

Workplace Safety and Health in Basic Language

A Collection of Safety and Health Resources
for the Canadian Learning Benchmark 1 to 3 Audience



**SAFE
WORK**

**S
A
F
E** SPOT THE HAZARD
ASSESS THE RISK
FIND A SAFER WAY
EVERYDAY



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Artwork

Many of the photos used in this Resource come from the MISI (Manitoba Immigrant Safety Initiative) collection and were taken at Palliser Furniture.

Others were provided by SAFE Manitoba and Health and Safety 101,
Workplace Safety and Insurance Board, Ontario.

Photos for People at Work are from Career Destinations Manitoba.

Another source throughout has been Microsoft Office Clipart.

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MODULE 1

INTRODUCTION TO HEALTH AND SAFETY 1 TO 3

MODULE 1: INTRODUCTION TO HEALTH AND SAFETY 1 TO 3



About the Kit

In late 2008, the Manitoba Immigrant Safety Initiative (MISI) collaborated with Adult Language Training (Immigration, Settlement and Multiculturalism Division, Manitoba Labour and Immigration) to assemble a database of safety and health resources for immigrant workers. This Resource can be found at www.immigratemanitoba.ca.

The search uncovered few EAL materials at lower levels (Canadian Language Benchmark levels 1 to 3), that focused on Safety and Health issues. This kit, funded by Adult Language Training, is an attempt to address that need.

The kit provides teachers of CLB Levels 1-3 with Workplace Health and Safety materials appropriate for use in the classroom. The manual provides an overview of the materials for lesson planning and the .pdf format allows you to adapt the handouts and visuals to your needs.

The kit includes six modules, usually containing 4 sections:

- Section 1: Background Information for the instructor
- Section 2: Suggested Classroom Activities and Handouts
- Section 3: Handouts referenced to the activities
- Section 4: Large coloured visuals (posters, flash cards, game cards, etc.)

Downloading the manual to your hard drive will give you full access to the materials. The materials are in .pdf format. Using the Select tab, you can copy text and graphics into a Word document which will allow you to adapt it to the needs of your class.

The kit focuses on lower skilled jobs at the entry level. The samples include such jobs as housekeeping (hospital and hotel), fast food, warehousing, construction or auto mechanic.



Beginners benefit a lot from good visual supports. The kit provides a variety of printable, copiable materials in different formats. The pictures can be augmented by copying them to a blank page, then clicking and dragging to expand to poster or flash card size. If you want to use the pictures in a smaller format, copy and shrink them to the size you need.



Large photos can be printed and stored in binders. Flash cards and cards fit into small ziplock bags or in small (cheap) photo albums.

Smaller cards used for review and games can also be laminated and kept on a ring. A handy review for students to keep in their pockets.

(Photo: Sylvia Thiessen)

When Should I Introduce Workplace Safety in the Class?

This material will be useful with learners who are currently working or are actively looking for work. Use only materials that are relevant to the learners' personal interest. For example, some personal protective equipment is used only in a manufacturing site, while other hazards only occur when handling food.

The “safety” theme allows you to expand on the generic EAL materials and put the language into a meaningful context.

Generic vocabulary	Workplace vocabulary
clothing	dressing for work
parts of the body	personal protective equipment
household appliances	power tools and other machines
household hazards	workplace hazards
civil rights	rights and responsibilities

Even a little familiarity with the safety topics and vocabulary goes a long way to ensure that new workers fit in more quickly.

Is the Material Relevant to the Class?

Introduce workplace themes through pictures and posters. You can gauge their relevance to the learners their response to visual representations of the workplace.

See 1.2 Introduction: Classroom Activities section for ideas about how to measure the relevance of workplace material to your class.

How to Navigate the Kit

Download the contents of the Resource Manual onto your hard drive. You might name your file Workplace Health and Safety for CLB 1-3.

A convenient way to find the visuals you want is to zoom the page size to 25%. This allows you to view many pages at a time.

1.1 Background Information

Why is safety training important to newcomers?

1. It will probably be, and should be, the first training they receive on the job.
2. An overwhelming amount of information will be given in their first week at work. Even a small amount of language and familiarity with the topic will help the new worker focus on training.
3. Many newcomers are working at survival jobs that are not familiar to them, and this puts them more at risk. Even well educated immigrant professionals may take jobs in fast food restaurants or light industry.
4. Jobs that are available to candidates with low language skills may be dangerous jobs.
5. Themes of safety in the home and at work are similar—but the risk is higher at work.
 - Larger, more powerful machinery
 - Concentrated chemicals
 - Busy, often cluttered environment
 - Stress resulting from the demand for speed and production
 - High voltage electrical installations
6. Knowledge of WHMIS (Workplace Hazardous Materials Information System) is a requirement for many jobs—not just manufacturing.
7. Immigrants are more at risk of injury than other workers.

Canadian workplaces take every precaution to ensure that their workers have a safe environment. However, the site situations can change and hazards can appear. Workers need to be trained to spot hazards and either resolve the problem or report the hazard.

As an EAL instructor, you are not aware of all the hazards that can occur in different workplaces, but you can introduce your students to some of the most typical workplace situations.

Cultural taboos

There are some cultural taboos surrounding the way safety is discussed. In some cultures it is considered bad luck to talk about injuries. As a result, workers may tend to ignore important advice. Learners need to be aware that the aim of Safety Training is to prevent injuries from happening.



Rules and regulations about dress may be perceived as discrimination if they are not fully explained. For example, there is an ongoing dispute about turbans vs. hard hats in the construction industry. (See section on Dressing for Work in Module 5.)

1.2 Classroom Activities

Activity 1.2.1: What is relevant to your students?

1. Put posters around the room representing people at work. Use magazine cuttings, internet images, or go to the Visuals section of this Module for pictures. Encourage students to walk around looking at the pictures and talking about their plans. Ask students to choose jobs that they might be interested in. Make a list on the board. From this list determine which sectors are relevant to the group and focus your “workplace training” on that sector.

Another approach is to prepare a collection of workplace photos on 3 x 5 inch cards. Some cards may be repeated. Place the cards face up on a table and ask learners to choose the card/s that interest them most. Remove the cards and exercises that have no relevance to your students' experience.

Checklist: Are the learners ready to focus on workplace themes?

- Are they eager to talk about jobs they are doing, have done in the past, or may do in the future?
- Did they ask questions about employment opportunities?
- Were they interested in learning more vocabulary about certain jobs?
- Do they talk about friends or family members who have jobs?
- Did they want information about jobs that were not represented in the pictures?

If interest is strong, encourage learners to learn basic words about their jobs and the jobs of their family and friends. There is no particular emphasis on grammar but each learner should be able to make a few sentences about their own situation.

Where do you work?

What do you do?

Factory

I'm a polisher.

I polish furniture.

Restaurant

My wife is a cook.

She prepares fast food.

Cleaning company

I'm going to be a cleaner.

I will clean office blocks.

Construction

I'm a painter.

I paint houses.

Farm

I want to be a farm worker.

I like cattle.

Look for more photos and drawings that represent your learners' interests as closely as possible. The photos in the Visuals Collections 1.4 On the Job come from this website:

Career Destinations

www.careerdestination.ca

The site contains many more photos of immigrants at work in Manitoba.

More photos, found in the section Dressed for Work come from MS Office or Google Clipart which are good sources of graphics. Other internet photo collections, such as Flickr, can also provide good workplace visuals.

1.3 Visuals

1.3.1 People at work

Copy and enlarge these visuals to make a photo display, or reduce them to make flash cards or game cards.





Fast Food Photo from Health and Safety 101, Workplace Safety and Insurance Board, Ontario

1.3.2 Dressed for work



Photos from Microsoft Office clipart



MODULE 2

BASIC VOCABULARY FOR HEALTH AND SAFETY

MODULE 2: BASIC VOCABULARY FOR HEALTH AND SAFETY



Objectives

To introduce some basic terms that will be used in the following modules.

Vocabulary includes results of incidents: injury, illness, loss, death, damage

Types of incidents: falls, burns, cuts, poisoning, etc.

To make learners familiar with the most common danger signs danger, caution and warning.

2.1 Background Information

In most workplace environments, a colour code is used which may differ from site to site.

Generally red is used to show danger while yellow and orange mean caution. Green and blue often indicate service areas such as first aid. Workplace Safety and Health refer to dangers as “hazards” and accidents are called “incidents”.

Students must be aware of the crossed circle in red which indicates NO, not allowed, prohibited.

2.2 Suggested Classroom Activities

2.2.1 Reading Danger Signs

Collect danger signs and stickers from the environment (school or workplace). Ask your Health and Safety representative for copies or photograph the signs with a digital camera. Some frequent examples are re-produced here. Draw attention to the colours (red, orange and yellow) and the symbols that indicate warnings.



2.2.2 Activities Introducing Basic Safety Vocabulary

Some suggestions for using graphics to introduce vocabulary:

Introduce some of the basic vocabulary about incidents, hazards and injuries by using the posters *Results of Incidents* and the cards *Workplace Injuries*. Delete or cover the captions to find out what words the learners already know or to review the vocabulary.

Hear the words:

Call out the new vocabulary and have learners point to the poster or mark the corresponding picture on their worksheet.

Read the words:

Put the pictures up on the wall and hand out cards with the names of incidents. Have learners circulate and stick the cards below the corresponding types of incidents.

Use the words:

Ask learners if they can match the incidents with different jobs.

Handout: To review, cut out the pictures and have learners match them with the headings on the blank spaces on the page.

2.2.3 Workplace Injuries (Dialogues)

Using the injuries flashcards, introduce and discuss different types of injuries and where they might occur.

Make dialogues like the following:

Worker 1: Marco was injured!

Worker 2: What happened?

Worker 1: He broke his leg. (cut his hand)

Worker 2: Oh! That's terrible! (That's too bad!)

2.3 Handouts

Activity 2.3.1: Danger signs



Visuals from Microsoft Clipart



Incidents can cause...

Damage



Injury



Illness



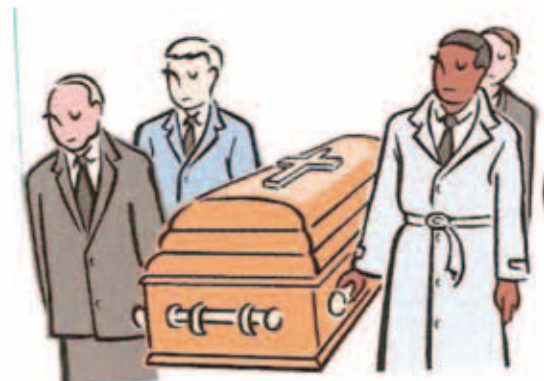
Loss of Income



Loss of Time



Death



Visuals from Microsoft Clipart

Incidents can cause...

Put the right picture in the space.

Damage

Injury

Illness

Loss of Income

Loss of Time

Death

Cards for 2.2.3: Types of Incidents



Slips



Hits



Burns



Falls



Cuts



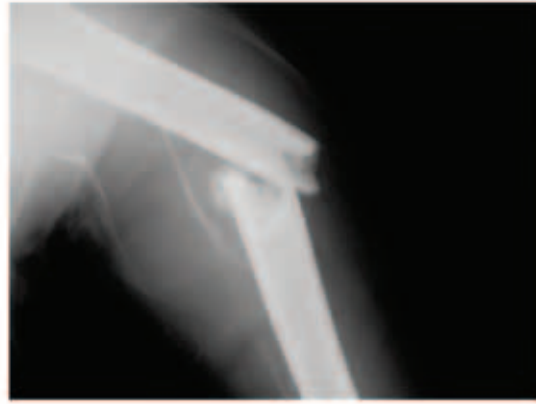
Poisoning

Visuals from Microsoft Clipart

Workplace Injuries Flashcards 2.2.4



Sprains



Broken Bones



Cuts



Backache



Burns



Repetitive Strain



MODULE 3

WATCHING FOR HAZARDS

MODULE 3: WATCHING FOR HAZARDS

Outcomes

Module 3 contains visual aids to help students understand and talk about workplace hazards. Structures using **might** and **could** will be a good fit for this module. Learners will identify common hazards.

Vocabulary: hurt, be hit, cut, burn, slip, trip, broken, fall. Also, cord, hole, walkway, step, material, equipment.

3.1 Background Information

One of the most important aspects of Safety Training is teaching workers to spot hazards and know what to do about them. Most of us are not aware of all the hazards that are present in the workplace.

Module 3 contains a Photo Gallery to help stimulate conversation about working safely. The optional Extra Activity opens up a discussion of Machines with Moving Parts. Hazardous Materials will be dealt with in Module 4 and Ergonomics in Module 6.

The most common incidents are preventable. The objective of this lesson will be to identify some of the most typical hazards and to develop essential vocabulary for working safely.

3.2 Classroom Activities

Activity 3.2.1: Hazards, things that can hurt you

Choose from the Hazards flash cards to introduce some vocabulary about typical workplace Hazards. Discuss which hazards are associated with different jobs, particularly those of interest to your students.

In Module 6, you will find more information about hazards specific to Light Industry.

Handouts 1 and 2: Smaller versions of the Hazards flash cards with some additional vocabulary. Cut out and use small cards for review or to play matching games.

Options: Give each student a set of hazard cards. Have them write the name of the hazard on the back of each card and keep the cards in their pocket for review at any time. Have learners match the hazards with the illnesses and injuries sheets. Ask them to make sentences like this: Machines can cause broken bones.



Match the hazard cards with jobs. Have learners make sentences like: Construction workers must be careful of the cold.

Activity 3.2.2: Slips and trips

Intro: Create a slipping/tripping hazard by tossing a banana peel on the floor or leaving a cord across an aisle. Ask students to explain why this is not safe. Elicit any words already known about falls, slips and trips. Use the poster Slips and Trips to expand the vocabulary.

Brainstorm about jobs where slips and trips are frequent. Are slips and trips usually serious? What is usually the result? Injury? Death? Loss of time at work?

Causes of Slips and Trips. Elicit words like ice, wet floor, cord, stairs, messy work area. Show the photos in the Module 3 Photo Gallery to discuss falls and falling objects.

Activity 3.2.3: Reporting a hazard (role play)

Using **Handout 3**, make sentences about the possible danger.

- Someone could fall.
- Someone could trip.
- Someone could slip.

Make sentences about the hazard.

- There is a hole in the floor.
- There is a cord across the walkway.
- There is ice on the step.
- There is a broken step.

Role play reporting a hazard to the supervisor.

Activity 3.2.4: A personal hazard story

Write about, or draw a picture to represent your experience of these hazards.

Activity 3.2.5: Machines with moving parts

Open up discussion about how incidents can happen while working around moving machines and machines with moving parts. Use the Moving Parts poster to stimulate the discussion and allow for lots of gestures and sound effects to get the message across.

Some ethnic groups do not like to talk about incidents but, generally, they will be happy to tell stories about workplace incidents they have known.

If your learners work with heavy machinery, find out which vocabulary is relevant:

NOUNS	VERBS
conveyor	catch
assembly line	trap
vehicle	pull in
roller	crush
blade	hit
cutter	break (bones)
needle	cut
arm (of a machine)	cut off (a finger)
gear	run over
drill	grinder

If individual students are interested in particular kinds of machines, try to find copies of pictures, or ask the learner to provide pictures and help them label the main parts.

3.3 Hazard Handouts

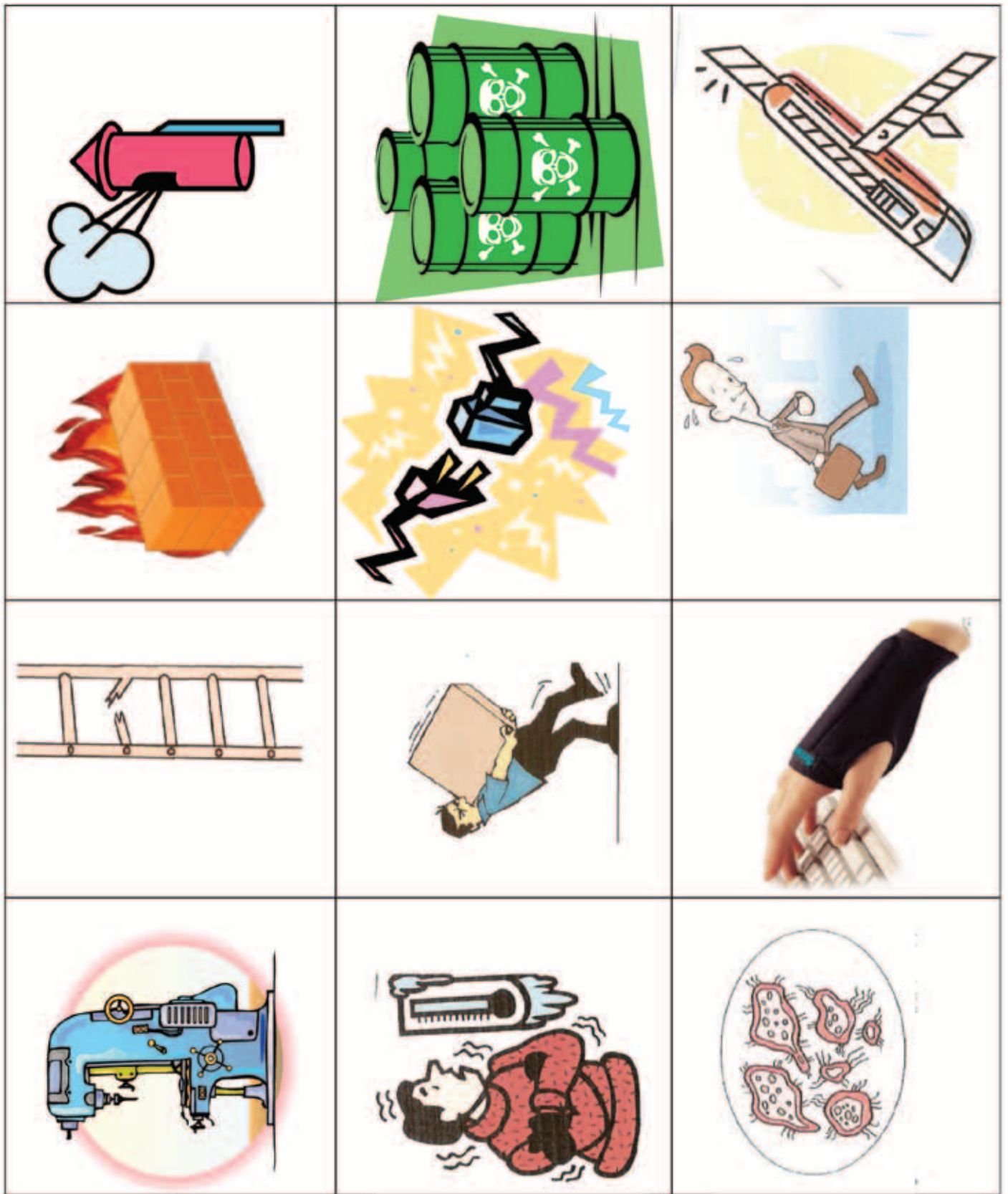
Handout for Activity 3.2.1: Hazards, small cards

Cut out and use small cards for review or to play matching games.

Give each student a set of hazard cards. Have them write the name of the hazard on the back of each card and keep the cards in their pocket for review at any time.






Have learners match the hazards with the illnesses and injuries sheets. Ask them to make sentences like this one: Machines can cause broken bones.

Have learners match the hazard cards with jobs. Have them make sentences like: Construction workers must be careful of the cold.



Visuals from Microsoft Clipart and Live Safe Work Smart

Handout for Activity 3.2.2: Match the danger with the danger sign

 A yellow triangular warning sign with a black border. Inside the triangle is a black silhouette of a forklift carrying a load.	<p>watch for forklifts</p>
 A yellow triangular warning sign with a black border. Inside the triangle is a black silhouette of a person being struck by a moving part of machinery.	<p>machinery with moving parts</p>
 A yellow triangular warning sign with a black border. Inside the triangle is a black silhouette of a person slipping on an icy surface.	<p>icy walkway</p>
 A yellow triangular warning sign with a black border. Inside the triangle is a black silhouette of a person being struck by a falling object.	<p>falling objects</p>
 A yellow triangular warning sign with a black border. Inside the triangle is a black silhouette of a person being struck by a high-voltage electrical source.	<p>high voltage electricity</p>

Handout for Activity 3.2.3: Identifying fall hazards

Match the sentences below to the pictures. Role play reporting a hazard.



1



2



3



4

Visuals from Microsoft Clipart

There is a hole in the floor. Someone could fall.

The floor is wet (icy). Someone could slip.

There is a cord across the walkway. Someone could trip.

The step is broken. Someone could fall.

Exercise for Activity 3.2.4: Slips and trips
Choose a title for each picture on the poster.



Tape cords to the floor!

Do not run on the stairs!

Close drawers after you use them!

Keep floors clean!

Careful! Icy walkway!

Watch your step!

Visuals from Microsoft Clipart and Live Safe! Work Smart!

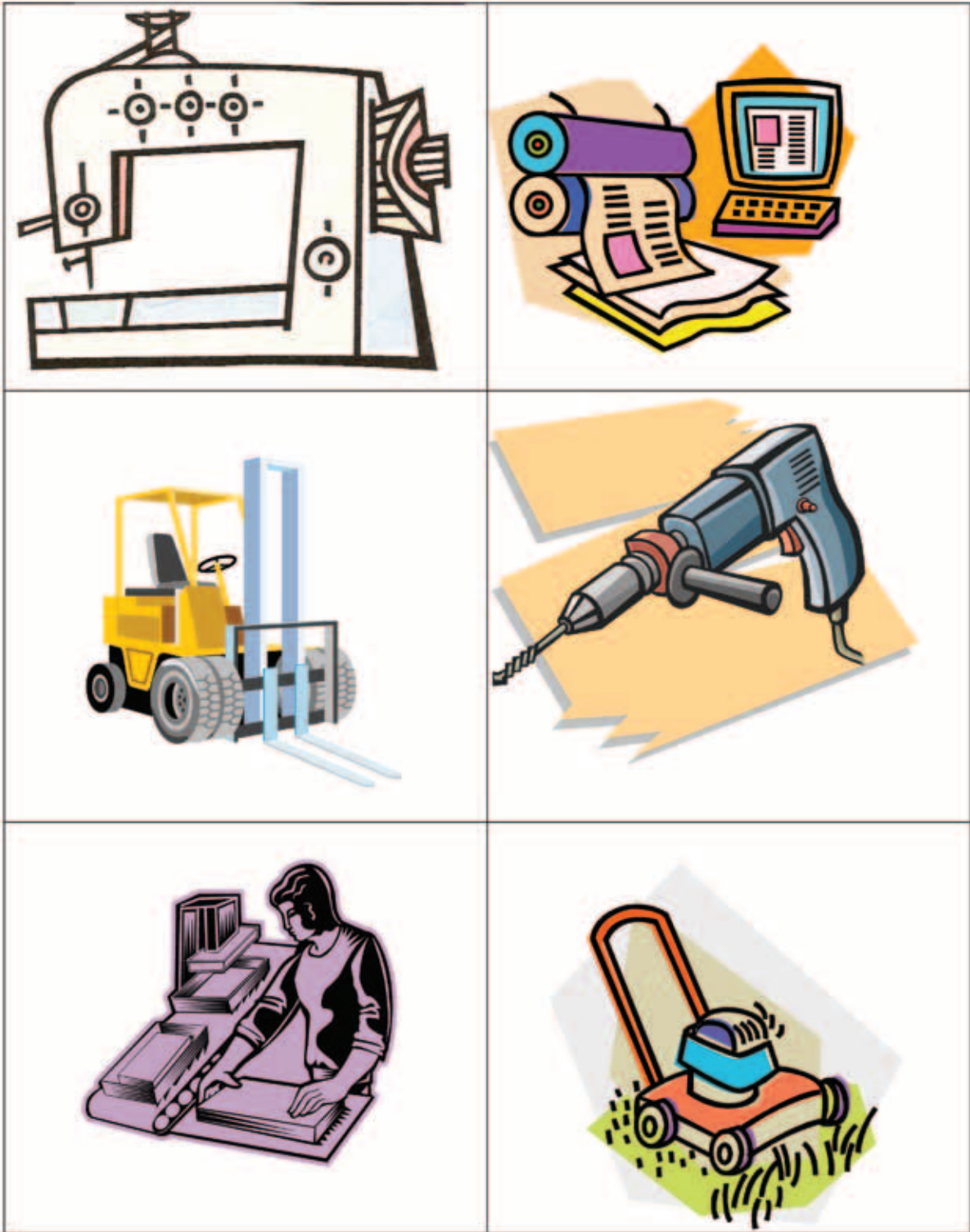


3.2.5 A Personal Hazard Story

Write or draw a picture to represent your experience of these hazards.

Broken equipment	
Fire	
Noise	
Machines	

Machines with Moving Parts

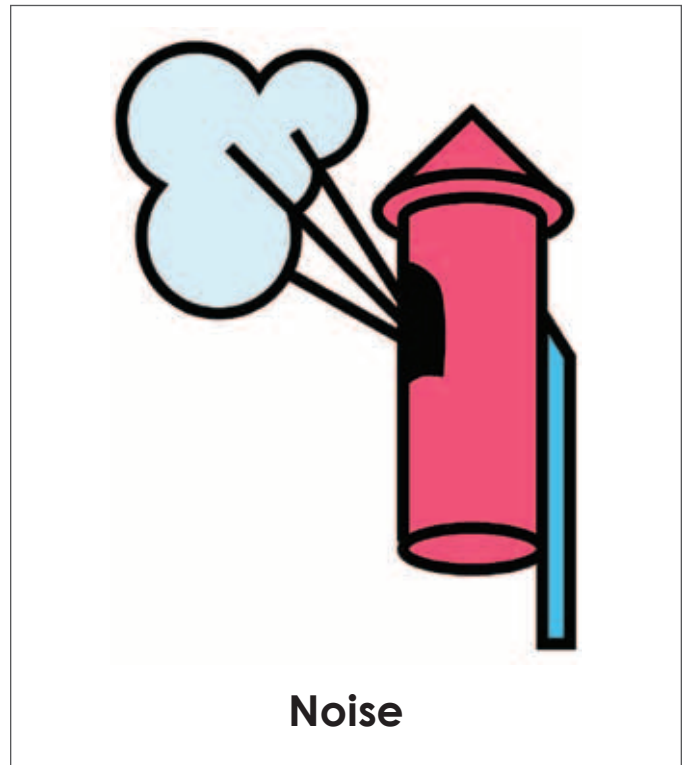
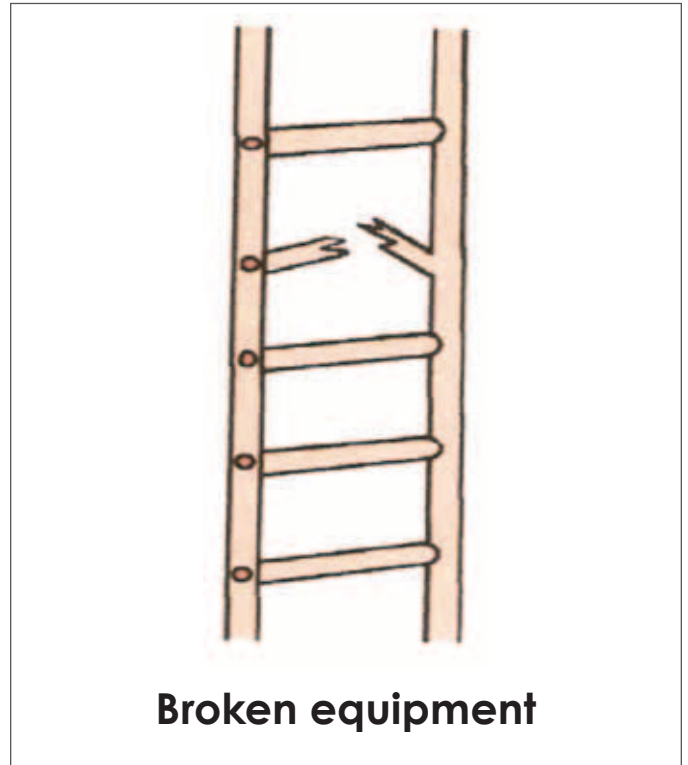
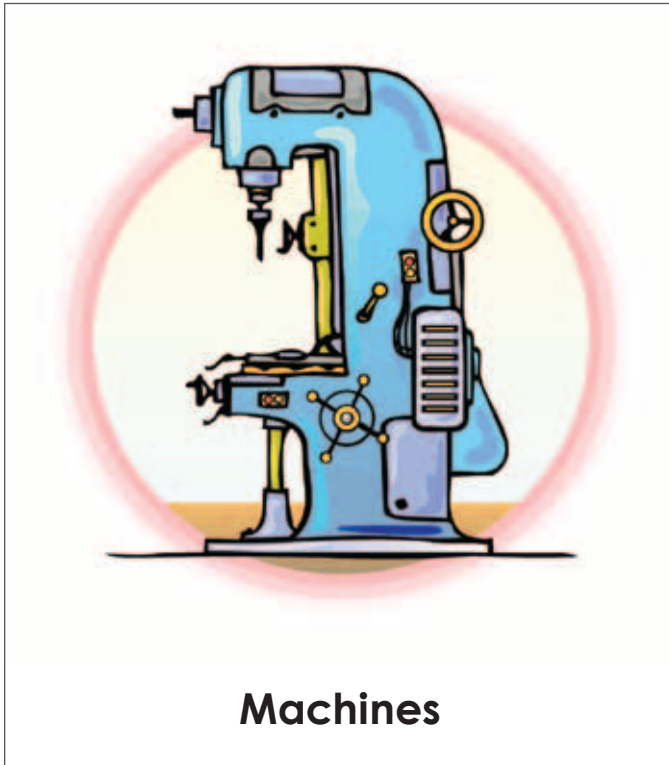


Visuals from Microsoft Clipart



3.4 Hazards Visuals

3.4.1 Hazards Flash Cards





Cold



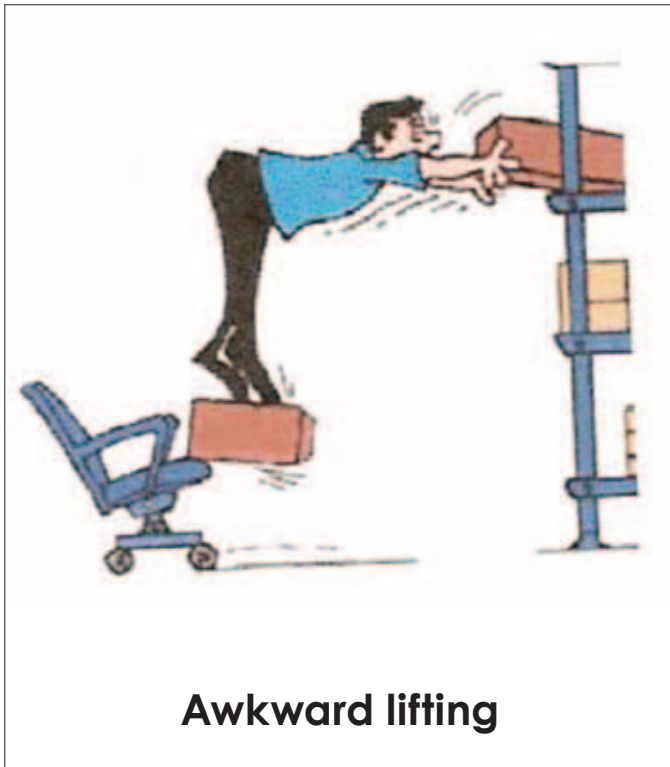
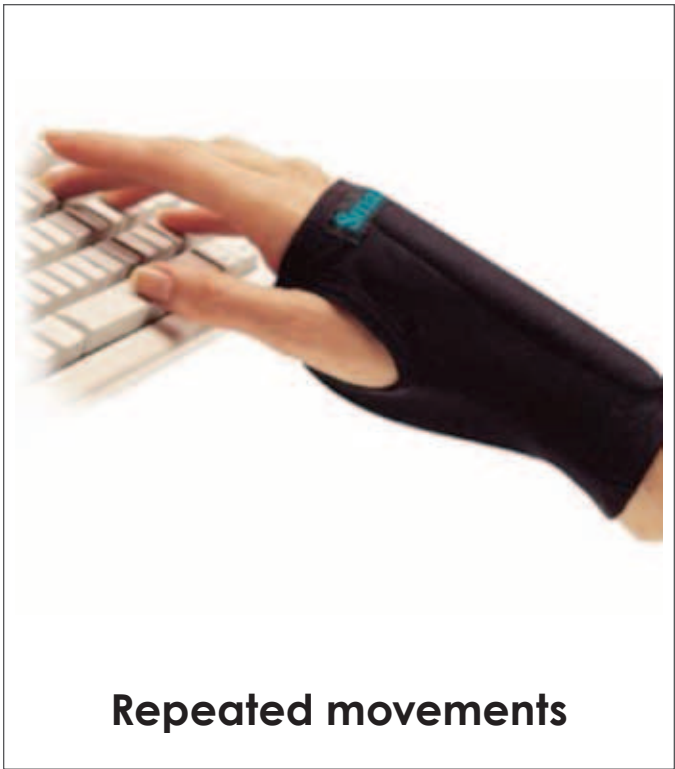
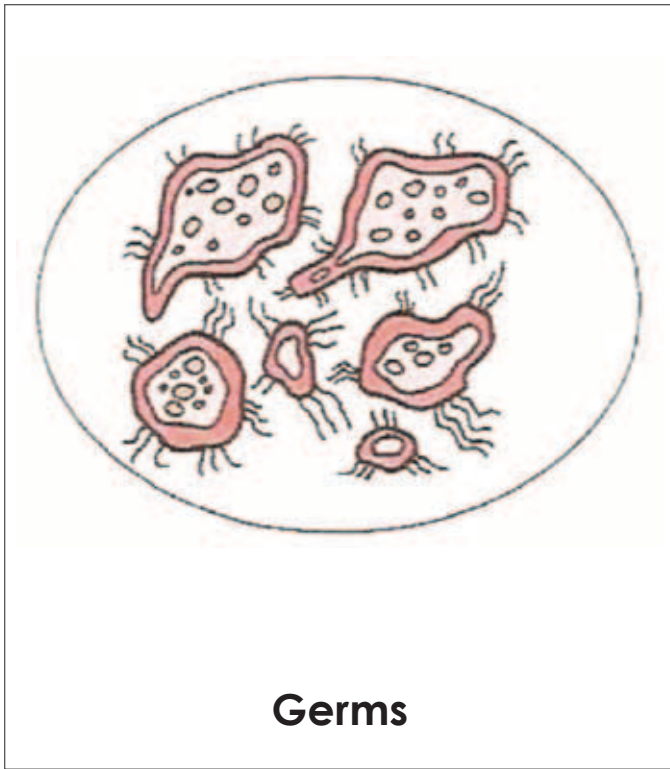
Heavy lifting



Electricity



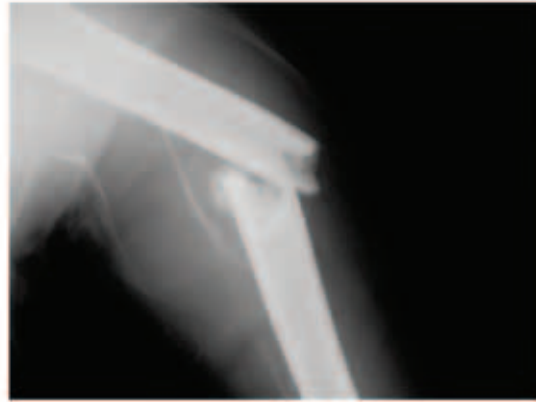
Toxic materials



3.4.2 Workplace Injuries



Sprains



Broken Bones



Cuts



Backache



Burns



Repetitive Strain



3.4.3 Effects of Hazardous Materials

These symptoms sometimes indicate the presence of hazardous materials.

 <p>headache</p>	 <p>vomiting</p>
 <p>dizziness</p>	 <p>rash</p>
 <p>cough</p>	 <p>sore eyes</p>

3.4.4 Photo Collection



Wet slippery floor



Old, Broken or Unguarded Equipment



Messy work area



Extreme heat



Ladders and Conveyors

Visuals from Microsoft Clipart



Pinch point



Overhead hazard – danger of falling material



Apron caught in mixer with no guarding



Forklifts passing





Assembly Line



Heavy machinery



Lifting and carrying



Flying sparks and particles



MODULE 4

HAZARDOUS MATERIALS AND WHMIS

MODULE 4: HAZARDOUS MATERIALS AND WHMIS

Objectives

To familiarize learners with the most common WHMIS symbols, with the hazards they represent and the ways they can protect themselves.

Vocabulary: WHMIS, MSDS. Learners may not need to know the names of the different categories as long as they associate the symbols with the concepts they represent.

4.1 Background Information

A knowledge of **WHMIS (Workplace Hazardous Materials Information System)** is mandatory in many workplaces. Although it seems complicated because of the new terminology, the basic concepts are simple.

The video training program “The Winning Label” is a cartoon version of the WHMIS training which needs no knowledge of English to be understood. It is recommended for all EAL learners. However it is also important for newcomers to become familiar with the language used on the labels and in the regular workplace training.

Another good source of visual material for low level learners is *Live Safe! Work Smart! Resources for teachers of students with special learning needs*. (See Resources Section for details).

The WHMIS System has 4 Components

1. A **set of symbols** that are used on labels identifying hazardous materials.





2. **MSDS sheets (Materials Safety Data System)**, usually stored in a binder in an accessible place in the workplace. These sheets give exhaustive information on each hazardous material, how to guard against mishaps and what to do in case of contamination. For our purposes, it is enough for learners to know that the sheets exist.











3. **PPE (Personal Protection Equipment)** must be available for all personnel handling dangerous goods. The equipment must be in good condition, must fit well and the workers must know how to use and take care of it.



4. **On-site Training** for all employees is also an essential part of the system.



What are the WHMIS symbols?

	Class A - Compressed Gas	Contents under high pressure. Cylinder may explode or burst when heated, dropped or damaged.
	Class B - Flammable and Combustible Material	May catch fire when exposed to heat, spark or flame. May burst into flames.
	Class C - Oxidizing Material	May cause fire or explosion when in contact with wood, fuels or other combustible material.
	Class D, Division 1 - Poisonous and Infectious Material: Immediate and serious toxic effects	Poisonous substance. A single exposure may be fatal or cause serious or permanent damage to health.
	Class D, Division 2 - Poisonous and Infectious Material: Other toxic effects	Poisonous substance. May cause irritation. Repeated exposure may cause cancer, birth defects, or other permanent damage.
	Class D, Division 3 - Poisonous and Infectious Material: Biohazardous infectious materials	May cause disease or serious illness. Drastic exposures may result in death.
	Class E - Corrosive Material	Can cause burns to eyes, skin or respiratory system.
	Class F - Dangerously Reactive Material	May react violently causing explosion, fire or release of toxic gases, when exposed to light, heat, vibration or extreme temperatures.



4.2 Classroom Activities

Activity 4.2.1: Making Hazardous Materials posters

Ask some general questions to find out what your students already know about WHMIS. Put up four or five WHMIS symbols on the board or post them around the room. Start with only a few of the most common symbols. Elicit words about the dangers posed by these materials. Use the Hazardous Materials visuals to clarify. (See WHMIS symbols posters and cards at 4.3 Visuals.)

Pin or stick appropriate pictures around each symbol.

Elicit the phrases:

- Can burn
- Can explode
- Can make you very sick
- Can burn your skin and eyes
- Will make you sick over time

Have learners add these phrases alongside the symbols and the photos. Over the next few days have learners accumulate information and examples of each of the hazardous materials and group them around the symbols. Include recent news items about accidents, photos, drawings, personal histories, etc. The aim is to create strong visual and anecdotal associations with each symbol. Gradually build vocabulary around the illustrations.

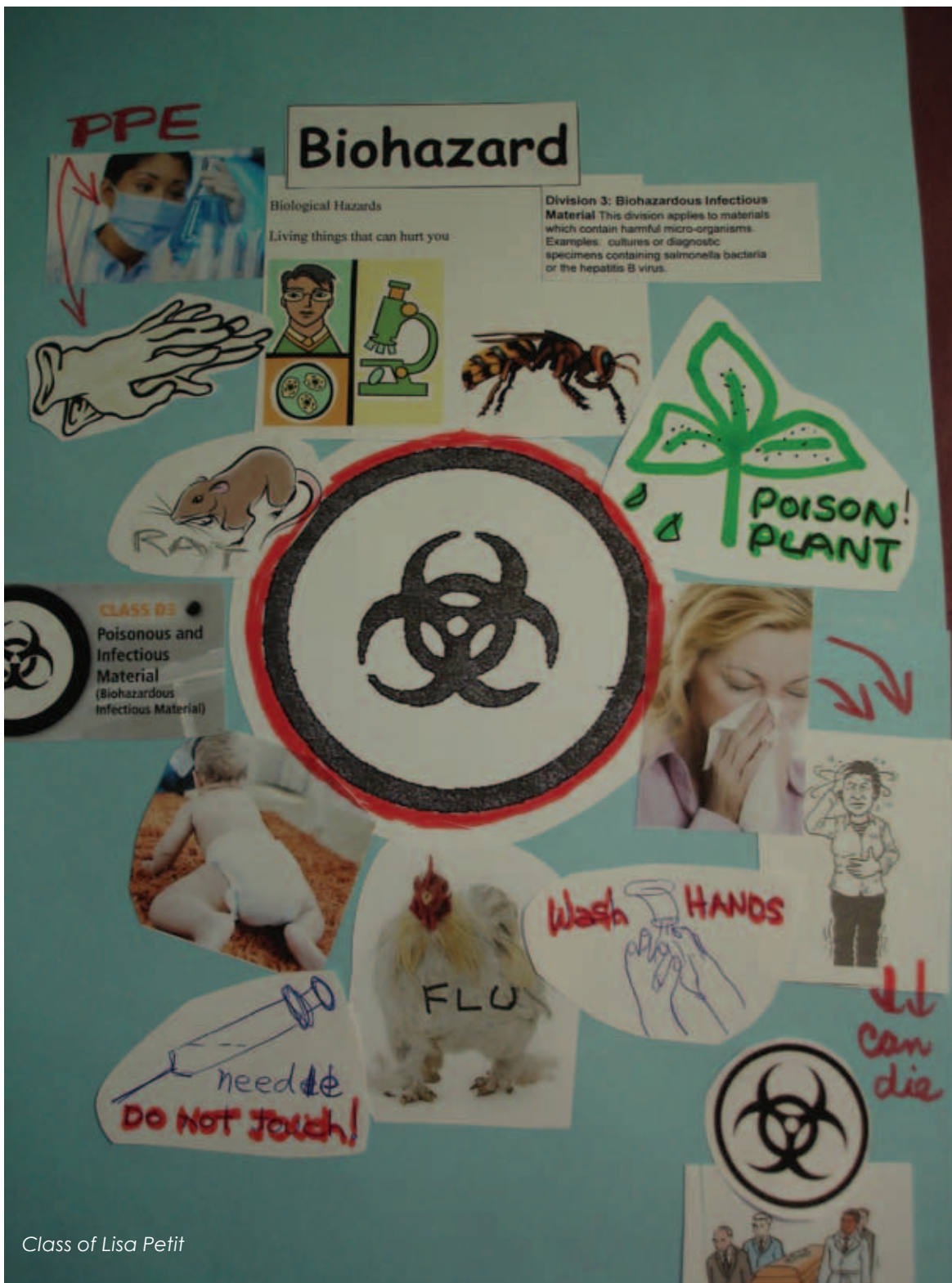
At some point, add the category names of the different groups of substances (Corrosive, Toxic, etc) as a title to the poster.

As the group learns more about handling hazardous materials, encourage them to add new illustrations, for example, examples of hazardous materials, parts of the body affected, PPE, emergency measures, case histories, etc.

Use masking tape or glue sticks that allow you to peel and re-stick. This will make the creation of the final poster easier.

Create a Poster

- Students use the information and images they have gathered or drawn to design a poster for each symbol. See sample photo below.



Class of Lisa Petit

Encourage students to look for symbols on cleaning products, paints, chemicals used at work, etc.



Option: Ask students to write as many materials as they can think of in each category. Allow the use of dictionaries. Ideally, the group will have experience from many workplaces. Be sure they include common items such as bleach and gasoline.

Be sure the distinction is clear between the immediate and possible lethal effects of poison and the possible long term effects of toxic materials.

Activity 4.2.2: How poison enters your body

Use Poster 4 “Ways of Entry into the Body” to discuss how toxic materials enter your body. Emphasize the fact that these materials can enter the body in many ways, not only through your mouth.

Continue to add graphics and messages to the WHMIS posters throughout the rest of the Module. The following activities deal with how you can protect yourself when dealing with toxic materials.

Activity 4.2.3: Feeling ill


Use Poster Feeling Ill to review illness and to describe the effects toxic materials can have. Use words like sore eyes, cough, nausea, dizziness, rash, (chemical) burn. See if students can match these symptoms with some of the chemicals they identified in Activity 2 (above).

Students may add the “illness” pictures to the WHMIS posters (Activity 1).

Activity 4.2.4: Personal Protective Equipment for Hazardous Materials

Use posters from Module 5.3 PPE and cards from 4.3 Personal Protection.

Pin up some pictures of PPE and ask students what part of the body each piece of equipment protects. Practice the names of the equipment aloud and use the matching cards to practice reading and saying the names. Play games that require learners to lay the three cards together. Have them make sentences like the examples below.

	safety glasses	protect your eyes
---	-----------------------	------------------------------

Use safety glasses to protect your eyes!

Activity 4.2.5: Reading a WHMIS label

Show the hazardous materials symbols on household products. Show how they are similar to Workplace labels. In the workplace the labels are necessary. Products must have a label.

On the overhead, show a slide of the label. Show the information included on the label.

Emphasize the key words:

The label has a dangerous material symbol

Tells you the name of the material

Why the material is dangerous

What to do in an emergency



Distribute Handout 4.2.5 WHMIS Label. Ask learners to identify (circle) these parts of the label:

Name of the Material

WHMIS symbol

Why the material is dangerous

How to protect yourself

What to do in an emergency



Activity 4.2.6: Talking about toxic effects

Use the poster “Feeling Ill” to practice and review talking about toxic effects.

Create situations for role play similar to the following:

Supervisor: Are you OK?
Jim: This product makes me dizzy!
Supervisor: Let’s open the window. We need ventilation.
Jim: Whew! That’s better!
Supervisor: See the label? It says “use in a ventilated area”.

Margie: Your eyes are red!
Wong: Yeah! They’re sore.
Margie: Look at the label. This product is corrosive.
Wong: What should I do?
Margie: Go to the eyewash station and wash your eyes with lots of water.

Activity 4.2.7: Listening to a WHMIS story

*The idea for this exercise comes from the Picture Process Dictionary which contains many good picture stories from the workplace. See details in the Resources Section.

Text of the story (simplified from the original):

1. Amy sees the WHMIS label.
2. She reads the MSDS sheet.
3. She opens the window to ventilate the room.
4. She puts on her PPE.
5. The chemicals make Amy’s eyes water.
6. Amy washes her eyes.
7. She has a rash on her skin.
8. She washes her hands and arms well.

Use the “Listening Activity” flash cards or handouts to help students understand the listening text. Use any of the following activities:

- Pin up the flash cards and have students identify which picture you are talking about.
- Cut out and jumble the pictures from the handout and have students put them in order as they listen.
- Supply the captions in writing and ask students to match the captions to the pictures.
- Practice the sentences aloud and have learners choose a picture to talk about.

4.3 Handouts

Handout for Activity 4.2.3: Feeling ill

What hazardous material might have caused each of these symptoms?



headache



vomiting



dizziness



rash



cough



sore eyes



Handout for Activity 4.2.7: A WHMIS Story

1



2



3



4



5



6



7



8



Listening Exercise—A WHMIS story

Listening Exercise

Your teacher will describe one of the pictures. Write the number of the picture in the space.

For example, your teacher says: **The chemicals make Amy's eyes water.**

Picture number 5 shows Amy's eyes watering. Write 5 in the space.

- | | |
|-------------------------------------|-------------------------------------|
| 1. Picture number <u> 5 </u> | 5. Picture number <u> </u> |
| 2. Picture number <u> </u> | 6. Picture number <u> </u> |
| 3. Picture number <u> </u> | 7. Picture number <u> </u> |
| 4. Picture number <u> </u> | 8. Picture number <u> </u> |

Teacher's script:

- | | |
|---|---|
| 1. The chemicals make Amy's eyes water..... | 5 |
| 2. Amy washes her eyes. | 6 |
| 3. Amy reads the MSDS sheet. | 2 |
| 4. She sees a rash on her skin..... | 7 |
| 5. Amy sees the WHMIS label..... | 1 |
| 6. She washes her hands well. | 8 |
| 7. She puts on her personal protective equipment..... | 4 |
| 8. She opens the window to ventilate the room | 3 |

Speaking Exercise

Cut out and distribute pictures. Have students retell the story by making sentences about each one of the pictures. Start with Number 1.

Retell the story in the past tense.



Handout for Activity 4.2.5: Reading a WHMIS label

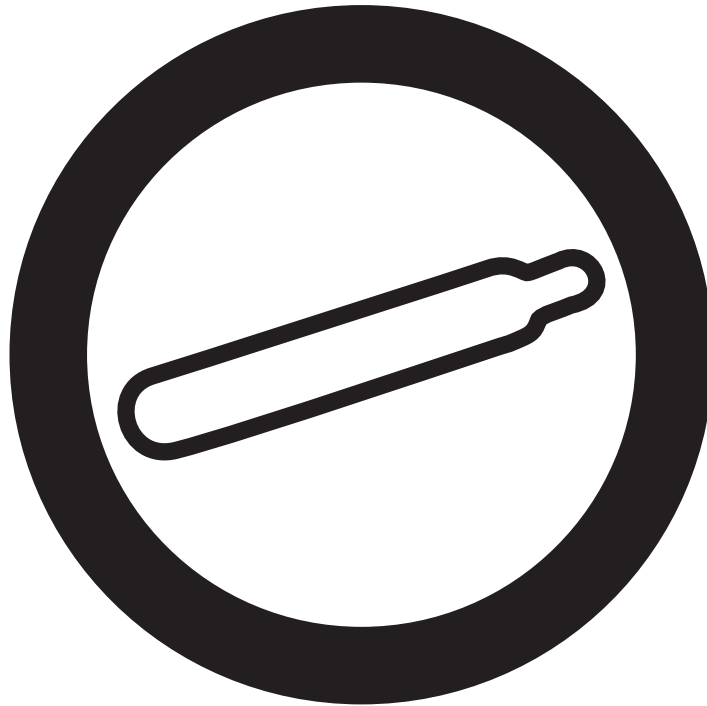
Find and circle these parts of the label:

1. Name of the Material
2. WHMIS symbol
3. Why the material is dangerous
4. How to protect yourself
5. What to do in an emergency

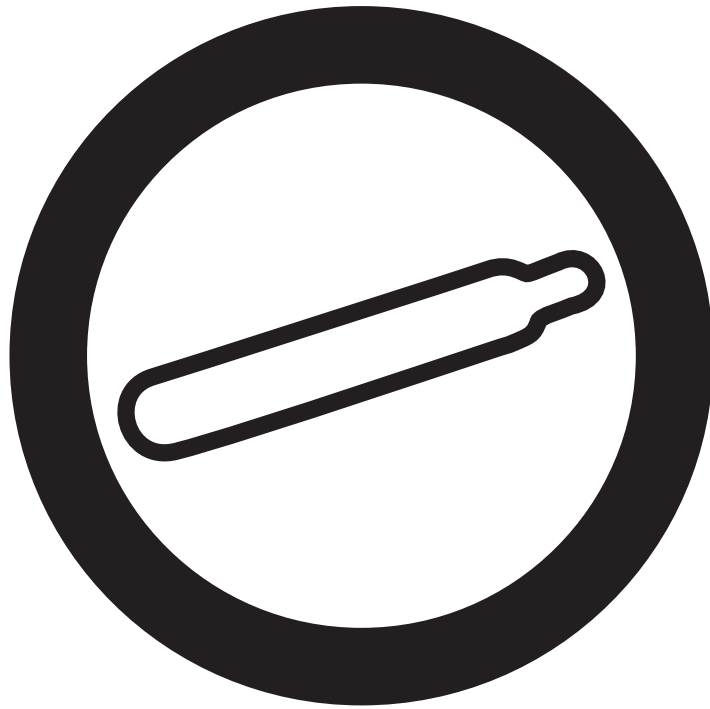


4.4 Visuals for Hazardous Materials and WHMIS

WHMIS Symbols













Can burn

Can explode

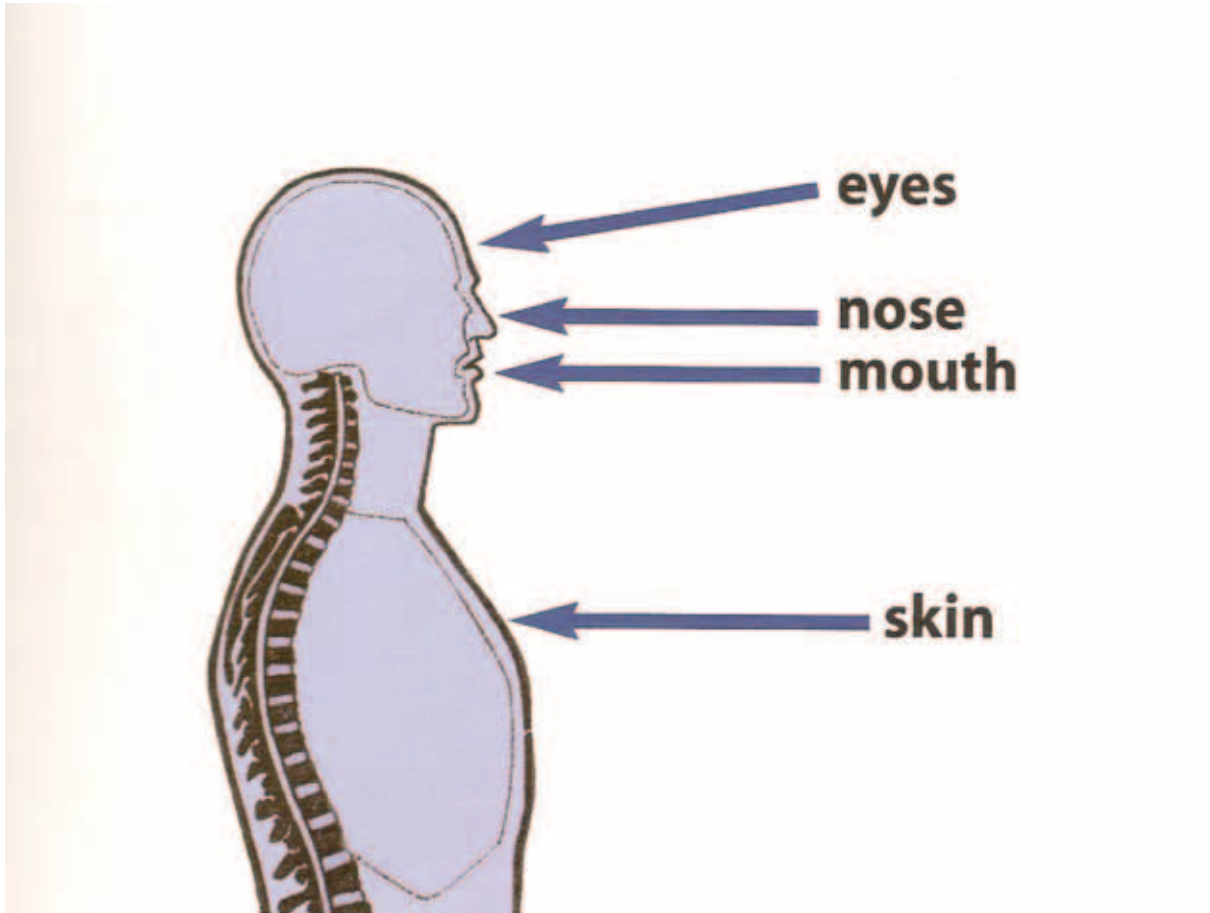
Can make you very sick

Can burn your skin and eyes

Will make you sick over time

Biohazard–Will make you sick

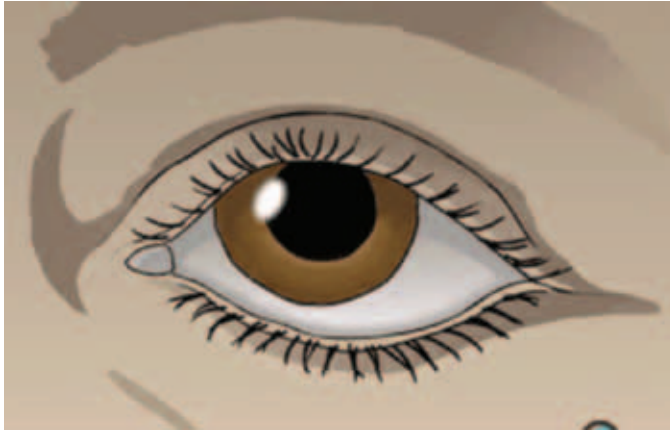
4 Ways into the Body



From Live Safe! Work Smart! C Queen's Printer for Ontario 20, reproduced with Permission



Ways of Entry into the Body



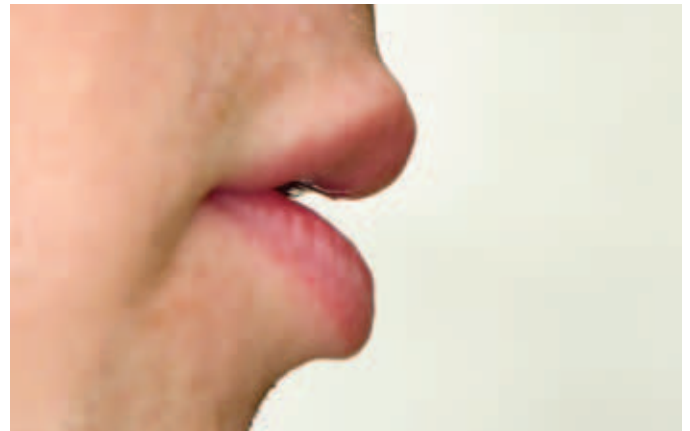
through the eyes



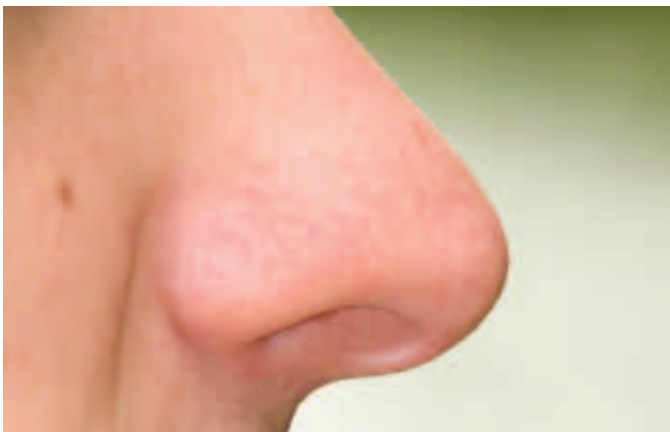
through the lungs



through the skin







through the mouth



through the nose

Gail Foote-Leylek

Personal Protective Equipment for Hazardous Materials

	safety glasses	protect your eyes
	goggles	protect your eyes
	dust mask	protect your lungs
	work gloves	protect your hands

Visuals from Microsoft Office Clipart

WHMIS Hazard Symbols

CLASS A
Compressed
Gas



CLASS D2
Poisonous
and Infectious
Material
(causing other
toxic effects)

CLASS B
Flammable and
Combustible
Material



CLASS D3
Poisonous and
Infectious
Material
(Biohazardous
Infectious Material)

CLASS C
Oxidizing
Material



CLASS E
Corrosive
Material

CLASS D1
Poisonous
and Infectious
Material
(causing immediate
and serious effects)



CLASS F
Dangerously
Reactive
Material



MODULE 5

WORKING SAFELY



MODULE 5: WORKING SAFELY

Outcomes

Appropriate dress in the workplace. Vocabulary: loose, tight, fastened, long, tread, zip up, laces, appropriate, allowed, required.

PPE: Personal Protective Equipment. Names of most common personal safety Equipment particularly that used in light industry.

Guarding machines. (Optional) exploration of different kinds of machines and the names of some moving parts.

5.1 Background Information

Advice about dressing appropriately for work is often directed at teenagers who tend to be more concerned about their image than they are about safety.

Newcomers sometimes are concerned about preserving their ethnic dress and must be informed about safety issues and laws, particularly those surrounding entanglement, the risk of getting clothing pulled into moving machine parts. Sometimes a compromise has to be worked out which allows newcomers to keep parts of their native look while working safely. Legislation is on-going over the use of hard hats vs. turbans on construction sites.

A wide range of PPE (Personal Protective Equipment) is represented in the posters. Choose only the ones that are most relevant to the experience of your learners.

5.2 Classroom Activities

Activity 5.2.1: Dressing for safety

Discussion: Look at the posters from Introduction: Ready for Work. Discuss the following:

- What clothes are these workers wearing?
- What kind of shoes do they wear? Why?
- Are they wearing loose clothes?
- Are the clothes comfortable?

Read Handout **Dress Regulations** and ask learners to circle any unknown words. Discuss the possible meanings of these words given the context.

Using the **5.3.1 Dress for Safety Cards**, to practice reading and talking about safety requirements.

Suggested activities:

- Cut out and laminate the cards and distribute a set to each table. Have learners match the text cards to the pictures.
- Provide a large, red marker) to each table. Use dry erase so that it cleans off the plastic laminate easily, not a highlighter which won't write on plastic. Ask learners to mark the unsuitable pictures with a "forbidden" sign; large red circle and diagonal slash.



- Ask learners to present pairs of pictures and explain which clothing is appropriate and why.

Activity 5.2.2: Ethnic Dress

Discussion:

Show some photos of people in Ethnic dress and talk about how people dress for work in the learners' homelands. Discuss how some ethnic clothing is not suitable on the job, particularly in light industry. For example:

- Sari—loose clothing can easily get caught in the moving parts of machines.
- Sandals—in the workplace, there are often hazards on the floor or falling objects that could hurt your feet.
- Head scarf—has loose trailing ends. A cap or hairnet is safer.

Reading:

Handout 5.3.2: Distribute reading selections handout to small groups. Ask them to discuss how the supervisor might deal with the situation. Have each group report back.

Listening:

Handout 5.3.2: Play the role of Safety and Health Representative talking to each of the characters. Repeat as often as needed and encourage questions. Use the illustrations to help comprehension.

Advise new workers to talk about their clothing preferences with their supervisor or manager. Usually they will be able to find a safe way to wear what is comfortable for them.



Activity 5.2.3: Body Parts and Injuries

Handout 5.3.3 Brainstorm with your students to review the parts of the body. Have students write as many names of body parts as they can remember on the board. Have students label the **Body Parts Handout** to practice and consolidate the vocabulary.

- Hand
- Back
- Head
- Feet
- Lungs
- Mouth
- Nose
- Eyes
- Ears
- Shoulder



If learners don't know the name of a body part, encourage them to point to the part and ask questions.

What is this?

What do you call this?

What is the name of this part?

Injury Statistics Activity

People often get hurt at work. What part of the body do you think is injured most often? Ask learners to put a red spot on 3 body parts (Body Parts Handout) that they think are hurt most often at work.

When the students have marked the sheet, distribute **Handout: Injury Statistics in Manitoba**. On one clean copy of the body, have students mark the most common injuries and post the page in the classroom.

Note that Multiple injuries include many back injuries and that back injuries are the most common over all. The statistics come from the Worker's Compensation Board of Manitoba therefore they only reflect reported injuries.

Activity 5.2.4: Personal Protective Equipment

PPE posters can be printed with or without the captions at the bottom. Place Posters around the room. With very low levels, use no more than 5 posters.

Ask learners, How do we protect our (...hands....)?


Allow time for them to indicate the appropriate poster, then attach the vocabulary cards with bluetac and practice pronouncing the word (...gloves....).

Take down the vocabulary cards and hand them out to the learners. Ask them to re-attach the right word to each poster.

Activity 5.2.5: Card Games

The PPE matching cards can be used in many ways. Cut up the cards in Handout 5 and have students match them or use them in games.

You might have them make three columns on a page and paste the pictures and words in two columns. In the third they can write in the parts of the body that are protected by this device. Using the completed page for cues, they can make sentences about the PPE. For example:

	<p>gloves</p>	<p>hands</p>
---	----------------------	---------------------

Sentences: “Gloves protect our hands.” Or “We should wear gloves to protect our hands.”

Activity 5.2.6: Fire Safety

Introduce the fire safety devices and equipment in your building. If learners are familiar with the names of the devices, have them do a treasure hunt, checking off the items on their list.

See the Visuals file for cards showing Fire Safety Equipment or have the students use a digital camera to make their own collection.



Review and practice vocabulary by playing card games with the picture cards. Note: fire safety pictures are on page 103, 5.4.4, 5.2.3.

Role play asking questions about equipment. For example:

- A. Where is the fire extinguisher?
- B. It's near the stairs.
- A. What does it look like?
- B. Here's a picture of it.

Activity 5.2.7: Using a Fire Extinguisher

Take the class to look at the fire extinguishers in your location. Where possible, read the instructions. Try using a digital camera to get a copy of the instructions that you can use in class.

Learn how to use a fire extinguisher following the PASS words. (See handout 5.2.7)

Vocabulary: pull pin, aim, squeeze, release, sweep, foam.

Activity 5.2.8: Use Machines with Care

Review Machines with moving parts

1. Discussion: How should you dress if you work around machines with moving parts?
(Hair tied back, hat or scarf or hairnet if needed. No loose sleeves or shirttails. No long nails or jewelry. Work boots, coveralls, gloves etc as needed.)
2. Discussion: Many incidents occur during cleaning or maintenance. Why?
Worker forgets to switch off the machine and take proper precautions to see that the machine cannot start operating while he is handling the parts. Explain Locking out, the precaution of putting locks and tags on machines that are undergoing repair to ensure that the machine cannot accidentally start up while cleaning or maintenance are in progress. See Visual, Locking Out.
3. Show the Poster: Machine Guards.
4. Show pictures from the Hazard Alert graphics and help the learners write sentences about the incidents that happened. Hazard Alerts are found at the SafeWork BC site. Actual incidents are described and represented graphically.

5.3 Handouts

Note: Handouts are numbered to match the suggested activities in 5.2. Larger pictures and coloured cards are found in the 5.4 Working Safely Visuals File.

Handout for Activity 5.2.1: Dress Regulations for Packing Floor



-----Food Processing-----

**No loose clothing.
Shirts must be tucked in and zippers closed.**

No scarves or loose strings.

No loose, baggy sleeves or loose fingered gloves.

Hair nets must be worn or hair must be tied back.

No jewelry allowed. No watches or wedding rings.

Work boots or flat, laced shoes required.

No sandals or high heels.

No nail polish.

See Dress for Safety Cards in Visuals



Handout for 5.2.2: Ethnic Dress and Safety (Reading)

Read the story and decide why the employer does not want the worker to wear the clothing they like.



Case 1: Rupinder works for a caterer. She makes bread. The boss tells Rupinder not to wear her sari to work. He tells her to wear pants and a short smock. Rupinder does not like to wear pants. She is angry.



Case 2: Jamal wears a turban all the time. He wants to work for a construction company. The boss tells him he cannot wear the turban on the construction site. Jamal thinks he will have to quit his job.



Case 3: Misha is training to work in a food processing plant. Misha likes to wear high heeled sandals to work. The sandals make her look tall and feminine. The instructor tells Misha not to wear sandals to work. Misha thinks that the instructor is jealous of her.



Case 4: David operates a drill. David has a lot of jewelry from his home country. In his country jewelry is a sign of social status. When he wears it to work the boss asks him to take it off. Jamal is offended.



Case 5: Kalima is training to be a health care aide. Kalima has long beautiful hair. The instructor tells Kalima that she must tie her hair up or wear a hair net. Kalima comes to work the next day with her hair loose.

Listening text for 5.2.2

Remember to choose only the texts that are most relevant to your learners.

Instructions: Listen to the Health and Safety Representative speaking to each of these workers. Ask your instructor to repeat as often as you need. When you have listened to the text, answer your teacher's questions and discuss what the worker should do.

Case 1: Good morning Rupinder. I wanted you to come into the kitchen today. I want to show you the machines you will be working with. This is the mixer. You can see it is very big. These machines are very strong. If your sleeves are caught in the mixer, it will pull your arm in very quickly. You can break your arm in a moment. You must not wear anything loose that can get caught. All your clothes must fit tightly. Your sari is too dangerous. Maybe you could wear a smock and a tight fitting skirt.

(See Hazard Alerts at ©WorkSafeBC for the story behind the incident in the picture)



Case 2: Jamal, I have to talk to you for a moment. I see that you are not wearing your hard hat. It's very important for everyone to wear it all the time when you work here. Sometimes things fall from the building and they can be dangerous. This construction company is responsible for the safety of the workers. I know that your turban is important to you, but it is more important to work safely. I'm sorry, but if you don't wear a hard hat, you can't work here.



Case 3: So, Misha, you are ready to start work at the food processing plant tomorrow. I want to take you to visit the floor where you will be working. It is a bit cold in here, so you need to dress warmly. You can see that the floor is slippery because of water and food scraps. These workers stand for long hours at their workstations. For tomorrow buy some work shoes with a good tread.

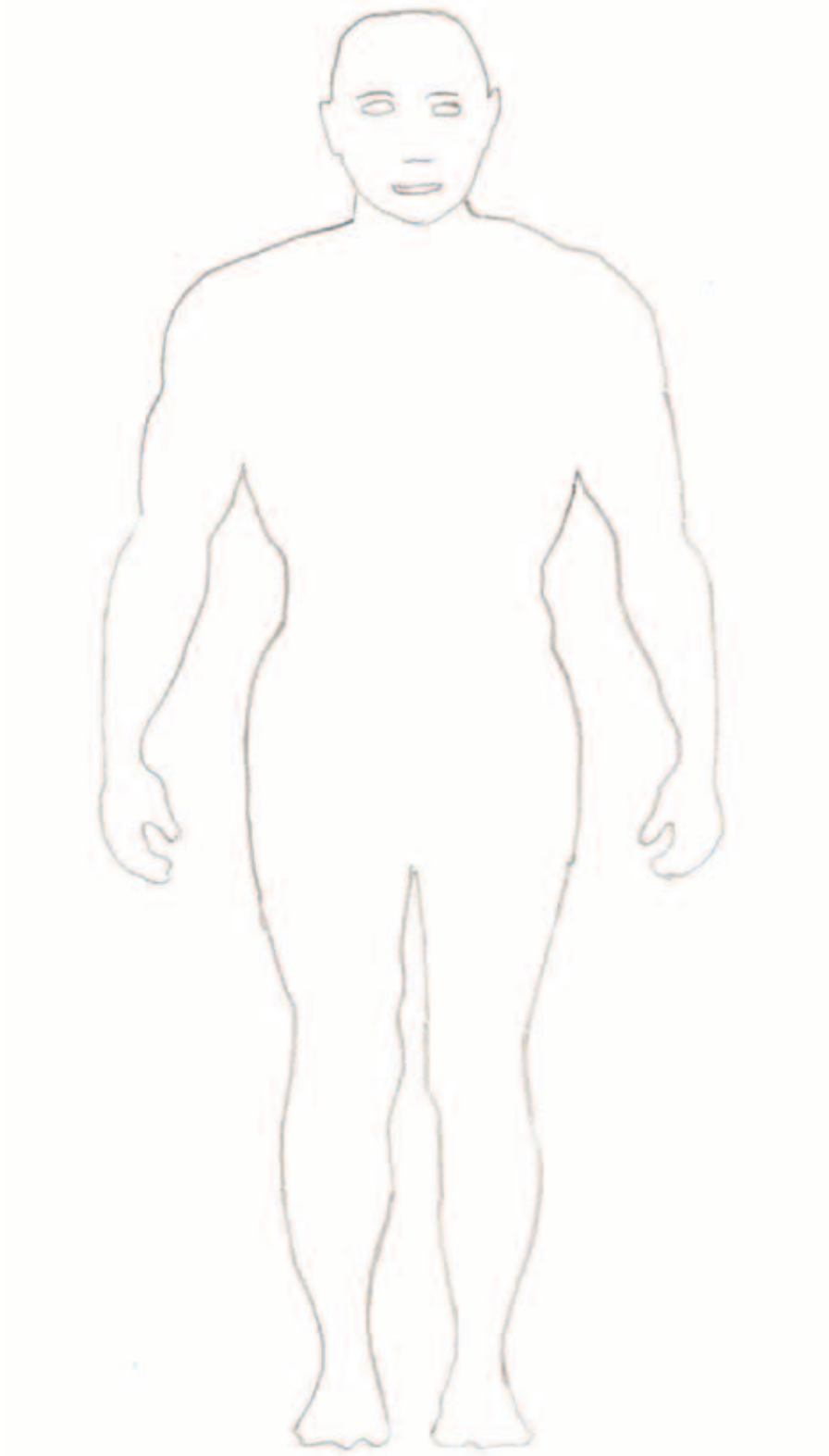


Workplace Safety and Health Manitoba

Case 4: David, I'm concerned about the jewelry you are wearing. It's very dangerous to work around machines when you are wearing rings or chains. If anything metal gets caught in the machine it can cut you badly. It can even cut your finger right off. You can leave your jewelry in your locker, if you want. But really, it would be safer to leave everything at home, even your watch and wedding ring.

Case 5: Hello Kalima! Your supervisor tells me that you are having a problem with the hair net. Everyone on this floor has to tie up their hair. Let me explain why we have this rule. The patients can catch diseases from the germs we carry on our hands and bodies. Thousands of bacteria can hang on to just one hair or to our hands. That's why we have to wear rubber gloves and hair nets at all times. It's the rule for everyone.

Handout for Activity 5.2.3: Body Parts and Injuries



Which parts of the body do you think is injured most often? Mark 3 parts with a red dot.



Most Frequent Injuries Reported in Manitoba in 2007

<i>Part of Body Injured</i>	<i>Year of Injury or Illness</i>
	2007
Hand/fingers	7159
Multiple*	6277
Lower Back	5045
Lower Leg	3395
Lower Arm	2774
Eyes	2568
Shoulder	1573
Foot/toes	1153
Head	746
Hearing	742

Taken from Manitoba Workplace Injury and Illness Statistics 2000 – 2007

Multiple means more than one injury. Many multiple injuries include back injuries. In fact back injuries are the most frequent.

Handout for Activity 5.2.4: What PPE are these workers wearing?



1. _____

2. _____

3. _____



4. _____

5. _____



6. _____













7. _____

safety glasses • hard hat • gloves • ear plugs • hair net • work boots • mask

Visuals from Safety and Health Manitoba and MS Clip Art



5.2.4 Review: Personal Protective Equipment

-  protect my _____ loud noise.
-  protect my _____ from chemicals, dust and flying things.
-  protect my _____ from loud noise.
-  protect my _____ from chemicals, dust and flying things.
-  protects my _____ from flying things.
-  protects my _____ from fumes.
-  protect my _____ from cuts.
-  protects my _____ from chemicals or food.
-  protect my _____ from heavy weight.
-  keeps my _____ from going into the machine or into the food.
-  protects my _____ from dust.
-  protects my _____ from falling things.

From Work Start

Handout for Activity 5.2.6: Fire Safety

Be sure you know where you can find safety equipment. Can you find these safety devices in your building?

- | | | | |
|-------------------------|-------|------------------------|-------|
| 1. Eyewash Station | _____ | 7. First Aid Kit | _____ |
| 2. Emergency exit signs | _____ | 8. Guardrail on stairs | _____ |
| 3. Emergency lighting | _____ | 9. Heat detector | _____ |
| 4. Fire Alarm | _____ | 10. Security System | _____ |
| 5. Fire extinguisher | _____ | 11. Smoke detector | _____ |
| 6. Fire Pull Station | _____ | 12. Sprinkler | _____ |

Handout for Activity 5.2.7: Using a Fire Extinguisher

Use a fire extinguisher if the fire is small and not dangerous.

Remember the word: **P A S S**



Pull the Pin at the top of the extinguisher. When you pull the pin you can use the extinguisher.



Aim at the bottom of the fire, not at the flames. Stand several feet away to do this. Do not get too close to the fire.



Squeeze the lever slowly. Foam will come out of the extinguisher. When you release the handle, the foam will stop coming out.



Sweep from side to side. Using a sweeping motion, move the fire extinguisher back and forth until the fire is completely out.

From Work Start, L.R. Visuals from www.cbfiredept.com



5.4 Working Safely Visuals

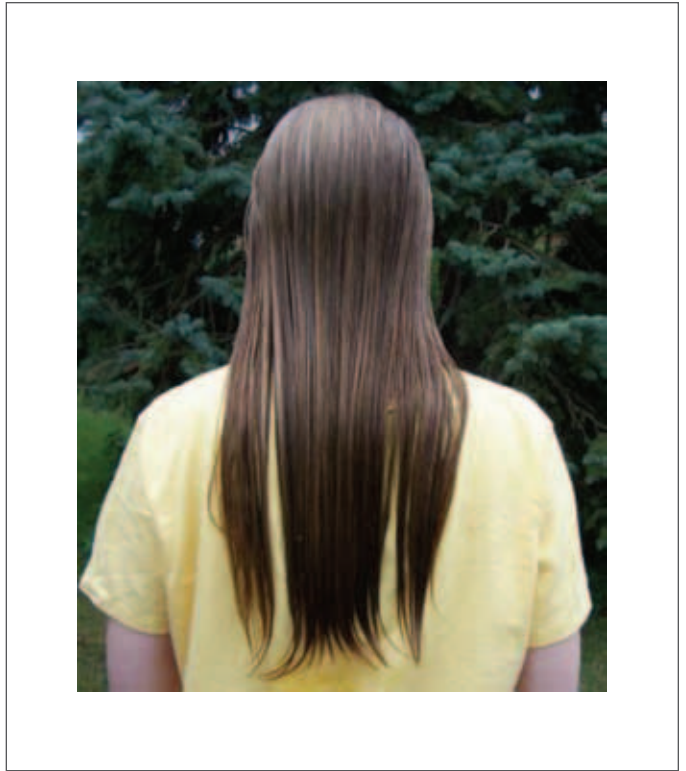
Personal Protective Equipment

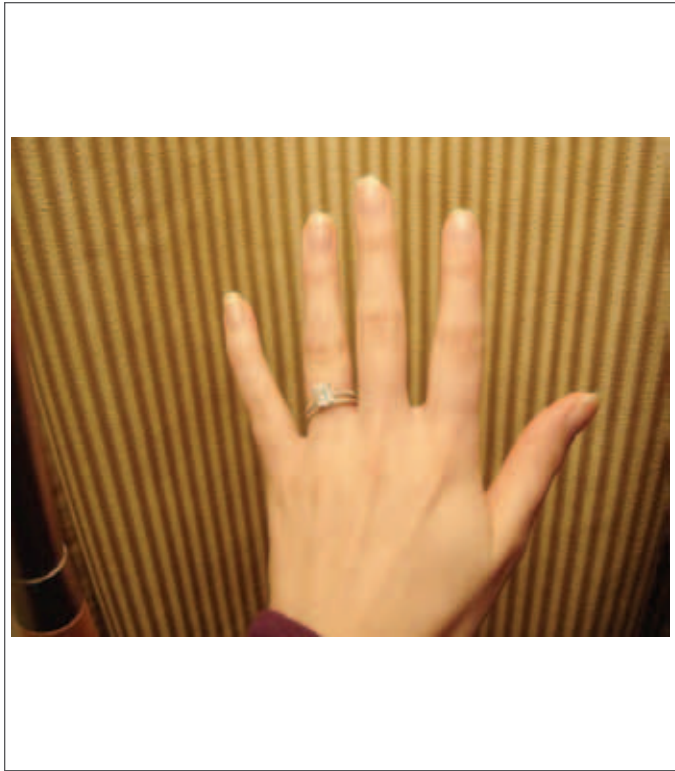
- Ear plugs
- Ear muffs
- Safety shoes (Showing tread)
- Work boots
- Goggles
- Safety glasses
- Face shield
- Mask
- Respirator
- Apron
- Coveralls
- Goggles
- Gloves

(Note: Choose only the pictures that are relevant to your students' experience and interest.)

5.4.1 Dress for safety cards







Do not wear
loose strings

Do not let your
shirt hang out
of your pants

Do not wear
loose scarves

Do not wear
sleeves that
are baggy or
loose



Do not wear
unzipped
clothing

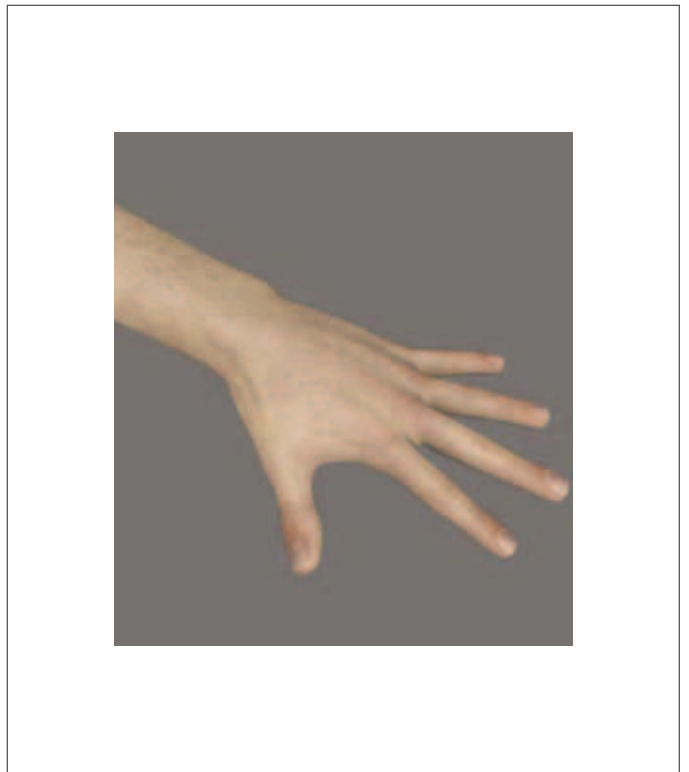
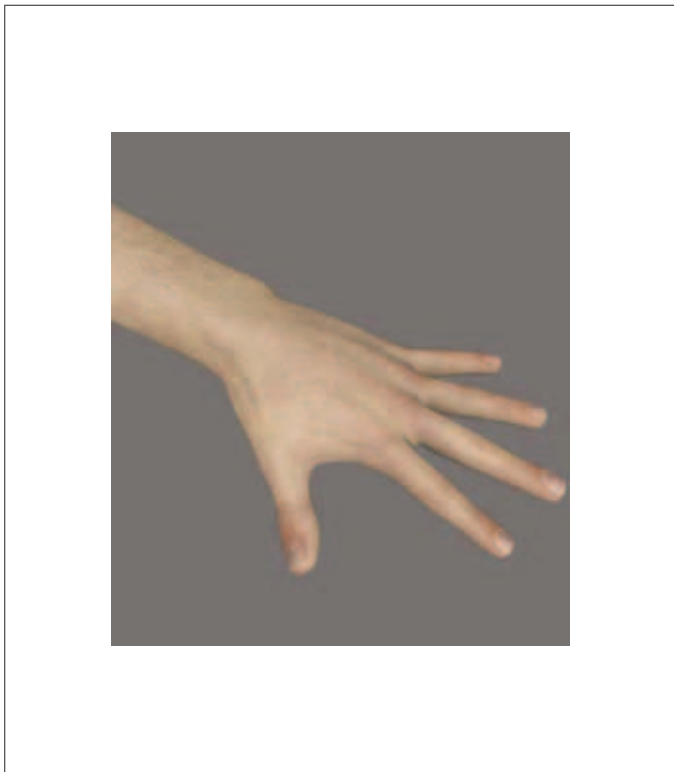
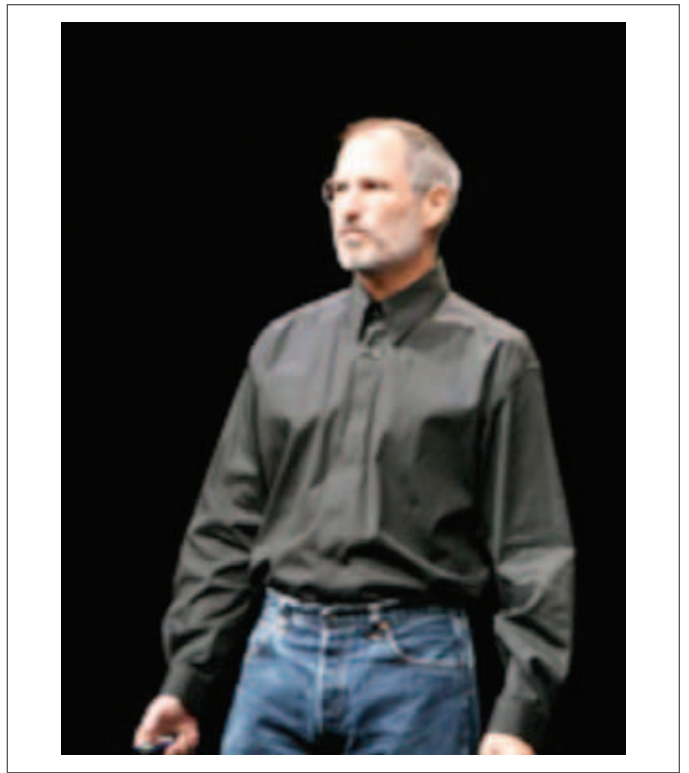
Do not wear
long hair loose

Do not wear
jewellery

Do not wear
a watch

Do not wear
your wedding
ring









5.4.2 PPE posters



ear muffs



ear plugs



safety shoes



work boots



goggles



ear plugs



face shield



mask



respirator



apron



coveralls






goggles



gloves

5.4.3 Card games with PPE

	<p>gloves</p>	<p>hands</p>
	<p>earmuffs</p>	<p>ears</p>
	<p>earplugs</p>	<p>ears</p>
	<p>safety shoes</p>	<p>feet</p>



	<p>work boots</p>	<p>feet</p>
	<p>goggles</p>	<p>eyes</p>
	<p>face shield</p>	<p>face</p>
	<p>mask</p>	<p>nose and mouth</p>

	<p>respirator</p>	<p>nose, throat and lungs</p>
	<p>apron</p>	<p>skin and clothes</p>
	<p>coveralls</p>	<p>skin</p>
	<p>safety glasses</p>	<p>eyes</p>



	<p>rubber gloves</p>	<p>hands</p>
	<p>rubber apron</p>	<p>clothes and body</p>

5.4.4 Fire Safety





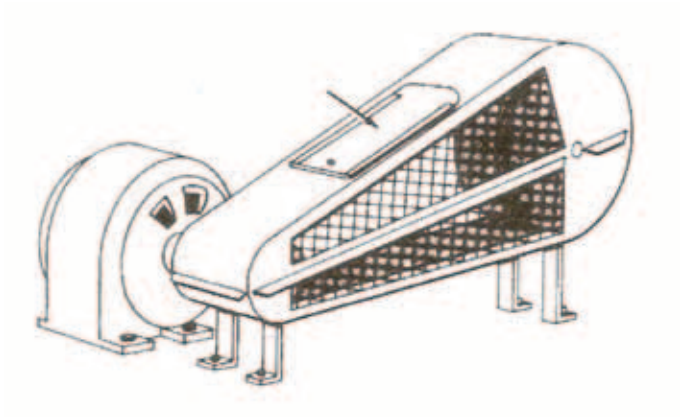
5.4.5 Machine Guarding poster



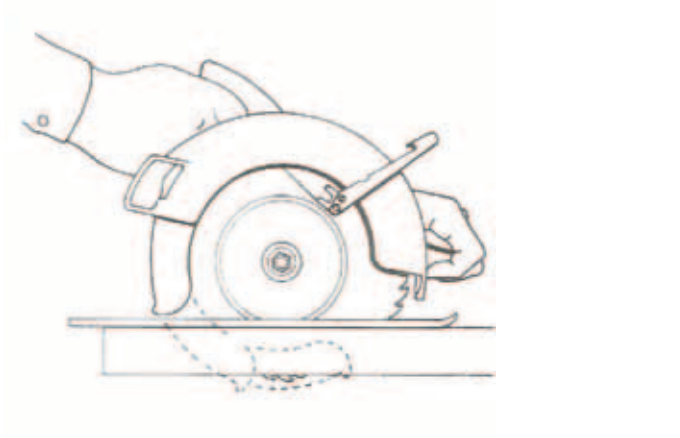
without guard



with guard



belt with guard



saw blade with guard

5.4.6 Hazard Alert posters



**No guard on the slicer.
Blade continued to turn and cut the worker's hand.**

Hazard Alert, ©WorkSafeBC



**Worker was repairing the machine and the machine started up suddenly.
The machine should be switched off and locked out before doing repairs.**

Hazard Alert, ©WorkSafeBC



**Not using proper equipment.
Should use a proper ladder.**

Hazard Alert, ©WorkSafeBC



**Not taking care with hazardous material.
Compressed gas explodes when cylinder is dropped.**

Hazard Alert, ©WorkSafeBC



**Wearing loose clothing.
Sleeve caught in mixer and broke worker's arm.**

Hazard Alert, ©WorkSafeBC



Worker crushed by forklift.

Hazard Alert, ©WorkSafeBC



MODULE 6

SAFETY IN LIGHT INDUSTRY

MODULE 6: SAFETY IN LIGHT INDUSTRY

Objectives

In this unit we will look at some hazards that are common in light industry but often apply to other sectors.

The exercises on giving instructions for proper lifting will go well with teaching imperatives (Do's and Don'ts). The module includes two listening exercises, one on warning posters and another on workplace housekeeping—keeping your work station tidy. Finally, learners practice reporting a hazard to their supervisor and writing a simple incident report.

6.1 Background Information

The language needed in each industrial setting will be different. However there are a few topics that are universal.

Be sure to see Modules 3 to 4 for information on WHMIS (Workplace Hazardous Materials Information System), Machine Guarding and the importance of maintaining a tidy workplace. All three are very relevant to industry.

Topics in this sector include proper lifting and carrying, reporting a hazard and writing an incident report.

The module contains Warning Symbols posters provided by the Canadian Manufacturers and Exporters, Manitoba Division. These symbols are typically used as reminders to workers in different industrial settings.

The photo collection comes from Microsoft Clipart and from SAFE Work Manitoba. The Ergonomic posters come from CCOHS and from Live Safe! *Work Smart!* The exercise *Ending the Workday* comes from *Everyday Activities, Picture Process Dictionary*. The Exercise, *A Healthy Workplace*, comes from *Key Vocabulary for a Safe Workplace*. See the Resources Section for details.



6.2 Classroom Activities

Activity 6.2.1: More discussion of Hazards

Use photos from the Visuals Section to show different industrial workplaces and discuss further workplace hazards. Ask students to contribute their own pictures to make the collection more relevant to their interest and experience. The photos represent some hazards not mentioned elsewhere in this resource:

- Working in a confined space (danger of suffocation or entrapment)
- Working on ladders and scaffolds (falls)
- Handling animal products (biohazards and cold environment)
- Handling large quantities of material (concentrated chemicals, drowning in vats)
- Working around large machines (overhead hazards, being pulled in and crushed, struck by moving parts)
- Cleaning and maintaining machines (machine pieces move unexpectedly)
- Handling power tools (proper guards and PPE needed)

Activity 6.2.2: Warning Symbols

Discuss the symbols used on the Posters showing Industry Warning Symbols in the Visuals Section of this module. Introduce workplace situations similar to the ones below. Ask learners to indicate which posters would be a good reminder to put on the wall in each situation.

1. Bong and his co-workers lift heavy boxes in the storeroom.
2. In this section, there are machines with moving parts.
3. When I shovel snow, I lift the shovel and twist to throw the snow aside.
4. Men are working on the construction site. Sometimes materials or tools fall from the roof.
5. The machines in this area make a lot of noise all day.
6. This machine has big gears and rollers.
7. The floors in the packing plant are always wet. We have to wear boots with a good tread.

If this exercise is relevant, try the listening exercise on Warning Symbols in the Handouts Section.

Activity 6.2.3: Reporting a Hazard to your Supervisor

Using the cards for Reporting a Hazard (see Handouts section), ask learners to choose the hazards that they see in their workplaces. Discuss how you might approach your supervisor to draw the hazards to his attention. Make suggestions about how to improve the situation. It's important to do this in an appropriate manner.

Discuss:

- Tone of voice
- Body language
- Greeting and introduction of the topic
- Suggestion
- Closure

Prepare one or two sample role plays. For example:

Worker: Hi Carla, do you have a minute?

Supervisor: Sure. What can I do for you?

Worker: The light doesn't seem to be very good in my area.

Supervisor: What's the problem?

Worker: Well, my eyes are getting sore. I think the bulb isn't strong enough.

Supervisor: Let's have a look!

When students have done the role play, have the listeners suggest more solutions:

Maybe you need a 100 watt bulb.

Maybe the lamp needs to be closer.

Activity 6.2.4: Giving Instructions about Ergonomics (role play)

Bring large empty cardboard boxes and a snow shovel to the class to demonstrate.

Using the posters in Handout Section which show proper lifting techniques, have learners demonstrate and talk about safe lifting.

Role play giving instructions to each other.

Suggestion: have students dramatize polite vs. abrupt manners of giving instruction.



These posters are from Live Safe! Work Smart! and from CCOHS manuals. Any good graphic representations of ergonomic advice can be used.

Examples:

1. Put your feet closer to the box.
Bend your knees.
Lift with your legs.
2. Keep your feet apart.
Don't twist your body.

Activity 6.2.5: An Incident Report Form

Invite students to describe an incident they know of in their workplace. If none of the students know of a real incident, use the Hazard Alert pictures (Module 3). Have a volunteer write the information on the board while the class creates the story:







- Invent a name and address for the victim.
- Record where the incident happened: outside, in which department, at which workstation or machine.
- Record the time of the incident.
- Describe what happened using the proper names of parts, tools or materials involved. Use drawings or photos as needed to clarify the case.
- Describe the injury, cuts, bleeding, burns, sprains etc.
- What was done to help the victim?

Hand out the Incident Report Form and go over the information sections with the students. Have them fill in all the information they can.

6.3 Industry Handouts

Handout for Activity 6.2.2: Warning Symbols

Your teacher will describe a workplace situation. Match the situation with one of the hazard posters below. Do the example with your teacher.

a 	_____	b 	_____
c 	_____	d 	_____
e 	_____	f 	_____
g 	_____		



Listening Text for Activity 6.2.2

(Example)

1. Bong and his co-workers work in the storeroom. They load boxes into the delivery vans. (f—heaving lifting, use your knees) Students point to the picture or write number 1 in the space to the right of the picture f.)
2. In this factory they make furniture. They cut the wood using saws. Each saw should have a guard. (g—moving parts must have a guard.)
3. When I shovel snow, I lift the shovel and turn to throw the snow aside. I don't twist my body. (d—lifting and twisting at the same time is dangerous.)
4. Men are working on the construction site. Sometimes materials or tools fall to the ground. (e—you must wear a hard hat in the area.)
5. The machines in this area make a lot of noise all day. (a—you must wear ear protection in the area)
6. This machine has big gears and rollers. Sometimes something gets stuck in the roller. The worker has to take it out. (c—turn off the machine. Use a tool to remove anything that is stuck.)
7. The floors in the packing plant are always wet. We have to wear boots with a good tread. (b—work boots have good treads and are waterproof.)

Flashcards for Activity 6.2.3: Reporting a Hazard to your Supervisor

Pairs of learners choose a card and prepare a role play for the situation.



The light at your work station is not very good. You often have sore eyes. You need a better lamp.



The plug on your power tool is frayed. You don't think it is safe.



There is dust in your area. You have a mask but it doesn't fit. You need a better mask.



Your area is very noisy. You need to protect your ears. Ask your supervisor to help you.



The floor beside the door is wet and slippery. You are afraid other people will slip. Ask your supervisor what you should do.



The machine you work on is dirty and broken. Tell your supervisor it needs to be cleaned and repaired.



You work close to the welding section. The flashes of light sometimes hurt your eyes. Ask your supervisor what you can do.

It can hurt if you...



twist



carry heavy objects



bend



**carry objects
a long way**

From Live Safe! Work Smart! with the permission of Queen's Printer, Ontario.

How to Lift Safely



From Live Safe! Work Smart! with the permission of Queen's Printer, Ontario.

Bend your knees and reach down.

Raise the box.

Put one knee against the box.

Pull the box up.

Use your legs to lift.

Stand up keeping your back straight.

Always keep your back straight.

Carry the box close to your body.

Guidelines for Shoveling



1

**Keep feet wide apart.
Place front foot close to shovel.**



2

**Put weight on front foot.
Use leg to push shovel.**



3

**Shift weight to rear foot.
Keep load close to body.**



4

**Turn your feet in
direction of throw.**

From CCOHS Custodians Handbook

Incident Report Form for Activity 6.2.5

Incident Report Form

Department		Employee Number	S.I.N.
Last Name	First Name	Phone	Date of birth
Address		City	Postal Code
Date and time of injury		Incident report to	
Name and address of doctor			

Location of incident:

What happened?

Symptoms:

Medical notes:	Treatment
Sent	<input type="checkbox"/> hospital <input type="checkbox"/> home <input type="checkbox"/> company doctor <input type="checkbox"/> family doctor <input type="checkbox"/> back to department



6.4 Visuals

6.4.1 Photos from Industry

These photos come from Microsoft Office clipart. Search for images from “industry” for an excellent collection.



Confined Spaces



Construction



Power Tools



Electricity



Concentration and Repetitive Movement



Flying sparks and particles



Biohazards and Cold



Proper Machine Guarding



Old or Broken Machinery

6.4.2 Industry Warning Symbols

SAFE OPERATING

AVOIDING PINCHES, CRUSHING, CUTS, LACERATIONS, AMPUTATIONS

 Canadian Manufacturers & Exporters
Manitoba Division

 PALLISER

 SAFE WORK

 SPOT THE HAZARD
ASSESS THE RISK
FIND A SAFER WAY
EVERYDAY

SAFE WORKING

USING THE RIGHT PROTECTIVE EQUIPMENT AT YOUR WORKPLACE



SAFE LIFTING

AVOIDING BACK & NECK INJURIES AT YOUR WORKPLACE



**SAFE
WORK**

SPOT THE HAZARD
ASSESS THE RISK
FIND A SAFER WAY
EVERYDAY



RESOURCES

RESOURCES

Many of the ideas and visuals for this kit were adapted from the following publications and websites.

English for Work Activities, a Picture Process Dictionary

Stafford-Yilmaz, Lynn and Zwier, Lawrence J.

New Reader's Press USA (2004)

ISBN 1-56420-439-1

1320 Jamesville Ave., Syracuse,

New York 13210

Workplace ESL resource for lower levels. Clear, coloured drawings. Each section describes a process, illustrating and describing each step (one or two pages per topic, with vocabulary sidebar.) Although it contains only one chapter specifically on safety, there are references to safe procedures throughout.

Key Vocabulary for a Safe Workplace

Ringel, Harry

New Readers Press (USA, 2000) ISBN 1-56420-175-9 Division of ProLiteracy Worldwide, 1320 Jamesville Ave., Syracuse, New York 13210

ESL for Job Success Series, main focus on industry (tools, machinery, heavy equipment ergonomics, industrial materials. High Beginner-Intermediate.

Clear line drawings, and plain language introduction and exercises. Although tagged for high beginners to intermediate levels, the drawings are ideal for introducing safety issues to very low CLB levels. Focus is mainly on industry with only occasional mention of food handling, storage, first aid. There are many exercises on labeling but not WHMIS.

CCOHS Pocket Guides

<http://www.ccohs.ca/>

CCOHS. Canadian Centre for Occupational Health and Safety
Safety Handbooks for a variety of sectors are available in hard copy (small, pocket format) for about \$12. The books can also be downloaded from the website for about \$8.



Resources for Young Workers by Group

WorkSafe BC

www.worksafebc.com

Lesson plans, handouts, activities prepared for Grades 4 to 12 but many parts are appropriate for EAL learners. Many pictures, diagrams, tables, a large photo gallery and lots of ideas for teaching safety.

The Winning Label

Hatscan Hazard Alert Training Inc.

<http://www.hatscan.com/Product.aspx?ProductID=22>

Popular VHS cassette often recommended for non-English speakers because it contains no language. The message is transmitted through an animated folk tale.

Paperwork Plus

WST Workplace Training and Services (see resource collection at Adult Language Training)

Unit 4 deals with Safety issues briefly. Written for language learners, contains many ideas for teachers. Many line drawings and related activities.

English at Work, A Toolkit for Teachers

Centre for Workforce Education (see resource at Adult Language Training)

Kit contains an instructor's guide, flash cards, photo collection (black and white). A bit dated.

Students with Special Learning Needs

Health and Safety Resources for Ontario Secondary School Teachers; from the series *Live Safe! Work Smart!* (Queen's Printer, Ontario)

http://www.livesafeworksmart.net/english/special_needs/index.htm

Excellent source of pictures for low level vocabulary, clear, simple and applicable to many safety issues. The website allows downloading of tip sheets, charts, flash cards, exercises, activities and, above all, many drawings and photos. The teachers guide suggests interactive activities that are very adaptable to EAL integrated skills at CLB Stage I.

Multilingual Health and Safety Resources: Worker Training Materials on the Web

<http://www.lohp.org/hsresguide/index.html#a>

This public domain website from California offers a variety of well illustrated bilingual materials. For example, see Janitors, Custodians and Housekeepers.



