



# **Worker Health and Safety Awareness**

**Leader Guide**

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SAMPLE

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## Workshop Overview

### Workshop Objectives

This guide presents a workshop on the topic of basic occupational health and safety awareness training for workers, and the requirements of O. Reg. 297/13 under the *Occupational Health and Safety Act*. The goal of the workshop is to raise employees' (participants') awareness with respect to key issues related to the topic of workplace health and safety. Workshop objectives include instruction on:

- the rights and/or duties of workers, supervisors and employers under the *Occupational Health and Safety Act (OHSA)*;
- the role of the Joint Health and Safety Committees (JHSCs) and Health and Safety Representatives in the workplace; and
- common workplace hazards and occupational illnesses.

### How to Use the Leader Guide

This guide is intended to be used by the workshop leader(s) and should not be distributed to participants. It includes instructions for organizing and running a successful workshop.

It is recommended that all workshop leaders become familiar with all material related to this workshop, including the Leader Guide, Participant Guide, and video DVD presentation. The guide is indexed so that the workshop leader can refer to corresponding material in the participant guide.

It is strongly recommended that the workshop leader review all of this material.

### Workshop Design

The workshop offers the following features:

- Experiential learning that concentrates on developing knowledge and abilities through the experiences of the participants;
- Practical techniques that can be used on the job;
- The encouragement of learning from the knowledge and experiences of the workshop leader(s) and participants;
- A participant guide that provides reference material based on workshop concepts and techniques; and

- The Worker H&S Awareness 15-minute video DVD that can be shown as an introduction to, or to further emphasize workshop content.

The workshop can also be extended by including a review of the employer's Health and Safety policy. See *How to Customize the Workshop* for further information.

### **How to Customize the Workshop**

Customizing the workshop can greatly enhance its value to participants. The following suggestions may be helpful:

- Before conducting the workshop, obtain information about the organization and the participants, their jobs and any specific health and safety issues that they face;
- Consult colleagues about workplace hazards and/or health and safety issues to help build a larger base of knowledge and understanding of the topic as well as collect relevant examples;
- Customize the participant guide for the organization and the particular participants attending;
- Alter the workshop outline and/or timing to reflect the needs of the audience. Use examples to which the audience can relate; and
- If it seems useful and time permits, allow discussion to continue beyond the recommended time frame. Always remember to process each activity thoroughly as it is important that participants are able to fully experience each activity.

A short video can provide an additional form of learning and be an effective change of pace from the experiential learning on which the remainder of the workshop is based. It is suggested that the video DVD be inserted as an introduction to the course.

The workshop can also be customized to include training on the employer's Health and Safety policy. This optional step is best done in Lesson 5.

There are two suggested agenda options outlined in the Suggested Agendas section of this guide which can be adjusted to suit the needs of the group and workshop leader.

There are further tips for compressing the workshops contained in each of the lessons.

### **Guide Format and Intent**

The workshop presented in this guide highlights the requirements for mandatory basic occupational health and safety awareness and training required by O. Reg. 297/13 of the *Occupational Health and Safety Act*.

This guide is divided into four parts:

Title	Description
Part I - Workshop Overview	Provides an overview of the workshop design, workshop preparation instructions, evaluations techniques and tips to facilitate the session.
Part II - Introduction Workshop Activities	Provides the following: <ul style="list-style-type: none"> <li>• Detailed instructions on how to conduct each of the workshop activities;</li> <li>• All reference materials required to explain activities and to conduct lectures;</li> <li>• 15-minute video DVD;</li> <li>• All associated participant handouts.</li> </ul>
Part III - Glossary of Terms	Provides a glossary of relevant topic-specific terms.
Part IV - Participant Guide	Provides workshop reference materials for reproduction and distribution to participants.

Although the workshop is complete, the design is flexible and can be customized to various groups and time frames. Its primary focus is to provide an environment that promotes learning through experience and encourages the transfer of these experiences and knowledge to the job.

### Workshop Activity Outline

The workshop activities presented in Part II are divided into 5 lessons:

Lesson	Title	Description
1	Workshop Orientation	Sets out the framework of the workshop, discusses the workshop objectives and agenda, describes responsibilities, and provides an opportunity for an icebreaker or group activity and the participants to identify their workshop expectations.
2	Introduction	Participants will gain a general overview of the course material and why it's important to learn about health and safety in the workplace.
3	Step 1: Get on Board	Participants will be introduced to the concept that

		everyone has a role in promoting and maintaining health and safety in the workplace, from the employer, supervisor to the worker.
4	Step 2: Get in the Know	Participants will examine the hazards they potentially can encounter in the workplace and how they can protect themselves while on the job.
5	Step 3: Get Involved	Participants will understand the important role they play in the putting health and safety first in their job and how they can get involved by volunteering to become a Joint Health and Safety Committee member or Health and Safety Representative.
6	Step 4: Get More Help	Participants will review the sections of the OHS Act regarding the right to refuse or to stop work where their health and safety is in danger, and the role of Ontario's health and safety system partners.
7	Wrap-up and Evaluation	Provides an opportunity to summarize workshop contents, answer participants' questions, and distribute handouts, including final quiz, and course Evaluation/Feedback sheet.

### Target Audience

This workshop's goal is for all participants to understand the importance of health and safety awareness and training in the workplace, and how workers, supervisors and employers can work together in various ways to promote a health and safety workplace culture. The course content within this workshop can be used for annual retraining of employees and for new hires. Ideal classroom size for Instructor-led training is no more than 25 participants.

### Workshop Preparation

#### Contacting Participants

Participants should be notified of the following information well ahead of the scheduled workshop date:

- Workshop leader's name and position or trainer's name and professional history;
- Workshop location;

- Date(s) and times;
- Workshop goals and objectives; and
- A brief outline of the topics to be covered.

Participants should also be advised the workshop is based on an experiential learning model and will involve active participation of the group. They will be encouraged to work with new ideas and approaches and will be given an opportunity to practice what they have learned. (Refer to document – Workshop Details and Agenda)

### **Location Requirements, Materials and Equipment**

It is important to choose a location that has access to the following:

- Ample wall space for posting group information (optional);
- Space that can accommodate a number of round tables and chairs;
- Extra tables for workshop leader materials;
- Refreshments;
- Laptop with media player; and
- Audio/visual equipment including overhead projector and projection system.

All of the activities in Part II specify the materials that are required for each activity.

The Preparation Checklist lists the materials and equipment required for the workshop. Other equipment and materials not itemized may be necessary if the workshop leader alters the workshop design.

The workshop leader should arrive early to allow sufficient time for workshop preparation and set-up including checking materials, arranging the room and ensuring that equipment is functioning properly.

**Preparation Checklist**

- 1. Worker H&S Awareness Leader Guide \_\_\_\_\_
- 2. Reproduced Participant Guide(s) \_\_\_\_\_
- 3. Final Quiz(zes) \_\_\_\_\_
- 4. Workshop Sign-in Sheet \_\_\_\_\_
- 5. Evaluation/Feedback Forms \_\_\_\_\_
- 6. Worker H&S Awareness video DVD \_\_\_\_\_
- 7. Computer and projection system  
*If using video<sup>1</sup>* \_\_\_\_\_
- 8. Participant Name tags \_\_\_\_\_
- 9. Two or more newsprint flipcharts (Optional) \_\_\_\_\_
- 10. At least one flipchart easel (Optional) \_\_\_\_\_
- 11. Two packages of non-bleeding felt markers (Optional) \_\_\_\_\_
- 12. Masking tape (Optional) \_\_\_\_\_
- 13. Prepared flipcharts for activity instructions and workshop orientation (Optional) \_\_\_\_\_
- 14. A watch or clock for timing activities \_\_\_\_\_
- 15. Refreshments for breaks (if appropriate) \_\_\_\_\_
- 16. Water and glasses on tables \_\_\_\_\_

\_\_\_\_\_

<sup>1</sup> Note that DVD software or viewer/media player must be installed on the presentation computer.

## Suggested Agendas

### Option 1:

This material can be used as part of an employee orientation.

The video is approximately 15 minutes in duration. You will note that there are 2 options on the video menu, one of which includes built-in quizzes. Use this version to show to all of your new hires. It is therefore non-instructional. They can go through the video at their computer, at their own pace. If they get a quiz question wrong, they will be automatically taken back to the question to re-enter the correct answer. In other words, they cannot move on to the next section until they have successfully completed the question they are working on. You can then hand out the participant guide and lead a group or one-on-one discussion with a question and answer period to make learning more experiential. The employer should have the new hire(s) read and sign-off on their related policies at that time.

### Option 2:

The material can be used as a workshop format and can be made interactive by showing the video with built-in quizzes and having participants volunteer the answers.

Or, the video can be shown straight through and the quiz (paper copy version) completed at the end. Testing based on the video and course content is provided in this training kit.

To make the workshop more experiential, the workshop leader could use examples from their workplace to lead a discussion on promoting and maintaining health and safety best practices. Each workplace is unique, and brings different challenges when dealing with occupational health and safety.

The following agenda is provided as an example, and should be modified to fit the individual needs of the group. Participants should be provided with an agenda approximately one week prior to the workshop.

**Worker H&S Awareness Training**  
**September XX, 20XX**  
**Boardroom A, ABC Company**

(Half-Day Version)

Description	Estimated Time Requirement
<b>Lesson 1</b> – Orientation	8:30 to 8:55

<b>Lesson 2</b> – Introduction	8:55 to 9:00
<b>Video</b> (Includes question period)	9:00 to 9:35
<b>Lesson 3</b> – Step 1: Get on Board	9:35 to 9:50
<b>Lesson 4</b> – Step 2: Get in the Know	9:50 to 10:05
<i>Break</i>	10:05 to 10:20
<b>Lesson 5</b> – Step 3: Get Involved	10:20 to 10:35
<b>Lesson 6</b> – Step 4: Get More Help	10:35 to 10:45
<b>Lesson 7</b> – Wrap Up and Evaluation	10:45 to 11:00

**TOTAL****2.5 Hours**

### Workshop Training Records

Keeping accurate training records for each of your employees is an important part of your health and safety program. Proper recordkeeping will enable your company to pass third party audits or inspections. As part of an investigation or routine inspection, your provincial Labour Ministry may request to see these records for proof of training etc. Therefore, maintaining up-to-date training records for each employee is essential. Failure to comply or provide records can cause legal problems. You may also be audited by your customers, or other recognized organization. All of these organizations will expect your company's records to comply with their inspection criteria.

Training records also play an increasingly important part in helping you enable the effective running of your business or organization. This information can assist you with recruitment and training, performance reviews, and career advancement.

**Note:** *The O. Reg. 297/13 under the OHS Act requires that employers maintain a record of training, and provide workers and supervisors with proof of completion, on request, for up to six months after the worker or supervisor stops performing work for that employer.*

Training records should include at a minimum the following:

- Employee name, department
- What training was provided for each competency level across each skill?

- When and where was this training, skill and knowledge provided?
- Proof and evidence of employee's competence level(s), including statements of compliance and sign-off sheets if required
- Copy of the completion certificate retained in the employee's file

You will note that there are 2 options on the video menu, one of which includes a built-in quiz. For participants viewing the video independently if they get a quiz question wrong, they will be given another opportunity to select the correct answer. At the end of the quiz participants will be given a Confirmation Number. This number is a set value and will not populate. For recording purposes, it is suggested you have the participant sign an acknowledgement slip, dated and authorized by the reporting supervisor confirming training occurred, filing the completed quiz (paper copy version), and/or by leading a discussion with the participant on the content covered in the training material and making note in their personnel file.

## Measuring the Effectiveness of the Workshop

### Measuring Participant Learning During the Workshop Session

Participant learning will be measured at the conclusion of the session and will be evaluated by peers and self.

### Using the Evaluation/Feedback Form

The Evaluation/Feedback Form measures participants' response to various elements of the workshop including workshop location, content, workshop leader, and activities.

### Measuring Participant Learning After the Workshop Session

While the Evaluation/Feedback Form gives participants an opportunity to comment on elements of the workshop, it does not provide the employer or the workshop leader with any indication of whether or not what has been learned is actually being applied in the workplace.

The following are some suggested ways in which the workshop leader and/or the employer can measure or evaluate the transfer of learning from the workshop to the workplace.

Transfer of learning can be measured by:

- Observation
- Follow-up interviews
- Questionnaires

Sources of the above information may include:

- Workshop participants
- Participants' supervisor(s)
- Persons who interact with workshop participants on the job

### Time Frame

The evaluation of transfer of learning to the workplace usually is completed six weeks to six months after the workshop.

### Workshop Facilitation Tips

A good workshop leader contributes both process and structure to group interactions. A workshop leader assists and enables the group by providing support in functioning effectively.

The following tips will help you prepare for and facilitate this session.

1. **Know the participants.** Gather as much information as you can about the participants and the organization.
2. **Stay neutral.** Focus on the process. Use questions and suggestions to offer ideas but do not impose opinions on the group.
3. **Active listening.** Use active listening skills to facilitate group participation.
4. **Paraphrase.** Use paraphrasing to clarify and reinforce ideas.
5. **Ask questions.** Effective questioning can invite participation, gather and probe for information. This is your most important tool.
6. **Provide participants with meaningful feedback.**
7. **Use a flipchart.** The flipchart is an effective tool for ensuring that participant ideas are documented completely and accurately.
8. **Keep time.** Time guidelines have been established for each lesson and activity. Enforcing time guidelines keeps the group focused.
9. **Redirect.** When you are asked a question, redirect it to another participant to get an answer. This stimulates group interaction.
10. **Clarify assumptions.** Participant assumptions should be understood and sometimes challenged by the group.
11. **Build on ideas.** Don't just record individual ideas; get participants to build on each other's comments and ideas so that the recorded points represent the collective thinking of the group.

12. **Have the group evaluate the process.** Tell the group how they look to you and ask them how they think they are doing. Have participants interpret their own and each other's actions as well as provide solutions to problems when necessary.
13. **Summarize.** Workshop leaders summarize to start, revive and to end a discussion.
14. **Let the group decide whether to pursue sidetracks.** Let the group know when they are off track. They should decide whether to pursue the discussion or get back to the agenda (with consideration for timing).
15. **Use a parking lot.** Record questions and sidetracks for further discussion or other agendas on flipchart and post.
16. **Process each activity thoroughly.** It is important that participants are able to fully experience each activity.
17. **Practice, practice, practice!**

## Workshop Orientation

Timing:  
25 Minutes

### Introduction

Workshop leader introduces self and provides a brief outline of his or her background.



### Icebreaker

See Group Activity 1. Complete after discussing Learning Objectives with the participants.

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#### WORKSHOP LEADER NOTE

#### Ice Breaker for Workshops - Ground Rules:

- **Time it.** Workshop icebreakers are meant to introduce the workshop itself. They shouldn't be too short or over run. The length should be proportionate to the time allocated to the orientation session itself.
- **Be considerate.** Having a light hearted workshop icebreaker is fine. Ensure that no one feels awkward though. That would not set the tone well.
- **Keep dignity.** Make sure nothing compromises the dignity of anyone, particularly if participants don't know one another.

#### Participant Expectations

Workshop leader asks each participant to state one expectation for the workshop. Responses are recorded on a flipchart and posted on the wall.

If one or more participants give the same response, the workshop leader places a checkmark beside the response.

#### Housekeeping

Workshop leader gives participants information regarding breaks, lunch, washroom facilities and reminds participants that no cell phones are permitted during the session.



## Learning Objectives

At the end of this health and safety awareness training, you should be able to:

- Understand the health and safety role that you play in the workplace.
- Examine general requirements of the *Occupational Health and Safety Act (OHSA)* and related information including workplace health and safety policies and procedures, material safety data sheets, Joint Health and Safety Committee (JHSC) and the company's Health and Safety Representative.
- Recognize potential health and safety hazards you may encounter in the workplace.
- Identify ways to create and promote a healthy and safe workplace.