

# Live Safe! Work Smart!

Appendix for: Cooperative  
Education and Other Forms  
of Experiential Learning

Health and Safety Resources for Ontario Secondary School Teachers

Produced by a partnership of:



*Ford Motor Company of Canada, Limited*



***Health and Safety Resource to Support Teachers Involved in  
Cooperative Education, the Ontario Youth Apprenticeship  
Program and Other Forms of Experiential Learning***

Recent Ministry of Education policy emphasizes the importance of healthy and safe placements for Ontario students in Cooperative Education and Apprenticeship programs. The focus on health and safety is important. Young people are 50% more likely to be injured on the job than any other age group. Tragically, each year young workers die on the job and thousands of them suffer injuries that cause them to lose time from work and school.

The attention you, as teachers, give to pre-placement safety lessons and assessing the placement workplace for health and safety will not only help prevent injuries while students are with you, but also help prepare them for an injury-free, productive working life.

This resource has been designed as a guide to help you through the placement assessment process and to lead you to appropriate resources that match learning objectives in the policy document and the needs of students entering the workplace.

**Live Safe!  
Work Smart!**

Appendix for:  
Cooperative Education and Other  
Forms of Experiential Learning

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### **Minimum Age Requirements**

Some regulations made under the *Occupational Health and Safety Act* set the minimum age:

- for persons to be in a workplace; and
- for working in a workplace.

The minimum ages for persons to be in a workplace apply to unpaid students. Certain placements are not appropriate if the student is underage. Please note that there are currently no minimum age requirements for health care establishments, golf courses, schools, and similar workplaces\*.

<b>Minimum Age Requirements to be IN a workplace*</b>			
<b>14 years old</b>	<b>15 years old</b>	<b>16 years old</b>	<b>18 years old</b>
Industrial establishments such as offices, stores, arenas	Factories **	Construction** Surface Mining (except the working face); Logging** Mining Plants**	Underground Mining or a working face of a surface mine; Window Cleaning

\* If in doubt about the application of a minimum age requirement, please contact the local Ministry of Labour office listed in the blue pages of your phone book.

\*\* See page 41 of this document for the definition of this term.

### **Reporting of Critical Injuries and Fatalities**

Most teachers are aware of reporting requirements under the *Workplace Safety and Insurance Act* when a student is injured while on a school placement (Policy/Program Memorandum No. 76A), however, not everyone is familiar with the requirements under the *Occupational Health and Safety Act (OHSA)*.

The *OHSA* requires **employers** to report to the Ministry of Labour and others, any critical or fatal injuries suffered by **persons** in the workplace. Critical injuries include fractures of an arm or leg, amputations, substantial blood loss, loss of consciousness and similar injuries (see the definition on page 42).

In the event of an injury, you, the teacher, will handle the Workplace Safety and Insurance Board (WSIB) reporting requirements, since the claim is under the Ministry of Education's coverage. The employer in the placement workplace must notify the Ministry of Labour and others of serious injuries, as described above, within the time frames specified in the *OHSA*. Depending on the circumstances, a Ministry of Labour inspector may launch an investigation.



**Introduction**

A focus on health and safety during the placement assessment and in subsequent monitoring meetings serves several purposes, including:

- providing the teacher a first-hand opportunity to review safety features, view the work area, see the equipment involved and discuss training the student will receive;
- demonstrating to the employer the school's requirements and expectations for a safe and healthy placement;
- for Ontario Youth Apprenticeship Program students, ensuring that all the health and safety components of the appropriate Training Standard are included in the Personalized Placement Learning Plan; and
- alerting the student to the safety requirements of the job.

The ideal pre-placement assessment involves a physical review of the job location where the student will work and discussions with the workplace representatives about health and safety training, protective devices and equipment, policies and procedures. The review will provide a "snapshot" of the conditions of the day, the attitude of the workplace towards health and safety and the safeguards in place.

No one can guarantee that what is safe today is safe tomorrow. Guards can be removed, workplace conditions can change and the quality of promised training and instruction can diminish. The teacher's role is to obtain an understanding of safety aspects of the student's assignment for the placement, ask questions and obtain commitments regarding workplace-specific training. Ultimately, the assessment will provide the teacher with a strong sense of the commitment and quality of the workplace, in order to determine if the placement is acceptable for the student.

Depending on the complexity of the placement, your assessment may involve some or all of the parties with a part to play in the protection of the student:

- the employer or employer representative at the workplace;
- the student's supervisor, if different than the employer representative;
- a worker representative from the health and safety committee, or the health and safety representative, if any;
- the student;
- the student's parent or guardian.

Each of these parties has either direct responsibility for the student's safety or an ability to help protect the student while at work. Understanding their roles and how they can assist you in the assessment and placement process will help make the process easier for you.

**Employer or Employer Representative at the Workplace**

Under the *Occupational Health and Safety Act*, the employer (in an industrial establishment) or the constructor (on a construction project), has ultimate responsibility for health and safety in the workplace. This responsibility cannot be delegated or conferred to another party by a waiver or a similar process. In the case of students who are not paid and thus are not workers under the *OHS Act*, ideally the employer should:

- be aware that the student will be in the workplace and know what type of work they will be undertaking;
- ensure that the student receives health and safety training and supervision;
- ensure that the student is protected by job-appropriate safeguards;
- ensure that appropriate personal protective equipment is identified and used.

In small workplaces, the employer may also be the supervisor and will have to be present for the assessment. In larger workplaces, the employer may ask another company representative or the supervisor to work with you through the assessment process.

Ideally, the employer or employer representative should be endorsing the learning plan and confirming the arrangements for orientation, training and provision of safety equipment noted in the placement assessment. They should also understand that you'd like to be contacted if:

- the student raises any health and safety concerns;
- the student acts in a manner that may endanger himself/herself or others;
- a new job or a considerably different task than what was discussed in the assessment is assigned to the student (ideally before the changes take place).

**Student's Supervisor for the Placement**

The *Occupational Health and Safety Act* sets out duties and responsibilities for supervisors aimed at protecting the workers they supervise. Even though unpaid cooperative education students are not workers as defined by the *OHS Act*, good supervisors will want to extend the same protection to students they will be supervising, to ensure they are not injured.

Involving the student's direct supervisor in the assessment process will give you a better understanding of the work area and actual tasks that will be assigned and the opportunity to see the equipment that the student will be operating demonstrated, including the safety devices. The meeting with the supervisor is also the ideal time to discuss on-the-job training, safety orientation, company policies or rules and any protective equipment that the student will require for the placement.

You may also want to ask the supervisor about the *type* of supervision the student can expect. Does the supervisor work in the same area where the student will be working? Are they readily accessible if the student has a question? Will they be providing feedback



to the student on how he or she is performing the work? The Cooperative Education policy document states that one of the criteria for selecting a placement is that the employer offers “the opportunity for each student to work in a one-on-one relationship with a supervisor”.

### ***Worker from the Health and Safety Committee or a Worker Health and Safety Representative***

Generally, workplaces with six or more workers should have a worker health and safety representative, and if they have 20 or more workers, the OSHA requires that a health and safety committee be in place. There are different requirements for construction projects or workplaces at which designated biological, chemical or physical agents are present that you should ask about when placing a student.

Involving a committee or worker health and safety representative in the assessment process may not always be necessary, but if it’s a company where the placement tasks are complex, or duties are not well-defined, or where you would like confirmation on the safety policies, procedures, training, work practices, etc., you may want to ask to have the worker health and safety representative or worker health and safety committee member involved in your discussions with the supervisor.

### ***Student***

The safety aspects of a placement assessment are more than just cooperative education procedures. It should be standard practice to ask pertinent questions, assess the quality of information received and evaluate the risk before taking ANY job. Once the placement assessment is complete, the teacher should review with the student the safety portion of the assessment that was undertaken on their behalf. The expectations of the workplace and what the student can expect when they go to work, including the safety equipment they have to use or wear, should be clearly understood by the student.

Ensure the student understands your expectations of him/her regarding the safety aspects of the placement:

- to report unsafe conditions that they observe to both their immediate supervisor and to you (let them know how and when to do that);
- to refuse to do work that they feel is unsafe or that they aren’t trained to do (ensure they know that you and the supervisor should be notified immediately);
- to ask questions when unsure how to perform an assigned task;
- to let you know immediately if there is anything about the job or workplace that makes them feel uncomfortable in any way;
- to follow the safety rules and procedures that are explained during pre-placement training and orientation provided at the workplace; and
- to let you know if the job or tasks assigned change from what was described at the beginning of the placement and, if so, the training provided for the new job or task.

**Parent or Guardian**

Parents are an important element in ensuring the safety of your student while at the placement. Parents should be aware of the nature of the work their teen will undertake, the training commitments made by the employer and the safety equipment the student needs to bring or wear at the placement. Sharing the learning plan and health and safety assessment with parents or guardians extends into the home the circle of those involved in the work the student will undertake.

Knowledgeable parents can ask their teens if they have had their training, can talk about the tasks that are assigned and can see that safety equipment required is always brought to the placement.

**Seven-step Health and Safety Assessment Process**

The ideal health and safety assessment stems from the job or tasks established in the learning plan. For an effective safety assessment, it must be clear what work the student will undertake. The main questions asked and the information gathered should be specific to the jobs and/or tasks.

Seven elements are included in the process, set out on the following pages as steps:

1. **What are the hazards?** Identify hazards that the student may be exposed to during the job or tasks assigned during the placement.
2. **What training will the student get regarding those hazards?** Match hazards identified above to hazard-specific training.
3. **What kind of protection does the student need?** Establish protective equipment and measures required for this placement.
4. In addition to hazard-specific or protective devices training, **what kind of overall training and orientation will the student receive?**
5. **Who is the supervisor?** Clearly establish who will be the student's supervisor and the type of supervision that will be provided.
6. **What if the job/tasks change?** Note any changes in job assignment or introduction of new tasks.
7. **Decide if the placement is appropriate:** acknowledge the results of the assessment.

### ***Detailed Guide: Seven-step Health and Safety Assessment Process***

An effective safety assessment for the placement will focus on the job or task that has been identified in the learning plan. Zeroing in on the work will ensure that the resulting training plan is appropriate.

**Placement Job/Task(s):** Have the employer be as specific as possible in defining the job and/or tasks the student will be undertaking during the placement. The work may only involve one piece of equipment or it may involve a number of different types of tasks and equipment. The more details gathered about the work the student will undertake, the more effective this safety assessment will be.

#### **STEP 1: Identify hazards that the student may be exposed to during the placement.**

This part of the assessment itemizes any hazardous equipment, situations or machinery the student will be exposed to. Other hazards that you may consider including: working with knives and hot surfaces (kitchens), violence (detention centres), etc. Examples of hazards to consider include:

- Working from heights
- Operation of mobile equipment such as forklifts, order pickers, company vehicles, etc.
- Working with or around chemicals or biological or infectious agents
- Regular or prolonged exposure to hot or cold conditions (such as molten metal, freezers)
- Machinery that has moving parts that require guards and lock-out procedures
- Power tools
- Entry into confined spaces such as tanks
- Working alone
- Other \_\_\_\_\_

#### **STEP 2: Match hazards identified above to hazard-specific training.**

For each of the hazards listed in the first step, there must be a workplace commitment to training the student to perform the work safely. This hazard-specific training should teach the student how to use equipment appropriately, provide information about work procedures and explain how all protective devices (such as guards) work. In this step, include detailed information, such as who will deliver training and when it will be delivered, so that everyone is clear on what needs to be done. Note that work that involves entry into confined spaces and operating mobile equipment, such as forklifts, requires very specialized training.

Hazardous job/task	Training to be provided related to this hazard	Delivered by	When training will be delivered
Work with table saw	Use of blade guard at all times, use of the anti-kickback device and using pushers for some jobs.	Supervisor	Before saw is used
<div style="border: 1px dashed black; padding: 10px; display: inline-block;"> <b>SAMPLE</b> </div>			

**STEP 3: Protective measures required for this placement.**

Some types of protective equipment, such as respirators, require specialized training to ensure proper use and fit. Learning how to use any type of equipment properly is essential so that the equipment will offer the protection it was designed to provide. For example, if safety glasses are worn improperly or don't fit, material can still enter the eye.

Establishing what safety equipment is required, whether it is required daily or occasionally, whether or not training will be provided on how to use and care for it (critical for respirators) and who will be providing it helps everyone be prepared for the job.

Immunization or Personal Protective Equipment	Required daily or occasionally?	Will training be provided?	Employer will supply?	Student to supply or arrange?
<b>Immunization:</b> (specify):				
<b>Personal Protective Equipment:</b>				
Safety boots (green patch)				
Safety shoes (steel toed)				
Other footwear:				
Safety glasses				
Hearing protection (specify type):				
Dust mask				
Respirator				
Gloves (type):	<div style="border: 1px dashed black; padding: 10px; display: inline-block;"> <b>SAMPLE</b> </div>			
Other:				

**STEP 4: Overall training and orientation.**

In addition to the hazard-specific training identified in the second step, or the training in the use and care of personal protective equipment in the third step, identify all orientation, instruction and training that will be provided and note the agreed upon training dates/timeframes.

General workplace orientation and job-specific training cover many of the program expectations in the curriculum document, but workplace-specific Workplace Hazardous Materials Information System (WHMIS) training will be necessary if the student works with or near any WHMIS controlled products. Some workplaces may have other training requirements, such as pedestrian training for walking in a factory, vehicle traffic rules, human resources policies and procedures, etc. that should be added to your list.

Overall Safety Training/Nature of Training	Training Date(s)/Time Frame
Workplace-Specific WHMIS Training (this may be included in the hazard-specific training list if the student is working with these products, but if the student is working around the products, some orientation to the workplace WHMIS program is appropriate).	
General Workplace Orientation – tour of the workplace, location of fire extinguishers, first aid stations, fire exits, evacuation procedures, MSDSs, staff bulletin boards, etc.	
Job/Task-specific Training: regular operating procedures, including use of any safety devices, applicable lock-out procedures, rules of use, etc.	
Other training required by the workplace or identified by the assessment process:	
* For Ontario Youth Apprenticeship Program (OYAP) students, workplace trade-specific health and safety training.	
<b>SAMPLE</b>	

\* All students participating in OYAP, whether registered apprentices or not, are expected to have included all applicable health and safety components of the trade's Training Standard or Schedule of Training in their Personalized Placement Learning Plan. The inclusion of these components will ensure that students receive the same high quality health and safety training as demanded of all apprentices.

**STEP 5: Clearly establish who will provide supervision.**

Lack of adequate supervision of young people in the workplace, along with little or no training, have been identified as two of the main contributors to injuries on the job.

Ensure that supervision will be provided, which should include having a supervisor in or near the work area where the student is placed, continual observation of how the student performs the task, regular feedback when tasks aren't performed properly or safely and an opportunity for the student to ask questions.

Consider including the name of the student's direct supervisor on the safety assessment so that everyone is clear who will be overseeing the student's work.

**STEP 6: Include a note in case there are any changes in job assignment or introduction of new tasks.**

Consider including a note that reminds the employer and supervisor that if a student is placed at a new job or if different types of tasks are assigned, a review of new safety training needs is expected so that appropriate orientation, training and safety equipment will be provided to do the new work. Also note that you would like to be notified by the workplace before any new assignments are undertaken.

**STEP 7: Acknowledge the results of the assessment.**

Based on the information provided during the assessment meeting, note the date of the meeting and whether or not you recommend this placement for this student. Making this note, especially if the placement does not satisfy the educational needs or safety requirements, will benefit cooperative education teachers who may consider this placement in future semesters.

You may decide that no is the answer:

- where there is a reluctance to show the type of work the student will do or the equipment they will work with or you don't feel you've been provided with all the information;
- where there is no commitment regarding training or the attitude makes you feel that the agreement for training is not sincere and may not be carried out;
- where you feel the tasks are beyond the capabilities of the student and may put him/her at undue risk;
- where the workplace feels there is no need for personal protective equipment when you're sure it is necessary for the job the student will undertake;
- where health and safety issues are minimized or treated as "part of the way we've always done this" or "not really necessary"; or
- in any case where your instinct tells you that the student will be at risk.....

.....it's okay to say no, thank you!

## ***Live Safe! Work Smart! and Young Worker Awareness Program (YWAP) Mapping to Cooperative Education Health and Safety Learning Expectations***

To help you find materials to meet the health and safety expectations in the Cooperative Education policies and procedures, links between those expectations and *Live Safe! Work Smart!* and Young Worker Awareness Program (YWAP) resources are provided.

**Cooperative Education Policy Section 2.3.1.2 Health and Safety.** As part of the pre-placement orientation, students involved in cooperative education and work experience must receive instruction on health and safety in the workplace. To ensure the physical safety and personal well being of students, teachers must ensure that students demonstrate the following prior to placement: (see left-hand column of chart on the following pages for the eight expectations specified in the policy/procedure).

<b>Cooperative Education Expectation</b>	<b>Advice to Teachers</b>	<b><i>Live Safe! Work Smart!</i></b>	<b>Young Worker Awareness Program (YWAP)</b>	
		<b>Volume, section and page references</b>	<b>Student Resource Book</b>	<b>Teacher's Manual</b>
1. An understanding of workplace health and safety rules	Classroom lessons can only address general information about health and safety rules. Knowledge of placement-specific safety rules is most critical.	<u>Grade 11/12 edition:</u> Societal Issues; pages 22 - 27: How to protect yourself while at work; how to talk to a supervisor, red flags that may indicate serious safety issues.	Page 7: Operational and administrative controls of hazards including safe work procedures.	Group Workshop: Assignment #2  Video Workshop  Resources: pages 10 - 16
2. The appropriate use of safety equipment, including fire extinguishers and smoke and carbon monoxide detectors	Classroom lessons can only provide general information about safety equipment, and perhaps a demonstration. Workplace orientation to <u>all</u> safety equipment required for the placement job is required.	<u>Grade 9/10 edition:</u> Physical Hazards; pages 15, 39  <u>Grade 11/12 edition:</u> Biological and Chemical Hazards; pages 24 - 25  Both have lessons on fire equipment and a short piece re: carbon monoxide.	Pages 14 - 15: Description of the types of training to be provided by the employer, such as use of safety equipment and emergency facilities.	Group Workshop: Assignment #5  Video Workshop  Resources: pages 10 - 16

*Find out how to get Live Safe! Work Smart! resources – see page 20, YWAP resources page 27*

Cooperative Education Expectation	Advice to Teachers	<i>Live Safe! Work Smart!</i>	Young Worker Awareness Program (YWAP)	
		Volume, section and page references	Student Resource Book	Teacher's Manual
3. An understanding of the need for personal protective equipment (PPE), including goggles, gloves, boots and aprons	Resources cover types of personal protective equipment (PPE) and situations where various types work best. Students should gain a basic awareness in the classroom, but emphasis should be on preparation for using or wearing appropriate PPE required for the placement.	<p><u>Grade 9/10 edition:</u> Biological Hazards; pages 15 - 16 Chemical Hazards; page 16 Physical Hazards; pages 16, 32, 36, 40</p> <p><u>Grade 11/12 edition:</u> Biological and Chemical Hazards; pages 15 - 22 (excellent for work with biological or chemical hazards); pages 69 - 70, 72 - 73 (exercises #2 and #4) Physical Hazards; pages 8, 9, 19, 38 Workplace Law; page 10</p>	<p>Pages 5 - 7: Lesson on understanding hazards; covers the purpose and use of personal protective equipment.</p> <p>Page 15: Types of personal protective equipment and training required.</p>	<p>Group Workshop: Assignment #5</p> <p>Video Workshop</p> <p>Resources: pages 10 - 16</p>
4. An understanding of the <i>Occupational Health and Safety Act</i>	Excellent classroom materials exist in both resources. Grade 9/10 material was prepared for Career Studies. The Grade 11/12 material picks up on the basics and may be a more appropriate lesson for cooperative education, as the lesson is not part of any mandatory course.	<p><u>Grade 9/10 edition:</u> Societal Issues; pages 14 - 21: Act, health and safety committees, rights and responsibilities of workers, supervisors and employers, definitions, etc.</p> <p><u>Grade 11/12 edition:</u> Workplace Law; pages 4 - 16: Advanced lesson on the Act, committees, rights and responsibilities; great exercises on refusals. pages 39 - 43: How to read the Act (use 2<sup>nd</sup> - 4<sup>th</sup> handouts in Resources section).</p>	<p>Pages 8 - 9: Introduction to the Act and regulations.</p> <p>Pages 10 - 11: Worker rights.</p> <p>Pages 12 - 13: Responsibilities under the Act.</p> <p>Page 23: List of regulations.</p> <p>Pages 24 - 25: Explanation of the work refusal process.</p> <p>Page 28: Safety committees.</p>	<p>Group Workshop: Assignment #3; Assignment #4</p> <p>Resources: pages 17 - 26; page 29</p>

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Cooperative Education Expectation	Advice to Teachers	<i>Live Safe! Work Smart!</i>	Young Worker Awareness Program (YWAP)	
		Volume, section and page references	Student Resource Book	Teacher's Manual
5. The correct handling of materials and equipment as specified in the Workplace Hazardous Materials Information System (WHMIS) training program	<p>Classroom lessons should focus on general WHMIS provisions so that students can read a WHMIS label and a Material Safety Data Sheet, know the symbols and that they need to be trained in the workplace.</p> <p>WHMIS training is not complete until the student gets workplace-specific orientation and training in their placement. Students need to know where THEY keep their MSDSs, what WHMIS products THEY use and be trained in safe use and handling if they are working with or in proximity to a controlled product.</p>	<p><u>Grade 9/10 edition:</u> Chemical Hazards; a full lesson on all four WHMIS components; pages 3 - 13; test with answers pages 20 - 25</p> <p>Chemical Hazards: pages 29 - 35; test with answers pages 38 - 41 Resources section for handouts.</p> <p><u>Grade 11/12 edition:</u> Biological and Chemical Hazards; advanced lesson pages 5 - 23; class discussion: page 13; test pages 44 - 50</p> <p>Workplace Law: pages 44 - 45</p>	<p>Pages 16 - 17: Overview of WHMIS including training, Material Safety Data Sheets and labels.</p> <p>Pages 26 - 27: Description of WHMIS symbols and how to read a Material Safety Data Sheet.</p>	<p>Group Workshop Assignment #6</p> <p>Resources: Pages 24 - 26</p>
6. An understanding of the coverage provided by the <i>Workplace Safety and Insurance Act</i>	<p><i>Live Safe! Work Smart!</i> lessons were prepared by the Workplace Safety and Insurance Board (WSIB) and include "how to report" as well as how coverage works.</p>	<p><u>Grade 11/12 edition:</u> Workplace Law; pages 17 - 19, 57 - 61.</p>	<p>Page 19: Introduction to <i>Workplace Safety and Insurance Act</i> and the Workplace Safety and Insurance Board and legal requirement to report injuries to the WSIB.</p>	

Find out how to get *Live Safe! Work Smart!* resources – see page 20, YWAP resources page 27

Cooperative Education Expectation	Advice to Teachers	Live Safe! Work Smart!	Young Worker Awareness Program (YWAP)	
		Volume, section and page references	Student Resource Book	Teacher's Manual
7. The procedures for reporting accidents	There are two reporting requirements as described on page 3 of this resource. Students should know that they need to report injuries to their supervisor or employer at the placement (even minor injuries can be investigated and situations fixed so that no one else gets injured) AND to you so that the Board's WSIB forms can be filled out.	<p><u>Grade 11/12 edition:</u> Workplace Law; pages 17 - 19, 57 - 61</p> <p>Exercise on page 62 provides an opportunity to fill out a Form 7 (injury report). Handouts and references are stated on page 62.</p>	Page 18: The requirement to report and the benefit of reporting injuries and illness. The process to be followed when reporting an injury.	<p>Group workshop Assignment #7</p> <p>Resources: Pages 27 - 28</p>
8. The procedures for reporting unsafe practices	Again, emphasis on immediately reporting to their supervisor (OHSA requirement) and to you, in the case of school placements, should be made. It's also an excellent idea to get the student to ask the supervisor on the first day of the placement what the procedure is for reporting unsafe practices or conditions.	<p><u>Grade 11/12 edition:</u> Societal Issues; page 24: How to ask your supervisor questions about safety.</p> <p>Workplace Law; pages 15 - 16: Role-playing and discussion about rights that would help with this topic.</p>	Page 21: Where to go if you have questions or a concern about health and safety in the workplace.	

Find out how to get Live Safe! Work Smart! resources – see page 20, YWAP resources page 27

Cooperative Education Expectation	Advice to Teachers	Live Safe! Work Smart!	Young Worker Awareness Program (YWAP)	
		Volume, section and page references	Student Resource Book	Teacher's Manual
<b>OVERALL OBJECTIVE OF CLASSROOM SAFETY LESSONS</b>	<p>The overriding purpose of in-class safety lessons is to ensure the student has the knowledge and skills to work safely at his or her placement. Ideally, these lessons will also establish skills they can take into their own jobs... for life.</p> <p>The selected resources in this section provide special lessons that provide an overview of on-the-job health and safety knowledge.</p>	<p><u>Grade 9/10 edition:</u> Societal Issues; page 12: Great motivational story by a mother of a young worker (excellent handout).</p> <p>Societal Issues; pages 4 - 8, 27 - 29: Stress and violence.</p> <p>Societal Issues; pages 23 -26: General safety prevention principles; recognition, assessment and control of hazards; questions to ask an employer when you are starting a new job.</p> <p><u>Grade 11/12 edition:</u> Societal Issues; pages 3 - 21, Resources section for exercises: Workplace trends; impact on health and safety; stress at work. (General workplace preparation).</p> <p>Societal Issues; pages 22 - 27: How to protect yourself while at work and how to raise a safety concern with your supervisor.</p>	Page 20: Questions to ask the employer.	Resources Section: Case Histories, pages 2 - 7; Injury Statistics, pages 8 and 9; Hazard Recognition and Control, pages 10 - 16

Find out how to get Live Safe! Work Smart! resources – see page 20, YWAP resources page 27

Cooperative Education Expectation	Advice to Teachers	Live Safe! Work Smart!	Young Worker Awareness Program (YWAP)	
		Volume, section and page references	Student Resource Book	Teacher's Manual
<p>General instruction on health and safety in the workplace: placement preparation</p>	<p>The references in the <i>Live Safe! Work Smart!</i> column are general lessons on common ergonomic and physical hazards students may face in a variety of placements.</p> <p>With a brief lesson, perhaps the students could research some of these topics if they apply to the workplace where they'll be placed.</p>	<p><u>Grade 9/10 edition:</u> Ergonomics (various lessons); pages 2 - 27</p> <p>Physical Hazards; pages 3 - 15, 29 - 41</p> <p>Basic lessons on:</p> <ul style="list-style-type: none"> <li>• falls</li> <li>• electrical safety</li> <li>• noise</li> <li>• vibration</li> <li>• heat and cold stress</li> <li>• radiation</li> <li>• fire</li> <li>• ventilation</li> <li>• Personal Protective Equipment</li> <li>• lighting</li> </ul> <p><u>Grade 11/12 edition:</u> Ergonomics; pages 3 - 9</p> <p>Physical Hazards; pages 33 - 34 (good exercises to reinforce lessons).</p>		

Find out how to get *Live Safe! Work Smart!* resources – see page 20, YWAP resources page 27

## ***Live Safe! Work Smart! Guide for Cooperative Education and Ontario Youth Apprenticeship Teachers***

### **Job-specific lessons**

This special guide provides secondary school teachers with a quick reference guide to both the Grade 9/10 and 11/12 editions of *Live Safe! Work Smart!* Where the guide on the previous pages covered the *Occupational Health and Safety Act*, WHMIS and other general safety topics, this job-specific guide zeroes in on safety topics that may be needed for cooperative education and apprenticeship pre-placement safety lessons. It provides a suggested list of occupations that relate to the safety issue and, finally, directs the teacher to materials in *Live Safe! Work Smart!* that are suitable for specific types of placements.

<b>Type of Workplace</b>	<b>Nature of Lesson</b>	<b><i>Live Safe! Work Smart!</i> Reference</b>
<p style="text-align: center;"><b>Health Care</b></p> <ul style="list-style-type: none"> <li>• Nursing</li> <li>• Laboratories</li> </ul> <p style="text-align: center;">(also, you'll find a lead to health and safety resources relating to the health care sector on page 25)</p>	Biological hazards and prevention techniques	<p><u>Grade 9/10</u> Biological Hazards: Pages 2 - 10; 12 - 22; Resources section</p> <p><u>Grade 11/12</u> Bio/Chemical section: Pages 29 - 38 Pages 39 - 41 Pages 75 - 85</p>
	Advanced principles in science related to WHMIS and biological hazards	<p><u>Grade 11/12</u> Bio/Chemical section: Pages 60 - 74</p>
	Compressed gases and flammable liquids	<p><u>Grade 11/12</u> Bio/Chemical section Pages 24 - 28 Pages 86 - 88</p>
	Advanced lessons on six common physical hazards found in the workplace	<p><u>Grade 11/12</u> Physical Hazards: Pages 3 - 22</p>

*Find out how to get Live Safe! Work Smart! resources – see page 20*

Type of Workplace	Nature of Lesson	<i>Live Safe! Work Smart!</i> Reference
<p style="text-align: center;"><b>Health Care</b></p> <ul style="list-style-type: none"> <li>• Nursing</li> <li>• Child Care</li> <li>• Geriatrics</li> </ul> <p>(also, see page 25)</p>	<p style="text-align: center;">Ergonomics: moving people</p>	<p style="text-align: center;"><u>Grade 11/12</u> Ergonomics: Pages 14 - 18 Pages 24 - 28 Pages 29 - 32</p>
<p style="text-align: center;"><b>Laundry Workers</b> <b>Animal Handling</b> <b>Food Preparation</b> <b>Child Care</b> <b>Geriatrics</b> <b>Hairstyling and</b> <b>Aesthetics</b> <b>Janitorial/Housekeeping</b></p> <p>(also, see additional resources for these sectors starting on page 20)</p>	<p style="text-align: center;">Biological hazards and prevention techniques</p>	<p style="text-align: center;"><u>Grade 9/10</u> Biological Hazards: Pages 2 - 10; 12 - 22; Resources section</p> <p style="text-align: center;"><u>Grade 11/12</u> Bio/Chemical section: Pages 29 - 38 Pages 39 - 41 Pages 75 - 85</p>
	<p style="text-align: center;">Ergonomics: lifting, carrying, pushing and pulling</p>	<p style="text-align: center;"><u>Grade 11/12</u> Ergonomics: Pages 11 -13 Pages 24 - 28 Pages 44 - 45</p>
	<p style="text-align: center;">Hairstyling and Aesthetics, the lesson above plus...</p>	<p style="text-align: center;">Pages 41 - 42</p>
	<p style="text-align: center;">Cuts, burns, slips and falls</p>	<p style="text-align: center;"><u>Grade 11/12</u> Physical Hazards: Pages 38 - 40</p>
	<p style="text-align: center;">Advanced lessons on six common physical hazards found in the workplace</p>	<p style="text-align: center;"><u>Grade 11/12</u> Physical Hazards: Pages 3 - 22</p>
<p style="text-align: center;"><b>Agriculture and Landscaping</b></p> <p>(also, see page 24)</p>	<p style="text-align: center;">All of the topics associated with careers above plus: Pesticides</p>	<p style="text-align: center;"><u>Grade 11/12</u> Bio/Chemical section: Pages 42 - 43</p>

*Find out how to get Live Safe! Work Smart! resources – see page 20*

Type of Workplace	Nature of Lesson	<b>Live Safe! Work Smart! Reference</b>
<p align="center"><b>Construction</b></p> <p>(also, see page 22 for construction industry health and safety resources)</p>	WHMIS in construction	<u>Grade 11/12</u> Bio/Chemical section: Pages 89 - 94
	Sample of Construction Regulations	<u>Grade 11/12</u> Workplace Law: Pages 51 - 53
	Physical hazards related to: Residential, high rise construction; demolition and road construction	<u>Grade 11/12</u> Physical Hazards: Pages 41 - 50
<p align="center"><b>Construction and Manufacturing</b></p> <p>Manufacturing includes: all jobs involving service (including automotive), repair shops and operations, maintenance, warehousing, manufacturing of products, food manufacturing, and similar tasks and workplaces.</p> <p>(additional manufacturing sector resources: also see page 25)</p>	Machine guarding and lock-out	<u>Grade 9/10</u> Physical Hazards: Pages 18 - 21 Pages 28 - 41 (among other Grade 10 physical hazards lessons)  <u>Grade 11/12</u> Physical Hazards: Pages 51 - 54
	Compressed gases and flammable liquids	<u>Grade 11/12</u> Bio/Chemical section: Pages 24 - 28 Pages 86 - 88
	Ergonomics: lifting, carrying, pushing and pulling	<u>Grade 11/12</u> Ergonomics: Pages 11 - 13 Pages 24 - 28 Pages 44 - 45
	Physical hazards – advanced	<u>Grade 11/12</u> Physical Hazards: Pages 3 - 22
<p align="center"><b>Automotive Repair</b></p> <p>(also, see page 26)</p>	Physical hazards in automotive repair	<u>Grade 11/12</u> Physical Hazards: Pages 55 - 58
<p align="center"><b>Retail and Hospitality</b></p> <p>(also, see page 26)</p>	Cuts, burns, slips and falls	<u>Grade 11/12</u> Physical Hazards: Pages 38 - 40
	Stress, violence	<u>Grade 9/10</u> Societal Issues: Pages 2 - 8 Pages 27 - 29 <u>Grade 11/12</u> Societal Issues : Page 15 - 21

*Find out how to get Live Safe! Work Smart! resources – see page 20*

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## **List of Health and Safety Resources by Industry**

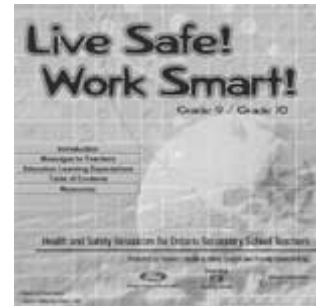
### **Suitable for Cooperative Education and the Ontario Youth Apprenticeship Program**

This list of resources has been assembled keeping in mind the Ministry of Education Cooperative Education policies relating to health and safety and the needs of the classroom teacher handling experiential learning. Each resource or web link on the list has been reviewed to see that there is information that suits these special needs. There are certainly a lot more resources available, and in time, we plan to expand this list. Often other cooperative education and apprenticeship teachers have come across suitable materials and we encourage them to pass that information on to you and to us, so that we can include “gems” in this resource. Updates will be posted on the *Live Safe! Work Smart!* website: [www.livesafeworksmart.net](http://www.livesafeworksmart.net)

#### **Live Safe! Work Smart!**

Web address: <http://www.livesafeworksmart.net>

Written by health and safety professionals, produced by the Ministry of Labour in partnership with the Ministries of Education and Training, Colleges and Universities, *Live Safe! Work Smart!* provides comprehensive resources for Ontario teachers developed to match health and safety curriculum expectations from Grades 9 - 12 (see Ontario Curriculum Centre (OCC) reviews in the appendix or visit the OCC website at [www.curriculum/occ/resources.org](http://www.curriculum/occ/resources.org)). Within the two-volume set are lessons, overheads, handouts and exercises well suited to cooperative education and apprenticeship.



Binders and CDs have been distributed to all secondary schools in Ontario. If you can't locate either, check the website at [www.livesafeworksmart.net](http://www.livesafeworksmart.net) for who to contact in your Board to get more information on your local resources, or to order a CD of your own. If you don't have access to the web, you can place an order by calling 1-800-268-8013.

#### **General Young Worker Health and Safety Resources**

One option is to check [www.oshforeveryone.ca](http://www.oshforeveryone.ca), a health and safety website that provides a search engine and access to many organizations in Ontario that provide safety information. It's a great spot to research particular hazards or issues and get one-stop shopping in Ontario's health and safety system.

#### **Canadian Centre for Occupational Health and Safety (CCOHS)**

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

This website has excellent general information and a special section called Young Workers' Zone. The Young Workers' Zone provides health and safety information on various types of workplaces – terrific for experiential learning situations.



**Ontario Ministry of Labour**

Web address: <http://www.gov.on.ca/lab>

For news and information about Ontario's health and safety and employment legislation, the Ministry of Labour's website is an excellent place to visit. It provides current information on both employment standards and health and safety legislation, recent fines, alerts, etc. and allows you to ask a question that will be answered by Ministry staff. To directly access information for students, use the web address: <http://www.gov.on.ca/LAB/stu/studente.htm>. This section of the Ministry of Labour website ensures that students are aware of their rights and obligations and their employer's rights and obligations under the *Occupational Health and Safety Act* and the *Employment Standards Act*. It includes: young worker safety education information; information for working students – know your rights and obligations; information for new workers and students working in Ontario; fact sheets for employees; *Your Guide to the Employment Standards Act*; and links to related websites.

**CanOSH – Canada's National Occupational Safety and Health Website – Young Workers**

Web address: [http://www.canoshweb.org/en/young\\_workers.html](http://www.canoshweb.org/en/young_workers.html)

Summary: A list of links to a series of occupational safety and health (OSH) resources for young workers and/or individuals who are new to the workforce.

**North American Occupational Safety and Health (NAOSH) Young Worker Links**

Web address: [http://www.naosh.org/english/young\\_worker\\_links.html](http://www.naosh.org/english/young_worker_links.html)

Summary: Includes links to occupational safety and health related websites, as well as other youth resources.

**Ontario School Boards Insurance Exchange**

Web address: <http://www.osbie.on.ca>

Summary: The primary goals of the Exchange are to insure member school boards against losses and to promote safe school practices. The Ontario school "Risk Management at a Glance" material is intended to provide guidance and direction in the major risk management areas facing school administrators, principals, vice-principals, teachers and all other school staff on a daily basis.

Although this reference material is not intended to replace school board policies and procedures, it is intended to supplement the risk management considerations which should go into making decisions on the most common day-to-day school activities. The design of this publication is intended to promote the display of this document in a calendar-like format in every classroom to facilitate "Risk Management at a Glance". Every employee who may be called upon to make a decision about the permitting of or the organizing of any activity listed can use this.

For any activities not listed in this material, it is recommended that you contact your board office, or refer to the policies and procedures as stated by your school board.

**Workplace Safety and Insurance Board (WSIB)**

Web address: <http://www.wsib.on.ca>

Summary: Contains information for both employers and employees about workplace safety. Includes advice on prevention, important news releases, policies and other work-related information.

**Workers Health and Safety Centre (WHSC)**

Web address: <http://www.whsc.on.ca>

Summary: Provides access to health and safety resources covering a wide variety of health and safety topics. Designed with the worker in mind, the Centre specializes in labour-produced and labour-delivered materials.

**The First Step...Student Safety Handbook (2000) (Also available in French.)**

Produced by: London Occupational Safety and Health Information Services

Contact Info: 424 Wellington Street, Suite 218, London, ON, N6A 3P3

Tel: (519) 433-4156 Fax: (519) 433-2887 E-mail: [losh@execulink.com](mailto:losh@execulink.com)

Web: [www.losh.on.ca](http://www.losh.on.ca)

Description: A handbook for students, first-time workers, employers, unions, teachers, parents and health and safety professionals. This book may be used with other health and safety training programs, for example: WHMIS, the school curriculum, or the Young Worker Awareness Program.

Cost: 1 copy - \$20 plus \$5 for postage and handling.

100+ copies - \$15 each plus postage and handling.

**Construction Industry****Construction Safety Association of Ontario (CSAO)**

Web address: [www.csao.org](http://www.csao.org)

This association has extensive resources customized for all aspects of the construction industry. The resources mentioned below have been selected because they are appropriate for workers new to construction, but check out the website for additional sector or equipment-specific resources to suit the needs of students being placed in the industry.

**SPECIAL OFFER FOR ONTARIO TEACHERS: TEACHER RESOURCE KIT**

The Construction Safety Association of Ontario has pulled together a resource kit, which includes some of their best publications that explain the construction industry (manual), and are geared to new construction workers (pamphlets, video).

The special price for teachers is: **\$50.00**. It includes the components below, which can be ordered individually, plus 30 "Your New Construction Job" booklets and classroom posters.

Package: **Construction Health & Safety Teachers' Kit**

Produced by: Construction Safety Association of Ontario

Contact Info: Tel: (416) 674-2726 Toll-free: 1-800-781-2726 Fax: (416) 674-8866

*Package Includes:* 1 copy of Construction Health & Safety Manual; 30 brochures “Your Construction Job”; 1 “New on the Job” video; 4 different posters “Danger Due To...” 4 different posters including “Personal Protective Equipment”, “Joint Health & Safety Committee”, and “Help New Workers Start Right”.

*Cost:* \$50.00 plus GST & PST, postage and handling.

#### **5 CD-ROM SET:**

*Titles:* **Legislation, Personal Protective Equipment, Site Safety, Material Handling and Back Care, and WHIMS Review (Special Package – huge discount!)**

*Produced by:* Construction Safety Association of Ontario

*Description:* This program will be of use and benefit to all construction personnel. Upon completion of this program, participants will be able to recognize and identify the basic requirements for health and safety on construction sites, including both equipment and procedures. Program duration is a minimum of 16 hours. Generic Level 1 training is a component of most multi-level trade training programs. Modules include: Legislation, Personal Conduct, Personal Protective Equipment, Access Structures, Electrical Hazards, and Back Care and Materials Handling.

*Cost:* \$50.00 plus GST & PST, postage and handling.

#### **BOOK: Construction Health & Safety Manual (1998)**

*Produced by:* Construction Safety Association of Ontario

*Contact Info:* 21 Voyager Court South, Etobicoke, ON, M9W 5M7

**Tel:** (416) 674-2726 **Toll-free:** 1-800-781-2726 **Fax:** (416) 674-8866

**E-mail:** [info@constructsafety.on.ca](mailto:info@constructsafety.on.ca) **Web:** [www.csa.org](http://www.csa.org)

*Description:* The manual covers topics of interest in all trades. The subjects include responsibilities for workplace health and safety; personal protective equipment; first aid and emergency procedures; back care; housekeeping; and access equipment such as ladders, scaffolds, and elevating work platforms. Other topics include hand and power tools for construction trades and step-by-step guidelines for welding, cutting and formwork.

*Cost:* \$22.95 plus GST & PST, postage and handling.

#### **VIDEO: New on the Job (1997) Length: 10 min.**

*Produced by:* Construction Safety Association of Ontario

*Description:* The video follows a new worker from his arrival on site through the various stages of his orientation to the moment when he’s ready to start work. Live-action shots highlight personal protective equipment, safety responsibilities, and hazard awareness. The video also alerts workers to the four major causes of death on construction projects.

*Cost:* \$29.95 plus GST & PST, includes postage and handling.

### **Education Sector – Elementary, Secondary, Post-secondary, Libraries, Museums**

#### **Education Safety Association of Ontario (ESAO)**

*Web address:* <http://www.esao.on.ca>

Every type of workplace has inherent hazards. For students placed in these types of workplaces, the Education Safety Association of Ontario has excellent industry-specific resources and expertise.

### **Farming/Agriculture**

#### **Farm Safety Association Inc.**

*Web address:* <http://www.farmsafetyassociation.com>

This health and safety association has specific information for the farming and landscape industries. Based in Guelph, they work closely with the Ontario industry and are an excellent source of current safety information.

#### **Farm Equipment Safety Training**

*Produced by:* Farm Safety Association Inc.

*Contract Info:* 340 Woodlawn Road West, Suite 22-23, Guelph, ON, N1H 7K6

**Tel:** (519) 823-5600 **Toll-free:** 1-800-361-8855 **Fax:** (519) 823-8880

**E-mail:** [info@fsai.on.ca](mailto:info@fsai.on.ca) **Web:** [www.farmsafetyassociation.com](http://www.farmsafetyassociation.com)

*Description:* The training program has been designed to meet the needs of agricultural operations that need to show that health and safety training has been provided to employees. Eight modules include: The Farm Equipment Operator, Common Equipment Hazards, Storage, Energy Hazards, Power Take-Off Safety, Other Hazards Associated with Farm Equipment, Accident Prevention with Lock-out and Tag-out, Operator's Manual and Maintenance for Safety's Sake.

*Cost:* Booklet plus CD-ROM are available at a cost of \$15.

### **Food Service Industry**

#### **Foodservice Safety – Video Orientation Kit**

*Length:* 23:30 min. in the four subject areas.

*Produced by:* Ontario Service Safety Alliance

*Contact Info:* 4950 Yonge Street, Suite 1500, Toronto, ON, M2N 6K1

**Toll-free:** 1-888-478-6772 **Fax:** (416) 250-9500 **E-mail:** [info@ossa.com](mailto:info@ossa.com)

**Web:** [www.ossa.com](http://www.ossa.com)

*Description:* This four-module video and employee guide exposes the most common hazards and dangers in restaurant and foodservice workplaces. Subjects include: Burns and Scalds, Slips and Falls, Cuts and Lacerations, and Repetitive Strain Injuries.

*Cost:* \$44.95 plus \$5 postage and handling.

### **Forestry**

#### **Ontario Forestry Safe Workplace Association (OFSWA)**

*Web address:* <http://www.ofswa.on.ca/>

The OFSWA website will lead you to excellent resources on all forestry-related safety issues, including chain saw safety. Alerts on the site address specific hazards, for example, confronting bears.

**Health, Safety & Your Job in Forestry (2000)**

*Produced by:* Ontario Forestry Safe Workplace Association

*Contact Info.:* P.O. Box 2050, Station Main, 690 McKeown Avenue,  
North Bay, ON, P1B 9P1

**Tel:** (705) 474-7233 **Fax:** (705) 474-4530 **E-mail:** [info@ofswa.on.ca](mailto:info@ofswa.on.ca)

**Web:** [www.ofswa.on.ca](http://www.ofswa.on.ca)

*Description:* This booklet is designed to give you a look at some of the most important health and safety issues in the workplace.

**Health Care****Health Care Health & Safety Association of Ontario (HCHSA)**

*Web Address:* <http://www.hchsa.on.ca>

*Summary:* HCHSA supports the prevention and reduction of workplace injuries and occupational diseases in the health care sector in Ontario by assisting health care sector organizations to adopt preventative best practices and approaches. Information on the site includes: a variety of publications in print and electronic form; newsletters; legislative information; research updates; guidelines; reporting forms and program manuals; selected occupational health and safety training and certification; and relevant professional health and safety information.

**Manufacturing/Factories/Machine Guarding****Industrial Accident Prevention Association (IAPA)**

*Web address:* [www.iapa.on.ca](http://www.iapa.on.ca)

The Industrial Accident Prevention Association has a well-developed resource library with topics related to the wide variety of safety issues found in manufacturing and industrial workplaces. Training courses, booklets, videos, and web-based learning programs are among the types of materials currently available from IAPA.

**Blowin' in the Wind: Machine Guarding Prevents Deaths** *Length:* 12 min.

*Contact Info:* **Canadian Auto Workers Union: Health and Safety Department**

(416) 495-6558 **Toll-free:** 1-800-268-5763

**E-mail:** [caw@caw.ca](mailto:caw@caw.ca) **Web:** [www.caw.ca](http://www.caw.ca)

*Description:* Deficiencies and the minimal use of machine guarding and lock-out have resulted in workplace injuries and fatalities. The video describes the importance of machine guarding in protecting the health and safety of workers.

*Cost:* \$10 for each video including postage and handling.

**Mines and Aggregates****Mines and Aggregates Safety and Health Association (MASHA)**

*Web address:* <http://www.masha.on.ca>

Working in a pit, quarry, surface or underground mine or at a mining plant demands a specialized knowledge of health and safety. Many of the hazards are unique and getting the right safety information is critical. This safety association works closely with the mining industry and other stakeholders to ensure the very best in mining safety information.

**Municipal – Including Local Government, Recreation, Arenas, Sanitation, Fire Fighting****Municipal Health and Safety Association of Ontario (MHSAO)**

Web address: <http://www.mhsao.com>

This association covers a wide range of workplaces and services for municipal operations. With such a wide range of occupations and workplaces covered by municipalities, the Municipal Health and Safety Association of Ontario provides valuable resources for this important sector.

**Pulp and Paper Industry****Pulp and Paper Health and Safety Association (PPHSA)**

Web address: <http://www.pphsa.on.ca>

This association provides industry-specific health and safety materials that would be of interest to anyone involved in a placement in this specialized industry.

**Retail/Service Industry/Restaurants/Tourism/Hospitality/Automotive Sales and Service****Ontario Service Safety Alliance (OSSA)**

Web address: <http://www.ossa.com>

The Ontario Service Safety Alliance (also mentioned under Food Service Industry) provides health and safety resources to this spectrum of workplaces. Automotive service is a common industry for student placements and this organization has information that would be helpful to prepare students. There are resources aimed at the physical hazards involved in the work, as well as issues such as violence – an issue that faces some workers in service and retail occupations.

**Transportation Industry**

The Transportation Health and Safety Association of Ontario, the Ontario Trucking Association and the Ontario Safety League have tremendous expertise about the industry itself and health and safety elements that everyone working in the industry needs to know.

**Transportation Health and Safety Association of Ontario (THSAO)**

Web address: <http://www.thsao.on.ca>

**Ontario Trucking Association**

This association's free video(s), including "Career Highways – Safety" have been used and recommended by cooperative education teachers.

Web address: <http://www.ontruck.org>

**Ontario Safety League**

Web address: <http://www.osl.org>

## Utilities/Electrical Safety

### **Electrical Utilities Safety Association (EUSA)**

Web address: <http://www.eusa.on.ca>

The specialized work undertaken by public utility workers, including those who work with high voltage lines and install and maintain public utilities, involves tasks that can put an untrained and unprotected worker in very dangerous situations. This specialized association provides expertise on electrical safety, working at heights, safe use of ladders and other important topics.

### **Young Worker Awareness Program (YWAP)**

This multi-faceted program includes free videos, student resource books, CDs, a website and in-school presentations by community members.

#### **Video**

#### **Outreach Edition: Things You'd Better Know...To Work Smart, Work Safe**

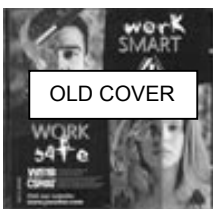
(2001) Length: 13 min. **FREE**

Produced by: Workplace Safety & Insurance Board (WSIB)

*Description:* Created as part of the Young Worker Awareness Program, this video is narrated by Marisa Ellis, whose brother was killed after getting caught in an industrial mixer on the second day on the job at a bakery. It details the rights and responsibilities of young workers, and features the stories of:

- Marco, who lost his right hand trying to remove a piece of metal from a press
- Sandy, whose left hand was cut off by a fan
- Matt, who was paralysed while employed as a camp counsellor
- Isobel, who suffered from head and neck injuries after slipping and falling on the job
- Sean Kells, who died after a chemical explosion.

The program also has a companion student booklet (pictured on page 28) that provides students with a free, lasting reference to help them work safely.



OLD COVER



NEW COVER

**Young Worker Awareness CD ROM:** A free educational CD that has been used by many cooperative education and classroom teachers to provide students with their own health and safety resources. The CD contains a wide variety of general health and safety information and requires students to enter various “classrooms” where they can view videos, take a quiz and get some important information.

Contact: WSIB 1-800-663-6639

Web address: <http://www.wsib.on.ca>

**NOTE:** The YWAP Scavenger Hunt/Quiz for teachers has been developed to help teachers use the CD as a learning tool. The Quiz is released for the first time in this cooperative education/apprenticeship resource document (page 29).

### Young Worker Awareness website

Web address: <http://www.yworker.com>

Summary: The Young Worker Awareness Program is designed to give students the information they need to protect their health and safety on the job. This complete website provides a lot of information for students – makes a great research site!

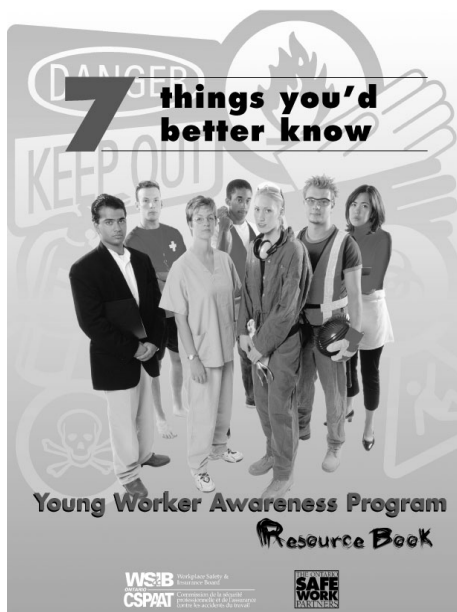
### Teacher's Manual

Cooperative education and apprenticeship program teachers can request a special teacher's manual, which includes a guide to the program, assignments and other teaching aids. Contact the WSIB at: [Youth@wsib.on.ca](mailto:Youth@wsib.on.ca) or call: 1-800-663-6639.

### Student Resource Book

The student resource book, a 32-page, full colour publication called *7 things you'd better know* (pictured below) is available free of charge. The book is distributed during a young worker awareness program or can be obtained by contacting the WSIB at [Youth@wsib.on.ca](mailto:Youth@wsib.on.ca) or by calling 1-800-663-6639.

## Student Resource Book



## Young Worker Awareness Program

### School presentations

For several years, Ontario schools have been welcoming persons from the community to deliver the Young Worker Awareness Program (YWAP). YWAP provides an excellent overview of the rights and responsibilities of workers and also provides useful information for students on work placements. Those who deliver the program are committed to preventing injuries among young workers. Bringing in a community representative to reinforce the lessons you've been teaching for cooperative education safety is a great idea!

### Contact toll-free:

IAPA – 1-800-406-IAPA (4272)

Workers' Centre – 1-888-869-7950

WSIB – 1-800-663-6639



## NEW! Safety Quiz for Students: YWAP Scavenger Hunt

Kudos to the Halton area cooperative education teacher who gave us this idea! The Young Worker Awareness CD, produced by the WSIB, is an excellent FREE resource that's full of health and safety information for students. Thousands of the CDs are distributed and provided to students every year. To help you turn this excellent handout into a valuable classroom resource that allows you to determine if the student has used the CD, and how much they have learned or know about health and safety, a new quiz has been written. After all, what's a great lesson without a great test!

We like to call it a scavenger hunt, because:

- the student has to explore all areas of the CD to get the answers; and
- the quiz includes important safety information students will retrieve from the CD as well as some FUN things to look for as the students learn about health and safety.

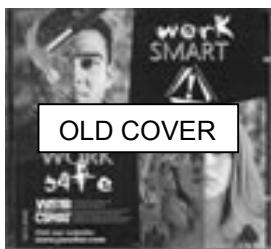
The CD takes the student into the hallway of a secondary school. There are several doors that the student can “enter” to access different types of safety information. Behind each door is a classroom, conference centre or first aid room. In the room, the students will find items like TVs that can be started to provide video information. There are projection screens that contain quizzes, and other ways of getting information while you're in the room.

The FREE CD can be ordered (get one for each of your students!) from the Workplace Safety and Insurance Board (WSIB), or can be obtained through the Industrial Accident Prevention Association (IAPA) or the Workers' Centre. Their websites are:

[www.wsib.on.ca](http://www.wsib.on.ca)

[www.iapa.on.ca](http://www.iapa.on.ca)

[www.whsc.on.ca](http://www.whsc.on.ca)



OLD COVER

This is the CD



The Scavenger Hunt quiz starts on page 31.



NEW COVER

SAME GREAT CONTENT – ONLY THE COVER HAS CHANGED!



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### YWAP - Work Smart Work Safe CD Scavenger Hunt

1. In what type of workplace do most injuries to young workers happen?
  - a) service and retail
  - b) construction site
  - c) office
  - d) factory
  
2. Which is **NOT** an example of a chemical hazard?
  - a) liquids (like cleaning products, paint, office supplies)
  - b) vapours and fumes
  - c) gases
  - d) dust and fibres
  - e) flammable, combustible and explosive materials
  
3. How many hazardous materials are called “designed substances” by the Ministry of Labour?
  - a) 5
  - b) 167
  - c) 11
  - d) 42
  
4. Chronic injuries result in pain over a period of months or years after the accident that caused them.
  - a) True
  - b) False
  
5. What does RSI stand for?

---
  
6. Which of the following are NOT tasks or conditions that, when poorly designed, can become “ergonomic” hazards:
  - a) lighting
  - b) workstation layout
  - c) video display terminals
  - d) work surfaces
  - e) blood
  - f) chairs
  - g) lifting
  - h) repetitive movements
  - i) loud noise
  - j) posture
  - k) shift work
  
7. RAC stands for:
  - a) Reorder, Acquire and Count Hazardous Materials
  - b) Rodney’s Air Conditioning
  - c) Recognize, Assess and Control
  - d) Resource, Agreement and Content

8. Which is NOT among the 5 most common injuries to young workers?
- a) sprains and strains
  - b) soft tissue injuries
  - c) bone fractures
  - d) inflammation of joints
  - e) hard tissue injuries
  - f) burns or scalds
9. Which one of the following types of workplaces is NOT under federal (Labour Code) jurisdiction?
- a) Postal service
  - b) 407 Highway administration
  - c) TD Bank
  - d) CBC television
10. What is Ms. Adams' profession?
- a) lawyer
  - b) supervisor
  - c) nurse
  - d) teacher
11. Usually all machines are safe, and most of the time guards get in the way of doing your work properly.
- a) True
  - b) False
12. Farm workers, domestic servants, and federal workers are not covered by the *Occupational Health and Safety Act*.
- a) True
  - b) False
13. If you hurt yourself on the job, what should you do first?
- a) tell your supervisor
  - b) get first aid treatment
  - c) file a claim with the Workplace Safety & Insurance Board (WSIB)
  - d) call your family and ask someone to come and pick you up
14. Which do NOT present biological hazards?
- a) unclean restrooms
  - b) medical waste
  - c) your little brother (at his worst!)
  - d) mould, fungus, mildew
  - e) bacteria and viruses
  - f) lighting
  - g) plants
  - h) insect bites
  - i) animal bites

15. In Ontario, about how many young workers suffer injuries at work every day?
- a) 50
  - b) 12
  - c) 149
  - d) 3
16. If you spot a fire at work what should you do first?
- a) call 911
  - b) pull the fire alarm and call for help
  - c) run
  - d) try to put the fire out
17. Which is NOT a physical hazard?
- a) electricity
  - b) WHMIS controlled products
  - c) heat and cold
  - d) noise and vibration
18. If you are injured at work, a report must be sent to the WSIB by the employer:
- a) within three days
  - b) within three weeks
  - c) at the end of the month
19. By law, the *Occupational Health and Safety Act* **must** be posted in your workplace?
- a) True
  - b) False
20. During a job interview, some questions that could be asked of the employer are:
- a) What company health and safety rules or policies should I know about to do my job safely?
  - b) What are the hazards in the job? In the workplace? Potential hazards could be noise, chemicals, radiation, and shift work.
  - c) Are there any Designated Substances in the workplace? What are they? Are the regulations for them posted?
  - d) Will I get safety training for this job? WHMIS training? When?
  - e) What should I do if I get injured? Who is the trained first aid person in my work area?
  - f) all of the above
21. Where do occupational health and safety laws come from?
- a) Workplace Safety and Insurance Board
  - b) Industrial Accident Prevention Association
  - c) Ministry of Labour
  - d) Canadian Centre for Occupational Health and Safety
22. What door provides information on the *Occupational Health and Safety Act*?
- a) 1
  - b) 2
  - c) 3
  - d) Resource Centre

23. Are people who pick apples on a farm covered by the *Occupational Health and Safety Act*?
- a) Yes
  - b) No
24. The purpose of an Internal Responsibility System (IRS) is to:
- a) give employers sole responsibility to apply occupational health and safety standards within their organization. The IRS allows senior managers to make policies and decisions without the need for employee feedback.
  - b) require employers to have a health and safety policy and program.
  - c) give direct responsibility that officers of a company have for health and safety.
  - d) allow the joint health and safety committee, or, in smaller workplaces, the health and safety representative, to play a role by monitoring the Internal Responsibility System.
  - e) only b, c, and d
  - f) all of the above
  - g) none of the above
25. A worker can refuse to work if he/she has reason to believe that one or more of the following is true:
- a) Any machine, equipment or tool that the worker is using or is told to use is likely to endanger himself or herself or another worker.
  - b) The physical condition of the workplace or workstation is likely to endanger the worker.
  - c) Any machine, equipment or tool that the worker is using, or the physical condition of the workplace, is in violation of the Act or regulations and is likely to endanger himself or herself or another worker.
  - d) all of the above
  - e) none of the above
26. In the real-life accidents discussed on the CD, what happened to David?
- a) His right arm was amputated.
  - b) He was severely burned.
  - c) He fell down the stairs.
  - d) His left arm was amputated.
27. How many lockers are there in the hallway?
- a) 6
  - b) 12
  - c) 7
  - d) 8
  - e) 10
28. All workers have the right to refuse unsafe work.
- a) True
  - b) False
29. Ministry of Labour inspectors have the power to:
- a) inspect a workplace.
  - b) investigate potentially hazardous situations and work refusals in a workplace.
  - c) order compliance with the Act and regulations.
  - d) recommend prosecution of those who are not in compliance with the Act.
  - e) all of the above

30. What are some ways in which an employer can prevent injuries from occurring?
- a) label hazardous materials
  - b) provide proper training
  - c) conduct their own periodic workplace inspections
  - d) create and maintain a health and safety committee
  - e) all of the above
31. Companies can be fined up to \_\_\_\_\_ for not following the Act.
- a) \$50,000
  - b) \$500,000
  - c) \$1,000,000
  - d) \$1,500,000
32. In WHMIS, Class F is categorized as a dangerously reactive material.
- a) True
  - b) False
33. Which of the following is not an example of personal protective equipment?
- a) a car seat belt
  - b) safety glasses
  - c) material safety data sheets
  - d) steel-toed work boots
34. If you have a question or concern while you're at work, by law, whom should you contact first?
- a) supervisor
  - b) health and safety representative
  - c) a member of the workplace joint health and safety committee
  - d) a union representative
  - e) a health and safety professional
  - f) any of the above
35. Which teacher instructs the "Rights and Responsibilities" class?
- a) Mrs. O'Connell
  - b) Mr. Symonette
  - c) Ms. Adams
  - d) Mr. Davidson
36. What's the 2<sup>nd</sup> line of the eye examination chart?
- 

37. What is the correct answer to question # 6 on the quiz? Is it:
- a) True
  - b) False

38. What colour is the little *Occupational Health and Safety Act* book?
-

39. The toll free number for the Industrial Accident Prevention Association is 1-800-406-4272.

- a) True
- b) False

40. How many videos can be viewed in the "Rights and Responsibilities" class?

- a) 3
- b) 4
- c) 5
- d) 6

41. The purpose of a joint health and safety committee is to

- a) make sure all health and safety concerns are resolved
- b) identify and recommend solutions to health and safety problems
- c) conduct monthly inspections of the workplace
- d) all of the above
- e) none of the above

42. Who was killed in a chemical explosion while on a job?

- a) David
- b) Rick
- c) Mike
- d) Martin
- e) Sean

What triggered the fatal explosion?

- a) mixing other chemicals
- b) an electrical spark
- c) carelessness on the part of the employee

43. The toll-free number for the Workers Health & Safety Centre is 1-888-869-7950.

- a) True
- b) False

44. Your boss is required to train you if you are exposed or likely to be exposed to a hazardous substance.

- a) True
- b) False

45. Ms. O'Conner is wearing a watch.

- a) True
- b) False

46. Virtually all workplaces with 20 or more employees must have:

- a) a lunchroom
- b) a pool table
- c) a joint health and safety committee
- d) a parking lot



47. All of the following are physical hazards:

- electricity
- noise and vibration
- hot and cold environments
- dust and fibres
- radiation
- exposed moving parts on machinery

- a) True
- b) False

48. Only one of the television sets has something sitting on top of it. What was that object?

- a) binoculars
- b) apple
- c) monkey
- d) globe

49. How many WHMIS warning symbols are there?

- a) 8
- b) 10
- c) 12
- d) 14

50. How often must a Material Safety Data Sheet (MSDS) be updated?

- a) every day
- b) every month
- c) every year
- d) every three years

**BONUS:**

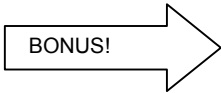
51. What is the name of the high school in the CD? \_\_\_\_\_

52. What is the name of their school team?

- a) Bulls
- b) Rhinos
- c) Spartans
- d) Hippos

**YWAP Scavenger Hunt  
Answers**

- |                             |                        |
|-----------------------------|------------------------|
| 1. a)                       | 27. d)                 |
| 2. d)                       | 28. b)                 |
| 3. c)                       | 29. e)                 |
| 4. a)                       | 30. e)                 |
| 5. Repetitive Strain Injury | 31. b)                 |
| 6. e) and i)                | 32. a)                 |
| 7. c)                       | 33. c)                 |
| 8. e)                       | 34. a)                 |
| 9. b)                       | 35. b)                 |
| 10. c)                      | 36. C K Z D V 8        |
| 11. b)                      | 37. b)                 |
| 12. a)                      | 38. green              |
| 13. b)                      | 39. a)                 |
| 14. f)                      | 40. b)                 |
| 15. a)                      | 41. d)                 |
| 16. b)                      | 42. e); second part b) |
| 17. b)                      | 43. a)                 |
| 18. a)                      | 44. a)                 |
| 19. a)                      | 45. a)                 |
| 20. f)                      | 46. c)                 |
| 21. c)                      | 47. a)                 |
| 22. b)                      | 48. b)                 |
| 23. b)                      | 49. a)                 |
| 24. g)                      | 50. d)                 |
| 25. d)                      | 51. West Park High     |
| 26. a)                      | 52. Rhinos             |



**Extract from “Cooperative Education and Other Forms of Experiential Learning”  
Policies and Procedures for Ontario Secondary Schools 2000**

**THE CLASSROOM COMPONENT**

**2.3.1.2 Health and Safety.** As part of the pre-placement orientation, students involved in cooperative education and work experience must receive instruction on health and safety in the workplace. To ensure the physical safety and personal well being of students, teachers must ensure that students demonstrate the following prior to placement:

- an understanding of workplace health and safety rules
- the appropriate use of safety equipment, including fire extinguishers and smoke and carbon monoxide detectors
- an understanding of the need for personal protective equipment, including goggles, gloves, boots, and aprons
- an understanding of the *Occupational Health and Safety Act*
- the correct handling of materials and equipment as specified in the Workplace Hazardous Materials Information System (WHMIS) training program
- an understanding of the coverage provided by the *Workplace Safety and Insurance Act*
- the procedures for reporting accidents
- the procedures for reporting unsafe practices.

Both teachers and placement supervisors must ensure that all students with special needs are thoroughly familiar with and able to implement all the safety precautions that may be required at the placement. They must also ensure that any necessary workplace accommodations to ensure students' safety are in place.

Students in the Ontario Youth Apprenticeship Program must be provided with trade-specific health and safety training.

If a cooperative education teacher becomes aware of a health or safety hazard at any time during a work placement (e.g., through information supplied by a student), the teacher must discuss the hazardous situation with the placement supervisor, the head of the organizational unit in which the credits are being awarded, and the principal. The hazardous situation must be resolved before the student can return to the placement.

Board staff should be aware of their responsibility and potential liability in terms of students' health and safety. Any teachers and non-teaching personnel responsible for recruiting and securing placements must assess the health and safety environment of the potential placements (see section 2.4.1.1, “Placement Assessment Criteria”) and recommend only those placements with acceptable standards.

**2.3.1.3 Coverage Under the Workplace Safety and Insurance Act.** To ensure Workplace Safety and Insurance Board (WSIB) coverage for students at the placement, a Ministry of Education Work Education Agreement form must be completed and signed by all parties prior to student placement. The coverage under the *Workplace Safety and Insurance Act* for students in work education programs (work experience and cooperative education) is outlined in detail in the Ministry's Policy/Program Memorandum No. 76A, “Workplace Safety and Insurance Coverage for Students in Work Education Programs”.

The hours accumulated by a student at a placement (other than hours spent as an assistant to a teacher) must be reported to the ministry on a school-year basis. The number of hours of WSIB coverage may, in some cases, need to be increased. In such cases, a note must be appended to the Work Education Agreement form to ensure the necessary WSIB coverage for the student. The note must be signed by the teacher, the student, the student's parents (if the student is under 18), and the placement supervisor. It is the student's responsibility to obtain approval from his or her teacher and parents before extending the placement beyond the hours specified in the original agreement. Insurance coverage arranged through the Ministry of Education applies only to the hours stated in the Work Education Agreement and does not apply when a student receives an hourly wage or a salary (see section 4.3).

The Ministry of Education Work Education Agreement form must be used for all students participating in cooperative education or work experience who are 14 years of age or older. While boards may expand this form to elicit additional information, no modifications may be made that change the information elicited by the original Work Education Agreement form.

School officials, with the assistance of cooperating company officials, must ensure that proper WSIB procedures and requirements are adhered to both prior to and during placements and in the event of an accident. Teachers must follow WSIB and school board procedures when reporting accidents. Since accident-reporting procedures require students' social insurance numbers, it is recommended that all students involved in cooperative education or work experience have a social insurance number.

## THE PLACEMENT COMPONENT

**2.4.1.1 Placement Assessment Criteria.** All school boards must establish procedures for finding and assessing potential placements. The cooperative education teacher must conduct an assessment of each placement, including placements at businesses or institutions owned and operated by students' families, taking into consideration the following:

- the employer's and supervisor's positive attitude and commitment to the provision of experiential learning opportunities
- the opportunity for each student to work in a one-on-one relationship with a supervisor
- the range and scope of the learning opportunities and experiences available
- the technology, equipment, and facilities provided at the placement
- the health and safety conditions of the workplace
- the business's employment policies
- the provision of an environment that is free from discrimination, violence, and expressions of hate
- the ability to provide any necessary accommodations for students with special needs.

When a placement that has already been assessed is under consideration once again for a subsequent student, the cooperative education teacher must reassess it to ensure that it continues to meet the criteria listed above.

## **Occupational Health and Safety Act**

### **Section 1 (1) Definitions**

**“factory”** means,

- (a) a building or place other than a mine, mining plant or place where homework is carried on, where,
  - (i) any manufacturing process or assembling in connection with the manufacturing of any goods or products is carried on,
  - (ii) in preparing, inspecting, manufacturing, finishing, repairing, warehousing, cleaning or adapting for hire or sale any substance, article or thing, energy is,
    - (A) used to work with any machinery or device, or,
    - (B) modified in any manner,
  - (iii) any work is performed by way of trade or for the purposes of gain in or incidental to the making of any goods, substance, article or thing or part thereof,
  - (iv) any work is performed by way of trade or for the purposes of gain in or incidental to the altering, demolishing, repairing, maintaining, ornamenting, finishing, storing, cleaning, washing or adapting for sale of any goods, substance, article or thing, or
  - (v) aircraft, locomotives, or vehicles used for private or public transport are maintained,
- (b) a laundry including a laundry operated in conjunction with,
  - (i) a public or private hospital,
  - (ii) a hotel, or
  - (iii) a public or private institution for religious, charitable or educational purposes, and
- (c) a logging operation.

**“logging”** means the operation of felling or trimming trees for commercial or industrial purposes or for the clearing of land, and includes the measuring, storing, transporting or floating of logs, the maintenance of haul roads, scarification, the carrying out of planned burns and the practice of silviculture.

**“construction”** includes erection, alteration, repair, dismantling, demolition, structural maintenance, painting, land clearing, earth moving, grading, excavating, trenching, digging, boring, drilling, blasting or concreting, the installation of any machinery or plant, and any work or undertaking in connection with a project but does not include any work or undertaking underground in a mine.

**“mining plant”** means any roasting or smelting furnace, concentrator, mill or place used for or in connection with washing, crushing, grinding, sifting, reducing, leaching, roasting, smelting, refining, treating or research on any substance mentioned in the definition of “mine”.

**“mine”** means any work or undertaking for the purpose of opening up, proving, removing or extracting any metallic or non-metallic mineral or mineral-bearing substance, rock, earth, clay, sand or gravel.

**Occupational Health and Safety Act**

**REVISED REGULATIONS OF ONTARIO  
REGULATION 834**

***Amended to O. Reg. 351/91***

**CRITICAL INJURY—DEFINED**

1. For the purposes of the Act and the Regulations, "critically injured" means an injury of a serious nature that,
  - (a) places life in jeopardy,
  - (b) produces unconsciousness,
  - (c) results in substantial loss of blood,
  - (d) involves the fracture of a leg or arm but not a finger or toe,
  - (e) involves the amputation of a leg, arm, hand or foot but not a finger or toe,
  - (f) consists of burns to a major portion of the body, or
  - (g) causes the loss of sight in an eye.

R.R.O. 1990, Reg. 834, s. 1.

### ***Live Safe! Work Smart! Grade 9/10 edition***

#### Curriculum Correlation:

*Live Safe! Work Smart!* provides materials for addressing the safety expectations within The Ontario Curriculum for Grades 9 and 10: Arts, Business Studies, Guidance and Career Education, Health and Physical Education, Science, Social Sciences and Humanities, and Technological Education.

#### Content:

This print resource provides students with well-developed information about workplace safety. The Canadian examples and case studies consolidate learning and provide students with information that is transferable to many situations. The information is accurate and well written and is presented in a clear and concise fashion using language that students will understand. The sections on Violence, Ergonomics, and Workers' Rights are notable and appropriate to the intended audience. The resource includes information on how to use technology safely.

#### Methodology:

The material is presented in clearly identified teaching modules that contain usable strategies and lesson plans correlated to each grade and curriculum area. While much of the information is presented through teacher-directed lessons, there are opportunities for active student involvement through the "Bright Ideas" and "Optional Class Activities" sections of the resource.

Each module and lesson plan is developed logically and in a developmentally appropriate sequence. Modules build developmentally from grade to grade. The modules are supported by a complete set of overheads that guide the teacher-directed lessons. Modules also contain teacher's notes, website listings, and reproducible student notes that could form the basis for a student safety portfolio.

#### Assessment:

Test items (with answers) are provided at the end of each section. These are usually simple response items for students. The potential to develop additional, more complex assessment items exists by using the case studies and activities included in the resource.

#### Format:

The comprehensive binder of materials is well organized and divided into sections by grade and curriculum area to facilitate the user in locating the appropriate section. The major modules of the program are divided into logical lesson plans that are well supported with resources. The illustrations on the accompanying overhead masters help to present and clarify the concepts.

#### Bias:

The resource is inclusive in its depiction of male and female workers and workplaces. It presents the information from a balanced perspective.

#### Review Recommendation:

*Live Safe! Work Smart!* is recommended for use as support material in Grades 9 and 10: Arts, Business Studies, Guidance and Career Education, Health and Physical Education, Science, Social Sciences and Humanities, and Technological Education courses.

### ***Live Safe! Work Smart! Grade 11/12 edition***

#### Curriculum Correlation:

*Live Safe! Work Smart!* is a useful resource to support health and safety topics in the Ontario Curriculum for Grades 11 and 12 for the following subjects: Arts, Business Studies, Canadian and World Studies, Guidance and Career Education, Health and Physical Education, Science, Social Sciences and Humanities, and Technological Education. Each learning expectation dealing with safety in the courses for these disciplines is correlated to specific resources found within this learning resource.

#### Bias Assessor:

The resource presents information from a balanced perspective.

#### Content:

*Live Safe! Work Smart!* provides practical information for teachers and students about basic safety in the workplace, the home, and the school. Much of the information can be applied to a variety of situations. The resource is well written and includes student hand-outs and appropriate overhead transparency masters to support the text. The resource is organized into sections (Biological and Chemical Hazards, Ergonomics, Physical Hazards, Societal Issues, and Workplace Law) that reflect the safety issues addressed in Grades 11 and 12 curricula. Examples and case studies relate directly to Ontario.

#### Methodology:

The material is presented in clearly identifiable teaching modules that contain useable strategies and lesson plans. At the beginning of the resource, there is a correlation to safety expectations found for each grade and curriculum. There are opportunities for student participation through activities, "Reality Checks," case studies, and "Bright Ideas." Each grade-appropriate module develops logically and sequentially. The modules are supported by a set of overhead transparency masters that guide the teacher-directed lessons. Within most modules, there are suggestions for optional activities and for meeting individual teacher and student needs. Teacher notes identify the key points for the topic.

#### Assessment:

The learning resource includes assessments for knowledge. The test items (with answers) are mainly multiple choice or fill-in-the-blank questions to determine recall. The case studies and activities can be used to develop more complex assessment items that incorporate problem solving.

#### Format

This comprehensive and encyclopaedic resource is contained in a sectioned binder. The first section (Expectations) uses colour coding for identifying the correlation with the different subject disciplines within each of the binder sections. The resource is cross-referenced by subject discipline, learning expectation, and section.

#### Review Recommendation:

*Live Safe! Work Smart!* is recommended as a supplementary resource for Grades 11 and 12: Arts, Business Studies, Canadian and World Studies, Guidance and Career Education, Health and Physical Education, Science, Social Sciences and Humanities, and Technological Education courses.





## PLACEMENT ASSESSMENT GUIDE

The *Cooperative Education and Other Forms of Experiential Learning* policy document mandates that placements be assessed for their educational value and health and safety considerations.

---

Date: \_\_\_\_\_

Placement: \_\_\_\_\_

Address: \_\_\_\_\_ Telephone: \_\_\_\_\_

\_\_\_\_\_ Fax: \_\_\_\_\_

Placement Employer/Supervisor: \_\_\_\_\_ Student Position: \_\_\_\_\_

Cooperative Education Teacher: \_\_\_\_\_ School: \_\_\_\_\_

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### ***Commitment to Experiential Learning***

In discussion with the employer and/or supervisor explain:

- cooperative education as a credit-granting course
- the components of cooperative education (classroom, placement, on-site assessments, assessment and evaluation, learning plan)
- the employer's and the supervisor's roles and responsibilities

Identify if they are willing/able to:

- designate one employee to be responsible for supervising and evaluating the student  
Name, if available:
- complete Performance Appraisals for the student
- provide time to meet with the teacher to discuss the student's learning (on-site assessments)
- work with the teacher to develop realistic and challenging personalized placement learning plans by identifying workplace applications
- provide a safe working and learning environment
- provide orientation and workplace health and safety training
- accommodate students with special needs

Comments:

**Learning Environment**

Through observation during a tour of the facilities, specifically the student's work area, and discussion with the employer/supervisor, you will be able to identify that the:

- technology, equipment and facilities provided at the placement are current
- range and scope of learning opportunities are available
- environment is free from discrimination, violence and expressions of hate

Comments:

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**Health and Safety**

Begin discussion by explaining to the employer and/or supervisor, the pre-placement and integration expectations students have achieved in the classroom related to health and safety.

**Ensure health and safety issues and requirements are included in the student's personalized placement learning plan (e.g. PPE, training, etc.).**

Identify any hazards, equipment, situations or machinery the student will be working with. Examples of hazards are:

- working from heights
  - operating mobile equipment such as forklifts, order pickers, company vehicles, etc.
  - working with or around chemicals or biological or infectious agents
  - regular or prolonged exposure to hot or cold conditions (such as molten metal, freezers, etc.)
  - working with machinery that has moving parts that require guards and lock-out procedures
  - working with power tools
  - entry into confined spaces such as tanks
  - working alone
  - other
- 
- 

**Note:** *Ensure when assessing placement as Recommended/Not Recommended that activities students will be allowed to do at placement are consistent with school board policies and procedures.*

**Training**

Specify the type of safety training that will take place related to the hazards listed above, including who will deliver the training, when training will take place, and the personal protective equipment required.

<b>Hazardous Job/Task</b>	<b>Training to be provided related to this hazard</b>	<b>Delivered by</b>	<b>When training will be delivered</b>	<b>PPE Required</b>

**Protective Equipment and Measures Required**

Some types of protective equipment, such as respirators, require specialized training to ensure proper use and fit. Learning how to use any type of equipment properly is essential to ensure that the equipment will offer the protection it was designed to provide. For example, material can still enter the eye area if safety glasses are worn improperly or do not fit properly.

<b>Protective Equipment or Measure</b>	<b>Required Daily or Occasionally</b>	<b>Training will be provided?</b>	<b>Employer will provide?</b>	<b>Student to supply?</b>
Safety Boots (green patch)				
Safety Shoes (steel toed)				
Other footwear (specify)				
Safety glasses				
Hearing protection (specify)				
Dust Mask				
Respirator				
Gloves (type)				
Other				

Protective Immunization and/or Testing Required: \_\_\_\_\_

Police Clearance Required: \_\_\_\_\_

**Overall Training and Orientation**

Aside from hazard-specific training or training in the use and care of personal protective equipment, identify all orientation that will be provided and the agreed upon dates/time frames.

Overall Training and Orientation	Date(s)/Time Frame
<p><b>WHMIS Training</b></p> <p><b>General Workplace Orientation:</b> tour of the workplace, location of fire extinguishers, first aid stations, fire exits, evacuation procedures, MSDSs, staff bulletin boards, etc.</p> <p><b>Other training required by the workplace or identified by the assessment process:</b></p>	

**Workplace Policies**

Introduce the issue by explaining to the employer and/or supervisor the pre-placement and integration expectations students have achieved in the classroom, related to human rights, discrimination and harassment.

- Discuss school/board harassment policy and Internet use policy.
- Inquire as to the company's harassment policies and procedures for reporting incidents of workplace harassment.
- Observe and assess if the environment is free from inappropriate graphics and literature.
- Discuss with the employer and/or supervisor the business' employment policies.

Comments:

Placement:

- Recommended
- Not Recommended

**File copy(ies) of Placement Assessment as required by district school board policy and procedures.**