Content here aligns with the instructors' overview module:
1. *Introduction to Occupational Health and Safety*
2. *Your Safety Rights, Responsibilities and NS Safety Law*
3. *Hazard Identification and Control*
4. *WHMIS, First Aid, Emergency and Fire Safety*

For more information about teaching workplace safety principles and related subjects, please contact Tracey Leary at tracey.leary@wcb.gov.ns.ca or call 902-491-8111.

Suggested Classroom Activities, Evaluation and Assessment

Introduction to Occupational Health and Safety
- Define and discuss "occupational health and safety" (see instructor overview)

- Initiate a discussion in which students describe their own work experiences and share personal stories about workplace safety

- Discuss workplace health and safety events detailed by the media.

- Invite a guest speaker to discuss workplace health and safety matters and answer students' questions; eg. local employers and workers, especially those who are health and safety committee members for their workplaces, local union representatives, officers from the Occupational Health and Safety (OHS) division of the Department of Labour and Advanced Education, WCBNS (Workers' Compensation Board of Nova Scotia) representatives, injured workers willing to share their experiences, other interested community members

- Invite the industry association that regulates your curriculum to discuss industry best practices for workplace health and safety

- Use the Safety Incident Cost Calculator to discuss costs of unsafe work practices.

- Discuss how interpersonal situations may impact health and safety at a worksite. Discuss effective conflict resolution on worker health and safety. Discuss potential impact on worker safety where conflict is not discussed and resolved.

- Create a workplace health and safety vision statement for a business.

- Interview families, friends and community contacts for anecdotal information about workplace incidents and injuries; create a brief and presentation.

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Your Safety Rights, Responsibilities and NS Safety Law

- Present information about regulatory or monitoring agencies in workplace safety,including
  - the OHS division of the Nova Scotia Department of Labour and Advanced Education
  - the Labour Standards Board
  - the Workers' Compensation Board of Nova Scotia
  - the Office of the Fire Marshal

- Present the history and purpose of the Internal Responsibility System as the guiding principle of Nova Scotia's OHS Act

- Think about and discuss differences between "rights" and "responsibilities"

- Explore the history of occupational health and safety in Nova Scotia; as a key influence of legislation, include the Westray mine disaster and ensuring inquiry.
  - Westray Inquiry: St. Francis Xavier University Library—Westray Collection
  (www.library.stfx.ca/collections/westray_collection/index.php)

- Discuss real and potential impact of workplace incidents, injuries, and fatalities on businesses, workers, families, co-workers, community, and the health-care system

- Research sections of the OHS Act and do a table of employer and workers rights and responsibilities, then present or discuss. The following sections are suggested:
  - Section 13—Employers' Precautions and Duties
  - Section 17—Employees' Precautions and Duties
  - Section 28—Requirement for OHS Program
  - Sections 29 and 31—Requirements for Joint OHS Committees
  - Section 43—Right to Refuse Work
  - Sections 45 and 46—Prohibition of Discriminatory Action

- Investigate a variety of workplaces and legislation - Create a table. Across the top fill in the names of different pieces of legislation, and down the side fill in the names of different types of workplaces or jobs. Search the pieces of legislation for applications to those workplaces and fill in at the intersections.

- Role-play how to talk to workplace supervisors about situations that could place the worker at risk. Include discussing correction solutions and future actions.

- Prepare and present an information resource about one of the OHS Act regulations.

- Research information about other pieces of Nova Scotia legislation that relate to the OHS Act, such as the Health Act, the Labour Standards Code or the Fire Safety Regulations.

Hazard Identification and Control

• Research and discuss injury statistics from worksafeforlife.ca:
  - What does the data say about injury rates?
  - How could the data be explained? What are some implications of the data?
  - Are workers sometimes treated differently? Could this influence injury?
  - What impact can worker and supervisor inexperience have on worker safety?
  - How may workers' level of self-confidence influence their safety?

• Discuss whether students have ever felt at risk in a work situation.
  - How did they feel?
  - Did they express their concerns for their safety?
  - Did they feel they could express concerns for their safety?
  - If so, how were their concerns received?

• Explore psychosocial hazards (personal interactions) for connections between relationships, communication and health and safety in the workplace, including:
  - professionalism and appropriate language
  - sensitivity to co-workers and customers
  - awareness of worker rights, including workplace violence and sexual harassment
  - safe and effective conflict management
  - awareness of factors that can influence behaviour.

• Discuss and examine the role of stress in creating hazardous conditions, focusing on:
  - how stress can influence workplace health and safety
  - how stress is influenced by interpersonal communication and relationships
  - the effect of changing trends and technology on workplace stress and workplace safety
  - how behaviour is influenced by stress
  - how stress can be managed in a healthy manner.

• Examine interpersonal challenges that workers, both new and experienced, face when going to a *new* job or different type of work. Discuss/roleplay productive interactions.

• Investigate the hazards of specific tasks, jobs and/or careers

• Discuss and draft a procedure for filing a report or a complaint or concern to a supervisor about a health or safety matter

• Discuss why the reporting of workplace hazards is important, including:
  - why workers might not report hazards to their supervisors
  - why hazard reports might not be acted upon
  - likely outcomes where hazard controls aren't used properly or at all.

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- Design and deliver a safety inspection survey/checklist for the school's work spaces such as classrooms, labs, kitchens, common areas or library. Analyze, prepare and present results to the school's administration or Joint Occupational Health and Safety Committee

- Examine the hazard control pathway and discuss controls found at the source, along the path, and at the worker. Brainstorm and examples for each level, for a variety of hazards.

- Discuss and list personal protective equipment (PPE) for a variety of work settings. Consider consequences of PPE incorrect for task, or improperly fitted.

- Research PPE legislation as it pertains to specific workplaces, careers, and workplace tasks

- Discuss technological changes that have improved PPE and prevented workplace injury.

- Discuss how changes in technology, or in common work practices, have affected different types of industries or workplaces, such as farms, building construction sites, offices, off-shore drill rigs, hospitals, etc. How can changes in technology influence hazards, hazardous conditions or protective measures?

WHMIS 2015, First Aid, Emergency and Fire Safety
- Provide students with information about
  - hazardous materials symbols and proper labelling
  - Safety Data Sheets (SDS)
  - proper storage and handling of hazardous materials
  - results of improper handling of hazardous materials
  - emergency procedures, including how to report incidents or potential incidents.

- Student knowledge about WHMIS 2015 should include recognition and understanding of
- safe storage and handling of hazardous materials
- symbols and the necessity of labelling hazardous materials
- proper storage, transport, and disposal of hazardous materials
- examples and use of hazard barriers and personal protective equipment
- the role and use of safety data sheets
- how to respond to an emergency involving hazardous materials
- WHMIS 2015 training at work

• As a group investigate the protections workers had prior to WHMIS legislation.

- Show strategies for safe and effective response to workplace hazards and emergency situations that workers need to know in any workplace:
- fire safety and fire emergency response
- security systems and protocols

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- response to threatening, dangerous, and/or difficult behaviour
- communication tools during emergencies, eg. telephones, cell phones
- communication protocols when working alone or away from main work site
- response to hazardous materials spills
- response to injuries (first aid)
- consider work they currently do or hope to do, and design an emergency response plan

Promoting a Culture of Workplace Safety
Examine and discuss what is a 'culture' of health and safety, and how to promote it, including:
- interviewing local businesses to see what they do to promote workplace safety
- interviewing health and safety professionals about changes they've in their practice
- collecting news items concerning workplace health and safety and present to class
- discuss how they can contribute to a culture of safety in their current/future workplaces
- design a marketing campaign to move viewers from the belief that workplace injury is expected or accepted as part of the job, to the attitude that workplace injury preventable
- bringing guest speakers into the classroom to discuss safety leadership, culture and climate

Assessment and Evaluation: Examples and Suggestions

Assessment and evaluation can be summative and based on marks, and self-evaluatory that monitors ongoing process.   Assessment and evaluation activities may include:
• anecdotal records
• design and use of artefacts
• achieving certifications
• checklists and/or surveys
• conferences or workshops
• demonstrations & dramatizations
• interviews (structured or informal)
• learning logs or journals
• peer assessments
• performance tasks, projects and reports
• individual and group discussion
• questionnaires
• quizzes, tests, examinations
• rating scales
• self-assessments
• viewing videos with a written or oral responses.

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