff or termination; vacations and vacation pay; maternity leave and child care leave; bereavement leave; employment of children; unfair employer action; equal pay for work of equal value. Refer to the Department of Training and Employment Development, Employment Standards Branch fact sheets found in the Appendix A for additional information on all the above.

**Required Materials & Equipment**
- Teacher resources: copies of employment standards fact sheets (see Appendix A), film on employment standards (optional)
- Student resources: N/A

**Connections to Curriculum**
- Career Education & Social Studies      group work
- Language Arts                         presentation skills
- Personal Development & Career Planning role play & summarize

**Plan of Action**
1. **Teacher oriented:** Review the definition of employment standards. Why do they exist? What purpose do they have? How would the workplace differ if they did not exist or were not enforced? Compare current New
Activity C19

Brunswick employment standards to the past (e.g. 20 to 50 years ago) and to existing standards in other countries.

2. **Group work:**
   - The teacher decides which of the fact sheets are relevant to the needs of the students, then passes out a different fact sheet (refer to Appendix) to each working group.
   - Groups review their fact sheet and discuss the meaning of the standard. Students work together to help each other understand the content.
   - Each group is to do the following with the content of their employment standard:
     a) summarize the meaning of the employment standard;
     b) give examples of how the employment standard protects the worker;
     c) create a scene from a workplace involving the employment standard.

   * Stress to each group that they are responsible for helping teach the other students about their employment standard.

3. **Presentations:** Groups share their skits with the rest of the class.

4. **Teacher oriented:** Discuss the importance of employment standards as regulations in the workplace. Review the steps to take if these regulations are not followed (i.e. talk to your supervisor, contact Department of Training and Employment Development).

5. **Writing assignment:** In a one page report, students summarize the employment standards they have learned about and their importance and role within the workplace to both the employer and employee.

**Assessment**

Group work; group presentation; writing assignment.
**Activity C19**

**Extension**
- Refer to Activity C20, What to Know about Employment Standards, for other ideas on employment standards.

**Appendix**
A- 12 fact sheets on employment standards from the Department of Training and Employment Development, Employment Standards Branch

**Additional Resources**
   Department of Training and Employment Development
   (provincial and federal employment standards listed with description)

2. Keys (AV)
   703169, VH, 25 min, A, 1992
   (teaching youth rights, equality, labour legislation)
Activity C20  
J/H

What to Know About Employment Standards

Purpose
Acquire knowledge of existing employment standards within the workplace and their effect on the health and safety of workers.

Key Concepts
- Refer to Appendix A of Activity C19 for employment standards information sheets from the Department of Training and Employment Development, Employment Standards Branch.

Required Materials & Equipment
- Teacher resources: video on employment standards, VCR & TV (optional)
- Student resources: N/A

Connections to Curriculum  
Skills
Social Studies/History  
research & reflect
Career Education & Language Arts  
writing letters
Personal Development & Career Planning  
presentation skills

Plan of Action
1. Teacher oriented:
   - Introduce the meaning and rationale for employment standards within the workforce (option to show video - see Additional Resources).
   - Review the employment standards information sheets (those that are relevant to the age group) found within the Appendix.
   - Discuss how employment standards are different around the world and how they have changed over time (e.g. child labour, immigrant labour).

2. Research project: Students conduct a research project on one of the following:
   a) employment standards in Canada;
   b) employment standards that exist in other countries;
   c) how employment standards have changed - from past to present (suggest last 25 to 50 years);
   d) the role of employment standards in promoting health & safety;
e) a combination of the above;

f) the various groups that have contributed to developing the standards;

g) the connection between Labour Day and employment standards.

- Students will present their research in the form of a speech or some other method that will allow them to teach their peers the contents of their research project.

3. **Discussion:** Review the importance of standards set within the workplace. Discuss the potential results if such standards did not exist.

**Assessment**
- Level of research and content of written speech.

**Extension**
- **Overview:** Students schedule a typical day or week of an employee to include/identify all appropriate/applicable employment standards (e.g. working hours, breaks etc.).

- **Letter:** Students write a letter to a fictitious company or to a Member of Parliament expressing their concerns about child labour in other countries, comparing these to Canadian employment standards.

**Appendix**  N/A

**Additional Resources**
1. See Appendix A of Activity C19 for information sheets from the Department of Training and Employment Development, Employment Standards Branch.

2. Keys (AV)
   703169, VH, 25 min, A, 1992
   (teaching youth rights, equality, and labour legislation)

   NB Employment Standards
   (provincial and federal employment standards - listed with description)
Activity C20

3. For more information on employment standards contact the Department of Training and Employment Development, Employment Standards Branch toll free @ 1-888-452-2687.

Canadian Labour Congress
(women, children, racism)
**Sexual Harassment in the Workplace**

**Purpose**
Gain an understanding of what is considered sexual harassment and means of dealing with sexual harassment.

**Key Concepts**
- Sexual harassment can occur in any setting to any individual regardless of age, marital status, gender, physical appearance, or position in the workplace. Sexual harassment is illegal even if it is only a single incident.
- For additional information on sexual harassment in the workplace, please contact the Human Rights Commission in your area.
- Refer to Appendix A for additional information on sexual harassment and violence in the workplace.

**Required Materials & Equipment**
- Teacher resources: VCR & film on sexual harassment (optional), copies of Fact Sheet & Quiz (see Appendix C)
- Student resources: N/A

**Connections to Curriculum**
- Career Education & Science    group work
- Personal Development & Career Planning problem solve
- Social Studies & Language Arts discuss & reflect

**Plan of Action**
1. **Introduction:** Show film on sexual harassment and/or read Dear Abby article aloud to the class (see Appendix D).

2. **Class discussion:** Invite students to share their comments on the film/article. What do they know about sexual harassment? It is important to reinforce the fact that harassment can occur in any setting, to any individual and that it is a serious offence.
Activity C21

3. **Group work:**
   - Pass out copies of Human Rights and Sexual Harassment Fact Sheet from the NB Human Rights Commission (refer to Appendix B). In small groups, students review the fact sheets and provide examples for each type of harassment; then students discuss solutions for dealing with the harassment.
   - As a group, students answer the Sexual Harassment Quiz found in Appendix C.

4. **Teacher oriented:** Invite groups to share their comments. Review answers to quiz (see Appendix C). Discuss steps for dealing with sexual harassment.

5. **Writing assignment:** Students reflect on the actions of another individual that would make them feel uncomfortable in any given setting (e.g. comments, inappropriate touching, violent behavior). Describe the steps they would take for dealing with the situation.

**Assessment**
- Involvement in class and group discussion; writing assignment.

**Extension**
- **Guest speakers:** Staff from NB Human Rights Commission; individual who has experienced sexual harassment; psychologist to discuss effects of harassment and how to deal with it emotionally.
- **Assertiveness training:** Invite trained person to discuss topic with class and help students practice being assertive.

**Appendix**
A- What You Should Know About Sexual Harassment
B- Human Rights and Sexual Harassment Fact Sheet from NB Human Rights Commission
C- Sexual Harassment Quiz and Answers to Quiz (from the NB Human Rights Commission, Educational and Development Branch)
D- Dear Abby - Boss harassing teen at her ‘dream job’
Activity C21

**Additional Resources:**
   NB Human Rights Commission

   Canadian Human Rights

3. Harassment in the Schools - What’s Sex Got To Do With It? (lit.) by The American School Counsellor Association

4. No One Ever Complained (AV)
   703827, VH, 18 min, HUA
   (harassment in the workplace; rights and responsibilities of employees)
What You Should Know About Sexual Harassment

- Examples of sexual harassment: degrading remarks about either sex; unwelcome pinching, hugging, brushing up against and patting; unwelcome sexual requests, remarks, jokes or gestures; unfair evaluations or reprimands, reduced working hours, overwork, dismissals, discipline or refusals to hire in relation to refusing to submit to sexual harassment.

- A good rule of thumb for recognising sexual harassment is to ask yourself ‘how would I feel if my spouse, parent, girlfriend/boyfriend or child were to hear or see this?’

- Steps to take if you have been sexually harassed:
  1. Recognize and acknowledge sexual harassment;
  2. Clearly express your thoughts and feelings;
  3. Record all details of every incident (time, date, witnesses, what was said or done, how it made you feel);
  4. Report all incidents to supervisor (if incident takes place on the job), to an adult you trust or to the Human Rights Commission.

- Make it clear to the students that as a teacher you are legally responsible for reporting any abuse (physical, mental or other) that students write or talk about, even if you only suspect it.

- Violence is another form of harassment that can occur in the workplace and should not be ignored. Violence can take different forms, for example, physical abuse, threats, abusive remarks.
The Sexual Harassment Quiz and Answers to Quiz found on the following pages is taken directly from Vision for Equality, Video Series, Workshop Manual, produced by the New Brunswick Human Rights Commission, Educational and Development Branch, January 1999, pages 31 to 33.
**Purpose**
Become familiar with the role of the Workplace Health, Safety and Compensation Commission (WHSCC) within the community and the workplace.

**Key Concepts**
- **The WHSCC mission statement:** The WHSCC is dedicated to the promotion of a safe and healthy work environment and the provision of services to workplaces, employers and the injured workers of New Brunswick.

- **The WHSCC mandate:**
  1. to actively promote prevention of accidents;
  2. to provide insurance and related services to the employer community;
  3. to provide rehabilitation benefits, including compensation, medical, vocational and counselling services to injured workers.

- Refer to General Appendix for additional information (WHSCC Working for You! pamphlet).

**Required Materials & Equipment**
- Teacher resources: WHSCC informational pamphlet (see General Appendix)
- Student resources: N/A

**Connections to Curriculum**
**Skills**
Language Arts        question & answer
Career Education      research

**Plan of Action**
1. **Introduction:** Show a video or discuss a local incident from the newspaper related to the workplace and the involvement of WHSCC (see General Appendix for accident cases in which WHSCC was involved).
Activity C22

2. **Class discussion:** Open the discussion by asking students what would happen if someone were injured on the job. Who would help? Are they familiar with WHSCC?

3. **Research:** Using various informational resources (e.g. informational pamphlet, discussions with parents, web sites), students answer questions on the roles of WHSCC - refer to Appendix A for sample questions.

4. **Job posting:** Students create a job description for a position at WHSCC, to appear in the employment section of the newspaper.

**Assessment**
- Students pass in completed questions and job posting assignment for evaluation.

**Extension**
- **Guest speaker:** Invite a WHSCC staff member to discuss their role and responsibilities.

- **Art:** Students create a poster to show what WHSCC stands for.

- **Health & safety organisations:** Explore the WHSCC web site and/or other health and safety organisations across the country. (Refer to General Appendix for web site listings).

**Appendix**
A- WHSCC Working for You! (sample questions)

**Additional Resources**
1. [http://www.whscc.nb.ca](http://www.whscc.nb.ca)
   Workplace Health, Safety and Compensation Commission of NB

2. Refer to General Appendix for Web site locations of other provincial and federal health & safety organisations and WHSCC Working for You! (information pamphlet).
Sample Research Questions

1. What do the letters WHSCC stand for?

2. In your own words, what is the WHSCC mission statement?

3. What are the roles and responsibilities of WHSCC?


5. What are the roles and responsibilities of the employer under the existing legislation?

6. Describe the WHSCC programs and services.

7. What role does WHSCC play in rehabilitation?

8. What other compensation services does WHSCC provide?
What is WHSCC?

Purpose
Identify the role of the Workplace, Health and Safety Compensation Commission (WHSCC) in the workplace and within the community.

Key Concepts
☐ Refer to General Appendix for additional information on WHSCC, information pamphlet WHSCC Working for You!

Required Materials & Equipment
• Teacher resources: several copies of WHSCC information pamphlet and/or access to WHSCC Web site, copies of activity sheet (refer to Appendix A)
• Student resources: N/A

Connections to Curriculum
Language Arts      research & group work
Career Education      question & answer
Personal Development & Career Planning      presentation skills

Plan of Action
1. Question period: Begin the discussion by asking students a series of questions regarding health and safety in the workplace. For instance:
   • Do we have rights as an employee in the workplace?
   • What happens if an employee is injured at work?
   • If we are unable to work due to a work-related injury are we compensated/do we still get paid?
   • What if an employee feels their workplace is unsafe?
   • What is the WHSCC, and what does it have to do with employees and employers in the workplace?

2. Assign questions: Distribute to small working groups WHSCC information pamphlets (see General Appendix) and copy of activity sheet (refer to Appendix A for suggested questions). The WHSCC pamphlet and/or
Activity C23

WHSCC web site will aid in answering questions found on the activity sheet. Groups may focus on a number of the questions or be assigned to answer all of the questions.

**Assessment**
- Completed activity sheet.

**Extension**
- **Present findings on WHSCC:** Students think of creative ways to present their work to the rest of the class. Presentation methods can vary for each group. The teacher may set limits by giving groups specific materials and instructions to use for their presentation. For example, provide one group with bristol board for their presentation; another group could set up an interview; another group could use the chalk board or flip chart; while others could present their material through a skit.

- **Guest speaker:** Invite a WHSCC staff member to the class to discuss the organisation and their role in protecting employees and promoting health and safety within the workplace.

- **Newspaper:** Students create a fictional advertisement for the employment section of the Classifieds describing an opening for a position at WHSCC.

**Appendix**
A- What is WHSCC? Questions to Ponder (activity sheet)

**Additional Resources**
1. www.whscc.nb.ca
   WHSCC Web site

2. Refer to General Appendix for copies of WHSCC information pamphlets.
What is the WHSCC? Questions to Ponder

* The WHSCC pamphlet and/or Web site will help you answer the following questions:

1. Introduce yourself as a WHSCC staff member to the rest of the class. What will you tell us about your job and about whom you work for?

2. Describe the responsibilities of the employer in the workplace.

3. Describe your rights as an employee and provide an example.

4. In your opinion, describe what impact injuries and accidents in the workplace can have on workers.

5. What does prevention mean? How does WHSCC attempt to prevent injuries and accidents?

6. What is the definition of rehabilitation? What rehabilitation services does WHSCC offer injured workers?

7. Where is WHSCC located? Which office is closest to you? How can you contact the staff?
Section D: Recognizing the Hazards
Overview of all Types of Hazards

~ THEMES ~

✓ Identifying and investigating hazards (importance in injury prevention; the four types; at home, school and in the workplace; audits; checklists; making recommendations)

~ ACTIVITY TITLES ~

School Wide Hazards (P/E/J) D1
The Four Types of Hazards (J/H) D2
What Does a Safe Environment Look Like? (E/J/H) D3
Find the Risks & Hazards (P/E/J/H) D4
Identifying the Hazards (E/J/H) D5
Risky Business (E/J/H) D6
Health & Safety Checklist - Evaluating the Workplace/Activity (P/E/J/H) D7
Investigating Safety Habits (J/H) D8
Typical Day in the Life... (J/H) D9
Survival Kit - Protection for the Workplace (J/H) D10
Helpful Tips for the Workplace (J/H) D11
**School & Home Wide Hazards**

**Purpose**
Evaluate the school and home for hazards and determine measures to prevent injuries.

**Key Concepts**
- Recognition of hazards in any workplace is key to the prevention of accidents. By knowing the hazards, one can determine how to control the dangers, and thereby reducing the risk of injuries.

**Required Materials & Equipment**
- Teacher resources: tape, Post-it-notes or construction paper
- Student resources: markers/crayons

**Connections to Curriculum**
- Personal Development & Career Planning
- Career Education & Science
- Health & Language Arts
- Physical & Technology Education

**Skills**
- group work
- observe & list
- problem solve

**Plan of Action**

1. **Brainstorm & list:**
   - In small working groups, students create a list of all the hazards that can be found within the school and home environment. The teacher may request that half the groups focus on home hazards and the other half, school hazards.
   - Students divide a sheet of paper in half and list all the hazards on one side of the page.
   - On the second half of the sheet, students list all the methods of controlling the hazards within the school/home, thereby reducing the risk of injuries and accidents.
   - As a class, review all group work.

2. **Safety mural:** Section off a part of a wall of the classroom or hallway with the heading ‘What I do to make my school and home a safer place’.
Activity D1

- Students use construction paper to write the things they do to keep the home and school a safer place and post them under the heading. **And/or** have a post-it-notes pad available for students to write and post what they do/have done to make their school and home a safer place. This can be done as a daily class routine or during students’ free time, and reviewed on a regular basis.

- **Younger students** can draw pictures that symbolize what they do to make their home and school a safer place to be.

3. **Writing assignment:** Individually, students write about their role in preventing injuries in the home and school.

**Assessment**
- Involvement in group work and class discussion; participation in creating safety tips for mural; writing assignment.

**Appendix**  N/A

**Additional Resources**
- Refer to General Appendix for AV resources and Web site listings.
The Four Types of Hazards

**Purpose**
Describe the four types of hazards and provide examples for preventing injuries as a result of such hazards.

**Key Concepts**
- There are four types of hazards: chemical, biological, ergonomic and physical. Refer to Appendix A for additional information on each of the four types of hazards.

**Required Materials & Equipment**
- **Teacher resources:** samples of the four types of hazards
- **Student resources:** N/A

**Connections to Curriculum**
- Science & Technology Education: observe
- Health & Physical Education: classify
- Career Education & Language Arts: construct & complete a chart

**Plan of Action**
1. **Introduce:** The teacher will review the four types of hazards (see Appendix A) by presenting a number of tangible samples of each (optional).

2. **Construct:** Ask students to construct the chart found on the following page, or provide them with a copy of the chart (see Appendix B). Students conduct research and describe a number of examples for each type of hazard for the various locations mentioned within the chart. The teacher may want to provide out-of-class time for students to complete the chart.

3. **Sharing of information:** Students share their completed chart with others.

4. **Preventative measures:** Using the examples of hazards mentioned within their chart, students describe safety tips for several of the hazards.
Activity D2

For example, when using cleaning supplies (a chemical hazard), be sure to read the directions carefully, use protective gloves, never ingest the product etc. Students may create safety labels for the examples of hazards.

Sample chart:

<table>
<thead>
<tr>
<th>Locations</th>
<th>Chemical Hazards</th>
<th>Biological Hazards</th>
<th>Physical Hazards</th>
<th>Ergonomic Hazards</th>
</tr>
</thead>
<tbody>
<tr>
<td>Found at home</td>
<td>* Mr. Clean</td>
<td>* mould growing in the fridge</td>
<td>* lawn mower</td>
<td>* sitting improperly on couch</td>
</tr>
<tr>
<td></td>
<td>* propane tank on BBQ</td>
<td></td>
<td>* electrical appliances</td>
<td></td>
</tr>
<tr>
<td>Found at school</td>
<td></td>
<td>* blood (nose bleed)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Found in the workplace</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Found outdoors</td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

☐ Refer to Appendix B for master copy of blank chart.

Assessment
- Content and completion of chart; preventative measures for a number of identified hazards.

Extension
**Workplace hazards:** Students conduct an interview with an employee from the workplace of their choice to research specific hazards that exist within the workplace. Students categorize identified hazards under the appropriate heading: chemical, physical, biological or ergonomic hazard.
Activity D2

**Appendix**
A- The Four Types of Hazards (information on the four types of hazards)
B- Find the Hazards (copy of blank chart for student use)

**Additional Resources**
Refer to General Appendix for AV resources and Web site listings.
The Four Types of Hazards

1. **Chemical hazards:** Examples of chemical hazards include liquids (office supplies, cleaning products, paints, acids); vapours and fumes; gases (oxygen: its explosive nature when ignited, propane, carbon monoxide); flammable, combustible and explosive materials. Chemical hazards can enter the body through inhalation, ingestion, absorption or injection.

2. **Physical hazards:** Examples of physical hazards include machinery (exposure to moving parts), electricity, vibration, noise, temperature (heat and cold), dust, fibres and radiation.

3. **Biological hazards:** A biological agent is any living substance that can cause illness or disease. Bacteria, moulds, mildew, fungi and viruses are examples of biological agents. Biological hazards can be found in workplace settings which involve food or food preparation; animals (e.g. animal bites, feces); plants (e.g. poisonous plants); sewage and sanitation; hospitals or child care settings (e.g. improper stored medical waste).

4. **Ergonomic hazards:** The ergonomics of our workplace can have an impact on our physical well-being. As we attempt to alleviate stresses and possibilities for error, we must consider the lighting, workstation layout, video display terminal, impact of shift work, controls, physical task demands, and many other factors. For additional information, refer to Activity E9, What is Ergonomics.
# Find the Hazards

<table>
<thead>
<tr>
<th>Locations</th>
<th>Chemical Hazards</th>
<th>Biological Hazards</th>
<th>Physical Hazards</th>
<th>Ergonomic Hazards</th>
</tr>
</thead>
<tbody>
<tr>
<td>Found at home</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Found at school</td>
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<tr>
<td>Found in the workplace</td>
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<tr>
<td>Found outdoors</td>
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</table>
Activity D3  
E/J/H

**What Does a Safe Environment Look Like?**

**Purpose**  
Gain an understanding of the qualities and rationale for a safe working environment, be it the classroom, school, home or workplace.

**Key Concepts**  
- Refer to Appendix A for qualities to observe in determining a safe working environment.

**Required Materials & Equipment**  
- Teacher resources: N/A  
- Student resources: paper, pencil, ruler, markers/crayons

**Connections to Curriculum**  
Career Education & Language Arts  
Health & Art & Science  
Personal Development & Career Planning  
Technology & Physical Education

**Skills**  
- using charts  
- creative design  
- practice good housekeeping

**Plan of Action**  
**1. Brainstorm:**  
- Students create a chart with two columns. In one column, students list all the qualities of a safe working environment (be it the school, class, home or workplace). Refer to Appendix A for examples.  
- In the second column, students list the rationale and role of each of the listed safety qualities in creating a safe and healthy work environment.
• Charts can be created for working in specific areas of the school, for example, science lab, technology lab or gymnasium (see Appendix C for sample chart).

2. **Writing assignment:** Students reflect on the following questions:
   A) What makes you feel safe in your workplace?
   B) What makes you feel unsafe in your workplace? (be it the school, home or at your job).
3. **Create:** Using art materials, students create an accident-free and hazard-free workplace to protect an accident-prone worker, in the workplace of their choice.

☐ Refer to Appendix B, The Accident-Free Workplace, for self-explanatory directions of activity for group work. ☐ Students need to be aware of TV show, ‘Tool Time’ to take part in this activity.

**Assessment**
- Effort and content of chart, writing assignment, involvement in art work.

**Extension**
- **Guest speaker:** Invite a WHSCC health and safety officer to discuss what qualities they look for when determining a safe and healthy workplace.

**Appendix**
A- What Does a Safe Environment Look Like?
B- The Accident-Free Workplace (directions of activity for group work)
C- Qualities of a Safe Work Environment (sample chart)

**Additional Resources**
1. *Your Choice...Our Chance: Student Programs 6 - 10 (AV)*
   702992, VH, 74 min series, EA, 1991
   (healthy behaviors; decision-making; responsibility)

   Think Safe Club (P/E/LM)

3. Refer to General Appendix for additional AV resources and Web site listings.
What Does a Safe Environment Look Like?

The following are examples of qualities to look for in determining a safe working environment. The possibilities are endless although they may vary depending on the work environment.

♦ Air quality - control of dust, gases, temperature, humidity, and by using proper ventilation.

♦ Building & structure - condition of windows, doors, floors, exits, aisles, ramps, guard-rails, garbage removal & storage, roof, walls.

♦ Fire prevention - smoke alarms, sprinkler system, fire exits well-marked with lighted signs, fire exits unobstructed, fire extinguishers exist and are checked monthly.

♦ Furniture - good condition, no sharp edges, appropriate, proper storage space.

♦ Emergency procedures - signs & procedures posted, emergency lighting, employees aware of procedures.

♦ First aid kits - exist, available and maintained.

♦ Walking and work areas - clean, good repair, non-slip carpets.

♦ Hazardous supplies & materials - proper storage, proper labelling, WHMIS labels & availability of MSDS.

♦ Personal protective equipment - provided, enforced, proper type.

♦ Guards on all moving parts of machines.
Appendix A
Activity D3

♦ Housekeeping - cleanliness in all areas.

♦ Environmental conditions - proper snow removal, sidewalks salted/sanded.

♦ Proper training provided - to new and transferred employees, regarding WHMIS, general & job specific health and safety, PPE use and maintenance.

♦ Proper position of light and intensity.

♦ Eye wash stations - clean, operating, regular testing.

♦ Ladders and climbing devices - properly stored, good condition, extreme caution around electrical wiring and devices.
The Accident-Free Workplace

Materials: stack of flip chart paper, cups of paint, paintbrushes, construction paper, scissors, glue, markers

Plan of Action

1. The producers of ‘Tool Time’ are thinking of putting the TV show back on the air. However, the only way they can afford to do so is if Tim the Tool Man Taylor can work accident-free. Your group is responsible for designing a workplace for Tim where absolutely no accidents or injuries will take place.

A) Use the materials provided to design and create the workplace. Go wild, use your imagination - there are no limits!

♦ Your group can work together on the workplace OR each group member may wish to work separately on a part of the workplace OR each group member can design their own accident-free workplace.

All accidents are preventable!
Qualities of a Safe Work Environment

<table>
<thead>
<tr>
<th>Qualities of a safe work environment</th>
<th>Role in protecting your health &amp; safety</th>
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<tbody>
<tr>
<td>e.g. keep floors clean and free from obstacles</td>
<td>to avoid slips, trips or falls</td>
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</table>

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Find the Risks & Hazards

**Purpose**
Practice hazard recognition and describe means of reducing the risk of an injury.

**Key Concepts**
- A hazard is a condition or practice which has the potential for an accident or loss. A key element in any safety program is the recognition of hazards.

- A risk is the probability or chance of an accident or loss.

**Required Materials & Equipment**
- Teacher resources: copies of hazard cartoon (see Appendix B)
- Student resources: paper & pencil

**Connections to Curriculum**
- Health & Career Education: identify & describe
- Physical Education: evaluate - identify
- Science & Language Arts: inappropriate behavior
- Personal Development & Career Planning: problem solve

**Plan of Action**
1. **Activity sheet:** Distribute copies of the hazard cartoon (see Appendix B) to each student. Students are to:
   a) identify areas that may be of concern to the health and safety of the workers within the scene;
   b) describe how the risk of injury or incident can be lessened or avoided.

   Refer to Appendix A for directions of the activity.

2. **Discussion:** Define and differentiate between hazards and risks. Review the cartoon locating all the hazards.

3. **Create:** Students create their own hazard cartoon depicting a scene of
hazards that may be found within a workplace, activity, or in a classroom setting of their choice (e.g. science lab, gym). Once completed, students distribute their cartoon and challenge others to identify the hazards in the scene. (The teacher may wish to photocopy the students’ hazard cartoons for distribution).

- **Younger grade hazard cartoons:** Students create hazard cartoon for different holidays or activities. For example, Christmas/winter hazards, Halloween hazards, water, road, school or playground hazards etc.

**Assessment**
- List of hazards and means of minimizing their risk for an injury; effort in creating their own hazard cartoon.

**Extension**
- **Additional hazard cartoon questions:** In reviewing the hazard cartoons, older grade students answer the additional questions:
  
  A) As the employer in the workplace depicted in the cartoon, what type of training do you need to provide to your employees?
  B) As an employee in the workplace depicted in the cartoon, where might you practice your right to refuse dangerous work?

- **School-wide challenge:** Pin up, in the hallway of the school, student created hazard cartoons. Open the contest to all interested students with the challenge of identifying the most hazards within the workplace scene. Along with identifying the hazards, students must describe means of lessening the risk of injury. Students pass in their answers (prize for winner?).

- **Real life hazard scene:** The teacher sets up several hazards in a part of the classroom (lab or gym). Instruct students to sit away from the hazards but take note of what they observe. What is wrong/unsafe in the classroom? As students identify the hazards, review why they are hazards and what potential injuries could result.
Appendix
A- What’s Wrong with this Picture? (directions to activity)
B- copy of hazard cartoon

Additional Resources
1. Refer to General Appendix for AV resources (see Risks, Choices, Decision Making & Goals section) and Web site listings.
What's wrong with this picture?

* Instructions *

Materials: one copy of cartoon sheet for each student, pens/pencils & extra writing paper

1. Divide the class into small working groups. Pass out copies of the cartoon to each group member.

2. Explain to the students that they have to find as many things wrong in the picture as possible, in relation to health and safety. For each item identified the group receives one point. The group receives two extra bonus points if they also indicate the proper/safe way of doing it.

* All group members work together. Only one answer sheet is passed in for each group (the group may want to choose someone to record their answers).

3. In their groups, students discuss the following:

   A) As the employer/boss in this workplace, what type of training should I provide my staff?

   B) As an employee/worker in this workplace, where might I practice my right to refuse dangerous work?

* Review all answers as a class.
Identifying the Hazards

Purpose
Identify examples of hazards that exist in everyday life, be it at school, at home or in the workplace.

Key Concepts
• Increasing awareness of everyday hazards will help prevent accidents. A key element in any safety program is the recognition of hazards. Being aware of the hazards will reduce the risk of injury.

• Definition of hazard: a condition or practice which has the potential for an accident or loss.

• Definition of risk: the probability or chance of an accident or loss.

Required Materials & Equipment
• Teacher resources: movie related to content (optional), TV & VCR (optional)
• Student resources: paper, pencils & clipboard (optional)

Connections to Curriculum
Career Education      group work
Health & Art          decision making
Home Economics        observe & prioritize
Entrepreneurship      create & communicate
Personal Development & Career Planning recommend

Plan of Action
1. Brainstorm: Determine what types of things should be investigated and observed during a workplace inspection (be it the school or workplace). Review the meaning of hazards and risks and their relationship to accidents.
2. **Working groups:**

- **Middle & high school**
  A) In small working groups, students conduct independent audits, each group visiting a different part of the school and taking note of the hazards (e.g. science lab, cafeteria, school yard, gym etc.).
  * **Note:** Should inform school staff that students will be circulating.
  B) Students make a list of the potential hazards in the area, then prioritize this list from greatest risk to lowest risk (e.g. top five hazards).
  C) Groups prepare a presentation on their top five hazards within the school. The presentation can be in the form of a poster, skit etc., but must include a proposed solution to minimize the risk of injury.

- **Elementary**
  A) As a class, tour the school and take note of any hazards and areas of concern.
  B) Discuss the top five hazards within the school.
  C) Divide the class into small groups. Each group is assigned one of the top 5 hazards and creates posters to caution others about the hazard.

**Assessment**
- Participation in audit, effort in listing potential hazards; group presentations and proposal to minimize the risks.

**Extension**
- **Older grades:** Each student describes a job they have done or are currently doing (anything from baby-sitting, newspaper route, mowing the lawn etc.). First, students describe the job duties and responsibilities. Second, they identify the risks, hazards and means of minimizing the chance of an injury taking place.

- **All grades:** A similar ‘hazards audit’ can be conducted in the home. Results are presented in the form of a report of recommendations to
Activity D5

minimize the risks and hazards, and is presented to the class.

- **False sense of security:** Discuss and develop a list of factors that give people a false sense of security in any type of setting. For example, this may not be the safest way but it’s faster and I’ve been doing it this way for years and have never been injured. Discuss reasons to be cautious about having a false sense of security.

- **Game:** Develop an orientation game within the school and playground through which students identify the hazards at each of the stations.

**Appendix**
A- Investigating Your School (directions of activity for group work)

**Additional Resources**
1. Kitchen Safety: Is Your Kitchen Out To Get You? (AV) 705376, VH, 17 min, JH, 1996 (kitchen is most dangerous room in the home; hazards and prevention)

2. Refer to General Appendix for additional AV resources and Web site listings.
Investigating Your School

**Materials:** paper, pencils, flip chart paper, markers

**Plan of Action**

1. **Investigate:** Read over **all** directions before you start.

   - Your group has been hired to inspect your school for possible dangers. As a group, circulate around the main floor of the school to inspect for hazards that could potentially cause an accident. The investigation should take no more than 15 minutes.

   - **During your investigation you will need:**
     1. paper & pencil
     2. something hard to write on (e.g. clipboard, text book)
     3. Suggestions for Investigating your School for Hazards (found on the next page)

2. **Recommendations:**

   - After you have completed your investigation, use the flip chart paper and markers to list all the hazards you discovered around the school. **List the hazards in order of importance** - for example, hazard #1 is more serious than hazard #5.

   - What recommendations could you make to the principal for making the school safer?
Suggestions for Investigating your School for Hazards

The following are examples of things to look for during your investigation of the school. The possibilities are endless - keep your eyes open for anything that could cause an accident.

- Air quality - control of dust, gases, temperature, humidity, proper ventilation.
- Building & structure - condition of windows, doors, floors, exits, aisles, ramps, guard-rails, garbage removal & storage, roof, walls.
- Fire prevention - smoke alarms, sprinkler system, fire exits well-marked with lighted signs, fire exits unobstructed, fire extinguishers exist and are checked monthly.
- Furniture - good condition, no sharp edges.
- First aid kits - exists, available and maintained.
- Walking and work areas - clean, good repair, non-slip carpets, proper lighting.
- Hazardous materials (e.g. cleaning materials) are stored properly.
**Activity D6**
**E/J/H**

**Risky Business**

**Purpose**
List examples of possible hazards and risks associated with various workplace settings, as well as the means of preventing injuries.

**Key Concepts**
- A **hazard** is a condition or practice which has the potential for an accident or loss; a **risk** is the probability or chance of an accident or loss.
- There are many types of hazards in the workplace; no two workplace environments are alike.
- Unfortunately, some workplaces are more susceptible to on-the-job violence, aggression, verbal abuse or physical assault.

**Required Materials & Equipment**
- Teacher resources: copies of activity sheet (see Appendix A)
- Student resources markers & paper (optional)

**Connections to Curriculum**
**Skills**
Career Education       group work & list
Health & Language Arts/Drama   problem solve
Personal Development & Career Planning dramatic play

**Plan of Action**
1. **Class discussion:** Students review the definition of risks and hazards and provide examples of the types of hazards that may be found in a workplace or in daily activity.

2. **Worksheet:** Pass out copies of the worksheet (How Are They Vulnerable?) found within the Appendix A to pairs of students. Provide time for groups to complete the sheet.

3. **Skits/create:** Students choose one of their jobs from Part B of the activity sheet and perform a short skit depicting a scene from the
workplace. The skit should depict examples of hazards on the job and means by which the employees can reduce the risk of injury.

- **OR** each pair of students creates a poster depicting the risks and hazards of a specific workplace. Students present posters to the class and peers offer additional suggestions for hazards and risks.

**Assessment**
- Peer and teacher evaluation of worksheets and skit/posters.

**Extension**
- **Guest speaker:** Invite a person who is knowledgeable about handling abuse and/or methods of dealing with the general public.

- **Five Worst Teen Jobs:** The National Consumers League (NCL) has listed the Five Worst Teen Jobs as:
  1. delivery and other driving;
  2. working alone in cash-based business;
  3. travelling youth crews;
  4. jobs where employers pay ‘under-the-table’;
  5. construction.

Divide the class into small groups. Each group takes one of the listed Worst Teen Jobs. As a group, students list the potential hazards of the job and ways an employee can prevent on-the-job accidents. For more information on the NCL Alert: Five Worst Teen Jobs, check out their website at http://www.natlconsumersleague.org/worst1.htm

**Appendix**
A- How Are They Vulnerable? (activity & answer sheet)

**Additional Resources**
1. How Safe is Enough (AV)
   700478, VH, 20 min, HUA, 1983
   (risky activities; risk assessment)

2. Dangerous Jobs Series, by Mike Gething (lit.)
3. www.smartrisk.ca
   (smart risks & choices - appropriate for J/H)

   (spot the hazards; risks and safe techniques - appropriate for P/E/J)
How Are They Vulnerable?

PART A: For each of the following types of work, list the hazards employees may face on the job.

For example:

<table>
<thead>
<tr>
<th>Type of work</th>
<th>Hazards</th>
</tr>
</thead>
<tbody>
<tr>
<td>cab driver</td>
<td>violent or aggressive passengers, bad weather or road conditions, robbery, late nights (lack of sleep), poorly maintained vehicle</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Type of work</th>
<th>Hazards</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. hospital staff</td>
<td></td>
</tr>
<tr>
<td>2. electrician</td>
<td></td>
</tr>
<tr>
<td>3. fire fighter</td>
<td></td>
</tr>
<tr>
<td>4. custodian</td>
<td></td>
</tr>
<tr>
<td>5. banker</td>
<td></td>
</tr>
<tr>
<td>6. letter carrier</td>
<td></td>
</tr>
<tr>
<td>7. gas bar attendant</td>
<td></td>
</tr>
<tr>
<td>8. retail clerk</td>
<td></td>
</tr>
<tr>
<td>9. bar tender</td>
<td></td>
</tr>
<tr>
<td>10. bus driver</td>
<td></td>
</tr>
<tr>
<td>11. your choice</td>
<td></td>
</tr>
</tbody>
</table>
PART B:

Choose any three of the above occupations. Using the hazards you listed, describe means by which an employee can reduce or eliminate the risk of an injury or accident on the job.
# How are they vulnerable?

**Teacher’s copy**

<table>
<thead>
<tr>
<th>Type of job</th>
<th>Examples of Hazards</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. hospital staff</td>
<td>abusive or violent patients, lifting, blood born pathogens, tiredness due to long shifts may lead to unsafe decisions</td>
</tr>
<tr>
<td>2. electrician</td>
<td>working in elevated areas, electric shock</td>
</tr>
<tr>
<td>3. fire fighter</td>
<td>fire, smoke, gas, burns, falls, traffic</td>
</tr>
<tr>
<td>4. custodian</td>
<td>toxic cleaning solutions, improper carrying and lifting, physical labour</td>
</tr>
<tr>
<td>5. banker</td>
<td>abusive clients, robbery, office, ergonomics (possibly on feet all day)</td>
</tr>
<tr>
<td>6. letter carrier</td>
<td>dogs, cars, poor side walk conditions, physical strain, weather conditions</td>
</tr>
<tr>
<td>7. gas bar attendant</td>
<td>robbery, abusive clients, toxic substances, late nights</td>
</tr>
<tr>
<td>8. retail clerk</td>
<td>robbery, abusive clients, improper lifting and carrying</td>
</tr>
<tr>
<td>9. bar tender</td>
<td>late nights, abusive and aggressive clients, broken glass, ergonomics of twisting and reaching</td>
</tr>
<tr>
<td>10. bus driver</td>
<td>poor road conditions, abusive passengers, bad weather, early mornings/late nights, traffic</td>
</tr>
</tbody>
</table>
**Health & Safety Checklist**

**Evaluating the Workplace/Activity**

**Purpose**
Develop and carry out a health and safety checklist for evaluating a workplace (or activity).

**Key Concepts**
- Every individual is responsible for his/her personal safety. You have a right to know how to do the job safely. Make sure you are prepared and informed. Being aware of the hazards can reduce your risk of injury.

- A health and safety checklist can be a useful tool in identifying the hazards in the workplace/activity and in the prevention of accidents.

**Required Materials & Equipment**
N/A

**Connections to Curriculum**

- Technical Education: brainstorm
- Career Education: create a checklist
- Science & Language Arts: vocabulary
- Health & Gym: investigate & evaluate
- Personal Development & Career Planning: summarize & analyze

**Plan of Action**

1. **Class discussion:** Review the existence of hazards in any given work environment (e.g. the home, school, workplace, outdoors). How do we determine if a workplace is safe? How can we reduce the risk of injury?

2. **Brainstorm:** Students choose a workplace or activity of their choice on which to focus (e.g. biking, roller-blading, mowing lawn). Students list all the hazards that may exist within their chosen workplace/activity.

3. **Develop a checklist:**
   - Discuss the role of a health and safety inspection checklist in determining how safe a workplace/activity is and its role in hazard recognition and in
Activity D7

preventing accidents.

- Using their created list of hazards, students develop a health and safety inspection checklist for their workplace/activity.

Refer to Appendix A & B for examples of items that can be included in a health and safety checklist (related to the workplace or school).

- Older students should focus on health and safety in the workplace (4A), whereas younger students focus on the home, school, playground or activity (4B) in which they engage.

4A. Apply it to the workplace:
- Students find an employee or employer and use him/her to review the accuracy of their developed health and safety checklist. For instance, if the checklist was developed for a restaurant, the student seeks a restaurant employee and/or employer to review their checklist to determine its accuracy within the workplace.
- The student questions the worker to complete the checklist for the particular workplace. OR, if possible, the student uses the checklist to inspect the actual workplace.

4B. Apply it to an activity:
- Students review the accuracy of each others’ developed checklist. For example, if checklist was developed for bike safety, partner reviews items on checklist to be sure it is all encompassing with regards to bike safety.

5. Analyze the data:
- Once the checklist is completed, students review their findings and complete the chart found in Appendix C, Inspection & Audit of a Workplace/Activity.

Assessment
- Review of individually created health and safety checklist and completion of Inspection & Audit of a Workplace/Activity (see Appendix C).
Activity D7

**Extension**
- **Cross curricular:** The health and safety inspection checklist can be developed for specific disciplines within the school. For example, at the beginning of the school year students develop a checklist for the science lab, the technology education classroom, or the gym.

**Appendix**
A- Evaluating for Health & Safety (examples of items that can be included within a health and safety inspection)
B- Health and Safety Checklist - Suggested Guidelines for Evaluating a Workplace (sample checklist)
C- Inspection & Audit of a Workplace/Activity (chart to analyze results of checklist)

**Additional Resources**
Refer to General Appendix for AV resources and Web site listings.
Evaluating for Health & Safety

The following are items that may be included in a workplace health and safety inspection. The possibilities are endless and vary depending on the specific work environment.

♦ Air quality - levels of dust; smell of gases or perfumes/cologne; regulated temperature and humidity; proper ventilation.

♦ Building & structure - check for windows, doors, floors, exits, aisles, ramps, guard-rails, garbage removal & storage, roof, walls.

♦ Fire prevention - existence of smoke alarms, sprinkler system, fire exits well marked with lighted signs; fire exits unobstructed; fire extinguishers exist and are checked monthly.

♦ Furniture - good condition, no sharp edges, appropriate and proper storage space.

♦ Emergency procedures - signs & procedures posted, emergency lighting exists and employees are aware of procedures.

♦ First aid kits - exist, maintained and accessible.

♦ Walking and work areas - clean, good repair and non-slip carpets.

♦ Hazardous supplies & materials - proper storage, proper labelling, workplace hazardous materials information system (WHMIS) labels & availability of materials safety data sheets (MSDS).

♦ Personal protective equipment (PPE) - provided, enforced and proper type.
Appendix A
Activity D7

♦ Guards on all moving parts of machines.

♦ Housekeeping - cleanliness in all areas.

♦ Environmental conditions - proper snow removal, sidewalks clear and salted/sanded.

♦ Proper training provided - to new and transferred employees, regarding workplace hazardous materials information system (WHMIS), general & job-specific health and safety, personal protective equipment (PPE) use and maintenance.

♦ Proper lighting in all areas.

♦ Eye wash stations - clean, filled, operating and tested regularly.

♦ Ladders and climbing devices - properly stored, in good condition and training provided on their use.
HEALTH AND SAFETY CHECKLIST
SUGGESTED GUIDELINES FOR EVALUATING A WORKPLACE

<table>
<thead>
<tr>
<th>THE WORKPLACE</th>
<th>Yes</th>
<th>No</th>
<th>N/A</th>
<th>?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Does the workplace have a new employee orientation program in place and/or takes the time to train new employees?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Are employees provided with the rules, policies and procedures for doing the job safely?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Are employees provided with contacts to help with questions and concerns regarding health and safety issues in the workplace (e.g. supervisor, joint health and safety committee)?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Is there evidence of good ‘housekeeping’ in the workplace (e.g. free from items that may cause slips, trips and falls)?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>PROPER USE OF EQUIPMENT</th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Are comprehensive instructions and training provided for using all machines and equipment?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Is instruction provided on machine guarding (i.e. are moving parts exposed)?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Is instruction provided on the maintenance and storage of machines and equipment?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Is instruction provided on lock out, starting and stopping machines and equipment?</td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>PERSONAL PROTECTIVE EQUIPMENT (PPE)</th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Is the use of PPE required on the job?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Is PPE supplied by the employer to employees?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Is training provided on the use of PPE?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Is the use of PPE enforced?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>HAZARDS IN THE WORKPLACE</th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Are employees made aware of existing hazards (physical, biological and chemical agents) in the workplace?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Are employees provided with instructions on reducing and controlling the risks and hazards in the workplace?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Are any controlled/toxic products used, handled or stored in the workplace?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Are employees provided with proper instruction and training on handling and disposal of controlled/toxic materials?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Are containers labelled appropriately (i.e. proper use of Workplace Hazardous Materials Information System/ WHMIS)?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Are Material Safety Data Sheets (MSDSs) available and accessible to all employees in the workplace?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

(continue)
### EMERGENCY PROCEDURES

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Are there emergency procedures in place?</td>
<td></td>
</tr>
<tr>
<td>Are emergency procedures reviewed with employees?</td>
<td></td>
</tr>
<tr>
<td>Are fire exits marked and accessible?</td>
<td></td>
</tr>
<tr>
<td>Are First Aid kits on site, accessible and maintained?</td>
<td></td>
</tr>
<tr>
<td>Are fire extinguishers on site and checked regularly?</td>
<td></td>
</tr>
<tr>
<td>Are employees provided with instruction on reporting an injury, incident or dangerous situation?</td>
<td></td>
</tr>
</tbody>
</table>

### PROPER USE OF THE BODY

*Answering yes to either of the following two questions may be an indication that the stage is being set for a repetitive strain injury.*

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Does the job require a lot of lifting, pushing, pulling or carrying?</td>
<td></td>
</tr>
<tr>
<td>Does the job require working in awkward postures (e.g. arms above your head or with a bent back)?</td>
<td></td>
</tr>
</tbody>
</table>

**Additional comments/observations:**

---

**Place of employment:** ____________________________

**Name of employee:** ____________________________

**Date:** ____________________________
### Appendix C
#### Activity D7

## Inspection & Audit of a Workplace/Activity

After conducting an inspection of a workplace/activity complete the following chart.

<table>
<thead>
<tr>
<th>List any hazards observed (i.e. improper job procedures, improper working conditions, etc.)</th>
<th>Prioritize based on importance and possible injuries resulting (i.e. #1 requires immediate attention)</th>
<th>Recommendations for corrective action (i.e. means of reducing or eliminating the risk)</th>
</tr>
</thead>
<tbody>
<tr>
<td>e.g. bad housekeeping - electrical cords lying all over, garbage and boxes in walking paths</td>
<td>top priority #1 can cause slips, trips or falls</td>
<td>clear all walking paths; tape down electrical cords and/or arrange to be tucked away; put staff in charge of housekeeping</td>
</tr>
</tbody>
</table>
Investigating Safety Habits

**Purpose**
Observe the safety habits of self and others, and make recommendations for safer decisions and choices.

**Key Concepts**
- Every day we make choices and decisions that affect our safety and well-being.

**Required Materials & Equipment**
N/A

**Connections to Curriculum**
Language Arts & Physical Education
Career Education & Science
Personal Development & Career Planning
Health & Technology Education

**Skills**
investigate & observe
problem solve
reflect & recommend
create & use tables

**Plan of Action**
1. **Scenario:** Present to the class a situation in which someone was injured due to an unsafe choice/decision/practice.

2. **Assign:** Each student chooses two different people and observes their safety habits (e.g. family member, worker, friend etc.).

   - Through observation and questioning, students take note of unsafe practices that may lead to an injury or a close call. (Students will require a couple of days to complete this task.)
   - Using a chart, students list the person’s unsafe practices and consequences that may result; students then make recommendations for change. For example:

<table>
<thead>
<tr>
<th>Unsafe Practices</th>
<th>Consequences</th>
<th>Recommendations</th>
</tr>
</thead>
<tbody>
<tr>
<td>using a broken ladder</td>
<td>slip and fall resulting in a injury</td>
<td>buy a new ladder, fix ladder</td>
</tr>
</tbody>
</table>
Activity D8

- Once the research and chart is completed, students hand in the chart along with a written reflection on the following questions.

  A - In your opinion, does gender seem to play a role in the unsafe habits or choices you observed?
  B - In your opinion, does age play a role in unsafe choices made?
  C - How did the people react when they heard your recommendations for change?
  D - What recommendations can you make for yourself in terms of making safer choices?

Assessment
- Participation and completion of chart and reflection questions.

Extension
- **Self-evaluation:** Students complete the chart (found on the previous page) after evaluating their own choices and practices over a period of time.

- **Diorama:** Students create a shoe box diorama depicting an environment (home, school, workplace etc.) in which all people are making safe choices.

Appendix  N/A

Additional Resources
1. How Safe is Enough (AV)
   700478, VH, 20 min, HUA, 1983
   (risky activities; risk assessment)

2. Refer to General Appendix for additional AV resources and Web site listings.
Purpose
Reflect on the impact safety has in any given workplace.

Key Concepts
• Safety measures and considerations are needed in almost everything we do, at home, during activities or in the workplace.

Required Materials & Equipment
• Teacher resources: N/A
• Student resources: paper, pencil & research materials re: jobs

Connections to Curriculum
Language Arts & Health
Personal Development & Career Planning
Career Education

Skills
decision making
research & describe
reflect

Plan of Action
1. Brainstorm: Students list as many adjectives as possible to describe their dream job (e.g. exciting, challenging, fun).

2. Discussion: Invite students to share their adjectives with the class. Have adjectives been used to describe a safe workplace? If not, question students on the need for their dream job to keep them safe, free from injury and harm. i.e. avoid a ‘nightmare job’.

3. Timetable: Students choose a workplace. After conducting some background research on their chosen job, students create a timetable of what they believe to be a typical day on the job. Students then review their timetable and describe where safety should be considered as part of the activities of the working day. For example:
Activity D9

Working day of a Chef
8:00a.m. to 11:00a.m.
• Prepare foods for cooking - safety concerns: using sharp cutting utensils; good housekeeping to prevent slips, trips and falls.
11:00a.m. to 2:00p.m.
• Cook meals - safety concerns: working around flames and heat; working in a small area; must wear proper clothing; sterile conditions to avoid food contamination; drink lots of fluids to avoid dehydration.
2:00p.m. to 4:00p.m.
• Clean the kitchen - safety concerns: using cleaning products, carrying and lifting properly.

* The most important part of this activity is that students realize safety should play a role in all daily tasks, regardless of type of job or activity.

Assessment
• Contents of timetable and reflecting on safety in the working day; writing exercise found within the Extension.

Extension
• Employee & employer: Students write a fictitious diary entry for an employee and an employer in a given workplace. The entries should describe how their safety concerns may differ from each other (and how they may be the same), and their expectations for one another with relation to health and safety.

Appendix  N/A

Additional Resources
Refer to General Appendix for AV resources and Web site listings.
Survival Kit - Protection for the Workplace

Purpose
Discover various methods and resources that will help prepare a new worker to stay safe on the job.

Key Concepts
• For keeping safe on the job, a worker should:
  1) Know (e.g. receive training, aware of the hazards and safety procedures);
  2) Have (e.g. the correct PPE, available first aid kit);
  3) Do (e.g. work safely, follow safety procedures, watch for hazards).

Required Materials & Equipment
• Teacher resources: flip chart/large pieces of paper, paint & brushes (optional)
• Student resources: paper & markers/crayons

Connections to Curriculum
Career Education      vocabulary
Language Arts      group work
Art & Entrepreneurship Education      creative thinking
Personal Development & Career Planning      design & create

Plan of Action
1. Teacher oriented: Review the importance of: being prepared for a new job; hazards within each and every workplace; knowledge of hazards and safety preparedness as means of protection in terms of health and safety.

2. Brainstorm: In small working groups, students create a list of items to include within a survival kit for a person entering the workplace for the first time. The kit can include anything they wish in terms of materials and knowledge acquired that would be important to the health and safety of a new worker.
Activity D10

- Encourage the groups to use their imaginations (no right or wrong answers) - the kit can be as large as they wish and include anything that may help promote health and safety and prevent injuries in any type of work setting.

Refer to Appendix A for directions of the activity for small group work.

- As students assemble the items in the kit, they should think of the following:

A) What is the function of each item in regards to the health and safety of the new worker?
B) Are some items more important than others? Groups may wish to number the items in order of importance.

3. **Create:** Using art materials, students draw and display all the items included within their survival kit on a large piece of paper. Encourage groups to design an ad campaign to sell their products, keeping in mind appearance, cost and motivation to buy.
- Groups present their survival kit to the rest of the class.

**Assessment**
- Contents of list; involvement with group work and creation of survival kit.

**Extension**
- **Writing assignment:** Students choose a job/career of interest and list what they believe to be the five most important items and the rationale for including such items/knowledge within the survival kit.

- **Health and safety shields:** Students take part in activity Health & Safety Shields as outlined in Appendix B.

**Appendix**
A- Survival Kit (directions of activity for group work)
B- Health & Safety Shields (direction of activity for group work)
**Additional Resources**
Refer to General Appendix for AV resources and Web site listings.
Survival Kit

Materials: large pieces of paper, paint & brushes and/or markers

Plan of Action

Your group is responsible for creating a workplace SURVIVAL KIT for people who are entering the workplace for the first time. The kit can include anything you believe to be necessary and important for keeping safe on the job.

♦ Use your imagination - the kit can be as large as you want and include anything that may help prevent accidents in any type of workplace.

♦ Use the materials provided to display all the contents of the SURVIVAL KIT.

Other things to think about:

1 - Selling the product - how to entice people to buy the SURVIVAL KIT.

2 - How much would you sell it for?

3 - Where would you sell it?

All accidents are preventable!
Health & Safety Shields

Materials: flip chart paper, markers

Plan of Action

Your group is responsible for creating health and safety shields that will 'shield/protect' you from all the dangers and hazards that may exist in the workplace.

1) First, as a group, discuss examples of hazards and dangers that can exist in the workplace.

2) Second, discuss all the things a person should know and have that would help protect them against these hazards and dangers (i.e. prevent injuries or accidents). With this list and the art materials, everyone creates large shields showing all the things you should know and have that would protect your safety while on the job.

♦ Go wild: use your imagination - the shields can include anything that may help prevent accidents and keep you safe in any type of workplace.

All accidents are preventable!
D11

Helpful Tips for the Workplace

Purpose
Demonstrate knowledge of existing hazards within various workplace settings, means of control used to address these hazards and minimise the risk of injury.

Key Concepts
- The best approach to minimise risk of injury in the workplace is to:
  1) identify the hazards and 2) take action to prevent accidents before they occur.

Required Materials & Equipment
- Teacher resources: examples of educational brochures/pamphlets
- Student resources: construction paper, paper, scissors, markers & glue

Connections to Curriculum
Career Education & Health
Personal Development & Career Planning
Technology Education & Art
Language Arts

Skills
- group work
- brainstorm
- create & design
- problem solve

Plan of Action
1. Brainstorm: Working in pairs, students decide on a workplace on which to focus. Students discuss all the potential risks and hazards within their chosen workplace (may need to time to research and/or interview employees).

2. Design & create:
- Students prepare an educational brochure to include helpful health and safety tips for their chosen job. The helpful tips can include all the things a person should be aware of for keeping safe within the particular workplace setting.
- It is important that students know brochures contain concise information the author would like to provide to the reader. Also, it is important to entice the reader with pictures, interesting facts, colour etc. (Show various educational brochures as examples).
Activity D11

- Students can choose the target audience for their brochure.
- Art supplies are used to create an attractive brochure.

**Assessment**
- Effort, content and quality of brochure (peer, teacher and self evaluation).

**Extension**
- **Promotional brochure:** If possible/available, students visit the workplace for which their brochure was intended and share their brochure with employees and employers for feedback. The student brochures are compared with existing educational resources available within the workplace. If the workplace has nothing in place, students can offer their ideas.

- **Power Point:** If accessible, students create a computerized version of their educational brochure using the Power Point program.

**Appendix**  N/A

**Additional Resources**
- Refer to General Appendix for AV resources and Web site listings.
### Section E: Specific Hazards

#### THEMES

- Variety of health and safety hazards and concerns in the home, school, workplace and the outdoors

#### ACTIVITY TITLES

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Home Safety

**Purpose**
Brainstorm various home safety issues.

**Key Concepts**
- Health and safety should be a priority in all settings. Many accidents and injuries take place in the home, many of which can be prevented.
- Examples of home safety: kitchen safety (knives, fire, stoves, appliances, cleaning products), bathroom safety (water, cleaning products), garage safety (equipment, tools, products, the car), fire safety (burning wood inside or outdoors), back/spine safety (lifting and carrying), garden/yard safety (mowers, trimmers, spraying pesticides, spreading lime).

**Required Materials & Equipment**
- Teacher & student resources: depends on presentation method

**Connections to Curriculum**
- Technology & Physical Education: brainstorm
- Home Economics & Science: create & design
- Language Arts & Health: list
- Personal Development & Career Planning

**Plan of Action**
1. **Introduction:** Watch a movie or read a story about home safety. Brainstorm health and safety issues and concerns around the home. Students make a list of the hazards that can be found in the home (contest: which group can come up with the most).

2. **Promotional materials:** Students promote home safety through their choice of presentation. For example, through posters, poems, songs, commercials, skits, story books etc. Students prepare to present their home safety information to other classes.
Activity E1

3. **Home show:** Organise a Home Show at which students focus on the hazards and safe decision making of one area of the home. Display the home safety promotional materials in the form of booths/tables set up in the gym or classroom to share with other students in the school.

**Assessment**
- Presentation of home safety promotional materials.

**Extension**
- **Guest speaker:** Invite cafeteria staff to discuss kitchen safety with the class (possibility of tour of the school cafeteria); school janitor to discuss safety in terms of cleaning products, back safety etc.

**Appendix** N/A

**Additional Resources**
1. Kitchen Fires (AV)
   703765, VH, 17 min, JHA, 1993

2. Kidzone: Super Safety (AV)
   704124, VH, 20 min, J, 1991
   (kitchen safety; home alone)

   705376, VH, 17 min, JH, 1996

4. Rules Are For Gorillas, Too! (AV)
   700939, VH, 11 min, P, 1982
   (rules for keeping safe at home and school)

5. Refer to General Appendix for Web site listings.
Activity

E2

E/J

The Playground of the Future

Purpose
Discover safe practices in the design, construction and use of playground equipment; research, present and design safety standards and use this information to design a playground of the future.

Key Concepts
• The Canadian Hospitals Injury Reporting and Prevention Program indicates that each year more than 10,000 Canadian children are injured on playgrounds. Since 1982, 16 children have died after being strangled with drawstrings or loose clothing, caught on equipment or fencing, or by skipping ropes that have been tied to playground equipment.

• Refer to Appendix B for Safety Tips for Playgrounds.

Required Materials & Equipment
• Teacher resources: paint brushes (optional), construction paper
• Student resources: paper, pencils, crayons/markers

Connections to Curriculum
Technology Education      problem solving
Art & Entrepreneurship Education   research
Physical Education & Health    presentation skills
CAD - Computer Assisted Drafting   group work
Personal Development & Career Planning creative art

Plan of Action
1. Teacher oriented: Briefly discuss various playgrounds in your area. Lead the discussion on students’ experiences with playground injuries (be cautious when asking for personal experiences). Provide students with a chance to share their stories/experiences related to playground safety. Brainstorm solutions that may prevent future injuries from occurring on playgrounds.
Activity E2

2. **Students create:**
   - Students create a set of safety guidelines for playground use OR read aloud Safety Tips for Playgrounds (see Appendix B) and ask students the rationale for each safety tip.
   - With this information and using their imaginations, the students will design a fictitious playground for the future, a playground that keeps users safe and prevents injuries. OR students will design one piece of safe equipment for the playground. Students will write a short description of how each part of their playground will promote health and safety and prevents injuries.
   - Students will use art materials to create a display of their playground.

☐ Refer to Appendix A for directions of activity for group work.

3. **Presentations & evaluations:** Students share their created playground with the rest of the class. Peers provide feedback on the design.

**Assessment**
- Students evaluate each others’ work; teacher assessment of participation, effort put into the design and write up.

**Extension**
- **Share with others:** Students present their playground designs to school administration, joint health and safety committee and/or to the Parent Advisory Committee.

**Appendix**
A- Constructing a Playground (directions of activity for group work)
B- Safety Tips for Playgrounds

**Additional Resources**
1. Playground Safety (AV)
   704603, VH, 10 min, PE, 1994

2. [http://www.nrpa.org/playsafe/playtps.htm](http://www.nrpa.org/playsafe/playtps.htm)
Consumer Product Safety Commission
(safety tips to keep in mind when building a playground)
Activity E2

3. www.CSA-international.org
   Canadian Standards Association

   Canadian Hospitals Injury Reporting and Prevention Program

5. Refer to General Appendix for additional AV resources (see Street, Playground & Bus Safety section) and for additional Web site listings.
Constructing a Playground

Materials: paper, markers, pencils, paint & brushes, construction paper, scissors, glue

Plan of Action

1. Your group has been hired by the school to construct a playground for the elementary students. The school is concerned that the existing playground is not safe as many injuries are taking place.

A) Use the materials provided to design and create the playground.

Remember - you want to create a fun, exciting and safe playground!

♦ Your group can work together on the playground OR each group member may wish to work individually on a part of the playground.

All accidents are preventable!
Safety Tips for Playgrounds

- Equipment should follow CSA standards (and/or municipal or other accepted safety organisation).
- Students should be taught the correct methods of using the equipment.
- Protective caps should be placed on protruding and exposed bolts or hazards.
- Equipment is stable and well spaced apart.
- There are no sharp angles or edges on any of the equipment.
- Products that won’t cause splinters should be used.
- Equipment should be inspected on a regular basis.
- Rules should be in place for proper conduct on equipment.
- Grass, sand or other soft surfaces should be used around equipment.
- The equipment should be age-appropriate.
- Swings should be anchored securely.
- Ladders and other climbing apparatus should have slip-resistant surfaces.
- Playground equipment should be used for what it is intended (e.g. slide feet first; sitting up; sit on swings; use steps).
- Clothing can be hazardous around certain equipment. For example, tie up or avoid wearing totally: strings from hoods and coats, scarves or any loose clothing.
- Proper footwear should be worn.
- Stay clear from swinging swings (front and back) and the bottom of a slide.
- Glass products should not be permitted on the playground.
- One person should slide at a time.
- No pushing, shoving or tripping on or around equipment.
- In bad weather equipment should not be used.

Heat Stress & Hypothermia

Purpose
Gain knowledge about hypothermia and heat stress (i.e. definition, signs and symptoms, risks, responding to emergency situations and prevention).

Key Concepts
- Refer to Appendix A for information on heat stress and hypothermia.

Required Materials & Equipment
- Teacher & student resources: research materials on heat stress and hypothermia (see Appendix A & B), construction paper, glue & scissors

Connections to Curriculum

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Plan of Action
1. Introduction: Ask the class for a definition of heat stress and hypothermia. Discuss situations in which a person might suffer from heat stress (e.g. working in a hot kitchen, highway crews on hot sunny days, boating) or hypothermia (e.g. cold weather, falling into cold water). Review important facts on heat stress and hypothermia.

2. Students create:
- Students choose between researching hypothermia or heat stress.
- Using art materials, students create a large size two paper layer pizza shape with 3D slices that lift up (i.e. cut out two large circles of the same size, cut the top piece into six triangular slices, leaving a ledge to glue to the top of the other circle).
- Use the following titles for the top of the 6 slices/panels:

  1. definition
  2. why it happens
  3. signs & symptoms
  4. who is at risk (recreational & jobs)
  5. emergency response
  6. how to prevent
Activity E3

- The inside panel, as you lift up the slice, will show the appropriate facts and information on either hypothermia or heat stress. With the help of various research materials (see Risk Alerts within the Appendix B), students find required information on heat stress or hypothermia.

- 3D pizza fact shapes are put on display/shared with other classes.

Assessment
- Peer, self and teacher evaluation - effort and content of designed 3D pizza facts on hypothermia or heat stress.

Extension
- **Younger grades (P/ E)**: Review the general facts about hypothermia and heat stress. A large piece of paper is divided into two, one side representing summer, the other winter. Students create diagrams and pictures explaining means of preventing hypothermia and heat stress.

- **Guest speaker**: Invite a member of the Saint John Ambulance, Search and Rescue or Red Cross to discuss emergency response and rescue techniques for hypothermia and heat stress.

Appendix
A- Facts on Hypothermia & Heat Stress
B1- Risk Alert - Working Outdoors: Do You Have Everything Under The Sun?
B2- Risk Alert - Surviving The Cold
B3- Risk Alert - Heat Stress Can Kill

Additional Resources
1. www.CSA-international.org
   Canadian Standards Association
   (cool weather and holiday safety tips)

   Health Canada
   (winter & summer safety)
Nemours Foundation
(winter emergencies; water safety)
Facts on Hypothermia

1. Definition
   • Normal body temperature cannot be maintained; cooling of the body.

2. Why it happens
   • Exposure to cold atmospheric temperatures or water.
   • Improper/inappropriate clothing.
   • Conductive heat loss through wet clothes.
   • Temperature of skin and blood drops quickly; temperature of heart, brain and vital organs gradually drops.

3. Signs & symptoms
   • Trouble breathing; slowly unable to use hands; uncontrollable shivering; lips and fingernails turn blue; can result in unconsciousness or death due to heart failure.

4. Who is at risk (recreational & workplace)
   • Examples: boaters who capsize; people who work outside for long periods of time (construction, foresters, loggers etc.); hikers; swimmers.

5. Emergency response
   • Get out of cold water or weather as soon as possible.
   • Seek shelter from cold temperatures; if possible start a fire.
   • Change into dry clothes or wrap yourself in a blanket.
   • Warm up body gradually.
   • Drink warm fluids.
   • Seek emergency assistance if weak and dizzy.

6. How to prevent
   • Wear the proper clothing: rain gear; wool clothes (better than cotton); wear a hat & gloves, proper footwear (i.e. for activity being performed), DOT (Department of Transportation) approved PFD (personal floatation device).
   • Carry high energy foods.
   • Be prepared for any emergency situation.  

Continue →
**Facts on Heat Stress**

1. **Definition**
   - High temperatures put stress on our bodies. When the body’s cooling system has to work too hard to reduce heat stress, it can strain itself. This physical strain, combined with other stresses (e.g. work, loss of fluids, fatigue) may lead to heat disorders, disability or even death.

2. **Why it happens**
   - Your body always generates internal heat, but the amount of heat that stays stored in your body depends on: your surroundings, level of physical activity, type of work, time spent working, recovery time between rest periods.

3. **Signs & symptoms**
   - Dizziness or fatigue; clammy, moist skin; physical discomfort; irritability; poor judgement; lack of attention; slow mental and physical reaction; intense thirst; heavy or absence of sweating; headache; nausea.
   - As internal heat rises, surface blood vessels get bigger, increasing your pulse rate, putting a strain on the heart and circulatory system.

4. **Who is at risk (recreational & workplace)**
   - Examples: people in warm or seasonally warm climates; people who work in hot, humid places; athletes; farmers; cooks; construction workers; workers in boilers and factories; people trying to tan.

5. **Emergency response**
   - Move into shaded area; loosen or remove clothing and shoes; cool the victim as soon as possible; drink lightly salted water; stay with victim; rest the body; massage limbs.

6. **How to prevent**
   - Alternate light and heavy work, indoors and outdoors if possible; eat cool and light meals (hot food adds directly to body heat, heavy foods reduce ability to get rid of heat because they redirect blood flow to your digestive tract instead of your skin surface); drink lots of cold water (it continues →
absorbs better than warm water); increase salt intake slightly; acclimatise yourself (get used to the work and climate); be in good physical condition; wear proper clothing (tight cloths restrict circulation and keep air from flowing over the skin).
‘Wood’ you be Safe?

**Purpose**
Gain an awareness of the role of the forest in present and past cultures; review tips for keeping safe while in the woods.

**Key Concepts**
- No one expects to get lost in the woods, while working or on a hike, but too often it happens. Be prepared for the woods and use common sense. Always tell someone where you are going; never go alone; be sure to have the correct equipment, and that it is in good working condition; dress appropriately, be prepared for any type weather; carry a whistle and first aid kit; have lots of drinking water.

- Other safety tips when in the woods: watch for poisonous plants; be cautious with camp fires (i.e. never build a fire under over-hanging trees or when earth is dry, and never leave it unattended); cook and store food away from tent to avoid wild life; carry all garbage out; wear woollen clothes (wool is better than cotton for keeping warm and dry); if you are lost keep calm, stay where you are, build or find shelter and keep warm and hydrated.

**Required Materials & Equipment**
- Teacher resources: film on wood safety or forestry related careers (optional)
- Student resources: research materials

**Connections to Curriculum**
Physical Education & Health
Social Studies & Language Arts
Technology Education
Environmental Science
Personal Development & Career Planning

**Skills**
team work
prioritize & rationalize
problem solve
decision making
writing & research

**Plan of Action**
1. **Brainstorm:** Students list all careers related to the forest. Discuss the importance of the forest and forestry industry within our province. Then discuss accidents and injuries related to the forest and forestry industry (see Appendix A for examples in Hazard Alerts).

2. **Working groups:** Students create a list of safety tips and essential equipment for the woods (recreational and work related). Groups then rank the items on the list in order of importance, and discuss the rationale for their decisions. Review list as a class.

3. **Research project:** Students choose a topic of their choice (related to the forest) to research and compile findings in a written report. Examples of research topics:

   * past use of natural materials by First Nations Peoples;
   * ways in which society benefits from our forest;
   * the healing powers of the forests (medicines developed from the products of the forests);
   * a career in the forest (e.g. logger, maple sugar woods, wild life biologist, tourism coordinator etc.);
   * survival skills in the forest;
   * history of New Brunswick forests (first settlers etc.);
   * OR topic of their choice (must be approved by teacher).

**Assessment**
- Involvement in class discussion; participation in group activity; effort and content of research project.

**Extension**
- **Field trip:** Take a walk through the woods; build a shelter with snow or amongst the trees; identify poisonous and edible vegetation indigenous to local area; identify helpful survival materials; visit maple sugar woods or local forestry-related industry.

- **Guest speaker:** Invite an experienced hiker, member of a local naturalist club, forester or logger, or someone from Ground Search and Rescue to share their experiences in the woods. Explore possibility of
guest speaker assisting in creating a simulated exercise related to outdoor survival.
Appendix
A2- Hazard Alert - Limbing, Bucking and Kickbacks
A3- Hazard Alert - Step In The Right Direction!
A4- Hazard Alert - Worker Crushed By Boom Of A Pulp/Log Loader
A5- Risk Alert - Safe Loading And Unloading Operations And Securing Of Loads

Additional Resources
1. Forestry: Coming of Age (AV)
   702317, VH, 19 min, JHA
   (forest industry as contributor to economy)

2. A Challenge For The Future (AV)
   701423, VH, 13 min, H, 1987, UNB

3. Commitment to Action (AV)
   700539, VH, 28 min, HUA, 1984
   (NB forest industry)

4. Around Your Woodlot 1 (AV)
   700470, VH, 30 min, JH, 1983
   (various uses of NB woodlots)

   Emergency Preparedness Canada
   (be prepared for the woods)

   (working safely in the woods and sawmills)

7. Refer to General Appendix for other accident cases related to the forestry industry.
Working Through Stress

**Purpose**
Become familiar with the effects of stress on the job or during daily activities and identify methods of dealing with stress.

**Key Concepts**
- **Definition of stress**: constraining force; physical, mental, or emotional pressure or strain; a state or condition resulting from such pressure or strain.
- Every day, we deal with stress in our lives. Stress affects people differently. The secret to alleviating stress is knowing yourself and understanding how your body responds to stressful situations. It is important to recognize the symptoms of stress. Another key is to determine the means of reducing, dealing with and/or avoiding the stress (or the negative effects of stress on your well-being). Effective stress management has to do with trying your best to enjoy life and keeping a positive attitude about the challenges that come your way. Some stress-survival skills include: pacing your activities, switching tasks, getting enough rest, eating properly and exercising.

**Required Materials & Equipment**
- Teacher resources: film on stress, TV & VCR (optional), large pieces of paper (optional)
- Student resources: markers/crayons (optional)

**Connections to Curriculum**
- Career & Physical Education: group discussion
- Health & Art & Language Arts: brainstorm
- Entrepreneurship Education: review & reflection
- Personal Development & Career Planning: market & create

**Plan of Action**
1. **Discussion**: In pairs, students answer the question sheet on stress, Questions to Ponder ~ Stress & You! (refer to Appendix A). Review the answers as a class. Discuss and list stress reducers.
Activity E5

2. **Assignment:** Each student divides a page into two columns. In the first column, they list events or activities they believe cause (present) or would cause them (future) stress. In the second column, students list stress reducers and/or choices they can make to reduce, alleviate or deal with the stress.

3. **Stress busters:** Students invent a fictitious product/service that would alleviate stress. They then create a promotional campaign advertising the product/service, explaining how it works, the target audience, and where the product or service is available (fictitious). For example, ‘Stress Buster’ centres for young people where they can go and listen to soothing music, watch stress-free TV, talk to friends etc.

☐ Refer to Appendix B for self-explanatory directions of the activity for small group work.

(***Note: A stress buster for one person may be a stress inducer for another, i.e. there is no single remedy. Nonetheless, the activity is meant to be fun!***)

**Assessment**
- Question sheet completed; effort and content of chart; participation in stress buster product/service.

**Extension**
- **Interview:** Students interview a parent/adult using the questions found within Appendix A (Questions to Ponder ~ Stress & You). Students compare their answers to the answers of the adult and reflect on the following questions:

  1) How does your stress differ from the stress of the parent/adult you interviewed?
  2) What is the major source of the adult’s stress?
  3) What type of stress exists at their workplace?
  4) How do they alleviate or deal with the stress?
Activity E5

Students summarize the results of their comparison in a short report.

- **Guest speaker:** Invite a guest speaker to talk about the effects of stress on our health (e.g. guidance counsellor, psychiatrist, nurse etc.).

- **Stress breaks:** Start to include stress/health breaks in the daily routine of school and home. Have a specific time of day when everyone takes a few minutes to stretch, listen to relaxing music or tell a joke etc.

**Appendix**
A- Questions to Ponder ~ Stress & You (question sheet)
B- Stressed Out! (self-explanatory directions of activity for group work)

**Additional Resources**
Refer to General Appendix for AV resources (see Stress section) and Web site listings.
Questions to Ponder ~ Stress & You!

1. In your own words, define stress.

2. What do you think stress looks like and sounds like?

3. What types of stress exist in your daily life? How do you think such stress will change as you get older?

4. What types of stress exist at school? Provide a number of examples.

5. What types of stress might exist in the workplace?

6. How do you think stress might affect the workplace and people’s job performance?

7. What does stress have to do with one's personal health and safety?

8. How might stress affect your daily choices and decisions?

9. What are methods of dealing with stress (i.e. stress reducers)?

10. What advice would you give someone who is very stressed?
Stressed Out!

**Materials:** copy of question sheet, pencil, large pieces of paper, paint & brushes and/or markers

**Plan of Action**

1. Together as a group, answer the questions on the following page, *All Stressed Out! Questions to Ponder*.

2. Your group is responsible for **inventing fictitious products** that would help people **reduce the negative effects of stress** in their lives.

   ♦ Use the materials provided to **create posters to advertise** your products, explaining how they work, who they are designed for and how they reduce the negative effects of stress.

   ♦ **Create as many stress reducing products as you wish.**

---

*All accidents are preventable!*
All Stressed Out! Questions to Ponder

As a group, discuss the following questions. Designate one group member to record your answers. (Please note, there are no incorrect answers!)

1. What is stress? Is all stress bad?

2. What kinds of stress exist in your life? How do you think such stress will change as you get older?

3. What does stress have to do with your health and safety?

4. What are methods of dealing with stress (i.e. stress reducers)? Are some better than others?

5. What advice would you give someone who is very stressed?
**Drug-Free Workplace**

**Purpose**
1) Examine the negative impacts of drug and alcohol use in the workplace.
2) Assess the lifestyle advertised in the media related to alcohol use.

**Key Concepts**
- Students should have some basic knowledge/background on the effects of drugs and alcohol (e.g. prescription, non-prescription, illegal, legal) before taking part in this activity.

- Drug and alcohol use can adversely impact your work and personal life. Examples of their effect while on the job: decline in job performance and productivity; increased accidents and mistakes; risk of injury to self or others; emotional instability; impact on employee morale; decreased alertness and lack of concentration; theft; increased absenteeism and tardiness; problems with physical health.

- Refer to Appendix B for statistics related to drug and alcohol use in the workplace.

**Required Materials & Equipment**
- Teacher resources: film on drug & alcohol use (optional)
- Student resources: N/A

**Connections to Curriculum**

<table>
<thead>
<tr>
<th>Personal Development &amp; Career Planning</th>
<th>Career Education &amp; Health</th>
<th>Math &amp; Law</th>
<th>Technology &amp; Physical Education</th>
</tr>
</thead>
<tbody>
<tr>
<td>group work &amp; role play</td>
<td>design &amp; use tables</td>
<td>assess &amp; debate</td>
<td>research &amp; define</td>
</tr>
</tbody>
</table>

**Plan of Action**

1. **Introduction:**
   - Research the number of students who were absent from school in a given month. Have students estimate the cost to a company if that many
workers were missing from work. For example, one lost day could equal $100 in productivity (fictional).

**Activity E6**

- Discuss how alcohol or drug use might affect the attendance and productivity on an employee at the workplace. Present to the class costs associated with substance use in the workplace (see Appendix B).
- Review the health and safety effects of drug and alcohol abuse on a person. How might they affect the person and their colleagues while on the job?

2. **Group work:** Assign individual or small groups one type of substance that can affect performance (refer to Appendix A for list). Students are to complete the following chart by researching their assigned substance:

<table>
<thead>
<tr>
<th>Definition of the substance</th>
<th>Effects of usage</th>
<th>Signs of use</th>
<th>Potential effects on job performance</th>
</tr>
</thead>
</table>

3. **Presentation:** Students present their research to the class by creating an info-mercial that will review the potential consequences of using the substance while on the job.

4. **Media & alcohol (homework):** Alcohol manufacturers sell a lifestyle as well as a product. Students review magazines and TV alcohol advertisements and reflect on the messages being portrayed in them. Discuss or debate the following questions:

- Who is the target audience in the advertisement?
- What type of lifestyle is implied?
- Is a safe and healthy lifestyle being portrayed?
- Should alcohol manufacturers be prevented from advertising in such a manner?
- Should alcohol manufacturers be permitted to sponsor major public events (e.g. sports tournaments)?
Activity E6

Assessment

• Group participation, completed chart and presentation; participation in media review.

Extension

• Making a difference: Read the following aloud to the class:

A study conducted by the Canadian Centre on Substance Abuse (CCSA) indicated that there were 40,930 deaths attributed to substance abuse in Canada in 1992. Tobacco accounted for 33,498 of these deaths, alcohol 6,701 and illicit drugs 732. It was estimated that substance abuse cost $18.45 billion in Canada in 1992.

Taken directly from the CCSA web site http://www.ccsa.ca/costhigh.htm

Students write a reflective paper on how every individual has a responsibility to prevent injuries and deaths related to substance abuse. As a community what can we do? As a class? As an individual?

• Guest speaker: Invite an alcoholics anonymous representative; RCMP or police officer; person who has recovered from an addiction; employee, employer or union representative who has dealt with drug and alcohol abuse in the workplace (e.g. has been involved with an accident or loss due to the abuse).

Appendix

A- Examples of Substances that Affect Performance
B- Substance Abuse Costs In The Workplace

Additional Resources

1. Refer to General Appendix for AV resources (see Effects of Drugs & Alcohol section)

2. Hard Facts, Speak Up, Speak Out, Dare To Be Different (AV) 704565, VH, 56 min, H, 1988 (dramatizes effects of alcohol & drugs on high school class)

3. http://www.ccsa.ca/student.htm Canadian Centre on Substance Abuse (Atlantic Student Drug Use Surveys, results by province)
Examples of Substances that Affect Performance

- Alcohol
- Cannabis (marijuana, hashish)
- Cocaine
- Tranquillizers (e.g. valium)
- Narcotics (e.g. opium, heroin, morphine, codeine, methadone, Demerol)
- Barbiturates/sedatives
- Phencyclidine (PCP)
- Amphetamines/stimulants
- Hallucinogens (e.g. LSD)
- Solvents
- Performance enhancing drugs
Substance Abuse Costs In The Workplace

The following information is taken directly from the CANNAMM, Drug and Alcohol Testing For The Workplace, Web site at http://www.cannamm.com/industrial/abuse.html

- 38% to 50% of all workers’ compensation claims are related to the abuse of alcohol or drugs in the workplace.
- Drug users have eight times more group health insurance claims.
- 10% to 20% of all Canadian workers abuse alcohol or other drugs.
- A substance-abusing employee has 10 times the absenteeism.
- The average abuser performs at 67% of his/her potential.
- Abusers can cost Canadian employers 25% of their annual salary.
- $1 to $3 billion is lost annually is Canadian business due to alcohol-related problems alone.
- 40% of industrial fatalities and 47% of industrial injuries are related to alcohol consumption.

The following information is taken directly from the Canadian Centre on Substance Abuse, Substance Abuse and the Workplace: Highlights, Web site at http://ccsa.ca/cp99work.htm

Annual productivity losses in Canada due to substance abuse have been estimated at $4.1 billion for alcohol, $6.8 billion for tobacco and $823.1 million for illicit drugs. Taken together, all forms of substance abuse account for $11.8 billion in productivity losses.
What am I Breathing?

Purpose
Become familiar with the effects of air quality on health, safety and well-being.

Key Concepts
• Poor indoor air quality can result in eye irritation, nausea, dizziness, fatigue, severe headaches, upper respiratory problems, and can effect overall work performance and the well-being of the people within the building. Good indoor air quality is at a comfortable temperature with humidity controlled and sufficient air circulation; air is free from high levels of odours, dust or other contaminants.

• Many factors can affect indoor air quality. For example, perfumes, smoking, new furniture or carpet giving off gases, the ventilation/heating/cooling system, number of people present (exhaling carbon dioxide), type of work/human activity in the work space, office equipment, building construction materials and cleaning materials.

Required Materials & Equipment
• Teacher resources: film on pollution/air quality (optional), sample of respiratory PPE (optional)
• Student resources: art materials (optional), research materials

Connections to Curriculum
Science & Technology Education   research & create
Personal Development & Career Planning   conduct a survey
Career Education & Math & Health     review & reflect

Plan of Action
1. Real experiences:
• Optional - show a film related to air quality and/or pollution.
• Open the discussion by asking the class what types of things might affect our air quality/what we breathe. How might such pollution and air-born
allergens affect a person’s health and well-being? Review the types of things that can affect our air quality (refer to Key Concepts).

- Discuss cases where a person’s health may suffer from poor air quality. If possible, invite a person (student or staff) to share their experiences related to poor air quality (e.g. certain scents affecting their well-being and health, asthma).

**Younger grades:**
- Review the definition and rationale for a scent-free environment.
- Brainstorm as a class our personal responsibilities in reducing pollutants in the air that we breathe.
- Students create posters teaching others of the importance of a scent-free environment and promoting personal responsibility for keeping the air clean.
- Discuss the importance of getting daily fresh air. Ask students to keep track of the time they spend outside in the fresh air compared to being inside.

**Older grades:**
- Discuss the rationale for and definition of a scent-free environment. Students conduct a survey asking other students and staff if and how they are affected by smells and poor air quality. Students also ask how such scents effect the respondents’ health and well-being. Discuss all results of the survey as a class.
- Using computers/Internet and/or library search, pairs of students research other pollutants that can exist in our air, their causes, effects and means of reducing their effects (e.g. car exhaust, factory emissions).
- Respiratory personal protective equipment (PPE): Review respiratory PPE that exist in the workplace, their role, importance of their use and workplaces that use them. If possible, bring in an example of respiratory PPE.

**Brainstorm the types of things we should be cautious breathing and using in and around the home (e.g. using paint, cleaning solutions, sprays, burning plastic).**
Activity E7

**Assessment**
- Dependant on grade level and activity (e.g. participation in discussions, poster creation, research project).

**Extension**
- **Make the connections:** Activity follows a unit on smoking (i.e. effects of second hand smoke) or unit on the respiratory system.

**Appendix**  N/A

**Additional Resources**
1. The Respiratory System (AV)
   705465, VH, 24 min, J, 1997

2. The Breath of Life: The Inside Story of Respiration (AV)
   700337, VH, 15 min, PE, 1981

3. When Something Is Missing (AV)
   701497, VH, 14 min, HA, 1986
   (pollution)

4. The Air We Share (AV)
   703290, VH, 15 min, E, 1990
How Important is our Hearing?

Purpose
Hearing conservation awareness.

Key Concepts
- Prolonged exposure to sound levels greater than 85 decibels will result in hearing loss. Refer to Appendix for decibel level chart.
- Hearing loss happens over time, painlessly and is permanent. Significant hearing loss usually occurs before a person even notices there is a problem.
- Definition of noise/sound: vibratory energy or waves of motion.
- Unit for measuring sound is the decibel (dB).
- Factors that affect hearing loss: loudness in decibels, type of noise (low or high frequency), and length of exposure.
- Prevention of hearing damage: distance yourself from the source; minimize exposure (e.g. rotate working schedule, turn music down); use personal protective equipment (ear plugs).

Required Materials & Equipment
- Teacher resources: photocopies of Decibel Level Chart (see Appendix B)
- Student resources: N/A

Connections to Curriculum
- Health & Music
- Personal Development & Career Planning
- Career Education
- Technology Education

Skills
- question & answer
- research
- awareness of persons with disabilities

Plan of Action
1. Silent charades:
   - Have a number of statements in a hat to be pulled out during a game of charades.
• All students are instructed not to speak. Pick volunteers to do a charade. If students guess the charade they simply write it down on paper.
2. **Teacher oriented - question & answer:**
   - Discuss how difficult it was for them not to speak throughout the charade activity. Discuss the challenges possibly faced by a hearing disabled person in everyday situations.
   - Review the content. How does hearing loss happen? What is noise? Provide a practical example of 85 dB (see Decibel Level Chart in Appendix B).
   - Pass out the decibel level chart and discuss its relationship with hearing loss.
   - Ask students to think of items in the home or during activities that generate noise (e.g. TV, concerts, appliances, music in headphones, lawn mower). How do they rate on the decibel level chart? Should some activities require some form of personal hearing protection?

3. **Individual assignment:** Students choose a workplace of their choice (younger students focus on an activity) and research the questions found within Appendix A, Research Project: Noise in the Workplace/Activity.

**Assessment**
- Effort and content of assignment.

**Extension**
- **Guest speaker:** Invite a guest speaker to teach students the alphabet in sign language; **OR** a person who has dealt with hearing loss or deafness to discuss their personal struggles and adjustments (e.g. parent who has a deaf child).

- **Research project:** Students conduct research and create a report on noise pollution and its effect on society’s health and well-being.

**Appendix**
A- Research Project - Noise in the Workplace/Activity (suggested questions for individual assignment)
B- Decibel Level Chart

**Additional Resources**
See General Appendix for Web site listings (see Hearing Conservation).
Research Project: Noise in the Workplace/Activity

1. Name the workplace/activity you have chosen to research.

2. What types of noise exists within this workplace/activity? Describe the sources of the noise.

3. Are there concerns for hearing loss in this workplace/activity? If so, describe these concerns.

4. Does the workplace/activity require personal protective equipment (PPE) for hearing conservation? If so, describe which ones are used and when they are used. If not, do you believe hearing PPE should be used?

5. What types of things can we do in our everyday activities to prevent hearing loss?

6. What types of adjustments would you need to make if you lost your ability to hear?

7. How can we prevent loss of hearing in the workplace, home and school? Provide three examples for each.
### Decibel Level Chart

**Examples of Everyday Noise**

<table>
<thead>
<tr>
<th>Sound</th>
<th>Decibel Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>leaves blowing in the wind</td>
<td>10</td>
</tr>
<tr>
<td>whisper</td>
<td>30</td>
</tr>
<tr>
<td>conversation</td>
<td>60</td>
</tr>
<tr>
<td>vacuuming</td>
<td>70</td>
</tr>
<tr>
<td>blender</td>
<td>65 to 85</td>
</tr>
<tr>
<td>busy restaurant</td>
<td>70 to 75</td>
</tr>
<tr>
<td>busy highway</td>
<td>80</td>
</tr>
<tr>
<td>moving train</td>
<td>90</td>
</tr>
<tr>
<td>alarm clock</td>
<td>70 to 100</td>
</tr>
<tr>
<td>screaming baby</td>
<td>90 to 115</td>
</tr>
<tr>
<td>rock music concert</td>
<td>90 to 130</td>
</tr>
<tr>
<td>motorcycle</td>
<td>100</td>
</tr>
<tr>
<td>jet engine taking off</td>
<td>120 to 140</td>
</tr>
<tr>
<td>rocket launching</td>
<td>180</td>
</tr>
</tbody>
</table>
Activity E9

- **Create:** Design ergonomically correct workstations for different sized people for various parts of the school. For example, in home economics, design an ergonomically correct kitchen; in technology education, design a workshop; design desks in the computer room.

- **Good posture:** Challenge students to maintain proper posture. Students have a buddy/partner to tell each other when they are displaying poor posture.

**Appendix**
A- slides from ergonomics Power Point presentation

**Additional Resources**
1. Ergonomics - The Practical Approach (AV)
   704284, VH, 15 min, HA, 1993

   (risk factors, warning signs & prevention of repetitive strain injuries)

3. Refer to General Appendix for additional AV resources and Web site listings (see Safe Body Mechanics section).
Watch your ‘Back’

**Purpose**
Demonstrate an understanding of the measures that can be taken to prevent the occurrence of back-related injuries.

**Key Concepts**
- Many people suffer from back injuries and pain as a result of improper techniques during work and leisure activities (e.g. moving furniture, shovelling snow, lifting heavy objects without help). Obesity, physical stress, lack of exercise and poor posture are examples of sources of back pain. Most back injuries result from improper lifting.

- Steps to lifting properly: 1) have firm footing before lifting; 2) bend at the knees; 3) use stomach muscles; 4) lift with the legs; 5) keep the load close to the body; 6) keep the back straight.

- A healthy back that is properly aligned has three natural curves: the cervical, thoracic and lumbar curves. For more information, refer to Appendix C and Section 7: Using Your Body as a Tool, in the Health & Safety Handbook.

**Required Materials & Equipment**  N/A

**Connections to Curriculum**
Career Education
Physical Education & Health
Language Arts
Technology Education
Personal Development & Career Planning

**Skills**
group work & brainstorm
presentation skills
problem solve
application of information
setting goals

**Plan of Action**
1. **Teacher oriented:**
   - Demonstrate and review proper lifting techniques, the importance of good posture and daily activity in the maintenance of a healthy back.
   - Students practice proper lifting techniques. Refer to Appendix C for description of safe lifting techniques.
Activity E10

2. **Brainstorm & problem solve:**
   - In small working groups, students discuss and list activities (at work, home and during leisure time) that place stress on the back.
   - Students discuss and list examples of safer ways to perform these activities so as to avoid back injury and/or pain.

3. **Presentation:** Groups present their work to the class in the form of an educational TV or radio commercial, song, cartoon, limerick, riddle or recipe related to the maintenance of a healthy back. Refer to Appendix B for example of a ‘back’ recipe.

   □ **OR** groups take part in activity Watch your ‘Back’ (refer to Appendix A for directions of activity for group work).

4. **Setting ‘back’ goals:** Students reflect on how their lives would be affected should they suffer a back injury today. For example, no sports, dancing or carrying books; difficulty driving, reduced employment options. Students set personal goals for keeping a healthy back (e.g. good posture, lifting properly, exercising, asking for help when lifting, etc.). Review goals periodically.

**Assessment**
- Teacher, peer and self evaluation of back injury prevention techniques and presentation; effort in setting personal goals for a healthy back.

**Extension**
- **Guest speaker:** Invite one of the following people to speak to the class about back health: a doctor; someone suffering from a bad back; a personal trainer from a local health club.

**Appendix**
A- Watch your ‘Back’ (self explanatory directions for group activity)
B- Recipe for a ‘Back Ragout’ (example of healthy back riddle)
C- Back Safety (additional back safety information)
Additional Resources
1. Lifting and Carrying (AV)
   703913, VH, 12 min, HUA, 1990
   (back injuries; prevention; role of spine)

   702252, VH, 12 min, A, 1990
   (lifting, bending and carrying in a warehouse setting)

   (back injury prevention slide show)
Watch your ‘Back’

Plan of Action

Many people suffer from back-related problems (e.g. sore or “bad” back). Discuss examples of how your life would be affected should you suffer a back injury today. For example, no sports, no dancing, no carrying school books.

1. List:

• As a group, describe all the activities in which people participate every day (i.e. at school, work, home) that place stress on the back and/or can potentially hurt your back.

• Review proper lifting techniques found on the next page.

2. Presentation:

• You have been hired by a hospital to help teach people how to keep their backs free from injury. You can choose to do this in the form of a TV or radio commercial, rap song, cartoon, poster OR your group can come up with its own presentation idea.

• Remember - you want to get your message across about keeping a healthy back by working and playing safely!

3. Goals:

• Each group member sets personal goals for keeping their back free from injury.
Recipe for a ‘Back Ragout’

2 cups of poor posture
1 shovel of waist-bending snow removal
a pinched nerve from improper lifting
2 dress shoes

* Combine the above ingredients. Repeat 50X.
Eat poorly and refrain from exercise. Stew in your own juice.

Authors: M. Ryan, I. Rowe, S. McConkey
Back Safety

• Many people suffer from back injuries and pain as a result of improper body mechanics used in work and leisure activities. Obesity, physical stress, lack of exercise and poor posture can be sources of back pain.

• Things to keep in mind when lifting:
  1) objects should be located so that you do not have to reach over your head;
  2) work areas should have enough space so that you do not have to twist your body when you lift or put down a load;
  3) a fast pace and/or frequent lifting is more likely to cause injury;
  4) very heavy boxes should have warning signs on them (e.g. caution - heavy box);
  5) ask for help with awkward shaped objects/boxes;
  6) do not be afraid to ask for help when lifting heavy objects;
  7) request lifting training techniques when needed.

• Steps to lifting properly:
  1) have firm footing before lifting;
  2) bend at the knees;
  3) use stomach muscles;
  4) lift with the legs;
  5) keep the load close to the body;
  6) keep the back straight.

A regular stretching and strengthening program, as well as an active lifestyle, can go a long way to maintaining a healthy back. You should be conscious about how you use your back during all your daily activities.
Too Many RSIs!

**Purpose**
Define repetitive strain injuries (RSIs) and list means of preventing RSIs.

**Key Concepts**
- A repetitive strain injury (RSI) is an injury that develops gradually over time as a result of repeated wear and tear of muscles, tendons, ligaments, and other soft tissues. Symptoms of RSIs include pain, tenderness, swelling, weakness and numbness. RSIs most commonly occur in the arms, shoulders, hand, neck, back, legs and feet.

- Many RSI injuries are the result of repetitive work activity, i.e. an activity that requires the use of the same muscles over and over again. These injuries usually develop over time and, in many cases, people who suffer from RSI will never fully recover.

- Some causes of RSI or soft tissue injuries (i.e. injuries to muscles, tendons, ligaments, and connective tissue) are a result of a worker who: applies pressure on body parts; overloads particular muscle groups; maintains a fixed position; performs repetitive movements; uses forceful movements; or works with speed and repetitions.

**Required Materials & Equipment**
N/A

**Connections to Curriculum**
Physical Education
Health & Anatomy/Biology
Career Education
Personal Development & Career Planning

**Skills**
critical thinking & recommend
brainstorm & evaluate
define & describe
cause and effect

**Plan of Action**
1. **Experiment:**
   - Ask students to repeatedly perform the same movement (e.g. bending, reaching, twisting) for a period of five minutes, then ask them how they feel. Discuss how they would feel if they had to perform that movement...
all day for several days in a row. Discuss what effects might this have on the body over time.

**Activity E11**

- Invite students to share common complaints they have heard from family members or friends about aches and pains (e.g. sore back, shoulder etc.). Was this soreness work-related?

2. **Define:**
   - Provide the class with the definition of RSIs and the causes of RSIs.
   - Brainstorm as a class methods of preventing RSIs (e.g. stretching, varying movements or tasks).

3. **Self evaluation:**
   - Over a period of a week, students review activities and movements they take part in that may have the potential for causing an RSI. Explain that answering yes to either of the following two questions may be an indication that the stage is being set for a RSI.
     1) Does the job and/or activity require a lot of lifting, pushing, pulling or carrying?
     2) Does the job and/or activity require working in awkward postures (e.g. arms above head or with a bent back)?

- Students write a report that includes:
  A) a definition of RSI in their own words;
  B) a description of activities and movements they take part in that may potentially cause an RSI;
  C) methods of preventing an RSI when engaging in such activities/movements.

**Assessment**
- Students hand in report for evaluation.

**Extension**
Daily stretching: Incorporate periodic two-minute stretching exercise sessions throughout the school day with students. Refer to General Appendix for Back in Form - Let’s Stretch for sample stretches.
Activity E11

- **Guest speaker:** Invite ergonomist, physiotherapist or WHSCC staff member to discuss RSIs and prevention with the class.

**Appendix**  N/A

**Additional Resources**
   (risk factors, warning signs and prevention of RSIs)

2. Ergonomics - The Practical Approach (AV)
   704284, VH, 15 min, HA, 1993

3. Refer to Activities What is Ergonomics (E9) and Watch your Back (E10).

4. Refer to Safety Handbook, section 7 for additional information.

5. Refer to General Appendix for Back in Form - Let’s Stretch (WHSCC informational pamphlet on stretching)
Activity E12
P/ E/ J/ H

**Slips, Trips and Falls**

**Purpose**
Identify methods of preventing slips, trips and falls.

**Key Concepts**
- Slips, trips and falls can have serious consequences and can even be fatal. Unsafe acts and conditions are the causes of slips, trips and falls in the workplace and at home. Examples of unsafe acts and conditions:
  a) horseplay, running, climbing, overreaching;
  b) not following safe procedures or equipment (e.g. using a box to stand and reach, unsafe use of ladders, improper lighting);
  c) wearing improper clothing or footwear;
  d) unsafe handling of materials (e.g. blocked vision, heavy or awkward load);
  e) poor housekeeping (e.g. leaving spills, obstacles in path or on walkways).

- A slip occurs whenever there is too little friction or traction between your feet and the surface on which you are walking. Trips can occur whenever your foot strikes an object and your momentum causes you to be thrown off balance.

**Required Materials & Equipment**
- Teacher resources: copies of worksheet (refer to Appendix A)
- Student resources: N/A

**Connections to Curriculum**
- Physical Education & Health: question & answer
- Language Arts & Science: poetry & reflect
- Career Education & Home Economics: apply information
- Personal Development & Career Planning

**Skills**
- question & answer
- poetry & reflect
- apply information
Plan of Action

1. Introduction:
   - In pairs, students describe times they have slipped, tripped or fallen. What were the consequences? How could the incident have been prevented?
   - Brainstorm and list common slips, trips and falls. How common are they? What can be the consequences? List the consequences from minor to major injuries (e.g. bruises \{ broken bones \{ long-term back pain \{ brain damage \{ death).

2. Work sheet: In pairs or individually, students complete the work sheet found within Appendix A. Review answers (part A) as a class.

Assessment
- Completion and content of worksheet.

Extension
- Safe falling: Outdoors or in the gym using mats, practice safe falling techniques (refer to Appendix B, Steps for Falling Safely).

- Promotional materials: Create informational material to distribute and/or display around the school on the prevention of slips, trips and falls.
Slips, Trips and Falls Worksheet

**Part A:**

1. Why is it important to discuss slips, trips and falls?

2. Name four consequences of slips, trips and falls.

3. Describe a total of 5 unsafe acts and/or conditions that may cause a slip, trip or fall.

4. What does clothing have to do with slips, trips and falls?

5. List 10 ways to prevent slips, trips and falls.

**Part B:**

Create a poem, riddle or song on preventing slips, trips and falls; be sure to use the words *slip*, *trip* and *fall* in your work.
Steps for Falling Safely

1) Don’t stiffen your body.

2) Don’t hold your breath (internal compression).

3) Tuck your head into your shoulders (avoid head or spinal injury).

4) Land on yours hands.

5) As you hit, roll to a well padded area of your body (e.g. thighs, shoulder, buttock).
Activity E13
P/E/J/H

Working in High Places

**Purpose**
Summarize important safety tips when working on elevated surfaces.

**Key Concepts**
- There are a number of safety tips to keep in mind when working on elevated work surfaces. Use of ladders, scaffolding, and scissor lifts are examples of elevated work surfaces that require safety measures to prevent falls and injuries.

- Falling even from a short distance can be serious. Many people have been fatally injured in falls of less than ten feet.

- Refer to Appendix A & B1 to B3 for additional information on safety tips and working on elevated work surfaces.

**Required Materials & Equipment**
- **Teacher resources:** ladder (optional)
- **Student resources:** paper & pencil

**Connections to Curriculum**
- **Technology Education & Health:** problem solve
- **Career & Physical Education:** evaluate & reflect
- **Language Arts:** recommend & present
- **Personal Development & Career Planning:**

**Plan of Action**
1. **Demonstration:** (optional)
   - Outdoors or in gymnasium, demonstrate the proper way to set up, climb and disassemble a ladder.

2. **Discussion:**
   - Define elevated surfaces (e.g. climbing a ladder, standing at the top of stairs, climbing on a piece of furniture). List the different methods or tools that we use to perform activities in elevated areas (e.g. ladder,
Activity E13

stool, scaffold etc.).

- Ask students to share stories of injuries that have resulted from falling from an elevated surface.
- Problem solve the causes and effects of each of the falls. (Be sure to have a few examples on hand in case students don’t have any of their own).

3. **Evaluation:**

- Over a period of a few days, students evaluate their own personal activities and those of friends and family members that could cause a fall from an elevated surface. Students then make recommendations for safer ways of working and/or playing in such elevated areas. Students also take note of activities that were done safely while on elevated surfaces.
- Students present their recommendations to the class.

**Assessment**

- Pass in fall prevention recommendations for evaluation.

**Extension**

- **Guest speaker/tour:** Demonstrate the proper use of fall arrest and various fall arrest PPE; invite a person involved in an accident related to an elevated work surface to share their experiences. Visit a climbing wall in a local gymnasium to observe the use of fall arrest devices.

**Appendix**

A- Safety Tips for Working on Elevated Work Surfaces  
B1- Hazard Alert: Worker Killed When Ladder Touches Power Line  
B2- Hazard Alert: Worker Dies After Falling From An Elevated Work Platform  
B3- Hazard Alert: Worker Injured By Falling Through Hole In Roof

**Additional Resources**  
**N/A**
Safety Tips for Working on Elevated Work Surfaces

Ladders
- Make sure the ladder is fully open and the spreaders are locked.
- Don’t climb, stand or sit on the top two rungs of the ladder.
- Have someone help you adjust the height of an extension ladder.
- Be sure to secure an extension ladder firmly before extending it.
- Use the right angle or pitch for the ladder. The distance from the foot of the ladder to the base of what it is leaning against should be about one fourth of the distance from the ladder’s top support to its bottom support.
- Set up the extension ladder with approximately three feet extending above the working surface.
- Make sure the ladder is firm and level on the surface.
- Use both hands for climbing.
- Avoid setting up a latter in a walkway. If unavoidable, set up markers to warn others of the ladder.
- Instead of stretching to reach something, move the ladder.
- Tie off the ladder to a secure object at chest level height. With longer ladders, tie off the top of the ladder as well.
- Use wooden or fibreglass ladders if doing electrical work where contact with electrical circuits could occur.
- Don’t use a ladder that is damaged (i.e. broken or missing steps or rungs, rust or weakness, dents).

Scaffolds
- Scaffolds are elevated platforms that can be moved to reach a desired work level or position. Scaffolds are a daily part of some workplaces (e.g. window cleaning).
- Inspect the scaffold platform for any damage or weakness.
- Check the lines on the scaffold for any fraying, damage or loose connections. Don’t try to repair defective lines.
- Be sure the scaffold can handle your weight, plus the weight of any equipment you require.
Appendix A
Activity E13

- Don’t use the scaffold if winds are over 40mph and/or use a scaffold that is made to take wind loads.
- Position the scaffold as close to the surface you will be working on as possible.
- The scaffold should be at least 10 feet from energized lines.
- Keep the platform tidy and free from spills.
- Use guard-rails and personal fall arrest system (e.g. body belt or harness).
- Be sure the scaffold is stable; the more people on it, the less stable it becomes.

**Scissor lift** (see picture on Hazard Alert)
- Make sure the work platform meets CSA standards.
- Read and understand the operator’s manual.
- Use all available protective and safety devices (guard-rails, body belts or harness, hard hat).
- Check tires for proper air pressure.
- Check the ground/floor areas for holes and obstructions.
- Maintain safe clearance from overhead electrical lines.
- Never climb on guard-rails to gain greater height.
- Never use ladders, planks, steps or other devices on the platform to gain greater height. Don’t overload the platform.
- Set the brakes or chock the wheels to prevent unintended movement.

**Personal fall protection: body belts & harnesses**
- Body belts and harness are used to help keep workers from falling long distances.
- Be sure to check that there is no damage or wear on the belt or harness. The metal hardware should be free from corrosion.
- All clips should fasten securely. The belt or harness should be the appropriate size.
• Make sure the anchorage is strong enough to withstand the force of a fall.

continue →
When selecting your anchor, be sure to allow for the free-fall distance, the deceleration distance (maximum 3.5 feet) of your equipment and the distance your lifeline stretches. A shorter free-fall reduces the chance of falling into obstacles and being injured by fall-arrest force.
WHMIS: Label it ‘Safety’ - Part 1

**Purpose**
Recognize safety labels, their purpose and their importance to health and safety.

**Key Concepts**
- A variety of safety symbols are used on products to help us identify potential hazards. WHMIS (workplace hazardous material information system) refers to safety labels and symbols found on hazardous materials in the workplace; consumer restricted product labels are found on everyday products within the home. The aim of all labels is to reduce injuries and health hazards.

- Although the symbols may differ from the workplace to the home, it is important that students identify them as universal warning symbols that caution is needed.

- Controlled products are products, materials and substances that are covered by WHMIS. There are six classes of controlled products, ranging from Class A to F. Refer to Appendix B & C for details of WHMIS classes and symbols. See also Section 8: Hazardous Signs & Symbols of the Health & Safety Handbook for detailed WHMIS information.

**Required Materials & Equipment**
- Teacher resources: copies of WHMIS symbols with description (see Appendix B), copies of consumer restricted product symbols (see Appendix A), sample (household) products with safety labels (optional)
- Student resources: N/A

**Connections to Curriculum**

<table>
<thead>
<tr>
<th>Science &amp; Technology Education</th>
<th>Skills</th>
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<tbody>
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<td>Investigate</td>
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| Health & Career Education     |        |
| Associate                     |        |

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<tr>
<th>Personal Development &amp; Career Planning</th>
<th>Group work</th>
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<td></td>
<td>Problem solve</td>
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<thead>
<tr>
<th>Language Arts</th>
<th></th>
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</thead>
</table>
Plan of Action

1. Teacher oriented:
   - Show the class examples of products with safety labels. Ask students what the symbols mean, their purpose and where else such labels might be found.
   - Compare household product labels/symbols to those that are used in the workplace (WHMIS). WHMIS and consumer restricted product symbols have the same objective: to identify the hazards.
   - Pass out copies of WHMIS and consumer product symbols (refer to Appendix A & B for master copy). Compare WHMIS symbols to consumer product symbols.
   - Students brainstorm where they might find safety labels in the home.

2. Homework assignment:
   - Students investigate their home for safety symbols and labels. They must find at least five products with a safety symbol and identify the following for each:
     a) product name;
     b) safety symbol on the product;
     c) what the symbol represents (i.e. the hazards);
     d) where the product is stored and if it’s stored properly;
     e) if improperly stored, indicate the ideal conditions;
     f) how and why the product is used;
     g) proper disposal of the product.

   * Remind students to be cautious when handling containers/products with safety symbols/labels.

3. Follow-up lesson:
   - Review homework assignment (#2). Ask a number of volunteers to describe one of the products on their list.
   - Again, compare the similarities of the labels found in the home to those found in the workplace (explosive, corrosive, flammable etc.).

4. Writing assignment: Students write a dialogue describing how they would educate a younger person on the hazard symbols in the home and workplace.
Activity E14

**Assessment**
- Pass in list of five products and their labels; writing assignment.

**Extension**
- **Promotional material:** Students create posters or symbol stickers of logos to educate other students or younger siblings on the safety symbols found in the school, home and workplace.
- **Matching game:** For younger students, create activity sheets on which students match the safe products or safe handling practices with the happy face, and unsafe products and practices with the sad face. Refer to Appendix D for sample activity sheet Safety Labels.

**Appendix**
A- consumer restricted product symbols
B- WHMIS symbols with description
C- Classes of Controlled Products
D- Safety Labels (sample activity sheet for younger students)

**Additional Resources**
1. see activities Label it ‘Safety’ - Part 2 (E15); Label it ‘Safety’ - Part 3 – MSDS (E16)
2. WHMIS Training Video (AV)
   702824, VH, 25 min, 1988
   (target audience - workers of all levels)
3. Science Safety (AV)
   703174, VH, 29 min, H, 1987
   (safe lab practices)
   Hazardous Material Information Review Commission
   (WHMIS information)
Activity E14


7. Refer to General Appendix for additional Web site listings and WHMIS pamphlet.
Classes of Controlled Products

Controlled products fall into the following classes:

**Class A**  Compressed Gas

**Class B**  Flammable and Combustible Material

**Class C**  Oxidizing Material

**Class D**  Poisonous and Infectious Material

**Class E**  Corrosive Material

**Class F**  Dangerously Reactive Material
# Safety Labels

**Draw a happy face for a safe decision and sad face for an unsafe decision.**

<table>
<thead>
<tr>
<th>Happy or Sad?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sherry stores cleaning products out of reach of small children.</td>
</tr>
<tr>
<td>Tom always asks an adult for help when using products found in the garage.</td>
</tr>
<tr>
<td>Darla keeps her hair spray away from sources of heat.</td>
</tr>
<tr>
<td>Andrew didn’t ask for help before pouring the gas into the lawn mower for his dad.</td>
</tr>
<tr>
<td>The baby is playing with a bottle of toilet cleaner.</td>
</tr>
</tbody>
</table>
Activity E15
E/ J/ H

WHMIS: Label it ‘Safety’ - Part 2

**Purpose**
1) Understand the role and importance of safety labels; 2) practice label identification and the role labels play in health and safety.

**Key Concepts**
- Routes of entry of hazardous products: inhalation, absorption, ingestion and through the eye.

- Refer to Key Concepts of activity Label it ‘Safety’ - Part 1 (E14) as well as Section 8: Hazardous Signs & Symbols of the Health & Safety Handbook for detailed WHMIS information.

**Required Materials & Equipment**
- Teacher resources: prepared safety label card game (glue, scissors, construction paper), photocopy of safety labels), picture of human body (optional)
- Student resources: N/A

**Connections to Curriculum**
Science & Technology Education   application
Health & Language Arts    addition
Career Education & Math   group work & playing fair

**Plan of Action**

1. **Teacher oriented:**
   - Review the role of hazard symbols in the home and workplace.
   - Discuss and provide examples of the four routes of entry of hazardous products. A picture of the human body can be helpful during this discussion.

2. **Card game review:**
   - Cut and paste WHMIS and consumer restricted product symbols on construction paper to create playing cards (see Appendix A for master copies of symbols).
Activity E15

- Students break up into small groups and are provided with a number of cards. Taking turns, students draw a card. Points are based on the following:

  ⇒ 1 point for correctly naming the symbol
  ⇒ 2 points for naming one example of a hazard identified by the label
  ⇒ 3 points for naming one example of a product that would have this label

- Groups can designate a ‘checker’ to verify the answers.
- Each group may wish to take turns being the ‘checker’ and keeping score.

3. **Create a quiz:** Using WHMIS and consumer restricted product symbols information, pairs of students create questions that could be included in a hazardous symbols quiz. The teacher collects, reviews and compiles all questions to create a quiz that will be distributed and used for evaluation during the following class. (The teacher will likely need to add additional questions to the quiz, see Appendix B for sample questions).

**Assessment**
- Participation in card game; created quiz questions; evaluation of quiz.

**Extension**
- **Guest speaker:** Invite a WHSCC staff member to discuss the significance of WHMIS labels in the health and safety of the workers; invite someone who has been injured or suffered a loss due to lack of attention to safety labels to discuss how his/her accident could have been prevented.

- **Field trip:** Visit a local workplace or area of school (e.g. janitor’s closet, science lab, technology area) and observe all the WHMIS labels in the working environment.

**Appendix**
A- WHMIS and consumer restricted product symbols for card game
B- Sample Hazardous Symbols Quiz Questions
Additional Resources
1. see activities Label it ‘Safety’ - Part 1 (E14) & Part 3 (E16)

2. WHMIS Training Video (AV)
   702824, VH, 25 min, 1988
   (target audience - workers of all levels)

3. Science Safety (AV)
   703174, VH, 29 min, H, 1987
   (safe lab practices)

   Hazardous Material Information Review Commission
   (WHMIS information)


   (consumer product safety)

7. Refer to General Appendix for additional Web site listings.
Sample Hazardous Symbols Quiz Questions

1. What does WHMIS stand for?

2. What is the purpose of WHMIS?

3. Name the three parts of WHMIS.

4. What is the purpose of MSDS?

5. Scenario: emergency response to WHMIS product.

6. Examples of WHMIS or consumer restricted product symbols where students must:
   A - name the symbol;
   B - describe what it represents;
   C - provide an example of a product with this label.

7. What are the four routes of entry of hazardous products?

8. Where should household products with consumer restricted product symbols be stored?

9. What do WHMIS and consumer restricted product symbols have in common? How are they different?
WHMIS: Label it ‘Safety’ - Part 3 - MSDS

Purpose
Examine the role and use of the MSDS (material safety data sheet) in the workplace and in handling controlled products (WHMIS) in a safe manner.

Key Concepts
• Controlled products are the products, materials and substances that are covered by WHMIS. Refer to Appendix D for the types and classes of controlled products.

• A Material Safety Data Sheet (MSDS) contains detailed hazard and safe handling information for controlled products. The MSDS provides much more safety information than it is possible to put on the label. Every product with a WHMIS label should have an MSDS. MSDSs are usually organised in a binder and should be easily accessible to everyone in a given workplace.

• The MSDS is prepared by the supplier and contains important information that should be read before handling the controlled product. An MSDS must contain the following information: product information, hazardous ingredients, physical data, fire and explosion data, reactivity data, toxicological properties, preventive measures, first aid measures and preparation information.

Required Materials & Equipment
• Teacher resources: copies of empty MSDSs (see Appendix B), sample MSDSs (see Appendix A or from school)
• Student resources: markers & paper

Connections to Curriculum
Career Education
Science (lab setting)
Technology Education
Language Art
Health

Skills
- group work & art
- investigate
- creative thinking
- problem solve
**Activity E16**

**Plan of Action:**

1. **Teacher oriented:**
   - Review WHMIS (short discussion, video etc.)
   - Provide students with a copy of the MSDS found in Appendix A **OR use** available MSDS from school (e.g. science lab, janitor’s closet). Analyze the various parts of the MSDS, outlining the relevance and importance of each section of the MSDS to the health and safety of the handler.

2. **MSDS group scenario projects:** Provide small groups with an MSDS of a product (see Appendix A and/or use school MSDSs). Using the MSDS, groups complete the MSDS Activity Sheet found in the Appendix C.

3. **Create your own MSDS:** Following the required elements of an MSDS, students invent a fictitious hazardous product with its corresponding WHMIS label and MSDS. Provide students with an empty MSDS form to complete for their fictitious product. Students use art materials to draw a picture of the product and its WHMIS label. Students should be prepared to present their product to the class, reviewing the purpose of the product, its label and MSDS contents.

**Assessment**

- Content and effort in MSDS activity sheet; creation of fictitious product, its WHMIS label and corresponding MSDS.

**Extension**

- **School use:** Students conduct research to discover examples of hazardous products that are used in the school (e.g. products used in the science lab, cleaning solutions found in the janitor’s closet). Once discovered, students review the MSDSs for each of the products (by law all MSDSs must be on site). Students then create promotional materials to help teach others within the school about the safety concerns of the products.

**Appendix**

A- sample copy of MSDSs for brake parts cleaner
B- copy of empty MSDS
C- MSDS Activity Sheet
D- Classes of Controlled Products & MSDS Requirements

**Additional Resources**
1. see activities Label it ‘Safety’ - Part 1 (E14) & 2 (E15)
3. WHMIS Training Video (AV)
   702824, VH, 25 min, 1988
   (target audience - workers of all levels)
4. Science Safety (AV)
   703174, VH, 29 min, H, 1987
   (safe lab practices)
   Hazardous Material Information Review Commission
   (WHMIS information)
7. Refer to General Appendix for additional Web site listings and WHMIS pamphlet.
MSDS Activity Sheet

Based on the MSDS of the product you have been provided with, answer the following questions.

1) What is the name of your product?

2) What WHMIS symbols should be on this product?

3) What is the product used for?

4) Who can you call if you need more information about this product?

5) Describe the odour, physical state and appearance of the product.

6) Is the product flammable? If yes, under what conditions?

7) How would you put out a fire if caused by this product?

8) Describe how the product can affect a person’s health.

9) Describe in your own words, three health and safety preventive measures that must be taken when using this product.

10) Describe how you would treat an emergency situation with the product:

   a) in the eye;
   b) on the skin;
   c) if it were ingested;
   d) if it were inhaled.
Classes of Controlled Products

Controlled products fall into the following classes:

**Class A**  Compressed Gas

**Class B**  Flammable and Combustible Material

**Class C**  Oxidizing Material

**Class D**  Poisonous and Infectious Material

**Class E**  Corrosive Material

**Class F**  Dangerously Reactive Material

**MSDS Requirements**

1) Product Identifier
2) Ingredients
3) Physical Data
4) Fire and Explosive Data
5) Reactivity Data
6) Toxicological Properties
7) Preventive Measures
8) First Aid Measurements
9) Preparation Information
Electrifying Safety Tips

Purpose
Review electrical safety and means of reducing the risks of electrical hazards.

Key Concepts
- Maintaining safe working conditions and using safe work practices can prevent electrical hazards. Electrical hazards occur when one makes contact with a conductor (substances that can pass electricity) carrying current. An electrical current passing through the body causes a shock. Electricity flowing through a conductor is like water flowing through a pipe. Although a potential difference (voltage) is needed to make current flow, it is the magnitude of the current which causes physiological damage.

- Safety tips: 1) never do electrical work near water or in wet conditions (any type of moisture may provide a conductive path resulting in a deadly shock); 2) be aware of atmospheric hazards that may cause an explosion or fire from a mere spark (e.g. flammable vapours, excess oxygen); 3) be sure to have proper lighting, wear proper clothing and personal protective equipment; 4) don't overload electrical outlets; 5) keep ladders clear from electrical wiring.

- Death may occur up to 15 minutes after a household shock due to the disruption of heart rhythms in the body. Warning signs (from serious to fatal): tingling in area where contact was made ∈ numbness ∈ irregular heartbeat (call for help).

- Household electrical safety: keep electrical appliances away from water (e.g. when taking a bath); do not overload electrical outlets; discard electrical cords that are damaged; keep fingers away from outlets.

Required Materials & Equipment
- Teacher & student resources: art materials (optional)
Connections to Curriculum
Technology Education
Health & Science
Career Education

Skills
list & evaluate
group work & investigate
problem solve & observe

Plan of Action
1. Teacher oriented:
   - Show a scene from a movie or picture involving the overload of an electrical outlet (e.g. comedy movie/TV show where electrical outlets are overloaded).
   - Invite students to name electrical hazards they face every day (at home, school, work) and their dangers, and record them on an overhead/chalk board.

2. Group work:
   - Using the list of electrical hazards in the school, home and/or workplace, students create a checklist to evaluate/audit an environment (school, home etc.) for electrical violations (e.g. damaged wires, electrical equipment in close contact with water, poor storage of wires or cords).
   - Students investigate an environment using the checklist (may require out-of-class time).
   - Students summarise the results of their investigation in a report, identifying any needed improvements.

3. Homework:
   - Students use research skills to search for an example of an accident related to electrical safety (e.g. newspaper article, event they are familiar with or that a parent has related). Refer to General Appendix for accident cases related to electricity.
   - In a short report, students describe the incident, the damages caused (injuries and damage to equipment), the cause/nature of the incident and means by which they believe the incident could have been prevented.

4. Mascot: The class creates a character(s)/mascot that would help teach people about electrical hazards (e.g. comic hero, Electric Man/Woman). This
Activity E17

character is created along with a dialogue and presented to other students (perhaps younger students).

**Assessment**
- Electrical hazards violation checklist and report; homework assignment; participation in creation of mascot.

**Extension**
- **Guest speaker**: Invite one of the following people to address the students: electrician to review electrical safety for the home and school; a safety officer from industry; an NB Power staff person; a member of the medical community to explain the physiology of electrical shocks.

- **Take apart centre**: Invite students to bring in electronic products from home that are no longer operational. Create a ‘take apart centre’ where during free time, students are able to take apart the various electronic products. Students evaluate the electrical cords of the products and get an inside view of how power flows to the product.

  * **Note**: Some equipment, such as televisions, have capacitors which store very high charge. Have a technician ensure they are discharged before placing them in a ‘take apart centre’. A toaster, kettle, iron, answering machine or power tools are examples of electrical equipment that do not have capacitors and are safe for a ‘take apart centre’.

- **Find the hazards**: Students create a scene in which there are a number of electrical hazards. Challenge other students to find all the hazards.

**Appendix**
A- Hazard Alert: Scrap-Yard Worker Electrocuted

**Additional Resources**
1. Kidzone 2: Watt’s Up (AV) 704125, VH, 20 min, J, 1991
(electrical safety)

Activity E17

2. Electrical Safety (AV)
701107, VH, 30 min, H, 1983

3. Electricity: Where Does Electricity Come From? (AV)
704212, VH, 15 min, E, 1992

4. refer to Activity E19, 100% Lockout
Activity
J/ H

E18

Machine Guarding - Avoiding the Bite!

Purpose
By constructing a fictitious machine, demonstrate the importance of guards on machines.

Key Concepts
- Any machine part, function or process, which may cause injury to a worker, must be safeguarded. A guard is a physical barrier that prevents access to dangerous areas of the machine as it prevents people from coming into contact with moving parts of a machine.

- A guard on a machine should be designed and constructed so that it may: not be easily tampered with or removed; not create interference with the operation of the machine; keep all human parts out of danger; and prevent equipment or tools from falling into the moving machinery.

- When applicable to the workplace, all employees should have comprehensive instruction on machine safety (e.g. proper ways of stopping and starting; use of guards; maintenance and storage; lock out and tag).

Required Materials & Equipment
- Teacher resources: visual pictures of machine guards (optional)
- Student resources: art materials (glue, paint, construction paper, scissors)

Connections to Curriculum
Technology & Career Education  Entrepreneurship Education  Art & Health & Language Arts  Personal Development & Career Planning

Skills
problem solve & create  present & describe  application of information

Plan of Action
1. Group discussions: In small groups, students answer the following question:
Activity E18

You are working with different types of machinery and equipment on the job. There is an emergency situation and you have only seconds to avoid an injury. What types of things should you know about the equipment and machinery to avoid an injury?

- Ask the groups to share their answers with others.
- Review the concepts covered under Key Concepts, the use and role of machine guards and safety tips for using machines and equipment.
- Circulate pictures of examples of machine guards OR tour Technology Lab where machine guards exist OR discuss examples of guards on everyday machines/equipment (e.g. how electrical appliances, cars and lawn mowers are created so dangerous parts/areas are not exposed).

2. **Students create:**
Using available art materials, students create a fictitious machine with the proper safe guards. In presenting their invented machines (written or oral) students discuss the following:

   A - the role of the machine;
   B - how the machine works;
   C - the dangers of the machine (i.e. moving parts) and how you have safeguarded the machine for preventing injuries.

**Assessment**
- Student participation in creation of machine and machine guards (creativity, existence of guards, presentation and written report).

**Extension**
- **Marketing:** Students develop methods for selling their new machine with the greatest selling point being its safety aspects.
- **Checklist:** Students create a do's and don'ts checklist for machine and equipment safety.

**Appendix**
A1- Hazard Alert - Worker Dies When Caught In Lathe
A2- Hazards Alert - Antiquated Equipment Can Kill

Activity E18

Additional Resources
1. Refer to activities Electrifying Safety Tips (E17) and 100% Lock-out (E19).

2. Refer to General Appendix for AV resources (see Machine & Equipment Safety section) and Web site listings.

3. www.whscc.nf.ca/ohs/OHS-Regs/68.htm
   WHSCC of Newfoundland
   (regulations on machine tools and guards)
**Activity E19**

**J/H**

### 100% Lock-out

**Purpose**
Define zero energy state and the importance of lock-out when working with electrical equipment and machinery.

**Key Concepts**
- If we need to perform maintenance or to clear jams on any type of machine, the OHS Act (Regulations 91-191, Sections 235-243) requires that a machine be in a zero energy state and under lock-out before either of these tasks are attempted.

- **Lock-out**: physically put a lock on a machine’s main power source.

- **Tag**: A written warning placed on the lock that identifies the person who has put a lock on the machine’s main power source (see Appendix A for picture of a tag).

- Zero energy state is defined as the state in which a machine has been temporarily rendered incapable of unintentional start-up or movement because all power sources have been shut-off and/or disconnected; all sources of residual energy, such as gravity, hydraulics, compressed air, springs, capacitors, etc. have been drained, bled off or blocked.

- **Lock-out** is a method of keeping equipment from being set in motion, which could result in endangering workers. In lock-outs, a disconnect switch, circuit breaker, or other energy isolating mechanisms is in the off or a safe position. A device is often placed over the energy-isolating mechanism to hold it in the safe or off position. A lock and tag are attached so that the equipment can't be energized.

- A substantial number of accidents in New Brunswick happen due to individuals failing to properly lock-out the machine with which they are working. Never work on any machine or equipment that is not completely shut down and in zero energy state. See General Appendix for additional information.
Activity E19

**Required Materials & Equipment**
- Teacher resources: examples of injuries that have resulted from improper lock-out procedures (see General Appendix)
- Student resources: paper & pencil

**Connections to Curriculum**
- Technology Education & Language Arts
- Health & Career Education
- Personal Development & Career Planning

**Skills**
- media search & brainstorm
- cause & effect
- critical thinking

**Plan of Action**

1. **Homework:** Before beginning this lesson, provide time for students to seek examples of injuries or accidents related to electrical safety (check newspaper, ask family/friends etc.).

2. **Discussion:**
   - Invite students to share their researched incidents related to electrical safety with the rest of the class.
   - Brainstorm the reasons why such accidents and incidents take place.
   - Provide a definition for lock-out and zero energy state to the class.
   - Discuss why zero energy state is so important when an employee may need to fix/work on a machine.

3. **Zero energy state in the home:** Individually or in small groups, students create zero energy state procedures for the home. First, groups list all electrical equipment and appliances in and around the home. Then, they create safety rules for using such equipment and appliances. For example:

   **Zero energy state for the home:**
   To prevent injuries or accidents, everyone living in this home must observe the following rules related to electrical safety:
   (A) Never put metal objects in the toaster while the toaster is plugged in.
   (B) Never put hands, feet or objects near or under the lawn mower when it is in operation.
   (C) Never put hands or fingers inside the blender when it is plugged in.
(D) Never put hands or other objects inside garbage compactor unless it is in zero energy state.

**Activity E19**

(E) Never use electrical appliances near water (e.g. radio near bath, hairdryer next to filled sink).
(F) Never leave any electrical appliances or equipment unattended while in operation.
(G) Always be sure that all electrical equipment and appliances are in zero energy state (unplugged, turned off) when finished using.

4. **Presentations:** Students present their rules to the class. While this is taking place, the teacher creates one large electrical safety tips/rule list to hang in the class. Encourage students to present their rules to family members.

**Assessment**
- Students hand in for evaluation their created safety laws.

**Extension**
- **Visual aids:** Borrow lock-out and tag safety devices from a local workplace to show to the class. Tour machine shop/wood working area in school (if in existence) to view lock-out and tag devices and procedures (if available).

- **Guest speaker:** Invite electrician or trained worker to discuss safety tips at home and in the workplace related to electrical safety, lock-out and tag.

- **On tour:** The class presents their electrical safety tips/laws to other students in the school.

**Appendix**
A- photocopy of sample tag used during lock-out procedures

**Additional Resources**
1. Refer to General Appendix for cases of injuries that have resulted from improper lock-out procedures and WHSCC Lock-out pamphlet.
2. see activity E17, Electrifying Safety Tips

3. Kidzone 2: Watt’s Up (AV)
   704125, VH, 20 min, J, 1991

4. Electrical Safety (AV)
   701107, VH, 30 min, H, 1983

5. Electricity: Where Does Electricity Come From?
   704212, VH, 15 min, E, 1992
Safety with Recreational Vehicles & Activities

Purpose
List safety measures for recreational vehicle use.

Key Concepts
• Health and safety should be an integral part of our life, at work, home and play. Every year, people of all ages within our province become victims of accidents involving recreational vehicles. Many of these accidents involving such recreational vehicles as snowmobiles, ATVs and boats could have been prevented.

• Safety facts involving recreational vehicles: read owner’s manual carefully; wear the proper protective gear (goggles, helmet, gloves, PFD, footwear, clothing); inspect mechanical condition before use; know and practice effective and proper operations of the vehicle; get help from experienced users; be familiar with the terrain and weather conditions; follow regulations; avoid alcohol and drugs use; keep alert, look ahead; be prepared for any situation (e.g. emergencies, first aid kit, how to get help).

Required Materials & Equipment
• Teacher resources: sample PPE for recreational use (optional) (e.g. helmets, PFD, goggles)
• Student resources: construction paper, markers & research materials

Connections to Curriculum

| Health & Media Studies & Art | Media search |
| Personal Development & Career Planning | Application of info. |
| Physical Education (e.g. canoeing) | Create & present |
| Technology Education | Review & reflection |

Plan of Action
1. Preparation:
• Over a period of time, ask students to collect and review newspaper articles related to accidents involving recreational vehicles and/or listen
to the radio/watch for on TV/ask friends or member family for examples of cases involving accidents and recreational vehicles.

2. **Reflection:**
   - As a class, review the various examples of accidents involving recreational vehicles.
   - Reinforce the fact that during each season of the year, there are numerous recreational vehicle accidents within the province.
   - Students discuss how the accidents could have been prevented.

3. **Display:** Review the role and types of personal protective equipment (PPE) for recreational vehicles. (Option to ask students the day before to bring in examples of PPE from home).

4. **Students create:**
   - Students create informational brochures that promote the four seasons of the province and recreational vehicles used throughout the various times of the year.
   - The brochure should include safety measures one should follow when using the types of vehicles. For example, a four panel brochure could include: a cover page; winter scene & snowmobiles; scene of fall and spring with ATVs; summer scene with boats and ‘seadoos’.

5. **Make the connection:** Compare the safety measures needed for recreational vehicles with those needed for vehicles and mobile equipment used in the workplace.

**Assessment**
- Participation in media review; content and effort in brochure development (peer and teacher evaluation).

**Extension**
- **Guest speaker:** Invite one of the following people to address the class: an RCMP/police officer to discuss regulations for recreational vehicles; someone who has been involved in a recreational vehicle accident; a
search and rescue team member; local groups (e.g. marina or snowmobile club).

Activity E20

- **Personal floatation device**: Compare an effective PFD to an ineffective PFD. What should one look for in selecting a proper PFD? When should PFDs be worn? Refer to Appendix A for Things to Remember with PFDs.

**Appendix**
A- Things to Remember with PFDs

**Additional Resources**
1. Water Safety With Billy The Bass (AV)
   705626, VH, 12 min, E, 1997
   (water safety in all four seasons)

2. Seasons
   480020, CR, CD-ROM, PE, 1994

   Canadian Cost Guard
   (boating safety)

   Canada Safety Council
   (snowmobiling, ATV and motorcycle safety)

5. http://www.tsao.on.ca
   (safe driving information)
**Things to Remember with PFDs**

⇒ PFD = personal floatation device

⇒ The PFD must be DOT approved (Department of Transportation).

⇒ Best colour to choose for a PFD: red, orange, gold or yellow.

⇒ Be sure the PFD fits properly: snug around body, can’t lift over head, zips and ties properly.

⇒ The PFD should be in good condition, no tears or rips.

⇒ Always wear your PFD regardless of type of boat (e.g. canoe, kayak, speed boat)

⇒ Don’t use the PFD as a cushion or grind it into the sand or dirt - this will cause the material of the PFD to break down.

PFDs are not a substitution for adult supervision.
Activity E21

Assessment
• Participation in group work and presentation.

Extension
• Younger students: Focus on road safety (i.e. pedestrian, bus, bike etc.). Invite a police officer to share safety tips with the class. Review safety when riding a bike, crossing the road, roller blading, mowing the lawn etc.

• Older students: With the help of a trained employee, visit a workplace where various types of mobile equipment are used. Review the steps for preventing accidents related to mobile equipment.

Appendix
A- Safety Tips for Mobile Equipment
B1- Hazard Alert - Worker Killed On Road Construction Site
B2- Hazard Alert - Worker Injured When By-Passing Safety Devices
B3- Hazard Alert - Young Worker Dies When Run Over By Truck

Additional Resources
1. Refer to General Appendix for additional cases of injuries related to mobile equipment.

2. http://www.tsao.on.ca/ Transportation Safety Association of Ontario (safe driving information)
3. Refer to General Appendix for AV resources (see Street, Playground & Bus Safety section) and additional Web site listings (see Pedestrian, Playground, Bike and Bus Safety section).
Safety Tips for Mobile Equipment

Workers on foot working around mobile equipment should do the following.
- Know how to work safely around trucks and operating equipment.
- Understand the effect of blind spots and avoid entering or standing in blind spots.
- Make eye contact with the driver or operator before approaching equipment.
- Signal his/her intentions to the driver or operator.
- Avoid standing and talking near vehicle paths, grading operations, and other activities during which heavy equipment is moving back and forth.

Drivers and operators of mobile equipment should do the following.
- Always obey the Signaller or Spotter. If more than one person is signalling, stop the vehicle and determine which one to obey.
- If possible, remain in the cab in areas where other equipment is likely to be backing up.
- Make sure all mirrors are intact, functional, and properly adjusted for the best view.
- Blow the horn twice before backing up.
- When no Spotter is present, get out and quickly walk around the vehicle. If the way is clear, back up at once.
- Stop the vehicle when the Spotter, worker, or anyone else disappears from view.
- Ensure back-up alarms are functioning properly.
- Vehicles left in the park position must have their parking brakes set and wheels choked (i.e. block wheels).
Cave-In!

**Purpose**
Examine the dangers of working in trenches that are not properly excavated or monitored.

**Key Concepts**
- Working in trenches can be dangerous. In a trench or excavation, soil will naturally be disturbed and will move downward and inward. Soil can weigh 100-145 pounds per cubic foot. The type of soil can influence the stability of the trench. Weather, traffic, vibrations and pressure can make the soil less stable and cause cave-ins. Trench protection is required in any excavation of 5’ or more.
- Danger signs for cave-ins include: cracking in excavation walls, bulging of materials from the trench sides, and separation of small clumps from the trench sides.
- Some causes of injuries related to trenching are: material falls into the trench on top of worker; worker falls as he/she attempts to climb in or out of trench; worker is exposed to toxic gases while handling or placing material (i.e. moving soil). Refer to Appendix A & B for additional information and diagrams.

**Required Materials & Equipment**
- Teacher resources: cases involving trenching/cave-in accidents (see General Appendix), soil, glass container, small plates, doll (optional)
- Student resources: paper & pencil

**Connections to Curriculum**
- Science (soils)
- Technology Education
- Career Education
- Language Arts

**Skills**
- brainstorm & list
- observe & classify
- application of info
- explore cause & effect
- critical thinking
Plan of Action

1. Homework & introduction:
   - The day before this activity, ask students to bring a small sample of soil to class. Encourage students to bring in various types of soils.
   - Placing soil samples on trays/plates, the class observes each type of soil brought in. Discuss the differences and similarities between the various soil types.
   - Review the three types of soils (see Appendix A). Classify the soils brought in by students.

2. Demonstration (optional):
   - Using soil, a glass jar and doll (or something representing a person), demonstrate to the class the cave in of a trench. Review the weight of soil and the loss of bodily movement even in a slight cave-in.

3. Discussion:
   - Brainstorm as a class the types of workplaces and/or activities that involve trenching.
   - Read aloud a number of cases involving cave-ins (see General Appendix). As a class, discuss the causes and effects of the cave-ins reviewed.

4. Do’s and Don’ts:
   - Students create a do’s and don’ts list for trenching.
   - Students create drawings showing proper excavation techniques (see Appendix B for diagrams).

Assessment
- Participation in homework assignment; do’s and don’ts list for excavations.

Extension
- Guest speaker: Invite a person who has experience in trenching and/or has been involved in an accident related to a cave-in.

- Making the connection: This activity follows science unit on soils.
**Appendix**

A- Facts on Soil Types & Protective Systems for Trenches  
B- diagrams related to safety and trenching

**Additional Resources**

1. Refer to General Appendix for cases involving injuries related to cave-ins.

2. Our Soil (AV)  
   705845, VH, 15 min, JH, 1999  
   (differences among soils, susceptibility and protection of soils)

3. www.onsiteproductions.com  
   OnSite Productions  
   (trench digging, excavations, benching & sloping)
Facts on Soil Types

Soil Type A - Most stable soil; hard to break up when dry and holds together when wet; clay and hardpan are examples of soil type A.

Soil Type B - Next most stable soil; examples include silt, sandy loam, medium clay and unstable dry rock.

Soil Type C - Least stable soil; this soil is made up of gravel, loamy sand, soft clay, submerged soil or dense and heavy unstable rock.

Protective Systems for Trenches
Sloping or benching are protective measures that cut the walls of an excavation back at an angle to its floor.

**Sloped system:** angled cut at a 1 - 1 slope.

**Bench system:** one or more steps carved into the soil.

**Shoring** or **shielding** are two protective measures installed that add a support structure to an existing excavation. They prevent cave-ins by supporting the trench walls.

Information taken from Coastal Video Communications Corp., ‘Cave-In! Trenching and Shoring Safety’ and ‘Trench Emergency’, Virginia Beach, VA

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**Activity E23**

**HIGH**

**Dangers of Confined Spaces**

**Purpose**
Define, provide examples and describe the dangers of a confined space.

**Key Concepts**
- A confined space is a space that is enclosed or partially enclosed; it is not designated or intended for continuous human occupancy; it has restricted access or egress and is or may become hazardous because of its design, location, construction, atmosphere, or the materials contained within it.

- Examples of confined spaces include: sewer lines, holding tanks, silos, pipelines, boilers, and chemical containers. There are four main dangers in confined spaces: oxygen deficiency/enrichment, fire or explosion, toxicity and drowning in liquids or free-flowing solids.
• Accident statistics suggest that about 60% of deaths in confined spaces resulted from oxygen deficiency and lack of air quality testing. More than half of those people who died in confined spaces did so while trying to rescue fellow workers.

• **Younger students** should be warned of the dangers of playing in confined spaces. For example, playing or hiding in a freezer, refrigerator, car trunk, small storage areas, culverts etc.

**Required Materials & Equipment**
- Teacher resources: tragedies involving confined spaces (see General Appendix)
- Student resources: construction paper, art materials

**Connections to Curriculum**

<table>
<thead>
<tr>
<th>Health &amp; Art</th>
<th>Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>brainstorm</td>
</tr>
<tr>
<td></td>
<td>create &amp; present</td>
</tr>
<tr>
<td></td>
<td>safe versus unsafe</td>
</tr>
</tbody>
</table>

**Plan of Action**

1. **Teacher oriented:**
   - Read aloud examples of tragedies involving confined spaces (refer to General Appendix for examples). From what has been described, ask students for a definition of a confined space; then review the definition of a confined space.
   - Brainstorm examples of confined spaces located in the community, school and home.

2. **Students create:**
   - Discuss how a number of children have died as a result of hiding or playing in a confined space (e.g. empty freezer, fridge, car trunk, clothes dryer).
   - Using art materials, students create safety tips for younger students for playing hide-and-seek. The safety tips should include the dangers of confined spaces as well as other related safety tips.
3. **On tour**: Students go on tour presenting to younger students on the dangers of confined spaces.

4. **Application to the workplace**:
   - Using the contents of the Risk Alert found within Appendix A, review safety tips for entering a confined space at the workplace.
   - Students ask parents, family or friends about any work related experience they may have had with confined spaces.

**Assessment**
- Participation in creating and presenting confined space awareness materials.

**Extension**
**Guest speaker/ tour**: Visit a facility with a confined space(s). Seek the expertise of a trained employee on proper methods of working in confined spaces and emergency procedures for confined spaces.

**Activity E23**

**Appendix**
A- Risk Alert - Confined Spaces: Recognising the danger

**Additional Resources**
Refer to General Appendix for cases involving injuries and/or fatalities of workers due to confined spaces.
Section F: Protecting Yourself & Others

~ THEMES ~

√ Role, use and importance of various types of personal protective equipment (home, road and workplace)
√ Matching the hazards with the workplace and appropriate PPE
√ Role of the five senses in injury prevention
√ Differentiate between high and low risk behaviours, safe and unsafe choices (impact of choices; practice safe decision making)
√ Taking a role in teaching others about health and safety, hazards and injury prevention

~ ACTIVITY TITLES ~

Designing ‘COOL’ PPE (E/J/H)  F1
When, What & Why: PPE (E/J/H)  F2
Protection from Head to Toe (P/E/J/H)  F3
Dressing for Safety (P/E/J/H)  F4
Matching Exercise (P/E/J)  F5
Futuristic Workplaces & PPE (E/J/H)  F6
Featuring the Five Senses Against Injuries (P/E/J/H)  F7
Taking Risks (J/H)  F8
Making Safe Decisions (E/J/H)  F9
Safety = #1 Decision (J/H)  F10
Let’s Tell Others About Safety! (P/E/J/H)  F11
Flying Health & Safety Flags (E/J/H)  F12
Campaigning for Safety (E/J/H)  F13
Poster Campaign (P/E/J/H)  F14

Activity F1

E/J/H

Designing ‘COOL’ PPE

Purpose
Review the role, use and importance of personal protective equipment.

Key Concepts
- Definition of personal protective equipment (PPE): Equipment worn to minimise exposure to hazards by acting as a barrier to shield a person from the hazard.
- Examples of PPE include: respirator, gloves, apron, fall protection, hard hat, eye wear, ear and foot protection.

Required Materials & Equipment
• **Teacher resources:** paint & brushes, large pieces of paper, tangible examples of PPE (optional)

• Student resources: markers/crayons

**Connections to Curriculum**
- Language Arts & Art & Science
- Technology & Physical Education
- Health & Career Education
- Personal Development & Career Planning

**Skills**
- group work
- creative thinking
- written reflection
- design & create

**Plan of Action**

1. **Introduction:** Discuss the use and role of PPE. Ask students to list examples of PPE in the workplace and recreational activities. Pass around tangible examples of PPE (optional).

2. **Students Create:** In small groups, students are responsible for creating personal protective equipment (PPE) for their age group. Encourage students to create PPE that is attractive, flattering and stylish so as to be more suited to the needs and taste of young people (i.e. enjoy using and wearing PPE). Encourage students to use their imaginations!

   - Students may wish to invent new PPE or redesign existing PPE.

**Activity F1**

- Groups may decide to create the PPE together, or each group member creates their own, or half the group may design PPE for females and the other half for males (i.e. use of different colors and styles).
- Students use the materials provided to create and display the PPE.

Refer to Appendix A for directions of the activity for small group work.

2. **Presentation:** Each group presents their PPE to the class. This can be done in the form of a fashion show or as an advertisement attempting to sell their PPE products to the rest of the group.

3. **Homework assignment:** Individually, students create the following chart and fill in the blanks.
<table>
<thead>
<tr>
<th>name of PPE</th>
<th>Describe the PPE</th>
<th>PPE’s role in accident prevention</th>
<th>examples of where and when the PPE should be worn</th>
</tr>
</thead>
<tbody>
<tr>
<td>e.g. hard hat</td>
<td>made of hard plastic, fits on top of head</td>
<td>protects the head from over hanging or falling objects</td>
<td>construction sites, factories, sawmills</td>
</tr>
</tbody>
</table>

**Assessment**
- Presentation and content of art work; completed homework assignment.

**Extension**
- **Research project:** Students choose an occupation of their choice and research the PPE used to protect the workers within this occupation (e.g. police officer, fire fighters, doctors, nurses, construction workers etc.).

- **Guest speaker:** Invite a worker to demonstrate and discuss the use of PPE in their occupation.

**Science:** Students focus on designing ‘cool’ PPE for the science lab.

**Activity F1**
- **Activity sheet:** Make a list of various activities that we take part in every day. Beside each activity, students fill in the PPE and/or appropriate safety measures required to perform the activity safely.

- **Younger grades:** Refer to Appendix B & C for Safe & Sound Activity Sheet.

**Appendix**
- A - Designing ‘Cool’ PPE (directions of the activity for group work)
- B - Safe & Sound Activity Sheet (list the appropriate PPE for each activity)
- C - Safe & Sound Activity Sheet - Suggested Answers

**Additional Resources**
- 1. Eye Safety (AV)
Appendix A
Activity F1

Designing 'COOL' PPE

**Materials:** large pieces of paper, paints & brushes and/or markers

Plan of Action

A big company is offering to pay your group $$ for designing attractive, comfortable and stylish personal protective equipment (PPE).
A) Take five minutes as a group to brainstorm all the different types of PPE that exist.

B) Use your imagination and the materials provided to design and create cool PPE for people your age.

♦ You may wish to invent new PPE OR redesign existing PPE.

♦ In creating your PPE, keep the following in mind:

1 - What is the purpose of the PPE?
2 - How can we encourage people to wear PPE?

All accidents are preventable!
**Safe & Sound Activity Sheet**

* List the appropriate PPE for each of the activities

<table>
<thead>
<tr>
<th>Activities</th>
<th>Personal Protective Equipment Needed</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. riding your bike</td>
<td></td>
</tr>
<tr>
<td>2. driving in a car</td>
<td></td>
</tr>
<tr>
<td>3. taking a boat ride</td>
<td></td>
</tr>
<tr>
<td>4. playing football</td>
<td></td>
</tr>
<tr>
<td>5. cutting wood</td>
<td></td>
</tr>
<tr>
<td>6. cooking</td>
<td></td>
</tr>
<tr>
<td>7. sitting outside in summer</td>
<td></td>
</tr>
<tr>
<td>8. riding a motorcycle</td>
<td></td>
</tr>
</tbody>
</table>
### Safe & Sound Activity Sheet - Suggested Answers

**List the appropriate PPE for each of the activities**

<table>
<thead>
<tr>
<th>Activities</th>
<th>Personal Protective Equipment Needed</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. riding your bike</td>
<td>helmet, sun glasses (if needed)</td>
</tr>
<tr>
<td>2. driving in a car</td>
<td>seat belt, sun glasses (if needed)</td>
</tr>
<tr>
<td>3. taking a boat ride</td>
<td>PFD, sun screen (if needed)</td>
</tr>
<tr>
<td>4. playing football</td>
<td>helmet, body pads, proper footwear</td>
</tr>
<tr>
<td>5. cutting wood</td>
<td>safety glasses, steel toe boots, protective pants, gloves, hard hat</td>
</tr>
<tr>
<td>6. cooking</td>
<td>apron, oven mitts (if needed)</td>
</tr>
<tr>
<td>7. sitting outside in</td>
<td>hat, sun screen, sun glasses</td>
</tr>
<tr>
<td>summer</td>
<td></td>
</tr>
<tr>
<td>8. riding a motorcycle</td>
<td>helmet, protective clothing (pants)</td>
</tr>
</tbody>
</table>
Activity F2
E/J/H

When, What & Why: PPE

Purpose
Develop an understanding of the purpose of personal protective equipment (PPE), the various types that exist and when the PPE should be used.

Key Concepts
• Definition of personal protective equipment (PPE): Equipment worn to minimise exposure to hazards by acting as a barrier to shield a person from the hazard.

• There are many different types of PPE, some specific to the workplace, others to leisure activities, but all share a common purpose: to protect various parts of the body.

Required Materials & Equipment
• Teacher resources: tape & sample PPE (optional)
• Student resources: markers/crayons, large pieces of paper, samples of PPE (all optional)

Connections to Curriculum
Health & Science & Language Arts          Skills
brainstorm
Technical Education                      list
Career & Physical Education              group work
Personal Development & Career Planning   presentation skills

Plan of Action
1. List all PPE: Students list all the examples of PPE that they use at home, at work, during leisure time etc. Students divide a piece of paper into three columns and list all their examples of PPE in one column.

2. Rationale of PPE: In the second column, students state reasons for using the PPE, why they are important and necessary to the health and safety of an individual. In the third column, students state where and/or when the PPE is used.
Activity F2

3. **PPE Fashion show:** Students organise a PPE fashion show for other classes to watch. The fashion show should include a variety of PPE used for various activities and workplaces. As one student models the PPE, another reads aloud a description of the PPE, and why its use is important.

- Provide time for students to:
  1) bring in various samples of PPE to use in the fashion show;
  2) create the scripts for the fashion show.

**Assessment**
- Completion & content of chart; participation in fashion show.

**Extension**
- **Writing assignment:** Acting as a columnist for a newspaper, students write a review of the PPE fashion show. **OR** students take on the role of a PPE and write a promotional add for their use (e.g. I am a hard hat and this is when and why I should be used).

- **Commercial:** Students create a promotional TV or radio commercial for a type of PPE.

**Appendix**  N/A

**Additional Resources**
1. http://www.cdc.gov/niosh/nasd/docs/as31900.html (types and role of PPE)

2. http://www.cdc.gov/niosh/nasd/docs/agslides/as319end.html (slide show of PPE)
Protection from Head to Toe

**Purpose**
Review various types of personal protective equipment (PPE), their role in personal safety and the importance of maintaining them correctly.

**Key Concepts**
- It is important to maintain PPE (repair damages, replace after expiration date or if damaged etc.).

**Required Materials & Equipment** N/A

**Connections to Curriculum**
Health & Science  
Entrepreneurship Education  
Career & Technology Education  
Personal Development & Career Planning

**Skills**
- group discussion
- marketing
- create a checklist
- creative thinking

**Plan of Action**
1. **Discussion:** Lead a discussion on the various types of PPE that are used in the workplace, at home and during leisure activities. Question students on the role of the equipment and why its use is important.

2. **Group work:** Students discuss hazards they encounter in their daily activities. Choosing one hazard, groups invent an item that would reduce the risk of an accident by eliminating the hazard.

   - Students market their invented item (i.e. create promotional materials to advertise the item, its purpose etc.).

3. **Homework:** Students choose a type of PPE, then develop a checklist to be used to inspect the conditions of the PPE.

**Assessment**
- Participation in group discussion and invention of product; created checklist.
Activity F3

Extension
• Tour a workplace: Tour a facility in your community where employees wear PPE OR watch video footage of a workplace. Students identify all types of PPE used and their role in protecting the workers.

Appendix N/A

Additional Resources
1. http://www.cdc.gov/niosh/nasd/docs/as31900.html (types and roles of PPE)

2. http://www.cdc.gov/niosh/nasd/docs/agslides/as319end.html (slide show of PPE)

3. My Body, My Buddy: healthy Fun (AV) 800171, VH, 15 min, PE, 1995 (wearing proper clothes and safety gear during activity)
Dressing for Safety

**Purpose**
Review the importance of personal protective equipment (PPE) and determine the correct PPE for various jobs and activities.

**Key Concepts**
- **Definition of PPE**: equipment worn to minimize exposure to hazards by acting as a barrier.
- There are many different types of PPE. For the PPE to effectively reduce the risk of hazards you must know:
  * when to wear the PPE;
  * the proper PPE for the job/activity;
  * how to wear and adjust the PPE;
  * the limitations of the PPE;
  * the proper care, maintenance and life span of the PPE.

**Required Materials & Equipment**
- Teacher resources: scrap paper
- Student resources: resource materials on PPE

**Connections to Curriculum**

| Health & Science (lab) | research |
| Career Education & Physical Education | summarize |
| Language Arts & Technology Education | list |
| Personal Development & Career Planning |

**Plan of Action**

1. **Preparation**: The teacher prepares a number of examples of various jobs and activities on individual pieces of paper, which are then placed in a hat or jar. The examples of types of jobs should be on a different coloured paper than the examples of types of activities.

2. **Introduction**:
   - Review the use and importance of personal protective equipment.
Activity F4

- Have a contest to see which group of students can list the most examples of PPE.

3. **Individual assignment:** Each student pulls from the hat one example of an activity and one example of a job. Students must do the following for each:

   a) list the potential hazards with the job and activity;
   b) name the PPE needed for the job and activity;
   c) state when the PPE should be worn;
   d) describe how to wear and adjust the PPE;
   e) describe the limitations of the PPE;
   f) explain the proper care, maintenance of the PPE;
   g) explain if and when the PPE should be replaced.

Refer to Appendix A for examples.

- Along with the written report, students include a diagram or model of the PPE for their chosen activity and job.

- **Grade level appropriate:** For younger students, omit PPE for jobs and focus on PPE appropriate for activities (e.g. biking, boating etc.).

**Assessment**
- Written report and models of PPE passed in for evaluation.

**Extension**
- Refer to other PPE activities: Designing COOL PPE (F1); Matching Exercise (F5); Futuristic Workplace & PPE (F6); Protection from Head to Toe (F3); When, What & Why PPE (F2).

- **PPE fall arrest:** Invite an experienced construction worker, or a person who has been injured in a fall to discuss and demonstrate the importance, use and role of fall arrest protection (e.g. harness, ropes, tying knots properly, receiving proper training).
Appendix
A - Dressing for Safety (examples of writing assignment on PPE for an activity and job)

Additional Resources
1. Eye Safety (AV)
   705638, VH, 9 min, HUA, 1989

2. My Body, My Buddy: Healthy Fun (AV)
   800171, VH, 15 min, PE, 1995
   (wearing proper clothes and safety gear during activities)

   (types and role of PPE)

   (slide show on PPE)

   Canadian Coast Guard
   (boating safety)
**Dressing for Safety**

1. Example of write up for PPE for an activity: **biking.**

a) Hazards involved with the activity:
- cars, other bikers, road conditions, water, rocks, animals, sharp turns, pedestrians, malfunction of parts (e.g. brakes), flat tire.

b) Name the PPE needed for the activity:
- bike helmet;
- other bike safety - drive on the correct side of the road; avoid riding bike when raining; keep bike in good repair; pay attention; slow down on unfamiliar roads.

c) When the PPE should be worn:
- always, regardless of the length of the ride.

d) Describe how to wear and adjust the PPE:
- helmet should be snug on the head; does not sit too far back or too far forward; should sit square level on the head, covering forehead to just above the eyebrow line; adjust foam pads inside for better fit; helmet should not move if you shake your head; strap fastened under chin, fitting two fingers in between the strap and the area under the chin; straps should fit in front and behind the ear.

e) Limitations of the PPE:
- existence of many other hazards that can affect bikers (i.e. PPE will not prevent you from driving recklessly, or protect you fully if you are struck by a car).

f) Proper care, maintenance of the PPE:
- keep helmet in dry area free from items that can crush or damage it; do not remove chin straps; check expiration date.

g) If and when the PPE should be replaced:
- replace helmet if damaged or once is too small to sit on head properly.
2. Example of write up for PPE for a job: chemist.

a) Hazards involved with the job:
   - Hazardous products, fumes and chemical reactions.

b) Name the PPE needed for the job:
   - Lab coat, safety goggles, proper footwear, hand protection (safety gloves).

c) When the PPE should be worn:
   - While in the lab, when performing chemical reactions or mixing solutions, or simply when handling solutions.

d) Describe how to wear and adjust the PPE:
   - Lab coat: not too long or too short, free from tears, covers body adequately, light in colour to detect any spillage;
   - Safety goggles: fit properly, free from cracks or damage, straps are adjustable to fit snug around head;
   - Hand protection: thick and strong enough for the job (i.e. solutions won’t burn through), fit properly so won’t slide off;
   - Proper footwear: cover and protect feet from spills, easy to wear (avoid slips or falls).

e) Limitations of the PPE:
   - Will not protect you in case of large explosion or fire, (use Material Safety Data Sheets to help familiarize with all details of WHMIS hazardous products).

f) Proper care, maintenance of the PPE:
   - Keep in dry place and free from heat.

g) If and when the PPE should be replaced:
   - Replace immediately if there are cracks, tears or any type of damage.
Matching Exercise

Purpose
Associate and match pictures of equipment, hazards and personal protective equipment with the correct workplace.

Key Concepts
- No two workplaces are alike. Every job and workplace has unique and specific roles, responsibilities, hazards and safety issues.
- It is important to know: 1) the hazards of each workplace; 2) the appropriate personal protective equipment (PPE) to be used; 3) work habits needed to promote a safe and healthy working environment.

Required Materials & Equipment
- Teacher resources: prepared activity sheets (see Appendix A)
- Student resources: construction paper, scissors, glue & pictures from catalogues/magazines

Connections to Curriculum: Skills:
Language Arts & Health cut & paste
Personal Development & Career Planning create & match & name

Plan of Action
1. Preparation: The teacher prepares worksheets for students to match the name of the job or activity with the appropriate equipment and PPE (refer to Appendix A). OR students cut & paste pictures of equipment and PPE from magazines or catalogues and name the workplace/activity where it should be used.

* For older grades: Students match the job title with the possible hazards and identify the PPE necessary within the workplace. OR students cut, paste and create worksheets, as described above.

2. Review & reflect: Discuss how all workplaces are unique. Every job has specific responsibilities and duties. Even activities at home and at school have inherent hazards and require PPE. It is important to become familiar
with the hazards of a workplace/activity and means of protecting your safety and the safety of others.

**Assessment**
- Created or completed work sheets - matching the appropriate job/activity with the equipment and PPE needed.

**Extension**
- **Chart building**: Students research a number of jobs to complete the following chart:

<table>
<thead>
<tr>
<th>JOB TITLE</th>
<th>JOB RESPONSIBILITIES</th>
<th>JOB HAZARDS</th>
<th>PERSONAL PROTECTIVE EQUIPMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>e.g. carpenter</td>
<td>building houses, maintenance, repairs</td>
<td>working at heights, heavy equipment, hazardous solutions</td>
<td>hard hat, steel toe boots, gloves</td>
</tr>
</tbody>
</table>

**Appendix**
A- Mix & Match (matching exercise sheet for younger grades)

**Additional Resources**
Refer to General Appendix for AV resources and Web site listings.
# Mix & Match

Match the person with their correct equipment and personal protective equipment (PPE).

For example:

- *roller blader* \* roller blades \* knee, elbow and wrist pads

<table>
<thead>
<tr>
<th>Person or job</th>
<th>Equipment</th>
<th>PPE</th>
</tr>
</thead>
<tbody>
<tr>
<td>window cleaner</td>
<td>bike</td>
<td>ear plugs</td>
</tr>
<tr>
<td>cyclist</td>
<td>ladder</td>
<td>seat belt</td>
</tr>
<tr>
<td>chef</td>
<td>loud machines</td>
<td>lab coat</td>
</tr>
<tr>
<td>scientist</td>
<td>boat</td>
<td>body harness</td>
</tr>
<tr>
<td>fire fighter</td>
<td>chemicals</td>
<td>helmet</td>
</tr>
<tr>
<td>construction</td>
<td>car</td>
<td>apron</td>
</tr>
<tr>
<td>worker</td>
<td></td>
<td></td>
</tr>
<tr>
<td>swimmer</td>
<td>hammer</td>
<td>steel toe boots</td>
</tr>
<tr>
<td>driver</td>
<td>pots &amp; pans</td>
<td>smoke mask</td>
</tr>
<tr>
<td>machinist</td>
<td>water hose</td>
<td>life jacket</td>
</tr>
</tbody>
</table>
Activity F6
E/ J/ H

**Futuristic Workplaces & PPE**

**Purpose**
Develop an understanding of the importance of personal protective equipment (PPE) in the ever-changing workplace.

**Key Concepts**
- Personal protective equipment (PPE) is equipment worn to minimize exposure to hazards. PPE does not eliminate the hazard but acts as a barrier to protect an individual from the hazard and reduces the risk of injury.

- Proper safety clothing for work should be considered from head to toe. One should always ask, “Am I dressed to work safely?” For example, a person working with machines should not wear a neck tie if there is a possibility it could get caught in a machine.

- Check to ensure that PPE is Canadian Standards Association (CSA) approved (e.g. work boots, hard hat etc.).

**Required Materials & Equipment**
- Teacher & student resource: available art supplies (e.g. construction paper, glue, scissors, markers, paints, paper mache, clay)

**Connections to Curriculum**
- Language Arts
- Social Studies/History
- Health & Career Education
- Personal Development & Career Planning
- Technology Education
- Entrepreneurship Education
- Science & Art

**Skills**
- design & create
- writing
- creative thinking
- predict
Plan of Action

1. Teacher oriented:
   - Discuss how jobs have changed over the years. Invite students to share their thoughts on the evolution of the workplace.
   - Review the role of personal protective equipment (PPE) in the workplace. How has PPE evolved over the years? Has it improved? Will we need to improve PPE and safety standards in the ever-changing workplace?

2. Create: Students are to imagine that 50 years have passed and invent a new workplace of the future. Their description of their fictitious workplace of the future should include:
   - the job responsibilities and duties;
   - the working environment (setting, description etc.);
   - the hazards in the workplace and health and safety concerns;
   - the PPE required in the workplace (description, use and function in protecting the workers).

   * There are no incorrect answers - encourage students to use their imaginations!

3. Art work: Students create an image of their futuristic workplace. Paper mache or clay can be used to create 3D models of the PPE required within the workplace. OR students create a design of the workplace using construction paper and protruding 3D images.

Assessment
- Content and effort of write up of futuristic workplace and created art work.

Extension
- Marketing: Students create an ad campaign for their futuristic PPE. The ad campaign should include a description of the product, its protective role, use and a visual model or design.

Appendix
N/A
Activity F6

**Additional Resources**

Refer to General Appendix for AV resources and Web site listings.
Featuring the Five Senses Against Injuries

**Purpose**
Reflect on safe and unsafe feelings; describe the role of the five senses in injury prevention.

**Key Concepts**
- When it comes to personal safety and well-being, it is important to pay close attention to feelings. Using our five senses and paying attention to any feelings of danger or threats to personal safety, are important in preventing injuries and accidents.

**Required Materials & Equipment**
- Teacher resources: N/A
- Student resources: markers/crayons & drawing paper

**Connections to Curriculum**
- Language Arts & Art
- Science (P/E) & Health
- Career & Physical Education

**Skills**
- describe & illustrate
- present & group work
- creative thinking & reflect

**Plan of Action**
1. **Assign**: Ask students to write about an incident during which they felt unsafe. They should describe what caused them to feel unsafe and how they reacted to the situation. Did they do anything to change the situation or get away from whatever was making them uncomfortable?

- Before inviting students to talk about their unsafe situation, the teacher should share with the class a personal experience in which he/she did not feel safe. This may be of a sensitive nature for some students, so students should not be pressured to share their experiences aloud. **OR** students write personal experiences anonymously and they are read aloud by the teacher.
Review safe and unsafe feelings and the importance of paying attention to and acting on personal feelings.

**Activity F7**

2. **Brainstorm:** As a class or in groups, describe how we can use each of our five senses (sight, smell, taste, touch, hearing) to prevent accidents/injuries. The answers will vary depending on the age of the students in the group.

3. **Illustrate:** Using examples, students illustrate the role of each of the senses in injury prevention. For example, we can smell and taste smoke during a fire; we can see that someone is using the machine improperly etc. Students may wish to design a cartoon strip entitled: Featuring the Five Senses Against Injuries.

- Refer to Appendix A for The Five Senses Against Injuries, for directions of activity for group work.

**Assessment**
- Description and illustration of the role of the 5 senses in injury prevention.

**Extension**
- **Safety word lingo:** Students list traits that would describe a safe environment. Create various poems using their safety words.

- **Puppet show:** Students create puppets and perform a puppet show with the characters being the nose (smell), the ears (hearing), the eyes (sight), the hands (touch) and the mouth (taste) and depict each of their role in injury prevention.

**Appendix**
A- The Five Senses Against Injuries (directions of activity for group work)

**Additional Resources**
1. The Sensational Five: The Inside Story of Your Senses (AV) 700341, VH, 15 min, PE, 1981
The Five Senses Against Injuries

Materials: flip chart paper, markers, paint, paint brushes

Plan of Action

1. List:

   • As a group, describe how we use each of our five senses (sight, smell, taste, touch, hearing) to prevent accidents/injuries. For example, we can smell and taste smoke during a fire; we see that it is unsafe to cross the road; we can taste food that has gone bad.

2. Create:

   • Using the materials provided, illustrate many examples of how each of the five senses helps protect us from injuries and accidents. Use a different piece of flip chart paper for each of the five senses.

   All accidents are preventable!
Activity F8
J/ H

Taking Risks

Purpose
Differentiate between low and high risk behaviours and the impact choices and behaviours have on health and safety.

Key Concepts
• Every day people take risks. There are various types and degrees of risks. It is important to be able to differentiate between a decision that involves high risk and one that involves low risk.

• Some risks can have a positive result or impact (e.g. flying, getting married, starting a business, buying a product). Other risks can have a negative impact as they may result in harm, damage or something one may later regret (e.g. drinking and driving, not wearing a seat belt, diving off a bridge).

• Synonyms of risk: danger, jeopardy, gamble, peril, venture, uncertainty, chance.

Required Materials & Equipment
• Teacher resources: various examples of scenarios in which risk is involved (see Appendix A)
• Student resources: N/A

Connections to Curriculum
Health define & discuss
Language Arts problem solve
Career Education decision making
Personal Development & Career Planning group work & reflect

Plan of Action
1. Define risk:
• Students define, provide examples and synonyms for the word risk.
• With a partner, students describe examples of risk a person their age may take, and differentiate between risks that may have a positive or negative impact.
• As a class, discuss the results. Elaborate on why some have a positive impact and others a negative impact. How do risks relate to our health and safety?

2. **Scenarios:**
• Small working groups are provided with a number of scenarios in which a degree of risk is involved (e.g. work-related risks, everyday risks, risks taken at school or with friends etc.). Refer to Appendix A for examples.
• Students discuss the risk(s) involved in the scenario, the consequences of taking the risk and, if applicable, make changes to the scenario to lessen the risk.
• (Optional) Groups create scenarios in which risks are involved and challenge other groups to make the safest decisions.

3. **Writing assignment:** Individually, students write their thoughts on the following statement:

   *Every day we take risks, some more serious than others.*

**Assessment**
• Writing assignment & group participation.

**Extension**
• **Rating your risk:** Students reflect upon their personal choices and behaviour. Using a rating scale (1 being low risk and 5 extremely high risk), students describe activities or choices they have made in the past and rate their level of risk.

   **High risk jobs:** Discuss the types of risks that are involved in the workplace. Are some jobs riskier than others? Students rate high risk jobs versus low risk jobs and explain reasons for their beliefs. Why do people choose to do high risk jobs (e.g. fire fighter, pilot, rescuer)?

**Appendix**
A- Risk Takers (scenarios involving a level of risk-taking)
Additional Resources
1. How Safe is Enough (AV)
   700478, VH, 20 min, HUA, 1983
   (risky activities; risk assessment)

2. www.smartrisk.ca
   SMARTRISK Foundation (M/H)
   (smart risks & choices)

3. Refer to General Appendix for additional AV resources and Web site listings.
Risk Takers

• The driver of the car has drunk three beer. You desperately need a drive home with him/her.
• You are not 100% sure how to work the machine properly but want to get the job done.
• You are not sure what type of chemicals you are using but need to get the science assignment done as soon as possible.
• You forgot your bike helmet but need to go to the store.
• You didn’t bring your hard hat, work boots or protective clothing to work. You don’t have time to get them and need to start work as soon as possible.
• You are swimming in the lake alone.
• You and your friends are skating on a lake and don’t know the thickness of the ice.
• Your friend offers you a cigarette.
• You sneak out of school to go diving off cliffs and swimming with friends.
• While down hill skiing, you ski off the trail.
• You need to change your car tire along a busy highway.
• You have lied to your parents about where you are staying.
• You need to lift a very heavy box and there is no one to help.
• You want to drive to the store in the middle of a severe snow storm.
• You are baby-sitting. The baby is sleeping. You need to run to the store across the street and leave the bay alone for only five minutes.
• You are betting lots of money that your team will win the game.
Making Safe Decisions

Purpose
Define what constitutes a safe decision.

Key Concepts
- Refer to Appendix C for decision making models and process.
- **Definition of dangerous:** likely to cause harm; risky; unsafe; hazardous risk.

Required Materials & Equipment
- Teacher resources: various examples of scenarios (see Appendix A), decision making model and/or process (see Appendix C)
- Student resources: N/A

Connections to Curriculum

Skills
Personal Development & Career Planning   problem solving
Health & Technology Education   decision making
Language Arts   group work

Plan of Action

1. **Teacher oriented:**
   - Review the decision making model and/or process (refer to Appendix C).
   - Using examples, describe various decisions that are made. Differentiate between challenging decisions and common decisions (ones we rarely think twice about). How can decisions affect our health, safety and well being?

2. **Working groups:**
   - The class is divided into groups. Each group is provided with a number of scenarios that involve decision making.

Refer to Appendix A & D for examples and self-explanatory directions for group work.

- Groups discuss all the choices and consequences, both safe and dangerous, involved with each of the scenarios. The group decides which
decision is the safest. See Appendix B for sample breakdown of a scenario.

- Groups invent their own scenario which people their age may encounter, and then challenge other groups to make the safest decision.

3. **Presentations:** Each group prepares a skit/role play based on one of their scenarios. Skits are focused on making the safest decision and are presented to the rest of the class. **OR** students create a chart to show where safe and unsafe decisions may lead and present the chart to the class.

4. **Individual writing assignment:** Students write a one page report on decision making; the report should include comments on what makes a decision safe.

**Assessment**

- Teacher and peer evaluation on the safe decisions made within the skits; writing assignment on making safe decisions.

**Extension**

- **Student scenarios:** Rather than provide students with scenarios, provide them with a theme or topic which they use to create their own scenarios. These scenarios should compare safe and dangerous decisions.

**Appendix**

A- Decisions that Work for You – Sample Scenarios
B- Making Safe Decisions (sample breakdown of a scenario)
C- Decision Making Models and Decision Making Process
D- Safe Decisions (directions of activity for group work)

**Additional Resources**

1. [www.smartrisk.ca](http://www.smartrisk.ca)

2. Refer to General Appendix for: AV resources (see Risks, Choices, Decision Making & Goals and Rules & Responsibilities sections); additional Web site listings; overhead transparencies of the Decision Making Models & Process.
Decisions that Work for You - Sample Scenarios

Scenario #1: You are driving a transport truck late at night. To keep awake you drink lots of coffee. You have been driving since 5:00 a.m. because you have a deadline to meet, but you are very tired. Should you keep going or should you stop?

Scenario #2: As a part time job, you are working at a fast food restaurant. When it is time to put a new batch of french fries into the deep fryer, you notice a lot of ice on the fries (the more ice, the more cooking oil splatters). There is a huge crowd waiting for their food. Your boss is watching. What should you do?

Scenario #3: You are baby-sitting a two year old boy. The phone rings while you are giving the toddler a bath. The bath has helped stop him from crying, which he has been doing for an hour straight. You look at your watch and realize that it is the parents calling to check-in. You don’t want to worry the parents, but you don’t want the toddler to start crying again. Do you leave him in order to answer the phone or do you take him out, risking that he will start crying again?

Scenario #4: You are in a science lab working with hydrochloric acid. You are wearing gloves but you forgot protective goggles. You aren’t worried because you’ve never spilled it before. Do you stop to get your goggles or do you continue working without them?

Scenario #5: You are instructed by your boss to get materials from the warehouse. Your hard hat is in another building but your boss needs the material immediately. Your boss gives you the ‘OK’ to go in without your hard hat. Do you go in without your hard hat or do you refuse to go in until you have your hard hat?

Scenario #6: The faster you work, the more money you will make and the sooner you can go home. It may not be the safest way to do the job, but you have been doing it that way for years and nothing has ever happened
to you. Should you slow down to do it safely or should you keep going, make more money and be done sooner?
Making Safe Decisions

*sample breakdown of a scenario*

**Scenario:** You are instructed by your boss to get materials from the warehouse. Your hard hat is in another building but your boss needs the material immediately. Your boss gives you the ‘OK’ to go in without your hard hat. Do you go in without your hard hat or refuse to until you have your hard hat?

**Choices:**

1) take the time to get your hard hat
   | boss has to wait and is angry with you
   | no worries about hitting your head
   | boss gets over it
   | go home safely, without a head injury

2) go in without hard hat
   | box falls on your head
   | go to hospital, wait for hours
   | need stitches and money to pay for subscription drugs
   | headache for days, miss one week of work
**Decision Making Model, Grade K-2**

1. What is the problem?
2. What are the solutions?
3. For each solution ask:
   - Is it fair?
   - Is it safe?
   - How might people feel?
   - Will it work?
4. Choose one.
5. Is it working?

**Decision Making Model, Grade 3-5**

Step 1: Identify the real decision to be made:
- What are the real issues?
- What is the problem?
- What do you really want?

Step 2: Brainstorm possible choices:
- Come up with as many ideas as possible and do not rule any out even if some seems ridiculous.

Step 3: Evaluate the choices you have made and choose one:
- think about what the possible consequences might be for each;
- make your best choice.

Step 4: Act on your decision:
- put your plan into action.

Step 5: Evaluate your decision:
think about what went right or wrong and why.
**Decision Making Process**

1. Clearly define the problem.

2. Establish your criteria (what is important to you).

3. List your alternatives.

4. Evaluate your alternatives based on your criteria.

5. Make a decision.

6. Develop an action plan to carry out the decision.

7. Review and evaluate your decision and alter it as possible/necessary/appropriate.

Safe Decisions

Materials   N/A

Plan of Action

1. Scenarios:
   • One group member reads aloud each of the scenarios found on the next page. After each scenario is read, the group:

   A - determines the safest decision possible;
   B - discusses the most unsafe decision possible and the consequences of that decision.

2. Create:

   • The mayor has asked your group to teach elementary students about:

   A - the importance of making safe decisions, and
   B - how to make safe decisions.

   • You can decide to do this in any way possible (e.g. a skit, posters, TV commercial, song etc.)

   • Use your imagination and have fun!

   All accidents are preventable!
Decisions that Work for You ~ Sample Scenarios

Scenario #1: You are driving a transport truck late at night. To keep awake you drink lots of coffee. You have been driving since 5:00 a.m. because you have a deadline to meet, but you are very tired. Should you keep going or should you stop?

Scenario #2: As a part time job, you are working at a fast food restaurant. When it is time to put a new batch of french fries into the deep fryer, you notice a lot of ice on the fries (the more ice, the more cooking oil splatters). There is a huge crowd waiting for their food. Your boss is watching. What should you do?

Scenario #3: You are baby-sitting a two year old boy. The phone rings while you are giving the toddler a bath. The bath has helped stop him from crying, which he has been doing for an hour straight. You look at your watch and realize that it is the parents calling to check-in. You don’t want to worry the parents, but you don’t want the toddler to start crying again. Do you leave him in order to answer the phone or do you take him out, risking that he will start crying again?

Scenario #4: You are working with a large machine that cuts wood. You don’t know how to turn the machine off properly. What should you do?

Scenario #5: Your boss asks you to move some boxes. You are working alone and can barely lift or move the boxes as they are so heavy. What should you do?

Scenario #6: You are painting in a very high place. The ladder you are using is old and seems to be damaged. You are rushing to finish the job. What should you do with the ladder?
**Activity F10**  
**J/H**

**Safety = #1 Decision**

**Purpose**  
Practice safe decision-making.

**Key Concepts**  
- When making decisions in any given environment, situation or workplace, your safety should always come first.

**Required Materials & Equipment**  
- Teacher resources: various scenarios (see Appendix A), construction paper, glue, index cards & dice  
- Student resources: paper & pencils

**Connections to Curriculum**  
<table>
<thead>
<tr>
<th>Technology Education &amp; Health</th>
<th><strong>Skills</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>problem solving</td>
</tr>
<tr>
<td>Personal Development &amp; Career Planning</td>
<td>following rules</td>
</tr>
<tr>
<td>Career Education</td>
<td>decision making</td>
</tr>
<tr>
<td>Language Arts</td>
<td>adding numbers</td>
</tr>
</tbody>
</table>

**Plan of Action**  
1. **Prep work:** Teacher photocopies various scenarios (refer to Appendix A) and glues them to construction paper approximately the same size and shape as playing cards. Make enough cards for groups of four students to play at least four cards each (20 to 16 different scenario cards for each group).

2. **Play cards:**  
- Divide the class into groups of four. Each group receives a stack of scenario cards (approx. 16 to 20 cards per group) and one die.  
- Taking turns, each group member rolls a die. The number that comes up will be the amount of points the student collects if they answer the scenario card correctly. The student then picks a scenario card, reads it aloud, and proceeds to tell the group what they believe to be the safest decision to make regarding the scenario.
• If applicable, students will also identify which of the three rights of a worker would best describe the selected scenario.

**Activity F10**

• The three other players vote on the accuracy of the answer. If the group decides that the answer is correct, the player receives the amount of points that were rolled initially on the die. Each group member should be involved in keeping score.

3. **Writing assignment:** Using index cards, students create a “recipe” for making safe decisions. Students describe a number of steps, similar to the steps of a recipe, that one may take in order to make safe decisions.

**Assessment**

• Involvement in playing card game; creativity and content of recipe cards.

**Extension**

• **Students create:** Instead of providing students with scenario cards, students can create their own playing cards (using various scenarios involving safe decision making). Each of the groups can challenge other groups with their created playing cards.

**Appendix**

A- Sample Decision Making Scenarios (for playing cards)
B- Decision Making Models and Decision Making Process

**Additional Resources**

   705716, VH, 19 min, EJ, 1990

2. Problem Solving (AV)
   703794, VH, 9 min, JH, 1981

3. How Safe is Enough (AV)
   700478, VH, 20 min, HUA, 1983

4. Power of Choice
   701875, VH, 60 min, JH, 1987 (AV)

5. [www.smartrisk.ca](http://www.smartrisk.ca)
Sample Decision Making Scenarios  
(cut and paste for playing cards)

- You don’t know how to properly turn off the machine.
- You have to move very heavy boxes.
- The ladder needed to do the job is cracked.
- You are working in a high area. Your fall arrest harness is too large for you.
- During the work day, your boss does not give you any breaks (i.e. to eat).
- Your colleague puts your safety at risk.
- The seat belt is broken in the truck you must drive.
- The baby you are watching won’t stop crying.
- You aren’t wearing the proper clothing for the job.
- You feel sick and light headed but need to get the job done fast.
- You have been instructed to do a task you have no idea how to do.
- You keep tripping on a mess on the floor at work/school.
- You need to go home but the driver of the car has been drinking alcohol.
- Your friends want to dive off a high bridge into the lake.
- You are snowmobiling. Your friends want to cross a lake.
- You are canoeing with no life jacket.
- You have to walk home alone, late at night.
Decision Making Model, Grade K-2

1. What is the problem?
2. What are the solutions?
3. For each solution ask:
   Is it fair?
   Is it safe?
   How might people feel?
   Will it work?
4. Choose one.
5. Is it working?

Decision Making Model, Grade 3-5

Step 1: Identify the real decision to be made:
• what are the real issues?
• what is the problem?
• what do you really want?

Step 2: Brainstorm possible choices:
• come up with as many ideas as possible and do not rule any out even if some seems ridiculous.

Step 3: Evaluate the choices you have made and choose one:
• think about what the possible consequences might be for each;
• make your best choice.

Step 4: Act on your decision:
• put your plan into action.

Step 5: Evaluate your decision:
• think about what went right or wrong and why.
**Decision Making Process**

1. Clearly define the problem.

2. Establish your criteria (what is important to you).

3. List your alternatives.

4. Evaluate your alternatives based on your criteria.

5. Make a decision.

6. Develop an action plan to carry out the decision.

7. Review and evaluate your decision and alter it as possible/necessary/appropriate.

Let’s Tell Others About Safety!

Purpose
Teach others about safety and the prevention of injuries.

Key Concepts
• We all play a role in safety education.

Required Materials & Equipment
• Teacher resources: extra art supplies, video camera (optional)
• Student resources: props for skits, art supplies (paper, markers)

Connections to Curriculum
Drama/Language Arts & Art
Personal Development & Career Planning
Career Education & Health & Music

Skills
design & create
presentation skills & reflect
group work & role play

Suggestions for Activities
1. Role models: Discuss the concept of role models with the class. Invite students to identify role models in their lives and reasons they view them as role models. Ask students if they think they are a role model to someone else (e.g. siblings, friends, younger students). How do role models influence behavior?

The following are suggestions for activities related to acting as a role model in safety education. The activities are related to injury awareness and prevention; they also play a part in helping teach others about safety education.

• Bumper Art: Using strips of construction paper, students create bumper stickers that convey messages related to injury prevention and safety awareness. Circulate and display the bumper art around the school.

• Catchy Tunes: Students work on creating rhythmic jingles, tunes or limericks that could help teach younger students about making lifestyle choices that would prevent injuries. Familiar melodies can be used.
Activity F11

Students present and teach the tunes to younger students within the school and/or within the community.

- **Safety Skits on Tour:** In groups, students focus on a safety theme (e.g. safety at home, in the workplace, recreational safety etc.). Groups create a short TV commercial that will teach others about the dangers of hazardous habits within their chosen safety theme. Students ‘go on tour’ by presenting or circulating a video tape of the skits to other classes and/or schools.

- **Comic Book:** Students choose a potentially hazardous habit common among people their age. Individually or in pairs, students write and illustrate a comic book that will teach others about potentially dangerous choices and their consequences. Students share their comic books with other students/classes.

**Assessment**
- Peer, self and teacher evaluation (participation and end product).

**Appendix** N/A

**Additional Resources**
Refer to General Appendix for AV resources and Web site listings.
Activity G1
J/H

Preventable: To be or not to be?

**Purpose**
Differentiate between an accident and an event which is not preventable.

**Key Concepts**
- All accidents are preventable!
- Accidents are unplanned events which result in interruptions of the orderly flow which may result in property damage and/or injury or ill health to people.
- To prevent means to: keep from happening; get in the way of action or progress; hinder, impede.

**Required Materials & Equipment**
N/A

**Connections to Curriculum**
- Health & Drama & Language Arts
- Career & Physical & Technology Education
- Personal Development & Career Planning

**Skills**
- define & differentiate
- role play
- review & reflect

**Plan of Action**
1. **Define:** Students will define, differentiate and provide examples of an accident and something which is preventable.

2. **Skit** (optional): Students prepare a skit or a scene to differentiate between accidents and those events which are preventable. Skits are presented to the rest of the class and may be videotaped for further class discussion.

3. **Class discussion:** Lead a discussion to determine whether the class agrees or disagrees with the assumptions made (i.e. accidents are not preventable). Look back at all the skits and discuss how all the accidents could have been prevented. Students return to their previous definitions (#1) to reassess their answers.
Activity F12  
E/J/H

Flying Health & Safety Flags

Purpose
Become aware of daily health and safety issues and learn that everyone has a role to play in health and safety promotion.

Key Concepts
• A hazard is a condition or practice which can potentially lead to an accident or loss. There are four types of hazards: chemical, physical, ergonomic and biological (see Appendix B for description).

• A key element in any safety program is the recognition of hazards. The factors examined in hazard recognition include: people, equipment, materials and environment.

• Definition of promotion: the act or process of furthering the development, growth, or acceptance of something.

Required Materials & Equipment
• Teacher resources: judge for contest (optional)
• Student resources: bristol board or fabric, art materials (paper, markers)

Connections to Curriculum

Skills
Health & Career Education group work
Personal Development & Career Planning design & create
Entrepreneurship Education & Art brainstorm

Technology Education & Physical Education

Plan of Action
1. Brainstorm & review:
• As a class, discuss the definition of promotion. What is the purpose of health and safety promotion, and is there a need for it?
• As a class, brainstorm health and safety concerns and hazards (appropriate to their grade level) within their daily activities (e.g. home, school, work environment, recreation, travelling to and from school etc.).

**Activity F12**

• List various organisations in the community that are involved in health and/or safety promotion (e.g. Heart and Stroke Foundation, Canadian Red Cross, Cancer Society, fire department etc.).

2. **Students create:**
   • Challenge students to design a safety flag (or piece of a quilt) promoting health, safety and the prevention of accidents. Flags/quilts can be created for various health and safety issues. You may decide to involve another class or all students within the grade level in the competition.
   • Option to paste student individual quilts/flags together to make large class version (make sure students use same size paper).

☐ See Appendix A for directions of activity for group work.

• Involve community members or school administration in the judging of the flags/quilts.
• The flags/quilts can be displayed around the school and/or community.

**Assessment**
• Involvement in discussion; creativity and effort in flag/quilt creation.

**Extension**
• **Letters:** Students write and send a letter to a friend promoting health and safety awareness.

• **Create cards:** Students create greeting cards on the theme of health and safety promotion. ☐ Refer to Appendix C, Welcome to SAFEmark, for directions of activity for group work.

**Appendix**
A- Flying Health & Safety Flags (directions of activity)
B- The Four Types of Hazards
C- Welcome to SAFEmark (directions of activity, see Extension)
**Additional Resources**

1. Patchwork Quilt (AV)
   702260, VH, 30 min, P, 1983 (making quilts)

   Canada Post
   (lesson plan guide and template for creating a greeting card)
Flying Health & Safety Flags

**Materials:** flip chart paper, markers, paint brushes & paint

**Plan of Action**

1. **List:**
   - As a group, list all the health and safety concerns and hazards that a person your age may face every day (e.g. at home, school, work, playing sports, travelling to and from school etc.)

2. **Create:**
   - A large company has hired you to create safety flags. These flags will be sold around the world and flown to help others keep safe and free from injuries and accidents.
   - Using the materials provided, design flags with a safety theme. Flags can be created for any of the health and safety issues you listed in #1.
   - Each group member should create a flag - the more the better!

*Use your imagination and have fun!*
The Four Types of Hazards

1. **Chemical hazards**: Examples of chemical hazards include liquids (office supplies, cleaning products, paints, acids); vapours and fumes; gases (oxygen, propane, carbon monoxide); flammable, combustible and explosive materials. Chemical hazards can enter the body through inhalation, ingestion, absorption or injection.

2. **Physical hazards**: Examples of physical hazards include machinery (exposure to moving parts), electricity, vibration, noise, temperature (heat and cold), dust, fibres and radiation.

3. **Biological hazards**: A biological agent is any living substance that can cause illness or disease. Bacteria, moulds, mildew, fungus and viruses are examples of biological agents. Biological hazards can be found in workplace settings which involve food or food preparation; animals (e.g. animal bites); plants (e.g. poisonous plants); sewage and sanitation; hospitals or child care settings (e.g. improperly stored waste).

4. **Ergonomic hazards**: The ergonomics of our workplace can have an impact on our physical well-being. As we attempt to alleviate stresses and possibilities for error, we must consider the lighting, workstation layout, video display terminal, impact of shift work, controls, physical task demands, and many other factors. For additional information, refer to activity E9, What is Ergonomics?
Welcome to ‘SAFEmark’

**Materials:** stack of construction paper, scissors, markers, cups of paint, paint brushes, glue, flip chart paper

**Plan of Action**

1. Your group members have just been hired by a top greeting card company ‘SAFEmark’.

You are all responsible for designing a new line of greeting cards related to safety. The cards can be designed for any age group and can deal with job safety issues of your choice. For example, WHMIS/safety label cards, recognizing the dangers in the workplace, proper lifting techniques etc.

− The only other request from the company is that the greeting cards sell (i.e. people like them and they send a strong message about keeping safe on the job).

− Use the materials provided, and your imagination, to create fabulous safety greeting cards!

*All accidents are preventable!*
Campaigning for Safety

**Purpose**
Identify the hazards, risks and safety concerns of daily activities while developing awareness materials promoting health and safety.

**Key Concepts**
- **Definition of hazard**: take a chance; expose to risk; peril.
- **Definition of risk**: expose oneself to the chance of loss or harm; danger.

**Required Materials & Equipment**
- Teacher resources: tape, extra art supplies for student use
- Student resources: bristol board, scissors, markers/crayons & glue

**Connections to Curriculum**

<table>
<thead>
<tr>
<th>Health &amp; Science</th>
<th>define &amp; describe</th>
</tr>
</thead>
<tbody>
<tr>
<td>Language Arts</td>
<td>provide a rationale</td>
</tr>
<tr>
<td>Creative Arts &amp; Social Studies</td>
<td>creative thinking</td>
</tr>
<tr>
<td>Career Education</td>
<td>design &amp; create</td>
</tr>
<tr>
<td>Personal Development &amp; Career Planning</td>
<td>awareness physical handicaps</td>
</tr>
</tbody>
</table>

**Skills**

**Plan of Action**
1. **Teacher oriented**: Briefly discuss various workplaces and jobs that exist. Identify the school as a workplace for this age group. As a class, create a job description for the position of student with the school representing their workplace.

2. **Brainstorm**: 
   - Ask students for the definition of hazard and risk. Review, define and provide examples for these terms.
   - Discuss and list on the board the hazards and safety concerns in the school environment (e.g. in classroom, halls, gym, playground etc.). Refer to Appendix A for examples. Describe what additional hazards and risks might exist for a person who is physically impaired.
3. **Discuss school rules:** Challenge students (in pairs, individually or as a class) to name all the school rules as well as to identify the rationale behind each rule.

4. **Create promotional materials:** Discuss various types of promotional methods that exist and their goals (TV commercials, posters, pamphlets etc.).

   - Students design and create health and safety promotional materials for the school.
   - The materials can enforce safety rules that are currently in place as well promote other safety issues and concerns that have been identified. For example, promotional materials can include posters and pamphlets to hang up around the school for viewing by all students and staff; or students can create a commercial, video or song. The promotional materials should depict safety issues identified all over the school, from the playground to the bathroom.

**Assessment**

- Health and safety promotional materials created; group participation.

**Extension**

- **Target audience:** The promotional materials can be designed to target various audiences or workplaces (home, part time jobs etc.). For example, older students adapt the language and design of the materials to target health and safety issues for a younger audiences OR for their peers who are beginning to enter the workplace (part-time or summer employment).

**Appendix**

A- Examples of Safety Concerns and Issues in the School Environment

**Additional Resources**

Refer to General Appendix for AV resources (see Rules & Responsibilities section) and Web site listings.
Examples of Safety Concerns and Issues in the School Environment

- garbage lying around
- running in the hallways
- cleaning solutions used
- playground safety: pushing, shoving and horseplay
- playing alone in gym or playground
- keeping area clean and neat (avoid slips, trips and falls)
- caution when opening doors
- transportation to and from school (bus, car, walking, bike)
- sitting down while eating (avoid choking)
- classroom tools and products (scissors, stapler, glue, toxic markers)
- fire drills & exits
- dressing appropriately (inside & outside)
- using climbing or playground apparatus
- wearing protective equipment during sports
- washing hands and eating utensils
- science lab products and tools (hazardous materials, Bunsen burner etc.)
**Poster Campaign**

**Purpose**
Gain an understanding that we all play a role in health and safety education.

**Key Concepts**
- Every individual has a role to play in promoting health and safety as an integral part of life. Although health and safety issues vary depending on the age group, health and safety should be taught in all settings, be it the home, workplace, school and/or playground.

**Required Materials & Equipment**
- Teacher resources: paint & brushes, large pieces of paper & tape
- Student resources: markers/crayons

**Connections to Curriculum**
- **Language Arts & Science**  
  brainstorm
- **Health & Art**  
  create & design
- **Career Education**  
  reflect
- **Physical & Technology Education**
- **Personal Development & Career Planning**

**Plan of Action**
1. **Students Create:**
   - Individually or in small groups, students are responsible for designing and creating health and safety promotional posters for the rest of the school.
   - Students begin by brainstorming health and safety issues and concerns they face within their age group in terms of injury prevention and safety in the workplace, home and/or school.
   - With this information, students design and create posters to display the health and safety issues and concerns with the goal of promoting health and safety to others.

Posters can be created for various areas of the school, subjects or activities (e.g. science lab, playground safety etc.).
Refer to Appendix A for directions of the activity for small group work.

- **Younger grades**: The health and safety issues will vary depending on the grade level. For example, elementary students may choose to promote scissors safety or safety when walking in the halls; high school students may choose to promote safe decision making or the importance of personal protective equipment.

2. **Presentation**: Students present their posters to the class.

3. **Writing assignment**: Students reflect on their role in helping teach others about health and safety issues. How might this role be a daily event (e.g. siblings, peers)?

**Assessment**
- Content and messages created on posters; writing assignment.

**Extension**
- **Presentations**: Students use various presentation methods to promote health and safety (i.e. develop TV or radio commercials, skits etc.).

**Appendix**
A- Poster Campaign (directions of the activity for group work)

**Additional Resources**
Refer to General Appendix for AV & Web site listings.
Poster Campaign

Materials large pieces of paper, paint & brushes and/or markers

Plan of Action

A group of new students from afar just arrived at your workplace (or school). They do not speak English and the Canadian culture is new to them.

♦ Your group is responsible for designing and creating posters to help teach them about safety issues in the workplace (or school). For example: ways of keeping safe on the job, recognizing dangers, protecting yourself and others, preventing accidents etc.

♦ First, discuss the safety issues you wish to focus on, in any type of workplace, then create the posters.

♦ Create as many posters as you wish - the more you create, the better they will learn about keeping safe on the job. Use all the supplies to create wild and wacky health and safety posters!

All accidents are preventable!
Section G: All Accidents are Preventable

~ THEMES ~

√ We can prevent accidents
√ Multiple causes of accidents
√ Consequences of accidents and unsafe decisions (short and long term impact; survey for injuries; statistics)
√ Investigating Accidents

~ ACTIVITY TITLES~

Preventable: To be or not to be? (J/H) G1
Argument of Obviousness (J/H) G2
Investigating Accidents (H) G3
What's Involved in an Accident? (P/E/J/H) G4
Media Review (J/H) G5
Survey for Injuries (J/H) G6
Workplace Statistics (E/J/H) G7
Before and After (P/E/J/H) G8
Lasting Effects of Accidents (J/H) G9
Architect for a Day (J/H) G10
What if we Ignore Accidents? (J/H) G11
Activity G1

4. **Review**: Discuss the statement *all accidents are preventable*. Using the list of the Five Worst Teen Jobs found within Appendix A, review all the potential causes for accidents taking place in these jobs and the means by which they can be prevented.

**Assessment**
- Participation in definitions, group presentation and reflection.

**Extension**
- **Review & reflect**: Review other examples of injuries and accidents and discuss how they could have been prevented.
- **‘Dissect’ an accident**: In pairs, students name an example of an accident and write it in the centre of a blank page (e.g. car accident). In ‘web like form’, students describe all the potential causes for the accident (e.g. road conditions, animal crossed the road, drinking, fell asleep etc.). Looking at all potential causes of an accident it can help pinpoint the cause(s), thus reducing the chance of its reoccurrence.

**Appendix**
A- Five Worst Teen Jobs

**Additional Resources**
Refer to General Appendix for examples of cases of workplace accidents.
Five Worst Teen Jobs

1. Jobs involving delivery and other driving (e.g. operating or riding on forklifts and other motorized equipment).

2. Working alone in cash-based businesses.

3. Travelling youth work crews.


5. Construction.

Source: web site of the National Consumers League, NCL Alert: Five Worst Teen Jobs, located at http://www.natlconsumersleague.org/worst1.htm

For additional information and explanation on the Five Worst Teen Jobs, check out their web site.
Argument of Obviousness

Purpose
Understand that accidents can have several potential causes and therefore can be prevented in several different ways.

Key Concepts
- There are several potential causes of an accident, therefore there are several potential ways to prevent the accident.

- Breakdown of an accident:
  1) lack of control: lack of guidance or direction (e.g. the workplace did not have a new employee safety orientation);
  2) basic causes: personal and job factors that are the actual origin of the accident (e.g. the worker was not trained on the use of fall arrest and the hazards of working at heights);
  3) immediate causes: symptoms of a greater problem; can be seen or sensed (unsafe acts or conditions) (e.g. the worker was too close to the edge of the roof and was not wearing fall arrest PPE);
  4) incident: causes harm or damage (e.g. the worker falls off the roof);
  5) loss: the result of an accident; harm to people, property or process (e.g. the worker breaks a leg).

Required Materials & Equipment
- Teacher resources: articles/case studies related to sample, accidents (see General Appendix) & tape
- Student resources: paper & pencil

Connections to Curriculum
Health & Career Education observe & reflect
Media Studies & Science problem solving
Personal Development & Career Planning sharing viewpoints

Plan of Action
2. Set up: Over time, collect a variety of newspaper articles or case studies depicting a number of accidents that have taken place (or
use examples found within the General Appendix). Post the articles around the classroom.

Activity G2

2. **Group work:** In small groups, students circulate around the class and read each case/article. Group members discuss what they believe to be the causes of the accident.

3. **Class discussion:**
   - Review the answers (the causes of each accident).
   - Explain to the class that it is incorrect to think there is one obvious cause of an accident.
   - Review each of the articles, providing examples of others causes of the accident which may be less obvious.
   - How do people acquire such incorrect beliefs about the causes of accidents? What is the behavioural impact of holding such beliefs about accidents? How can we prevent such beliefs?

4. **Teacher oriented:** Review the breakdown of accidents (see Key Concepts).

5. **Dissecting an accident:**
   - Each student takes an example of an accident (fictional or real) and describes all the possibilities for the causes of the accident. A web-like model can be created, where the accident represents the core of the web and the extensions from the core are all the examples of possible causes of the accident. For example, a person was in a car accident - possible causes: road conditions, car malfunction, driver distracted, driver tired, influenced by alcohol/drugs, pedestrian walked in the path of the car etc.
   - Secondly, students describe several examples of how the accident could have been prevented (i.e. ways in preventing any of the potential identified causes). For example, car accident occurred because of road conditions; prevention = slow down when driving in bad weather, don’t drive in bad weather, get better snow tires etc.

**Assessment**
- Involvement in group discussion; individual assignment (dissecting an accident).
Activity G2

**Extension**

- **Guest speaker:** Invite a person from the community (police, WHSCC) who, as part of their job, works at the scene of an accident. Ask him/her to share with the class the multiple causes of accidents, their impact, as well the many ways in which accidents can be prevented (e.g. better job training, don't drive in bad weather, obey safety regulations etc.).

- **In the classroom:** Students describe accidents that can happen around the school (e.g. science lab, technology, gymnasium etc.) and brainstorm ways in which such accidents can be prevented.

**Appendix**  N/A

**Additional Resources**

1. Refer to General Appendix for AV resources, Web site listings and examples of cases involving accidents.
Investigating Accidents

Purpose
Investigate and develop an understanding that: 1) accidents can be caused by a number of events; 2) accidents can have short and long term impact; 3) accidents can be prevented.

Key Concepts
- It is important that students discuss and review the various reasons and causes of accidents, the consequences and results an accident may have and means by which accidents can be prevented.

- There can be multiple causes of an accident making it difficult to explain or understand. Some examples of causes of accidents are: lack of skill; environmental conditions; being tired or ill; emotions (expression of); values (attitudes can affect actions); lack of knowledge.

Required Materials & Equipment
- Teacher resources: photocopies of guide questions for group discussion (see Appendix A)
- Student resources: N/A

Connections to Curriculum

Skills
Health & Physical Education    group work & reflection
Career Education      problem solving
Language Arts      presentation skills
Personal Development & Career Planning question & answer

Plan of Action
1. Working groups: The class is divided into working groups of four.

2. Group discussion: Groups discuss points (A) through (D) as described below. Each group member is responsible for taking notes on the discussion. Refer to Appendix A for question sheet to guide group discussion.
Activity G3

A) Examples of accidents: Group members describe various work-related/workplace accidents or injuries they have been involved in or have heard about. OR - show a video, provide newspaper articles (see General Appendix) or news reports as examples of work-related accidents. Each group chooses one workplace accident to focus on.

B) Causes of the accident: The group describes all the possible causes of the accident. Which of the accidents was the most difficult to explain (i.e. identify the causes)? It is important that all possible causes be considered.

C) Consequences of the accident: Students continue the discussion describing the consequences of the accident. Often it is easy to think of the immediate effects on the victim(s), for example the physical injuries. Students consider what may have been the short and long-term effects of the accident on the victim(s), family members of the victim(s) and other people that may have been involved. Describe how the accident may have affected the emotional/mental and physical well-being of the victim, as well any changes in his/her daily routine as a result of the accident.

D) Preventing the accident: Describe how this accident could have been prevented. Many times an accident is blamed on fate, or the physical environment in which the accident occurred. Encourage students to look at the big picture (i.e. was the accident the end result of an on-going situation or set of circumstances).

3. Individual written report: Playing the role of an investigative reporter, students write a report based on their group discussion using the following headings (refer to Appendix A for example):

   Investigative Report
   The accident
   Causes
   Consequences
   Prevention
**Activity G3**

**Assessment**
- Participation in group discussion; individual written report on the accident investigative report.

**Extension**
- **Promoting the message:** Group members discuss and develop methods of promoting the key factors that could prevent the accident from re-occurring. Students then work on creating an effective way to deliver their message - a message that will both inform and inspire people (e.g. TV ads about drinking and driving). Encourage students to be creative in conveying their message (e.g. create a poster, TV or radio commercial, song).

- **Discussion:** As a class, discuss the statement *all accidents are preventable*. Relate this discussion to everyday life events/activities and any existing conditions within the workplace.

**Appendix**
A- Investigative Report - Guide to Discussion & Write-up
B- sample WHSCC Accident Investigation Report

**Additional Resources**
Refer to General Appendix for AV resources and Web site listings.
Investigative Report - Guide to Discussion & Write-up

1. THE ACCIDENT

- Choose one accident - describe the nature of the accident, who was involved and what happened.

2. CAUSES

- Discuss what you think caused the accident. Come up with as many possibilities as possible (there are no incorrect answers).

3. CONSEQUENCES

- Describe what you think are the short and long term effects/consequences of the accident on the person/people involved.

- Do you think the accident has changed the person/people involved? How?

- How do you think the accident may have changed the everyday routine of the person/people involved?

4. PREVENTION

Describe all the ways in which you believe the accident could have been prevented.

Investigative Report:

Compile and list your group’s comments in the form of an ‘investigative report’, using the same headings found on the previous page. For example:

1) The accident
2) The causes
3) The consequences
4) Prevention

Optional/Extension:

Think of TV and radio commercials and posters that help teach people the negative effects of drinking and driving. How can you get your group’s message across in a way that is likely to prevent similar accidents from happening in the future? Use your imagination!
Activity
P/ E/ J/ H

What’s Involved in an Accident?

Purpose
Investigate the multiple causes of accidents, the effects of accidents and means of preventing accidents.

Key Concepts
• An accident is an unplanned event which results in interruptions of the orderly flow; this may result in damage to property and/or injury or ill health to people. There are several potential causes of accidents, therefore several opportunities to prevent the accident.

Required Materials and Equipment  N/A

Connections to Curriculum
Career Education
Personal Development & Career Planning
Technology Education
Language Arts

Skills
drama & group work
creative thinking
application of information
presentation skills

Suggestions for Activities
• Mystery show: Students prepare a scenario of an injury/incident in the form of a mystery. Groups prepare clues for the class. Their classmates investigate and come up with a list of suspects (i.e. people involved), the causes and means of preventing the event.

• Fairy tale trials: Groups of students prepare a scenario of a mock trial involving a workplace, an accident/incident and its victim(s). Students use fictitious characters from nursery rhymes, fairy tales, or TV shows. For example, Humpty Dumpty charges a workplace for falling off the wall or Cinderella has a repetitive strain injury from doing housework. Students write out and present all the facts about what happened, the damage (property and human), how the accident could have been prevented,
associated costs and who was implicated in the event. Let classmates be the judge.

**Activity G4**

- **Charades/ Pantomime:** Younger students play a game of charades or create a play without words in which they act out an occupation and an unsafe act. Their classmates guess their character and make suggestions for safer alternatives.

**Assessment**

- Students write and pass in a personal reflection on their role in preventing accidents.

**Extension**

- **Guest speaker:** Invite an EMO, 911, Red Cross or hospital staff member to discuss emergency preparedness and the role of their organisation in emergency response within the community.

**Appendix**  N/A

**Additional Resources**

Refer to General Appendix for AV resources and Web site listings.
Media Review

Purpose
Reinforce the concept that all accidents are preventable; review a number of accidents and determine how they could have been prevented.

Key Concepts
□ Use caution when discussing/reviewing accident cases from the newspaper.

• Accidents are unplanned events which result in interruptions of the orderly flow (of the job) and which may result in property damage and/or injury or ill health to people.

• There are several potential causes of accidents, therefore there are several opportunities to prevent the accident, hence, all accidents are preventable.

Required Materials & Equipment
• Teacher & student resources: multimedia (e.g. local & provincial newspapers, web sites, magazine articles) where examples of accidents can be found (refer to General Appendix for examples)

Connections to Curriculum
Media Studies & Language Arts
Physical & Technology Education
Career Education & Health
Personal Development & Career Planning

Skills
research skills (media)
review & reflection
problem solving
reading comprehension

Plan of Action:
1. Collect articles: Over a specific period of time, ask students to review the local and/or provincial newspaper and cut out articles related to accidents and injuries. The teacher should also collect articles for those students who do not have access to newspapers. Also encourage students
to use the Internet to research online. **OR** refer to General Appendix for examples.

**Activity G5**

2. **Review & write:** Individually or in small working groups, students review the articles and:

- write a brief description of the events described in the article;
- describe the effects of the accident (property damage, injuries);
- describe measures that may have been taken to prevent the accidents from occurring.

3. **Presentations:** Invite students to share their work with the class. Encourage students to add other suggestions for preventing the accidents.

**Assessment**
- Students submit their article and article write-up for evaluation.

**Extension**
- **Reflection:** Discuss the short and long term effects of accidents; the effects on the victim(s), the family & friends, the damage involved etc. What role do we all have in preventing accidents?

**Appendix**  N/A

**Additional Resources**
Refer to General Appendix for examples of accident cases.
Survey on Injuries

**Purpose**
Reflect on the impact injuries have on people’s lives.

**Key Concepts**
- Injuries can have numerous long and short term implications, affecting the person, their family, career choices and well-being.

**Required Materials & Equipment**
- **Teacher resources**: N/A
- **Student resources**: construction paper, markers & scissors

**Connections to Curriculum**
- Math & Art & Physical Education  create/conduct survey
- Language Arts & Health  calculate %, pie charts
- Career & Technology Education  use of tables
- Science (data collection)  summarize data
- Entrepreneurship Education  present & reflect

**Plan of Action**
1. **Conduct a survey**: Each student conducts a random survey about injuries with a selected number of people (teacher should set a minimum number of participants). Students can design their own survey questions, or the teacher can provide them.

   Sample survey questions:
   - Have you ever been injured?
   - What was the cause of your injury?
   - Did your injury require hospitalization?
   - How long did your injury affect you?
   - Do you think your injury could have been prevented?

   * Students compile the results of their survey on a chart.

2. **Share the results**: Students use their survey results to calculate percentages. Results can be displayed in various methods (%, charts, pie
charts, bar graphs etc.) and shared with classmates. For example, % of people injured; pie chart illustrating causes of accidents; ratio of persons hospitalized to persons not hospitalized; % of injuries that could have been prevented.

- Compile the results of all the surveys into one large class survey.
- Discuss as a class the conclusions that can be drawn from the results of the survey.

3. **Invention:** Using art materials, students invent a new product that could help reduce the frequency of injuries. This product could be designed for a specific job or activity. Students put their product on display and attempt to sell it. Encourage students to use their imaginations to create fun and interesting new products.

**Assessment**
- Survey design, completed survey, calculations, construction of the chart and analysis of the results; participation in the design of a product to prevent injuries.

**Extension**
- **Survey school staff:** Students conduct a survey of school staff (teachers, administration, custodians, cooks etc.) on the most common types of injuries that take place at school. The class creates posters to help raise awareness of potentially hazardous situations within the school.

- **Quality & reliability:** Discuss the reliability of surveys. See Additional Resources for Web site listings containing statistics. As a class review data and statistical claims. Review what can affect the quality of a survey (e.g. type of questions asked, sample size etc.). This exercise allows students to evaluate the claims made by other surveys in terms of facts presented.

**Appendix** N/A
Additional Resources

1. What is Statistics? (AV)
   702583, VH, 26 min, JH, 1989

2. Sampling & Surveys: Sampling & Sampling/Distributing (AV)
   702596, VH, 26 min, JH, 1989

3. www.angusreid.com
   Angus Reid Poll
   (youth attitudes towards health and safety)

   (statistics on time-loss injuries by industry & work related fatalities by province)

   (Second Report on the health of Canadians - statistics)
Workplace Statistics

Purpose
Review and reflect upon statistics related to the workplace.

Key Concepts
• Definition of statistics: the science of collecting and classifying facts in order to show their significance.

Required Materials & Equipment
• Teacher resources: statistics related to the workplace (see Appendix A), question sheet for students (refer to Appendix B)
• Student resources: N/A

Connections to Curriculum
Math & Health
Career Education

Skills
use of charts
calculating statistics
problem solve with data

Plan of Action
1. Math review: Review the use of statistics. What is the purpose of using statistics in the workplace? What role do statistics have in regards to health and safety education and prevention? What types of messages can be conveyed using statistics?

2. Calculating: Provide students with statistics related to the workplace. Using these numbers, ask students to calculate a variety of mathematical equations (e.g. total amount of people injured, percentage of people injured, cause of injury etc.). Refer to Appendix A & B for examples of workplace statistics and question sheet.

3. Review: Discuss the messages that can be drawn from statistics (e.g. injuries in the workplace; age of people involved in workplace accidents etc.). How can we use the statistics and/or results of our calculations to our benefit, i.e. promote health and safety, prevent accidents?
Activity G7

Assessment
• Question sheet - completion of calculations and reflection of data.

Extension
• Math continues: Using the statistics provided, students create pie charts, bar graphs, tables, and problem solving questions (to challenge other students).

Appendix
A- Numbers to Think About... (data/statistics related to the workplace)
B- Injuries to Young Workers, Sample Workplace Statistics and question sheet

Additional Resources
1. What is Statistics? (AV)
   702583, VH, 26 min, JH, 1989

2. Sampling & Surveys: Sampling & Sampling/Distributing
   702596, VH, 26 min, JH, 1989

3. www.Statcan.ca
   Statistics Canada

4. www.angusreid.com
   Angus Reid Poll
   (Youth attitudes towards health and safety)
Appendix A
Activity G7

Numbers to Think About...

Work-Related Fatalities by Province

<table>
<thead>
<tr>
<th>Location</th>
<th>1993</th>
<th>1994</th>
<th>% change</th>
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<tbody>
<tr>
<td>Newfoundland</td>
<td>11</td>
<td>20</td>
<td>81.82</td>
</tr>
<tr>
<td>PEI</td>
<td>2</td>
<td>3</td>
<td>50</td>
</tr>
<tr>
<td>Nova Scotia</td>
<td>40</td>
<td>22</td>
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<tr>
<td>Quebec</td>
<td>134</td>
<td>130</td>
<td>-2.99</td>
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<tr>
<td>Ontario</td>
<td>292</td>
<td>248</td>
<td>-15.07</td>
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<tr>
<td>Manitoba</td>
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<td>20</td>
<td>-20</td>
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<tr>
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<td>36</td>
<td>9.09</td>
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<td>Alberta</td>
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<td>-3.9</td>
</tr>
<tr>
<td>British Columbia</td>
<td>124</td>
<td>152</td>
<td>22.58</td>
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<tr>
<td>NW Territories</td>
<td>5</td>
<td>6</td>
<td>20</td>
</tr>
<tr>
<td>Yukon</td>
<td>1</td>
<td>2</td>
<td>100</td>
</tr>
<tr>
<td>Canada</td>
<td>758</td>
<td>724</td>
<td>-4.49</td>
</tr>
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</table>

Data in chart taken directly from Daily Statistics Canada
Web site location http://www.statcan.ca/Daily/English/951208/d951208.htm

New Brunswick Statistics

On average...
- One fatality every three weeks
- 15,000 work injuries every year (= two injuries every hour)
- 500,000 days of work lost per year
- $200 million cost to the NB economy
- $1,600 per minute in compensation costs


**Percentage of Employment by Age Group, Canada - 1997**

- 15% aged 15 to 24
- 26% aged 25 to 34
- 28% aged 35 to 44
- 21% aged 45 to 54
- 10% aged 55+


**Percentage of Time-Loss Injuries per Age Group, Canada - 1997**

- 16% aged 15 to 24
- 30% aged 25 to 34
- 29% aged 35 to 44
- 18% aged 45 to 54
- 7% aged 55+

## Injuries to Young Workers

### Sample Workplace Statistics

* Teacher Copy  
* Data from Northwest Territories

<table>
<thead>
<tr>
<th>Age</th>
<th>1994</th>
<th>1995</th>
<th>1996</th>
<th>Total</th>
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<td>24</td>
<td>120</td>
<td>86</td>
<td>100</td>
<td>306</td>
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<tr>
<td><strong>Total Injured</strong></td>
<td><strong>574</strong></td>
<td><strong>606</strong></td>
<td><strong>530</strong></td>
<td><strong>170</strong></td>
</tr>
</tbody>
</table>

Source: Chart taken directly from Safety and the Young Worker, Student Manual, Workers’ Compensation Board, Northwest Territories, page 4.
### Injuries to Young Workers Activity Sheet

**Student copy to complete**

<table>
<thead>
<tr>
<th>Age</th>
<th>1994</th>
<th>1995</th>
<th>1996</th>
<th>Total</th>
</tr>
</thead>
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<td>12</td>
<td>6</td>
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<td>100</td>
<td>_____</td>
</tr>
<tr>
<td><strong>Total Injured</strong></td>
<td></td>
<td></td>
<td></td>
<td>_____</td>
</tr>
</tbody>
</table>

**Using the chart, complete the following questions:**

1. Calculate the total number of injuries in the blank spaces provided in the chart.

2. How many individuals your age suffered injuries on the job in:
   - a) 1994? _______
   - b) 1996? _______
   - c) the year 1994, 1995 and 1996 combined? _______

(What is your age ____ ?)
3. Calculate the average/mean number of injuries from 1994 to 1996 for the following ages:

   a) 15 years of age ______
   b) 23 years of age ______
   c) 18 years of age ______

4. What percent does the total amount of injuries in 1995 represent to the total amount of injuries that took place over three years?

   __________
   (Please show your work)

   For 1996? __________

5. What are some possible reasons for the high number of injuries among young workers?

6. Describe three ways of preventing workplace accidents and injuries.
Before and After

Purpose
Analyze the consequences and effects of unsafe decisions.

Key Concepts
• We make daily decisions and choices that affect our personal health and safety.

• In November 1998, The Economic Burden of Unintentional Injury in Canada estimated the total annual cost of unintentional injuries in Canada was $8.7 billion dollars. For more information, see Web site http://www.hc-sc.gc.ca/hpb/lcdc/brch/injury.html.

Required Materials & Equipment
• Teacher resources: N/A
• Student resources: construction paper, markers/crayons

Connections to Curriculum  Skills
Career Education & Health & Science creative art
Technology Education & Language Arts presentation skills
Personal Development & Career Planning cause & effect

Plan of Action
1. Teacher oriented: Show a movie and/or tell a story about a person who made an unsafe decision and the consequences of their decision (e.g. injury, loss, damage etc.).
   • If available, review statistics of common injuries related to unsafe decisions (e.g. workplace, recreational etc.).
   • Review and discuss the decision making model, process and How We Make Decisions (see Appendix A & B).
   • With the help of student input, review all consequences of various examples of unsafe decisions.

2. Students create: Using available materials, students create Before & After pictures, Before representing a scenario involving a decision, After representing all the consequences of the unsafe decision (e.g. loss,
damage, physical and mental effects, injuries, effects on self and family) as well as results of the safe decision. Students should be steered away from graphic drawings involving blood etc.

- Pictures will vary depending on the age group. For example, older students can depict safe and unsafe decisions made within the workplace or in social activities. Younger students can create safe and unsafe decisions for different seasons of the year or for recreational activities. Pictures can be put on display with the heading Why We Make Safe Decisions.

**Assessment**
- Student art work and participation in depiction of Before & After.

**Extension**
- **Designing for the workplace:** The class creates Before & After pictures for specific workplaces within the community. Students will need to conduct research on the common injuries that have occurred in the workplaces as a result of unsafe decisions. Hang student posters for display within the workplace(s).

- **Cost of injuries:** Drawing a line down the middle of the page, students separate a piece of paper in two, with one title on each side. Title #1: I would like to spend my time... with pictures representing an injury free life (e.g. playing sports, buying fun items etc.). Side and title #2: Cost of injuries... with pictures of the short and long-term effects of accidents (e.g. medicines, hospital, crutches, care givers, property damage etc.).

- **Did you know:** Using available statistics and facts, students create Did you know? informational posters based on injuries that take place and/or safe decision making. For example:

  Did you know that ___(# of people)____ die each year due to workplace accidents and/or car accidents.
  Did you know that wearing a seat belt can...
  Did you know that having # of alcoholic beverages can affect your driving ....
• **The real thing:** Students conduct an interview or invite a guest speaker to class who has been injured due to an unsafe decision. Through their discussions, students will explore the impact the decision has had on that person’s life.

**Appendix**

A- Decision Making Model, Grades K - 2; 3 - 5  
B- Decision Making Process & How We Make Decisions

**Additional Resources**

1. Play Safe (WARAMPS) (AV)  
701474, VH, 27 min, PE, 1979  
(consequences of unsafe behavior)

705716, VH, 19 min, EJ, 1990  
(making decisions to be proud of)

3. How Safe is Enough (AV)  
700478, VH, 20 min, HUA, 1983  
(risky activities, risk assessment)

4. [www.smartrisk.ca](http://www.smartrisk.ca)  
(smart risks & choices)

5. Your Choice...Our Chance: Student Program (AV)  
702992, VH, 74 min series, EA, 1991  
(healthy behaviors, decision making)

6. Power of Choice (AV)  
701875, VH, 60 min, JH, 1987  
(using vision, initiative and perspective as tools for making choices)
Appendix A
Activity G8

**Decision Making Model (Grades K - 2)**

1. What is the problem?
2. What are some solutions?
3. For each solution ask:
   - Is it fair?
   - Is it safe?
   - How might people feel?
   - Will it work?
4. Choose one.
5. Is it working?

**Decision Making Model (Grades 3 - 5)**

**Step 1:** Identify the real decision to be made:
- what are the real issues?
- what is the problem?
- what do you really want?

**Step 2:** Brainstorm possible choices:
- come up with as many ideas as possible and do not rule any out even if some seem ridiculous.

**Step 3:** Evaluate the choices you have made and choose one:
- think about what the possible consequences might be for each;
- make your best choice.

**Step 4:** Act on your decision:
- put your plan into action.

**Step 5:** Evaluate your decision:
- think about what went right or wrong and why.

**Decision Making Process**

1. Clearly define the problem.

2. Establish your criteria (what is important to you).

3. List the alternatives.

4. Evaluate your alternatives based on your criteria.

5. Make a decision.

6. Develop an action plan to carry out the decision.

7. Review and evaluate your decision and alter it as possible/necessary/appropriate.


**How We Make Decisions**

1. experience

2. habit

3. example

4. impulse

5. Personal resources (time, energy, skill, money)

6. Importance/cost factors

7. Refer to General Appendix for additional AV resources and Web site listings.
Activity G9
J/H

Lasting Effects of Accidents

Purpose
Gain an awareness of the short and long term effects and consequences of workplace injuries.

Key Concepts
- Definition of accident: an event that results in unintended harm or damage; something that happens without being planned, intended, or known in advance.

Required Materials & Equipment
- Teacher resources: tape, scissors, flip chart paper (optional)
- Student resources: writing materials, markers (optional)

Connections to Curriculum
- Health & Science: write & define
- Career Education: reflect & create
- Language Arts: appreciation for
- Personal Development & Career Planning: persons with disabilities

Plan of Action
1. Class discussion: Review the definition of accident. Discuss several examples of injuries that have occurred as a result of an accident (in the workplace, at home etc.). What were the consequences of such injuries? What effect did these injuries have on the individual and their family and how has the accident changed their life? Could the accident have been prevented?

2. Immobilise body parts: Using tape, students immobilise the three middle fingers on their writing hand. Instruct students to do a number of tasks (e.g. pick up items, write, peel an orange etc.) while their fingers are immobilised. Determine how long you wish for the immobilisation to take place, perhaps over lunch period.

A similar experiment can be done by immobilising other body parts. For example, tucking an arm into the shirt. (Possible homework assignment.)
Activity G9

☐ Refer to Appendix A for directions of the activity for small group work.

3. **Reflection:** As a class or in groups, students reflect on their experience. Discuss how the hands are used in most things we do every day, which makes them prone to injury. Discuss the short and long term effects of injuries.

4. **Writing assignment:** Read aloud the story of Mel Camilli (see Appendix B). Students write on the effects injuries have on the everyday routine of an individual. How do they think their life would change after an injury? How would things stay the same? How does a person adapt to an injury that results in the loss of a limb(s)?

5. **Art:** Students create hand safety awareness posters. Refer to Appendix A for directions, Lasting Effects of Accidents.

**Assessment**
- Participation in immobilisation, writing assignment and art work.

**Extension**
- **Guest speaker:** Invite a guest speaker to share with the class their experience in losing a limb as a result of a workplace accident (e.g. how they have adapted, how things have changed etc.).

**Appendix**
A- Lasting Effects of Accidents (self-explanatory directions of the activity for group work)
B- story of Mel Camilli

**Additional Resources**
Refer to General Appendix for AV resources and Web site listings.
Appendix A
Activity G9

Lasting Effects of Accidents

**Materials**: tape, paper, pencils, scissors, paint & brushes, markers

**Plan of Action**

1. Your entire group has been injured on the job. You have all lost the three middle fingers on the hand that you write with.

   A) Using the tape provided, all group members tape the three middle fingers of their writing hand down towards the palm of their hand to represent the injury.

   B) While your fingers are taped, you and each of your groups' members attempt the following tasks using only your injured hand:
      1) drop a pencil on the floor and pick it up;
      2) write your full name and address on paper;
      3) take your shoe on and off.

2. Remove the tape from your hands. Discuss as a group the challenges you faced doing the above task.

   ♦ Hands are used in most things we do every day, which makes them prone to injury.

3. As a group, create posters to help teach others about keeping fingers & hands free from injury on and off the job.
Activity G10
J/ H

Architect for a Day

**Purpose**
Understand the impact accidents may have on physical abilities; promote awareness and respect for people confined to wheelchairs.

**Key Concepts**
- Injuries as a result of accidents, can have various long and short-term effects on our lives. For example, a person has lost his/her ability to walk due to an accident and as a result is confined to a wheelchair.

- There are numerous supports that help people in wheelchairs to go about their daily routine. However, there is a need to minimise the challenges faced by people in wheelchairs. There is also a need for continuing education in the prevention of accidents.

**Required Materials & Equipment**
- Teacher resources: large pieces of paper, paint & brushes, small containers/cups
- Student resources: markers/crayons

**Connections to Curriculum**
Language Arts      group work
Art & Health & Technology    creative thinking
Career Education      design & create
Personal Development & Career Planning  reflect
Entrepreneurship Education

**Skills**

**Plan of Action**
1. **Brainstorm:** In groups, students are responsible for designing a home (or workplace) for a young person who has recently been confined to a wheelchair due to a workplace injury. Students begin by brainstorming the concerns, needs and adaptations faced by a person confined to a wheelchair. Students then come up with design changes for a house in which such a person would find increased comfort and accessibility.
2. **Students Create:** Students draw the house on large pieces of paper using markers and paint. Groups may decide that half the group will work on the upstairs of the house and the other half the downstairs, or each group member works on a specific room in the house.

Refer to Appendix A for directions of the activity for small group work.

3. **Presentation:** Students present and display the house to the entire group.

4. **Writing Assignment:** Read aloud the story of Mel Camilli (refer to Appendix B). Students’ writing assignment should include their thoughts on the long and short-term effects of accidents, how their life would change if confined to a wheelchair, how they would adapt, and what we can do to help people confined to wheelchairs.

**Assessment**
- Presentation and content of art work; individual writing assignment.

**Extension**
- **Guest speaker:** Invite a guest speaker to the class to share with students their experiences and the challenges they face being confined to a wheelchair.

- **Varying architects:** Students design a location of their choice for a person confined to a wheelchair (e.g. mall, shop area, school, means of transportation etc.).

- **For sale:** Students brainstorm ways in which they could market their created home/workplace.

**Appendix**
A - Architect for a Day (directions of the activity for group work)
B - Story on Mel Camilli
Additional Resources
1. Career Opportunities: What Do You Want To Be? (AV)
703582, VH, 30 min, JHUAT, 1989
(changing work world for special needs individuals)
Architect for a Day

**Materials:** stack of flip chart paper, markers, paint & brushes

**Plan of Action**

A friend of yours was involved in an accident while on the job. Unfortunately, the accident has left him/her unable to walk. You recently won the lottery and wish to help your friend, who has been confined to a wheelchair.

Design a **dream home** for your friend confined to a wheelchair. Create a house with all the details that will help them adjust to the challenges of being in a wheelchair. Use your imagination - create *new* and *fun* household items for your friend.

♦ Each group member may wish to design their own house **OR** each group member may decide to design a specific room of the house.

♦ Use the materials provided to create and draw the dream home.

*All accidents are preventable!*
What if we Ignore Accidents?

**Purpose**
Discover the importance of accident reporting and investigation.

**Key Concepts**
- When an accident occurs that requires medical attention and results in lost time from work, the employer and/or employee must notify WHSCC as soon as possible. The employer must report the accident to WHSCC within 24 hours of the accident.

- WHSCC conducts an investigation of N.B. workplace incidents and injuries that require hospitalization.

- Accident investigations are not conducted to lay blame but rather to: 1) gather information regarding the incident; 2) identify the causes of the incident; 3) determine corrective action to prevent recurrence of the incident.

- If injuries resulting from a workplace accident are not reported, the worker will not be eligible for workers’ compensation in the event of time lost from work.

**Required Materials & Equipment**
- Teacher resources: copies of Guide Questions for Investigating an incident (see Appendix A)
- Student resources: N/A

**Connections to Curriculum**
- **Skills**
  - creative thinking
  - role play & group work
  - question & answer
  - investigate cause & effect

**Plan of Action**
1. **Scenario:** Ask the class to share their thoughts on the following scenario.
You are the supervisor of a workplace. A phone call has informed you of an accident involving a worker who has been badly injured while on the job. Describe all the things you would do, from arriving at the accident scene to 24 hours after the accident.

- Review content found under Key Concepts.

2. **Investigate:** In pairs, students take part in the following exercise:

- **Student #1** - describes to his/her partner an accident that took place in a workplace, in which a worker was injured. The accident can be fictitious, taken from the newspaper, or an accident they are familiar with. The student describes all the details of the accident to their partner (details are fictitious).

- **Student #2** - conducts an investigation of the accident reported, by asking their partner questions. Refer to Appendix A, Guide Questions for Investigating an Accident, for sample questions to ask during the investigation.

* The details of the accident are not as important as having students work together and reflect on the cause-and-effect relationship of the accident.

3. **Conclude & present:** Once the students have completed the investigation of the accident, they make recommendations for preventing the recurrence of the accident.

- Pairs present their accident, investigation and recommendations to the class. Models or diagrams can be created to help in this process.

4. **Teacher oriented:** Summarize and review the importance of accident investigation and its relationship with accident prevention.

**Assessment**

- Effort and content of investigation; participation in presentation.
Activity G11

Extension
• **Guest speaker:** Invite a person who is involved with accident investigation to share his/her experience with the class (e.g. police officer, RCMP, WHSCC Health and Safety Officer).

• **Tools for investigating:** Students react to the following:

> *You have just been assigned the job of safety officer for the province. You are responsible for conducting accident investigations. Compile a list of details you would include when investigating an accident (e.g. what would you look for, questions to ask the victim and witnesses etc.).*

* Lists can be non-fictitious or fictitious; however, students must describe the rationale for their list of items.

Appendix
A- Guide Questions for Investigating an Incident
B- Accident At Work, Avoid Delays. Report Early.
C- sample WHSCC Accident Investigation Report

Additional Resources
Refer to General Appendix for AV resources and Web site listings.
Guide Questions for Investigating an Accident

1. What was the date, time and location of the accident?

2. Describe exactly what the injured worker was doing at the time of the accident.

3. Describe the accident.

4. How long has the injured worker been employed at the workplace?

5. Was the injured worker authorised to use the equipment or perform the task at the time of the accident?

6. Was the task being performed according to procedures (i.e. proper PPE, proper equipment being used, safety rules and/or procedures being followed)?

7. Describe the injury(ies) and/or damage caused by the accident.
Appendix A
Activity G11

8. Had the worker received proper training and instructions in doing the tasks?

9. Were there witness to the accident? If so, describe what they saw and what they were doing at the time of the accident.

10. Were the proper procedures followed in response to the incident? If not, what was lacking, i.e. what changes could be made to improve the emergency procedures?

11. Has a similar type of accident occurred in this workplace before? If so, were changes made to prevent the accident from reoccurring?

12. Describe the causes, circumstances or contributing factors of the accident.

13. Describe your recommendations for preventing the recurrence of the accident.
Section H: In Case of Emergency

~ THEMES ~

√ The importance of emergency action plans (practice responding to emergencies)
√ First aid kits (role, importance & contents)
√ Fire safety (prevention; fire extinguishers; evacuation plan)

~ ACTIVITY TITLES ~

In Case of Emergency (E/J/H) H1
Mock Emergency (P/E/J/H) H2
Accidents, Response & Prevention (J/H) H3
Does anyone know what this is for? (E/J/H) H4
Fire Safety (P/E/J/H) H5
In Case of Fire (P/E/J/H) H6
Activity H1  
E/J/H  

In Case of Emergency

Purpose
Through role play, discover the importance of having an emergency action plan (EAP) in place.

Key Concepts
• Use caution when presenting accident scenarios to the class.

• The importance of planning for what might be, an emergency plan will think when you don’t have time to.

• Did you know... If a job requires a person to work alone or go to remote locations on their own, the Occupational Health and Safety Regulations require that the employer write a code of practice. This includes measures by which the employee working alone would access emergency assistance, and outlines procedures for minimizing their risks.

Required Materials and Equipment
• Teacher resources: sample emergency situations (see Appendix A)
• Student resources: N/A

Connections to Curriculum
Career & Physical Education    group work & role play
Language Arts & Health    communicate & present
Personal Development & Career Planning    problem solve

Plan of Action
1. Teacher oriented:
• Begin the discussion by asking the class if they would know what to do in various types of emergency situations (in the home, at school, at a job, etc.). Do they have an emergency plan in place at home?
• Review the importance of having an emergency action plan in place.

2. Group work: Separate students into small groups. Provide each group with a different emergency scenario (refer to Appendix A). Groups describe
Activity H1

what they would do in their given emergency situation (research if necessary).

• Encourage groups to look at all possibilities that relate to the situation. For instance, responses should be more involved than simply using a cell phone to call 911.

3. **Role play:** Each group role plays its scenario and emergency action plan to the class. Invite students to offer other suggestions for each of the emergency plans.

**Adaptation**

• **First Aid Olympics:** Have stations set up around the gym, class or in a field outside. At each station, a different emergency situation is described. In small groups, students run around to each station and respond to the different emergencies. On a sheet of paper, students describe how they would respond to the situation.

• **OR** groups of students act out a given emergency scenario. Other groups of students observe the scenario and decide how they would react to the situation. After the fact, the group acting the scenario evaluates their peers’ response to the situation.

**Assessment**

• Group work and presentation for responding to an emergency; refer to Extension for additional assessment tools.

**Extension**

• **Take personal responsibility:** Individually, students create an emergency action plan for something within their personal life. For example, a plan for their home (e.g. in case of fire), while in the car, during a leisure activity etc. Students write a description of the plan and create a diagram to illustrate its execution.

• **Emergency plan for a workplace:** Students choose a workplace in which they are interested. By conducting an interview with a person who works there (or with a parent/relative), students research the emergency
Activity H1

action plan in place for that particular workplace. Refer to Appendix B for suggested interview questions.

- **Letter Lingo (elementary):** Younger grades create a statement that relates to the prevention of emergency situations for each letter of the word EMERGENCY (or other safety related words). For example:
  - E - end unsafe activities
  - M - make safety #1
  - E - everyone should know where you are/are going
  - R - read the directions carefully
  - G - get dressed for the activity (e.g. helmet, clothes)
  - E - exit any unsafe area
  - N - never play with fire or matches
  - C - call the police or adult
  - Y - yell for help

**Appendix**

A- Sample Scenarios of Emergency Situations
B- Interview Questions for Evaluating an Emergency Action Plan

**Additional Resources**

1. Come See What First Aid You Can Do (AV)
   705269, VH, 23 min, E, 1996
   (emergency response & treating injuries)

2. Captain Help (AV)
   705333, VH, 16 min, E, 1988
   (help children respond to emergency situations)

3. Blood Born Pathogens (AV)
   703912, VH, 14 min, HUA, 1992

   Emergency Preparedness Canada

5. [www.gov.nb.ca/mch/emo.htm](http://www.gov.nb.ca/mch/emo.htm)
   NB Emergency Measures Organization
Sample Scenarios of Emergency Situations

1. You and your co-worker are working alone deep in the woods. A tree falls on your co-worker’s leg. What do you do?

2. You are working in a restaurant kitchen. A grease fire breaks out on the stove. What do you do?

3. You are at the mall with your grandmother. She is confined to a wheelchair. The power goes out. What do you do?

4. You are at home baby-sitting your younger sister. There is a huge snow storm outside. The power goes out. What do you do?

5. You are working in the basement of a factory. A water pipe breaks and throws a co-worker to the ground. What do you do?

6. You and a friend are deep in the woods on a bike ride. Your friend falls down a steep hill, hits his head and is bleeding. What do you do?

7. You are driving home from work. It is late and you are on a quiet country road. Your car breaks down. What do you do?

8. You are watching a movie at the theatre. There is noise which sounds like an explosion, the movie goes off and all lights are out. What do you do?

9. There is a chemical spill and a fire breaks out at your workplace. What do you do?

10. You are skating on a lake and your friend falls through the ice. What do you do?
Appendix B
Activity H1

Interview Questions for Evaluating an Emergency Action Plan

Name of person interviewed: __________

Job title: __________

1. Describe your job duties and responsibilities.

2. Describe the hazards in your workplace.

3. What type of accidents and/or injuries have taken place in your workplace?

4. Is there an emergency action plan in place at your workplace? If so, describe it. If not skip to question #6.

5. Do you think the emergency plan would be effective in an emergency situation? If not, what changes would you make?

6. What role do you think workers should play in the event of an emergency?
Mock Emergency

Purpose
Create an emergency action plan (EAP) for various types of emergency situations; practice responding to an emergency situation.

Key Concepts
- There is a need for practical application in reacting to emergency situations. Having an emergency action plan helps people respond quickly to unexpected events with the best methods for that situation. Emergency action plans should be practised and reviewed on a regular basis to ensure that everyone understands and can execute their role.

Required Materials & Equipment
- Teacher resources: examples of emergency situations (see General Appendix for cases)
- Student resources: N/A

Connections to Curriculum
<table>
<thead>
<tr>
<th>Science &amp; Technology</th>
<th>Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>Career Education</td>
<td>problem solve</td>
</tr>
<tr>
<td>Language Arts &amp; Health</td>
<td>group work</td>
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<tr>
<td>Personal Development &amp; Career Planning</td>
<td>application of information</td>
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<tr>
<td></td>
<td>dramatic play</td>
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</tbody>
</table>

Plan of Action
1. Teacher oriented:
- □ Review a recent video or newspaper article on a disaster and/or emergency situation (e.g. fire, explosion, anaphylactic shock, accident).
- Ask students to discuss what they would do if a disaster or emergency situation occurred close to or in their school.
- As a class, brainstorm ideas for dealing with various types of emergencies.
- Discuss with the class how circumstances and procedures might differ depending upon the time of year.

2. Role play: In small groups, the students or the teacher assign (pull example from a hat) roles to play in dealing with an emergency situation,
then create a mock emergency to gauge their preparedness. Groups present their mock emergency to their classmates. Students critique one another and make suggestions for improvements to the emergency plans presented.

* If possible, invite local EMO or Red Cross staff member to help conduct the above exercise.

- **Younger students:** Choose emergency situations appropriate to their age group (e.g. stranger danger, being home alone, parent or sibling injured, allergic reactions, burns, cuts etc.). As a class, discuss means of responding to various emergencies. Students act out or illustrate proper ways of dealing with various emergency situations.
- Students create buttons or tags to wear that indicate their knowledge of emergency preparedness. For example, create buttons that say ‘If there is an emergency, I know what to do’.

**Assessment**
- Involvement in discussion; peer, self and teacher evaluation of participation and performance in mock emergency.

**Extension**
- **Presentations:** Students present emergency action plans for various examples of emergencies to school administration and/or other classes.
- **Field trip:** Visit local EMO (Emergency Measures Organisation) office.
- **Certification:** Inform students of the various safety training courses available within the community for their age group (e.g. Red Cross, babysitting course, St. John Ambulance etc.).

**Appendix**  N/A

**Additional Resources**

705269, VH, 23 min, E, 1996
(Emergency response & treating injuries)
2. Captain Help (AV)  
705333, VH, 16 min, E, 1988  
(help children respond to emergency situations)

Emergency Preparedness Canada

4. www.gov.nb.ca/mch/emo.htm  
NB Emergency Measures Organization

5. Kidzone 2: Super Safety (AV)  
704124, VH, 20 min, J, 1991  
(Kitchen safety; home alone)

Come See What First Aid You Can Do (AV)
Activity H3  
J/ H

Accidents, Response & Prevention

**Purpose**
Investigate the various causes of accidents, means of responding to emergencies, the consequences of accidents, and methods of preventing accidents.

**Key Concepts**
- Although we are all familiar with various types of accidents that have occurred, be cautious when discussing accidents with students; this subject may be sensitive for some students. A prior questionnaire completed by students could avoid an uncomfortable situation.

**Required Materials & Equipment**  N/A

**Connections to Curriculum**
- Technology Education & Language Arts
- Career & Physical Education & Health
- Personal Development & Career Planning

**Skills**
- investigate & reflect
- group work
- critical thinking

**Plan of Action**
1. **Group work:** In small groups, students answer the following questions.

   A) Describe a number of real life experiences you have had with accidents or ‘close calls’ and/or accidents you have heard about or friends/family members have experienced.

   B) What were the consequences of the accidents and/or ‘close calls’ (e.g. injuries, damage to property etc.)?

   C) What were the causes of the incidents and how could they have been prevented?

   D) Describe the emergency response for each of the accidents. Were they dealt with properly? If not, describe how they should have been dealt with.
Activity H3

2. **Sharing information:** Each group merges with another group and shares their work with one another.

3. **Review of content:** As a class, review the multiple causes of accidents, importance of emergency preparedness, effects of accidents on people’s lives, and our role in preventing accidents.

**Assessment**
- Participation in group work; completed chart (questions ‘A’ through ‘D’).

**Extension**
- **Research the workplace:** After choosing a workplace of their choice, students research the types of accidents which have occurred to employees or employers in that workplace. Students look for similar information as found on the previous page, questions ‘A’ to ‘D’ (i.e. the accident, emergency response, consequences and means of prevention).

- **Guest speaker:** Invite an injured worker, hospital worker or WHSCC staff member to share their experiences with accidents and injuries.

**Appendix**  N/A

**Additional Resources**
   Emergency Preparedness Canada
   (emergency preparedness)

2. http://www.whsc.on.ca/YWORKER/ywa.hym
   (real cases of injuries of young workers)
Does anyone know what this is for?

**Purpose**
Gain an understanding of the importance of first aid kits in an emergency situation and become familiar with the role of the items contained within the kit.

**Key Concepts**
- Specific tools are useful for taking care of injuries. Such tools can be found in a first aid kit. However, there are other items that can be used if a first aid kit is not available, for example, sticks, tape, blankets, and clothes.

  - **VIP ~** Stress the importance of avoiding contact with body fluids from open cuts (e.g. blood born pathogens). Also, review the use and importance of Epee Pens.

**Required Materials & Equipment**
- Teacher resources: first aid kit (optional) - see Appendix A & B for list of contents
- Student resources: N/A

**Connections to Curriculum**
- Career Education: role play & group work
- Technology Education: research & create
- Health & Language Arts: communication skills
- Physical Education: brainstorm

**Plan of Action**
1. **Teacher oriented:** Review the role and importance of a first aid kit in an emergency situation. It is important that first aid kits be accessible during our daily activities (e.g. home, school, sports, work, etc.).

2. **Brainstorm - group work:** Provide small working groups with a different item from a first aid kit (or simply the name of the item). Students research the use of the item, then present it to the class using the method...
Activity H4

of their choice. For example, why, when and how do we use bandages? See Appendix B for suggested answers.

Suggested means of presenting the information:
• students take on the character of their first aid kit item and/or act out a scenario using the item;
• students create posters or advertisements for their item;
• students create a poem or story related to the use/role of the item.

3. **Presentations**: Each group presents their work to the class.

4. **Summary**: Review the importance and need for accessibility of first aid kits in daily activities.

**Assessment**
• Participation in discussion, group work and presentation.

**Extension**
• **Guest speaker**: Invite a speaker from the Red Cross, St. John Ambulance, EMT, Boy Scouts, local hospital to discuss emergency response and the importance of the maintenance and availability of first aid kits.

• **Substitutes**: Brainstorm ideas for substitutions for items found within a first aid kit (i.e. if such items were not available during an emergency). For example, you are bleeding, you don’t have a bandage, so you use a clean t-shirt or sheet to wrap the cut.

• **Additional training**: Inform students of opportunities that exist within the community for first aid, CPR and other related emergency response training/certification.

**Appendix**
A- section 12(1) to 12(3) of Occupational Health and Safety Act relating to the contents of a first aid kit
B- Sample Contents of First Aid Kit & Their Role
Activity H4

Additional Resources
1. http://www.cdc.gov/niosh/nasd/docs/as32300.html
(contents of first aid kit and their role)

2. Blood Born Pathogens (AV)
703912, VH, 14 min, HUA, 1992

3. Come See What First Aid You Can Do (AV)
705269, VH, 23 min, E, 1996
(emergency response & treating injuries)

4. Captain Help (AV)
705333, VH, 16 min, E, 1988
(help children respond to emergency situations)
Sample Contents of First Aid Kit & Their Role

The following information is taken directly from The National Ag Safety Database: AgSafe Project: First Aid: Script @ http://www.cdc.gov/niosh/nasd/docs/as32300.html

- **Adhesive bandages**: available in a large range of sizes for minor cuts, abrasions and puncture wounds.

- **Butterfly closures**: these hold wound edges firmly together.

- **Rolled gauze**: these allow freedom of movement and are recommended for securing the dressing and/or pads. These are especially good for hard-to-bandage wounds.

- **Nonstick sterile pads**: these are soft, super absorbent pads that provide a good environment for wound healing. These are recommended for bleeding and draining wounds, burns, and infections.

- **First aid tapes**: various types of tapes should be included in each kit. These include adhesive, which is waterproof and extra strong for times when rigid strapping is needed; clear, which stretches with the body’s movement, good for visible wounds; cloth, recommended for most first aid tapping needs, including taping heavy dressings (less irritating than adhesive); and paper, which is recommended for sensitive skin and is used for light and frequently changed dressings.

- Items that also can be included in each kit are **tweezers**, **first aid cream**, **thermometer**, an **analgesic** or **equivalent**, and an **ice pack**.
Fire Safety

**Purpose**
Increase awareness of fire prevention strategies and identify methods of detecting and extinguishing fires.

**Key Concepts**
- For a fire to occur, there needs to be:
  1. fuel (solid, liquid or gas);
  2. oxygen;
  3. heat (energy for the fire to ignite);
  4. chemical chain reaction (of first three items combined).
- Preventing fires: practice good housekeeping; avoid electrical hazards (cords, circuits); take caution with products that may be flammable, combustible or explosive (look for the safety label).
- In the case of a fire: keep calm, move quickly, never use an elevator, use nearest exit, stop, drop and roll (if applicable), close doors, keep low to the ground, cover mouth and nose with damp cloth (if possible), call for help, smother flames with blanket (if possible), get out and stay out.

**Required Materials & Equipment**
- Teacher resources: fire extinguisher (optional)
- Student resources: paper, pencil & markers/crayons

**Connections to Curriculum**

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<th>Skills</th>
<th>Connections to Curriculum</th>
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<tr>
<td>Health &amp; Language Arts</td>
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<td>Home Economics &amp; Science</td>
<td>plan, design &amp; create</td>
</tr>
<tr>
<td>Career Education</td>
<td>label &amp; describe</td>
</tr>
<tr>
<td>Personal development &amp; Career Planning</td>
<td>reflect &amp; express ideas</td>
</tr>
<tr>
<td>Technology Education (drafting)</td>
<td>diagram</td>
</tr>
</tbody>
</table>
Activity H5

Suggestions for Learning

- **Teacher demonstration:** Step by step, demonstrate how to use a fire extinguisher (optional). Refer to Appendix A, Tips for Using a Fire Extinguisher OR invite a member of the Fire Department to conduct a demonstration.

- **Create:** Students illustrate and label the four requirements of a fire (i.e. fuel, oxygen, heat and a chemical chain reaction).

- **Emergency plan:** Students can...
  A) Create a floor plan of the school, home or workplace, marking all the exits, stairs, windows, doors, locations of fire extinguishers, fire alarms and fire fighting equipment.

  □ Refer to Appendix B, In Case of Fire, directions of activity for group work.

  B) Outline a step-by-step emergency plan in case of fire (i.e. evacuation procedures).

  C) Develop a list of emergency phone numbers on small cards to post by each phone in the home.

  D) Create a checklist of things to look for in various settings in case of a fire. For example, in a movie theatre, take note of fire exits; in an unfamiliar building, take note of exits, stairways, first aid kit.

- **Writing assignments:**
  A) What role do you play in the prevention of fires in your home and workplace?

  B) Describe, step by step, how to use a fire extinguisher. Draw and label a fire extinguisher.
C) Outline what one should do and not do if trapped during a fire.

Activity H5

D) Detail instructions for fire evacuation routes in your home or workplace. For example, include appropriate steps to take if various access routes were blocked.

E) Create an emergency procedure plan for a workplace of your choice (or for the home).

- **Fire promotion:** Promote fire safety to other students during fire safety week.

**Assessment**
- Varies based on activity.

**Appendix**
A- Tips for Using a Fire Extinguisher
B- In Case of Fire (directions of activity for group work)
C- WHSCC Hazard Alert - Open Flames and Gasoline: An Explosive Combination

**Additional Resources**
1. Donald’s Fire Survival Plan (AV)
   704463, VH, 11 min, PEJ

2. I’m No Fool With Fire (AV)
   704464, VH, 10 min, 1989

3. Kitchen Fires (AV)
   703765, VH, 17 min, JHA, 1993

4. Refer to General Appendix for Web site listings.
Tips for Using a Fire Extinguisher

PASS

P Pull the pin.

A Aim the nozzle of the extinguisher at the base of the flame.

S Squeeze the trigger. Make sure that the extinguisher is held upright.

S Sweep the extinguisher back and forth over the fire making sure that all the fire is covered.

(Taken from Safety and the Young Worker, Student Manual, Workers’ Compensation Board, Northwest Territories, p. 89.)
In Case of Fire!

**Materials:** flip chart paper, paper, pencils, markers

**Plan of Action**

1. **Investigate:**

   - Your group has been hired by the Fire Marshall to evaluate your school fire safety program.
   
   - Your group will circulate around the main floor of the school (take no more than 10 minutes) to take note of the location of the following:

     - A - all doors, windows, stairways;
     - B - all fire extinguishers, first aid kits, fire alarms;
     - C - location of sprinklers and smoke detectors;
     - D - signs related to emergency situations.

2. **Create:**

   - Using the flip chart paper and markers, create a floor plan of the school with locations of all the above (A, B, C, D).

3. **Recommendations:**

   Make a list of any recommendations your group can suggest to improve the school's fire safety program.
In Case of Fire

**Purpose**
Evaluate the school fire drill evacuation plan, review the role of planning and following emergency procedures in case of fire.

**Key Concepts**
- Refer to Appendix B for Tips to Remember in Case of Fire.

**Required Materials & Equipment**
- Teacher resources: N/A
- Student resources: paper & markers

**Connections to Curriculum**
- Career Education & Health: observe & investigate
- Language Arts & Technology Education: survey & interpret data
- Personal Development & Career Planning: diagram & label & group work

**Plan of Action**
1. **Brainstorm:** In groups, students list safety tips in case of fire. Compare their answers with the list found within Appendix B, Tips to Remember in Case of Fire.

2. **Review:** In small groups or as a class, students review the current fire drill evacuation procedure that exists in the school. Things to keep in mind include the following.
   - Do all students in the school know what to do in case of fire? (Conduct a survey.)
   - Do all students know where to go, no matter where they are in the school, if there is a fire? (e.g. gym, playground, bathroom, etc.)

3. **Diagram:** After conducting research and an investigation, students create a diagram of the school layout, location of exits, first aid kits, windows, stairs, fire extinguishers, fire alarms, smoke detectors and sprinklers.
* The teacher may wish to designate different areas of the school for each group (e.g. gym, halls, office, classrooms, bathroom).

See Appendix A for In Case of Fire, directions of activity for group work.

* Optional - students present their diagrams to the rest of the school.

4. **Evaluation:** Students make suggestions for improvements (if needed) to the school fire evacuation plan. Suggestions can be presented to the school principal, safety committee and/or administration.

5. **Homework:** Students create a fire emergency plan for their home and include the location of the items mentioned above (e.g. exits, stairs, etc.) as well as routes and procedures for evacuation.

- **Younger students:**
  A) Review the fire safety tips and current school fire evacuation plan.

  B) Walk through the school with students and point out all the emergency exits, first aid kits, fire extinguishers, sprinklers, smoke detectors, etc.

  C) Students create a diagram of their own class (and/or home) and show means of evacuating in case of emergency.

  D) Students develop a list of emergency numbers on small cards to be placed near the telephone. Students can make additional copies to distribute to other students in the school.

**Assessment**
- Student research, survey and analysis; created diagram; effort in recommendations for improvements; homework assignment.

**Extension**
- **In the workplace:** Students research and describe a fire evacuation plan for a workplace of their choice (ask parents, use their own
workplace etc.). Discuss the complexity of the emergency plan for some workplaces. For example, workplaces that contain a large amount of explosive chemicals will need a detailed emergency action plan in case of fire.

**Activity H6**

Appendix
A- In Case of Fire (directions of activity for group work)
B- Tips to Remember in Case of Fire

**Additional Resources**
1. See Activity H5, Fire Safety for additional information

2. Donald’s Fire Survival Plan (AV)
   704463, VH, 11 min, PEJ
   (Preventing and surviving fires)

3. I’m No Fool With Fire (AV)
   704464, VH, 10 min, 1989
   (Security rules for fire prevention)

4. Kitchen Fires (AV)
   703765, VH, 17 min, JHA, 1993

5. Captain Help (AV)
   705333, VH, 16 min, E, 1988

   NB Emergency Measures Organization
   (Emergency planning - fires)

7. See General Appendix for additional Web site listings.
In Case of Fire!

**Materials:** flip chart paper, paper, pencils, markers

**Plan of Action**

1. **Investigate:**
   - Your group has been hired by the Provincial Fire Marshall to evaluate your school fire safety program.
   - Your group will circulate around the main floor of the school (take no more than 10 minutes) to take note of the location of the following:
     - A - all doors, windows, stairways;
     - B - all fire extinguishers, first aid kits, fire alarms;
     - C - location of sprinklers and smoke detectors;
     - D - signs related to emergency situations.

2. **Create:**
   - Using the flip chart paper and markers, create a floor plan of the school with locations of all the above (A, B, C, D).

3. **Recommendations:**
   - Make a list of any recommendations your group can suggest to improve the school’s fire safety program.
**Tips to Remember in Case of Fire**

- Try to stay calm.
- Always have more than one emergency exit (door, window).
- If your emergency escape route(s) is/are in danger of being blocked, leave ASAP.
- If you cannot safely extinguish the fire, leave.
- If you are the last one to evacuate, close any doors behind you if possible (prevents air from reaching fire).
- Never use the elevator in the event of a fire.
- Keep all stairways accessible and free from obstacles.
- If possible, cover your mouth and nose with a damp cloth.
- Stay low to the ground.
- Check to see if doors are hot before opening. If they are hot, keep them closed and use another exit.
- If your clothing catches on fire, stop, drop and roll to smother the flames. If available, use a blanket, clothing or a rug to smother the fire.
- If you become trapped in a fire, seal the cracks around the doors and vents with clothing or blankets. Keep low and wait for help.
- Immerse minor burns in cold water then cover with sterile dressing. Do not immerse major burns in ice or water. Do not remove charred clothing. Cover the burn loosely with a dressing from the first aid kit or a clean sheet/piece of clothing.
- If a person is suffering from smoke inhalation, get them to fresh air, lay them down, call for help, and administer artificial respiration if necessary.
Recommended Audio Visual Resources

The audiovisual resources listed on the following pages have been taken directly from the Audio Visual 2000 Media Catalogue produced by the New Brunswick Education Instructional Resource Branch. For bookings and further information, please contact:

Instructional Resources, Department of Education
Box 6000, Fredericton, N.B., E3B 5H1
Telephone: (506) 453-2319 or (506) 453-2246
Fax: (506) 453-7974

The AV resources are categorized alphabetically under the following topic headings:

- Air Quality
- Effects of Drugs & Alcohol
- Electrical Safety
- Employee & Employer
- Fire Safety
- First Aid & Emergencies
- Gender Issues & Equal Opportunity for All
- Home Safety
- Job Exploration
- Machine & Equipment Safety
- Math
- Personal Protective Equipment
- Risks, Choices, Decision Making & Goals
- Rules & Responsibilities
- Safe Body Mechanics
- School-to-Work
- Science & WHMIS
- Street, Playground & Bus Safety
- Stress
- Training
- Water Safety
- Miscellaneous

Each AV listing contains a title, order code (6 digit number), the length of the program, the grade level (see abbreviations below), the year it was made followed by a short description of the program (in parenthesis).

P ~ primary  U ~ university, college
E ~ elementary  A ~ adult
J ~ middle school  T ~ teacher training
H ~ high school
Air Quality

The Respiratory System  When Something Is Missing
705465, VH, 24 min, J, 1997  (Fr. 710755)
Choices for Life

The Breath of Life: The Inside Story of Respiration
700337, VH, 15 min, PE, 1981
(how breathing works)

701497, VH, 14 min, HA, 1986
(pollution, effects, control)

The Air We Share
703290, VH, 15 min, E, 1990
(how to keep the atmosphere healthy)

Effects of Drugs & Alcohol

Hard Facts, Speak Up, Speak Out, Dare To Be Different
704565, VH, 56 min, H, 1988
(dramatizes effects of alcohol & drugs on high school class)

Drugs and Alcohol, Part 1
701879, VH, 30 min, JH, 1987
(hard choices in the real world)

Peer Pressure, Drugs and You
702618, VH, 30 min, JH, 1990
(effective assertiveness strategies for saying no to drugs)

Electrical Safety

Kidzone 2: Watt’s Up
704125, VH, 20 min, J, 1991
(electrical safety)

Electricity: Where Does Electricity Come From?
704212, VH, 15 min, E, 1992
(basic properties of electricity)

Employee & Employer

Your Boss and You
705037, VH, 27 min, JH, 1992
(employer-employee relationships)

Communication: Person-to-Person Skill
704448, VH, 37 min, JH, 1994

Fire Safety

Donald’s Fire Survival Plan (revised)
704463, VH, 11 min, PEJ
(preventing and surviving fires)
I’m No Fool With Fire (Fr. 711081)
704464, VH, 10 min, 1989
(security rules for fire prevention)

Kitchen Fires
703765, VH, 17 min, JHA, 1993
(cooking fires and prevention)

First Aid & Emergencies
Come See What First Aid You Can Do
705269, VH, 23 min, E, 1996
(emergency response, treating injuries)

Captain Help
705333, VH, 16 min, E, 1988
(help children respond to emergency situations)

Blood Borne Pathogens (Fr. 711723)
703912, VH, 14 min, HUA, 1992

Gender Issues & Equal Opportunity for All

Making Their Way
703183, VH, 27 min, JHUA, 1990
(women around the world ~ discrimination and equality in the workplace)

Attention - Women at Work
700469, VH, 28 min, JHUAT, 1983
(cases of women in non-traditional roles)

Towards Equality: A History of Women In Canada
700494, VH, 30 min, HUA, 1983
(history of women's role in Canada)

The Glass Ceiling
704049, VH, 28 min, H, 1992
(cases of women and discrimination)

Career Opportunities:
What Do You Want To Be?
703582, VH, 30 min, JHUAT, 1989
(changing work world for special needs individuals)

Career Planning For The Deaf:
What Are Your Options?
703586, VH, 30 min, JHUAT, 1989
(career opportunities for the deaf and hearing impaired)

What About You? (Fr. 711582)
703579, VH, 19 min, JHA, 1991
(benefits and challenges of working in non-traditional roles as a woman)

No One Ever Complained
703827, VH, 18 min, HUA
(harassment in the workplace; rights & responsibilities of employees)

Home Safety

Kidzone 2: Super Safety
704124, VH, 20 min, J, 1991
(kitchen safety; home alone)

Food Allergies and The Food Service Industry
704327, VH, 16 min, H , 1989
(seriousness of food allergies and sensitivities)

Kitchen Safety: Is Your Kitchen Out To Get You?
705376, VH, 17 min, JH, 1996
(kitchen is most dangerous room in the home; hazards and prevention)

Safe Food Handling Techniques
704328, VH, 15 min, H, 1989
(hazards in food handling and preparation)

Job Exploration
Careers to Discover
704052, VH, 26 min, H, 1993
(science and career choices)

Careers in Fisheries
700883, VH, 20 min, H 1980
(careers and training associated with Atlantic Fishery)

Forestry: Coming of Age (Fr. 711178)
702317, VH, 19 min, JHA
(forest industry as contributor to economy)

What Would You Like to Be?
700467, VH, 9 min, JH, 1982
(list of professions)

Machine & Equipment Safety

Hegner Saws
701501, VH, 18 min, H, AMI

How Safe Is Enough
700478, 20 min, HUA, 1983, TAD

Oxy-Acetylene Welding
702909, VH, 25 min, H, 1988

Oxy-Acetylene Cutting
702910, VH, 25 min, H, 1988

Arc Welding
702911, VH, 23 min, H, 1988

Arc Cutting and Gouging
702912, VH, 25 min, H, 1988

Mig Welding
702913, VH, 23 min, H, 1988

Math

What is Statistics?
702583, VH, 26 min, JH, 1989

Your Future: Planning Through Career Exploration
703413, VH, 17 min, H, 1989
(learn about yourself and the world of work before making decisions)

A Challenge For The Future
701423, VH, 13 min, H, 1987, UNB
(careers in forestry)

Street Cents 1, Program 3: Jobs
701946, VH, 30 min, E, 1989, CBC

Working With Lathes
702915, VH, 25 min, H, 1989

Hand Tools
702916, VH, 15 min, H, 1989

Tools for Metal Work
702917, VH, 25 min, H, 1989

Safety and Use of Air Compressors
702918, VH, 13 min, H, 1990

Safe and Effective Grinding
703381, VH, 18 min, H, 1991

Construction: Building Safely
703776, VH, 14 min, J, 1990
(building a home safely)

Sampling & Surveys: Sampling & Sampling/Distributing
Personal Protective Equipment

Eye Safety
705638, VH, 9 min, HUA, 1989
(types of eye injuries; hazards and prevention in the workplace)

My Body, My Buddy: Healthy Fun
800171, VH, 15 min, PE, 1995
(wearing proper clothes and safety gear during activities)

Risks, Choices, Decision Making & Goals

Play Safe (War Amps)
701474, VH, 27 min, PE, 1979
(children who have lost limbs/consequences of unsafe behavior)

Yes? No? Maybe?
705716, VH, 19 min, EJ, 1990
(making decisions to be proud of)

Children Take Care
700492, VH, 48 min, JHAT, 1983, CBC
(children and risks; dangers and safeguards)

Problem Solving
703794, VH, 9 min, JH, 1981
(ASSET series)

My Body, My Buddy: Healthy Habits
800170, VH, 15 min, PE, 1995
(healthy habits; playing safely)

Goals
704593, VH, 16 min, JH, 1993
(setting/reaching small and large goals)

Your Choice...Our Chance:
Student Programs 6 -10
702992, VH, 74 min series, EA, 1991
(healthy behaviors; decision making; responsibility)

How Safe is Enough
700478, VH, 20 min, HUA, 1983
(risky activities; risk assessment)

What Should You Do? Deciding What's’ Right
704544, VH, 27 min, E, 1992
(scenarios ~ honesty, fairness, responsibility and decision making)

It’s Okay To Say No
705029, VH, 14 min, PE, 1996
(saying no to pressure and/or doing something that is wrong)

Power of Choice
701875, VH, 60 min, JH, 1987
(using vision, initiative and perspective as tools for making choices)

I Can Make Good Choices
705028, VH, 17 min, E, 1995
(help students learn about choices, decisions, and outcomes)

Student program: My Choice
704690, VH, 15 min, ET, 1992
(decision-making process as important tool for personal health)

Rules & Responsibilities
Human Rights In The Elementary Classroom (series of 4)
704308 to 704311, VH, E
(rules, rights & responsibilities; cooperation; human rights & values)

Good Citizens (2nd Edition)
705648, VH, 10 min, P, 1989
(rights & responsibilities at school)

4th-6th Grade General Studies
702186, VH, 18 min, T, 1989
(students demonstrate knowledge of classroom rules)

9th Grade English
702189, VH, 15 min, T, 1989
(students demonstrate knowledge of classroom rules & procedures)

Why We Have Laws
701160, VH, 10 min, E, 1970
(humorous look at why rules are necessary)

Rules Are For Gorillas, Too!
700939, VH, 11 min, P, 1982
(rules for keeping safe at home and school)

Student Program: I Do Care
704692, VH, 15 min, ET, 1992
(rules, respecting others, responsibilities)

Keys (Fr. 711433)
703169, VH, 25 min, A, 1992
(teaching youth rights, equality, labour legislation)

Being Responsible
702854, VH, 28 min, EJ, 1990

What's Respect
704791, VH, 16 min, PE, 1995
(respect for property, rules and uniqueness of others)

Safe Body Mechanics

Lifting and Carrying (Fr. 711722)
703913, VH, 12 min, HUA, 1990
(back injuries; prevention; role of the spine)

Ergonomics - The Practical Approach
704284, VH, 15 min, HA, 1993

Safety On The Job: Manual Load Handling In The Warehouse
702252, VH, 12 min, A, 1990
(lifting, bending and carrying in a warehouse setting)

School-to-Work
School-to-Work/Career - Elementary  
800120, VH, 38 min, T, 1997  
(training students for real work experiences beyond school)

School-to-Work/Career - Middle  
800121, VH, 39 min, T, 1997  
(training students for real work experiences beyond school)

School-to-Work/Career - High  
800122, VH, 37 min, T, 1997  
(training students for real work experiences beyond school)

Science & WHMIS

WHMIS Training Video (Fr. 711358)  
702824, VH, 25 min, A, 1988  
(target audience - workers of all levels)

Science Safety  
703174, VH, 29 min, H, 1987  
(safe lab practices)

Street Cents 2, Program 25: Get a Job  
703024, VH, 30 min, E , 1991, CBC

Technology and The School to Work Transition  
705323, VH, 28 min, JH, 1997  
(workplace skills developed early/elementary level)

Street, Playground & Bus Safety
Kidzone 2: Streets Smarts  
704123, VH, 20 min, J, 1991  
(street safety; PPE; drinking and driving)

Kidzone 3: Super Safety  
704246, VH, 20 min, J, 1992  
(bike, passenger and general safety)

Pedestrian Safety  
704602, VH, 10 min, PE, 1994

Primary Safety: School and The Playground  
701163, VH, 10 min, P, 1980  
(safety to and from school and on the playground)

Riding Cool To School (Fr. 710759)  
700851, VH, 16 min, PE, 1983  
(safety rules to, from and on the bus)

Bicycle Safety  
704604, VH, 10 min, PE, 1994

Just Can’t Get Enough Safety  
705186, VH, 15 min, PE, 1987  
(no distractions with bus safety)

Playground Safety  
704603, VH, 10 min, PE, 1994

Rain or Shine: School Bus Safety and You  
800140, VH, 10 min, PE, 1996  
(bus safety songs)

Pooh’s Great School Bus Adventure  
701582, VH, 14 min, E, 1984  
(bus safety rules; catchy song)

Stress

Humour Your Stress  
(Just For The Fun of It!)  
705297, VH, 56 min, HA, 1996  
(handling stress)

Joy of Stress (How To Prevent Hardening of The Attitude)  
705298, VH, 56 min, HA, 1995

Stress  
704589, VH, 16 min, JH, 1993  
(stress skills for teens)

Stress and You  
705027, VH, 24 min, EJ, 1994  
(using true stories ~ identify and cope with stress)

Training

Following Instructions  
703796, VH, 7 min, JH, 1981  
(ASSET series)

Asking For Help  
703705, VH, 25 min, EJ, 1992  
(ways to ask for help when you have a problem)

Water Safety
<table>
<thead>
<tr>
<th>Title</th>
<th>Code</th>
<th>Type</th>
<th>Duration</th>
<th>Year</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Water Safety With Billy The Bass</td>
<td>705626</td>
<td>VH</td>
<td>12 min</td>
<td>E</td>
<td>1997 (water safety in all four seasons)</td>
</tr>
<tr>
<td>Halloween Safety</td>
<td>701185</td>
<td>VH</td>
<td>16 min</td>
<td>PE</td>
<td>1997 (avoid dangers and hazards)</td>
</tr>
<tr>
<td>The Sensational Five: The Inside Story of Your Senses</td>
<td>700341</td>
<td>VH</td>
<td>15 min</td>
<td>PE</td>
<td>1981</td>
</tr>
<tr>
<td>Street Cents 2, Program 16, Truth and Justice</td>
<td>703015</td>
<td>VH</td>
<td>30 min</td>
<td>1991</td>
<td>CBC</td>
</tr>
<tr>
<td>Our Soil (Fr. 712081)</td>
<td>705845</td>
<td>VH</td>
<td>15 min</td>
<td>JH</td>
<td>1999 (differences among soils, susceptibility and protection of soils)</td>
</tr>
<tr>
<td>Commitment To Action</td>
<td>700539</td>
<td>VH</td>
<td>28 min</td>
<td>HUA</td>
<td>1984 (NB forest industry)</td>
</tr>
<tr>
<td>Shaping Reality</td>
<td>704346</td>
<td>VH</td>
<td>71 min</td>
<td>HUA</td>
<td>1993 (process involved in documentaries)</td>
</tr>
<tr>
<td>Infection Control In Child Care Settings</td>
<td>702061</td>
<td>VH</td>
<td>27 min</td>
<td>A</td>
<td>1989 (preventing spread of infectious diseases in child care settings)</td>
</tr>
<tr>
<td>Inside the Internet</td>
<td>705312</td>
<td>VH</td>
<td>28 min</td>
<td>JH</td>
<td>1997 (how to use the Internet as a learning tool)</td>
</tr>
<tr>
<td>Around Your Woodlot 1</td>
<td>700470</td>
<td>VH</td>
<td>30 min</td>
<td>JH</td>
<td>1983 (various uses of NB woodlots)</td>
</tr>
<tr>
<td>Seasons</td>
<td>480020</td>
<td>CR</td>
<td>CD-ROM</td>
<td>PE</td>
<td>1994</td>
</tr>
</tbody>
</table>

**FYI:** The War Amps have several safety videos available on a loan basis, free of charge or may be purchased at a cost-recovery price. For more information on available videos or to order, check out their web site at http://www.amputesdeguerre.ca/video/wavideo.html
Recommended Literature

Primary & Elementary

- Busy Workers, by Richard Scarry
- Dangerous Jobs Series, by Mike Gething
- Discovering How to Make Good Choices, by Rita Milios
- Every Kids’ Guide to Family Rules and Responsibility, by Joy Berry
- People at Work, by Disney
- Responsibility, by Nancy Pemberton

Middle & High

- Harassment in the Schools - What's Sex Got To Do With It?
The American School Counsellor Association

- Working - Today and Tomorrow
Canadian Edition
by Campbell, Thompson and Dyck
1990, Irwin Publishing, Toronto, Ontario
(decision making and rights)

- The Issues Collection, Wellness
by Cathy Beveridge
McGraw-Hill Ryerson, Limited 1994, Canada
ISBN 0-0755-1521-0
(short stories on wellness, prevention)

High School & Teachers

- The WHSCC Health & Safety Handbook is a resource document appropriate for educators, workers or future workers interested in learning more about the fundamentals of occupational health and safety. The Handbook covers a broad range of topics including: what is WHSCC; accident prevention; rights and responsibilities; identifying and protection from hazards; using your body as a tool; WHMIS; and emergency preparedness. The Handbook is available at no charge in both French and English. For a free copy of the Handbook, contact the WHSCC @ 1-800-442-9776.
# Health & Safety Web Sites

The web sites are organised under various health and safety subject headings Listed in alphabetical order. Each site has been reviewed and evaluated for its appropriateness and educational value. The charts are divided into the following three columns:

<table>
<thead>
<tr>
<th>Site</th>
<th>Address</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Agricultural/Farm Safety</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>L’association pour la sécurité à la ferme</td>
<td>[<a href="http://www.fsai.on.ca/inde">http://www.fsai.on.ca/inde</a> xf.htm](<a href="http://www.fsai.on.ca/inde">http://www.fsai.on.ca/inde</a> xf.htm)</td>
<td>Sources d’information sur la sécurité à la ferme au Canada</td>
</tr>
<tr>
<td>Santé Canada</td>
<td><a href="http://www.hc-sc.gc.ca/francais/indexaz.htm">http://www.hc-sc.gc.ca/francais/indexaz.htm</a></td>
<td>Santé publique, produits réglementés, recherches sur la santé, programmes de promotion de la santé</td>
</tr>
</tbody>
</table>

| **Cases of Injuries** | | |
| Système Canadien hospitalier d’information et de recherche en prévention des traumatismes | [http://www.hc-sc.gc.ca/hpb/lcdc/publicat/chirpp/iss12_f.html](http://www.hc-sc.gc.ca/hpb/lcdc/publicat/chirpp/iss12_f.html) | **Children and injuries** |
| Le quotient statistique Canada | [http://www.statcan.ca/Dail y/Francais/951208/q951208 8.html#ART1](http://www.statcan.ca/Daily/Francais/951208/q9512088.html#ART1) | Statistiques traitant des blessures professionnelles et les décès reliés au travail |

<p>| <strong>Les mesures d’urgence</strong> | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th>Quiz sur la santé et la sécurité</th>
</tr>
</thead>
</table>

**Everything in one (various Health and Safety Issues)**

<table>
<thead>
<tr>
<th>Centre canadien d’hygiène et de sécurité au travail (CCHST)</th>
<th><a href="http://www.cchst.ca">http://www.cchst.ca</a></th>
<th>Check English sheet two possible descriptions</th>
</tr>
</thead>
<tbody>
<tr>
<td>CSA international</td>
<td><a href="http://www.csa-international.org/french/fr_home/index.htm">http://www.csa-international.org/french/fr_home/index.htm</a></td>
<td></td>
</tr>
<tr>
<td>Santé Canada</td>
<td><a href="http://www.hc-sc.gc.ca/francais/indexaz_s">http://www.hc-sc.gc.ca/francais/indexaz_s</a> tu.htm</td>
<td>Santé publique, Produits réglementés, Recherches sur la santé, Programmes de promotion de la santé</td>
</tr>
<tr>
<td>Le programme sensibilisation des jeunes au travail</td>
<td><a href="http://www.yworker.com/francais/ywa_fran.htm">http://www.yworker.com/francais/ywa_fran.htm</a></td>
<td>Principales causes de blessures chez les jeunes travailleurs, les droits et responsabilités, les ressources</td>
</tr>
</tbody>
</table>

**Le harcèlement, les droits de la personne & l’égalité**

<table>
<thead>
<tr>
<th>Congrès du travail du Canada</th>
<th><a href="http://www.clc-ctc.ca/francais/index.html">http://www.clc-ctc.ca/francais/index.html</a></th>
<th>Les femmes, jeunesse, le racisme</th>
</tr>
</thead>
<tbody>
<tr>
<td>Commission des droits de la personne</td>
<td><a href="http://www.gov.nb.ca/hrc-cdp/f/index.htm">http://www.gov.nb.ca/hrc-cdp/f/index.htm</a></td>
<td>Le harcèlement, la discrimination, La loi sur les droits de la personne</td>
</tr>
</tbody>
</table>

**Mobile equipment**

| Conseil canadien de la sécurité | http://www.safety-council.org/CCS/findex.htm | Snowmobiling, ATV and motorcycle safety |

**Risks & Safe Choices**

| Les Amputés de guerre du | http://www.amputesdeque | Programmes de sensibilisation, |

Workplace Health, Safety and Compensation Commission of NB
*Choices for Life*
### Statistiques

<table>
<thead>
<tr>
<th>Statistique</th>
<th>URL</th>
<th>Description</th>
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</thead>
<tbody>
<tr>
<td>Le quotient statistique Canada</td>
<td><a href="http://www.statcan.ca/Daily/Francais/951208/q951208.hmt#ART1">http://www.statcan.ca/Daily/Francais/951208/q951208.hmt#ART1</a></td>
<td>Statistiques traitant des blessures professionnelles et les décès reliés au travail</td>
</tr>
<tr>
<td>Statistique Canada</td>
<td><a href="http://www.statcan.ca">www.statcan.ca</a></td>
<td>Programmes et produits pour intégrer des données statistiques canadiennes dans le processus d'enseignement et d'apprentissage</td>
</tr>
</tbody>
</table>

### Substance Abuse in the Workplace

<table>
<thead>
<tr>
<th>Organisation</th>
<th>URL</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Centre canadien de lutte contre l'alcoolisme et les toxicomanies</td>
<td><a href="http://www.ccsa.ca/cclat.htm">http://www.ccsa.ca/cclat.htm</a></td>
<td>Diffuse des renseignements sur la nature, l'ampleur et les conséquences des toxicomanies</td>
</tr>
<tr>
<td>Centre canadien de lutte contre l'alcoolisme et les toxicomanies</td>
<td><a href="http://www.ccsa.ca/costhigf.htm">http://www.ccsa.ca/costhigf.htm</a></td>
<td>Une étude sur les coûts reliés à la santé, au secteur social et économique, de l'effet de la consommation d'alcool, du tabac et des drogues illicites au Canada</td>
</tr>
<tr>
<td>Centre Canadien de lutte contre l'alcoolisme et les toxicomanies</td>
<td><a href="http://www.ccsa.ca/student.htm#nb">http://www.ccsa.ca/student.htm#nb</a></td>
<td>Results of <code>Atlantic Student Drug Use Surveys</code></td>
</tr>
</tbody>
</table>

### Ressources Pédagogiques

<table>
<thead>
<tr>
<th>Organisation</th>
<th>URL</th>
<th>Description</th>
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</thead>
<tbody>
<tr>
<td>Postes Canada</td>
<td><a href="http://www.postescanada.ca/CPC2/corpc/schoolprogram/index.html">http://www.postescanada.ca/CPC2/corpc/schoolprogram/index.html</a></td>
<td>Créer une carte de voeux</td>
</tr>
<tr>
<td>Statistique Canada</td>
<td><a href="http://www.statcan.ca/francais/kits/teach_f.htm">http://www.statcan.ca/francais/kits/teach_f.htm</a></td>
<td>Plans de leçons du niveau primaire, intermédiaire, et secondaire</td>
</tr>
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<td>--------------------</td>
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**Sécurité Nautique**

<table>
<thead>
<tr>
<th>Garde côtière Canadien</th>
<th><a href="http://www.ccg-gcc.gc.ca/obs-bsn/principale.htm">http://www.ccg-gcc.gc.ca/obs-bsn/principale.htm</a></th>
<th>Sécurité nautique</th>
</tr>
</thead>
</table>

**WHMIS, MSDS, Consumer Products & Lab Safety**

<table>
<thead>
<tr>
<th></th>
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<tbody>
<tr>
<td>Santé Canada</td>
<td><a href="http://www.hc-sc.gc.ca/francais/indexaz.htm">http://www.hc-sc.gc.ca/francais/indexaz.htm</a></td>
<td>Santé publique, produits réglementés, recherches sur la santé, programmes de promotion de la santé</td>
</tr>
<tr>
<td>Santé Canada</td>
<td><a href="http://www.hc-sc.gc.ca/francais/produits.htm">http://www.hc-sc.gc.ca/francais/produits.htm</a></td>
<td>Informations sur les produits réglementés</td>
</tr>
</tbody>
</table>

**Youth Programs**

<table>
<thead>
<tr>
<th>Développement des ressources humaines Canada</th>
<th><a href="http://jeunesse.hrdc-drhc.gc.ca/yid/mainx.shtml">http://jeunesse.hrdc-drhc.gc.ca/yid/mainx.shtml</a></th>
<th>Initiatives jeunesse de DRHC</th>
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### Provincial & Federal Health & Safety Sites

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<th>Province</th>
<th>Website</th>
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<td>Alberta*</td>
<td><a href="http://www.gov.ab.ca/index.cfm">http://www.gov.ab.ca/index.cfm</a></td>
</tr>
<tr>
<td>Le centre Canadien d'hygiène et de sécurité au travail (CCHST)</td>
<td><a href="http://www.cchst.ca">http://www.cchst.ca</a></td>
</tr>
<tr>
<td>Santé Canada</td>
<td><a href="http://www.hc-sc.gc.ca/francais">http://www.hc-sc.gc.ca/francais</a></td>
</tr>
<tr>
<td>Nouveau-Brunswick</td>
<td><a href="http://www.whscc.nb.ca/french/f_home.htm">http://www.whscc.nb.ca/french/f_home.htm</a></td>
</tr>
<tr>
<td>Ontario</td>
<td><a href="http://www.gov.on.ca/LAB/ohsf.htm">http://www.gov.on.ca/LAB/ohsf.htm</a></td>
</tr>
<tr>
<td>Île-du-Prince-Édouard*</td>
<td><a href="http://www.wcb.pe.ca/new.htm">http://www.wcb.pe.ca/new.htm</a></td>
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<tr>
<td>Québec</td>
<td><a href="http://www.csst.qc.ca">http://www.csst.qc.ca</a></td>
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<tr>
<td>Saskatchewan*</td>
<td><a href="http://gov.sk.ca/govt/labour/">http://gov.sk.ca/govt/labour/</a></td>
</tr>
</tbody>
</table>

* Denotes English site only
Health & Safety Quiz

Answers

Name the three rights of a worker.
1. right to know
2. right to participate
3. right to refuse

What do the initials WHSCC stand for?
Workplace Health, Safety and Compensation Commission

Describe one of the roles of the WHSCC.
Ensure the workers of NB have a safe working environment.
Provide educational support related to workplace health & safety.
Provide rehabilitation benefits (i.e. compensation, medical, vocational and counselling services) to injured workers.

Who can you talk to if you are worried about your health and safety on the job?
employer, supervisor, boss, JHSC or WHSCC

Name 5 examples of PPE (personal protective equipment).
hard hats, ear protection, eye protection, boots, clothing, hand protection, fall arrest etc.

Describe two responsibilities an employee has in terms of health and safety on the job?
Wear the necessary PPE; take the necessary measures to ensure their health and safety as well as that of their colleagues (e.g. no goofing around, follow safe procedures etc.)

The WHSCC believes that ____ workplace accidents can be prevented.
100% - all

In the workplace, only the workers who have been working over a long period of time have rights (e.g. right to be involved and question workplace health and safety). TRUE or FALSE?

(F) - all workers have rights on the job, be it your first day or your 30th year on the job

Who is responsible for providing new employees on the job training (i.e. right to know)?

boss/employer must provide appropriate training

When should an employee practice their right to refuse?

When they feel/believe that their job/tasks is putting them or others at risk of getting injured

Workplace injuries don’t usually happen to people who are highly experienced and have years of training. TRUE or FALSE?

(F) - they can still be negligent, take the easy route, forget, be tired etc.

The boss alone is responsible for keeping their employees safe on the job. TRUE or FALSE?

(F) Every individual has a personal responsibility for their health and safety on the job.

It is best that if you get injured on the job to discretely deal with it and continue working as soon as possible. TRUE or FALSE?

(F) - report all workplace accidents immediately to your supervisor.

In the workplace, what are the series of symbols called that help workers identify the various workplace hazards?

WHMIS

When should you report a workplace injury to WHSCC.
within 24 hours
Define accident.
An accident is an unplanned event which may or may not result in property damage and/or injury.

When employees exercise their right to refuse, who must they notify first?
   (A) a colleague
   (B) a WHSCC staff
   (C) their immediate supervisor

WHSCC deals primarily with nursing homes and sawmills.
TRUE or FALSE?
(F) - WHSCC deals with all NB workplace settings

Your right to know means you alone are responsible for finding out how to do the job safely. TRUE or FALSE
(F) - boss/employer/supervisor must provide you with appropriate training.

Although safety is important, it should never interfere with getting your work done. TRUE or FALSE
(F) - no matter what, safety first!

There is usually one main cause for an accident taking place.
TRUE or FALSE?
(F) - accidents can have multiple causes

Describe two responsibilities of the employer under the legislation.
Take reasonable health and safety precautions in the workplace.
Comply and ensure employees comply with the OHS Act.
Maintain equipment in good working order.
Advise workers of hazards.
Provide employees with appropriate training and supervision.
Ensure PPE is accessible.
Co-operate with the JHSC.
Register with the WHSCC if they employ three or more people at any time during the year, on either a part-time or full-time basis. To provide a copy of the OHS Act and Regulations in a prominent place where employees can see it.

Name the three types of hazards and provide one example for each.
1. chemical
2. physical (e.g. machinery, electricity, vibration, noise, temperature)
3. biological (e.g. bacteria, fungi, viruses, workplaces involved with food preparation, sewage, sanitation, plants, animals or medical settings)

Most workplaces have the same types of hazards. TRUE or FALSE?
False - all workplaces have unique hazards

Describe two examples of health and safety related information a new employee should receive during training.
(e.g. emergency measures, using machines/equipment properly, on the job hazards, PPE required etc.)

For a safe lift, the load should be as close to the body as possible. TRUE or FALSE?
True

The most power for lifting should come from which part of the body? Legs

Why is it important to have emergency procedures in place in the workplace?
For quick and safe evacuation, minimize the dangers and damage etc.
Name two examples of unsafe acts or conditions that may cause a slip, trip or fall. 
**Answers will vary** (e.g. horseplay, running, climbing, overreaching, not following safe procedures, unsafe use of ladders, wearing improper clothing, unsafe handling, blocked vision, poor housekeeping)

What is the main purpose of WHMIS?
- identify/warn of hazards

Complete the following chart based on a job you have had in the past, present or will have in the future. **Answers will vary.**

**Job:** ____________________

<table>
<thead>
<tr>
<th>Job duty and/or responsibility</th>
<th>Related hazards</th>
<th>How to protect your health and safety</th>
<th>Required training and PPE</th>
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Health & Safety Quiz

Name the three rights of a worker.

What do the initials WHSCC stand for?

Describe one of the roles of the WHSCC.

Who can you talk to if you are worried about your health and safety on the job?

Name 5 examples of PPE (personal protective equipment).

Describe two responsibilities an employee has in terms of on the job health and safety?

The WHSCC believes that ____ workplace accidents can be prevented.
In the workplace, only the workers who have been working over a long period of time have rights (e.g. right to be involved and question workplace health and safety).

TRUE or FALSE?

Who is responsible for providing new employees on the job training (i.e. the right to know)?

When should an employee practice their right to refuse?

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TRUE or FALSE?

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TRUE or FALSE?
Describe two responsibilities of the employer under the legislation.

Name the three types of hazards and provide one example for each.

Most workplaces have the same types of hazards.

TRUE or FALSE?

Describe two examples of health and safety related information a new employee should receive during training.

For a safe lift, the load should be as close to your body as possible.

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The most power for lifting should come from which part of the body?

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Be Prepared For The Job!
Look Out For #1 - YOU!

☞ Any job, no matter where it is or what it is, has an element of risk. YOU are at risk of getting injured!

☞ It could be your first day on the job or your third summer, EVERY DAY, people your age are getting injured on the job.

☞ Workplace accidents are real - the consequences can be staggering.

☞ Be proud, work hard, but be SAFE!
Did You Know That You Have Rights On The Job?

The *Occupational Health and Safety Act* protects workers of **ALL** ages, working at full or part time jobs. All workers have:

1. The **right to know** about workplace hazards and to receive training on how to do the job safely.

2. The **right to participate** in solving health and safety problems.

3. The **right to refuse** dangerous work.

An employee may not be punished for exercising rights under the *Occupational Health and Safety (OHS) Act*. 
Right to Refuse Unsafe Work

All workers have a right to refuse work that they believe is dangerous to their health or safety, or to the health and safety of other workers. If you are unsure about your safety at work, ask yourself:

Do I feel that I am at risk of getting injured?

☐ If you answered YES, follow the steps below:

Step 1: Report your safety concern to your supervisor. If the problem is resolved, return to work. If not, then...

Step 2: Report the matter to the joint health and safety committee. If still not resolves, then...

Step 3: Call the WHSCC at 1 800 442-9776 and explain the situation. Return to work only when you feel that the situation is no longer dangerous.

☐ In all cases, stay on the job until your shift is finished.
The employer has a legislated responsibility to:

- Take reasonable precautions;
- Comply with the Occupational Health and Safety Act and ensure that employees comply with the Act;
- Maintain equipment;
- Advise workers of hazards;
- Provide training and supervision;
- Provide personal protective equipment;
- Co-operate with the joint health and safety committee (JHSC) or safety representative.
You Have A Role
Know Your Part!

As an employee in any type of job, you have a responsibility to:

❖ Follow the safety rules and regulations;
❖ Ask for the training you need;
❖ Report all injuries and unsafe working conditions;
❖ Wear the proper protective equipment;
❖ Do the job safely.

Safety is everyone’s responsibility!
On the Job, You Have the Power...

? To prevent workplace accidents;

? To protect yourself and others;

? To be alert and identify the hazards;

? To ask questions;

? To control your own safety;

? To influence others;

? To report all injuries.
Questions To Ask At Any Job

✓ When will I receive job safety training?

✓ How do I use the equipment properly and safely?

✓ What do I do if there is an emergency situation?

✓ What are the hazards on the job?

✓ Am I in contact with any hazardous materials?

✓ Do I need WHMIS training? If yes, when will it be offered?

✓ What safety gear do I need to wear?

✓ With whom do I discuss safety concerns or report unsafe working conditions?

✓ Do I know and have everything to do the job safely?
Who Can Help? You Can!

- Don’t ignore safety concerns that may put you at risk on the job.

- Be prepared! If you are unsure about using the equipment or a product, **ASK! It can save your life!**

- Get Help. Talk to your supervisor, health and safety representative or joint health and safety committee about safety concerns.

- Or call WHSCC - no question or concern is too small. Calls are free and confidential.
Decision Making Model

Step 1: Identify the real decision to be made:
• What are the real issues?
• What is the problem?
• What do you really want?

Step 2: Brainstorm possible choices:
• Come up with as many ideas as possible and do not rule any out even if some seems ridiculous.

Step 3: Evaluate the choices you have made and choose one:
• Think about what the possible consequences might be for each;
• Make your best choice.

Step 4: Act on your decision:
• Put your plan into action.

Step 5: Evaluate your decision:
• Think about what went right or wrong and why.

Decision Making Process

1. Clearly define the problem.

2. Establish your criteria (what is important to you).

3. List your alternatives.

4. Evaluate your alternatives based on your criteria.

5. Make a decision.

6. Develop an action plan to carry out the decision.

7. Review and evaluate your decision and alter it as possible/necessary/appropriate.

All about WHSCC

The Workplace Health, Safety and Compensation Commission (WHSCC) will promote a safe and healthy work environment to the workers and employers of New Brunswick, and efficiently provide quality services, just adjudication and fair administration of the legislation.

The WHSCC’s mandate is:

1. To promote the creation of a workplace environment where workers and employers view all occupational diseases and accidents as being preventable;

2. To provide timely compensation benefits, including rehabilitation, medical aid, vocational counseling and safe return-to-work services to injured workers;

3. To provide sustainable insurance and insurance-related services to the employer community;

4. To provide recommendations and advice to government with respect to legislation and provide such reports, studies and recommendations, as the Commission considers advisable.

If you have any questions related to *Choices for Life* and/or other related WHSCC youth initiatives and resources please call 1 800 222-9775 and ask for the Youth Programs Co-ordinator. We look forward to your comments, feedback and any suggestions for improving this resource or new ideas for youth programs or resources related to health and safety education.
References


Coastal Video Communication Corp. *Illustrated Employee Handbooks Series*. Virginia Beach, VA: Coastal Human Resources.


New Brunswick Department of Education. *Linking to the Future Career and Educational Portfolio Planning*.


Workers’ Compensation Board Northwest Territories. *Safety and the Young Worker, Student Manual.*