

# **JOB SAFETY SKILLS FOR YOUNG WORKERS**

## **RATIONALE**

- Young workers are twice as likely to be injured at work as other workers despite the fact that they comprise a relatively small percentage of the work force.
- Young workers are significantly more likely to be injured on-the-job than older or more experienced workers. (<http://www.aeei.gov.sk.ca/youth-at-work>, 2011)
- Over 8,000 young workers are injured in Saskatchewan each year. (<http://www.aeei.gov.sk.ca/ready-for-work>, 2011)
- On average, three young persons are killed annually in Saskatchewan workplaces. (<http://www.aeei.gov.sk.ca/ready-for-work>, 2011)
- In Saskatchewan, young workers make up 17% of the work force. In 1998, 25% of Saskatchewan's reported injuries were suffered by workers between the ages of 15 and 25.
- Many young workers enter the work force during or immediately following high school, full time or on a part-time basis.
- Local communities involved in this Locally Developed Course, including local industry, educators, students and parents, see this area of concern as important.

## **PROGRAM OVERVIEW**

The program consists of three core modules: Workplace Safety Systems, Workplace Safety Practices, and Agriculture Safety. In addition, a fourth complementary module, focusing on specific training, will complete the program. Training in this fourth module may vary and will be dependent upon local need, availability of instruction, and time available. A variety of resources are available to support the achievement of the outcomes identified in the following pages. Those who developed this course have chosen to utilize Job Safety Skills Society resources, resources available from Saskatchewan Labour, and various other related resources to address the outcomes. The course will be delivered by a certified teacher who has participated in a training session or who has worked with another teacher familiar with the course and support resources. There are no pre-requisites for this course.

## **AIM**

The aim of this program is to provide learners with information about workplace hazards and to help them acquire knowledge and develop skills to help reduce injuries and fatalities in the workplace. Fundamental to this aim is the development of positive attitudes toward safety.

## GOALS

The goals of the Job Safety Skills for Young Workers course are:

- Develop job-safety skills through an exploration of workplace safety systems, workplace safety practices, agriculture safety, and any locally determined options.
- Identify, develop, and demonstrate necessary employability skills/competencies.
- Engage in inquiry to construct and demonstrate connections to the relevance of safety precautions and the connection to roles as current or future employees.

## INQUIRY

“Inquiry learning provides students with opportunities to build knowledge, abilities, and inquiring habits of mind that lead to deeper understanding of their world and human experience.” (Career Education 9, 2008, p. 8)

“An important part of any inquiry process is student reflection on their learning and the documentation needed to assess the learning and make it visible.” (Career Education 9, 2008, p. 8). Student documentation of the inquiry process in this Job Safety Skills program may involve:

- Students self-selecting topics of interest
- Students developing and supporting a safety-related focus or point of view.
- Students building on background knowledge and understanding to help develop an in-depth understanding of the topic.
- Students conducting of safety-related interviews.
- Students developing safety plan for an organization based on acquired learnings.
- Students developing action plans for personal safety in areas such as the workplace, home, community, farms.
- Students engaged in reflective writing or writing to support or bring attention to a safety-related message.

Students who are engaged in inquiry are able to construct knowledge in order to deepen understanding of a particular topic. Also, students should be able to transfer constructed knowledge and skills to new circumstances. The teachers’ job is to support and encourage students to explore Job Safety topics using the inquiry model.

## **Questions for deeper understanding in this course may include:**

- Why is workplace safety important to me?
- Why do employers and employees share safety related responsibilities in the workplace?
- How can I be proactive in relation to my safety in the workplace?
- How can I contribute to others safety knowledge?

## **OUTCOMES**

### **In ALL of the 4 Modules, students will :**

- Develop and demonstrate employability skills/competencies related to safety practices.
- Engage in inquiry to construct and demonstrate connections to the relevance of safety related issues and the connection to his/her role as a citizen and current/future employee. This will involve the creation of a transitional strategy/action plan which addresses personal changes and builds on personal values.

### **Module 1 – Workplace Safety Systems**

#### **Estimated Time: 30 hours**

- Investigate and use acquired knowledge to demonstrate workplace health and safety management systems.
- Recognize workplace hazards and create preventative strategies along with a communication and implementation plan.
- Identify the need and/or the benefit of provincial/federal legislation dealing with health and safety in the workplace.

### **Module 2 – Workplace Safety Practices**

#### **Estimated Time: 30 hours**

- Define and explain the differences between various workplace health and safety terms and their relevance to personal, family, and/or community situations.
- Describe the principles and practices of workplace health and safety and how they affect personal attitudes and practices.
- Demonstrate an understanding of standards/legislated practices associated with workplace safety and present a personal plan for lifelong safety.

### **Part 3 – Agriculture Safety**

**Estimated Time: 30 hours**

- Investigate and describe potential hazards found in the local agricultural industry such as on farms, working with chemicals, manufacturing and repair of equipment, etc.
- Examine and demonstrate standards/practices associated with agriculture health and safety and assess the importance of each.
- Identify and demonstrate methods for dealing with potential hazards in the agricultural area.
- Investigate the impact on the local economy of legislation and/or exemptions for agricultural health and safety.

### **Module 4 - Locally Determined Certifiable Programs/Courses**

**Estimated Time: 10 hours**

- Receive training and certification in a specific program or course as determined at the local level.

**Note:** A range of options are possible depending upon need, interest, and capacity to deliver locally determined options. Options will vary but may include:

- St. John's Ambulance First Aid
- CPR
- H2S Alive
- WHMIS
- TDG
- Other community or industry-related training.

As an example of how this module may take shape, the Lloydminster situation is outlined below. In Lloydminster, both instructors have been provided training in WHMIS and TDG. Although time restrictions prevented these courses from being taught in the classroom, the time was used to provide an overview. Students then were provided with an opportunity to access specific training on their own time and cost, in this case a Saturday afternoon. The decision to offer the basic WHMIS was made based on discussions with business, industry and students. Given the nature of the local economy, Lloydminster identified TDG as the next priority.

## OUTCOMES AND INDICATORS

Resources developed by the Job Safety Skills Society in Alberta are organized into modules to support outcomes within each of the three course components. Resources identify indicators which provide information on the breadth and depth of the achievement of stated outcome. Please refer to the actual resource for details as suggested activities, materials, as well as planning and instructional suggestions, are provided. (See links provided in the resource section).

### Examples:

#### Module 1 – Workplace Safety Systems Outcomes/Indicators

(Consists of various outcomes representing about 30 hours of study. The following is a sample of outcomes/indicators as outlined in the Job Safety Skills Society Course)

<b>Outcomes</b>	<b>Indicators</b>
<b>Identify and describe workplace health and safety management systems.</b>	Identify and describe 8 elements of health and safety management systems: <ul style="list-style-type: none"> <li>• Management, leadership, and commitment</li> <li>• Hazard identification and assessment</li> <li>• Hazard control</li> <li>• Ongoing inspections</li> <li>• Qualifications, orientations, and employee training</li> <li>• Emergency Response</li> <li>• Incident reporting and investigations</li> <li>• Health and safety management administration</li> </ul>
<b>Recognize and incorporate hazard identification, assessment, and control.</b>	Predict and list hazards within a particular work settings.  Distinguish between the 4 types of hazards (chemical, physical, ergonomic, biological, psychosocial) and provide examples from home, school, and work.  Identify hazards commonly found in a specific occupational area or workplace.  Explain and apply terms related to hazard identification, assessment, and control.  Differentiate between risk and hazard.

	<p>Communicate information appropriately about a hazard and hazard prevention practices to others.</p> <p>Anticipate consequences of unattended hazards.</p> <p>Develop and/or apply safety prevention strategies. Hazard, exposure, incident, injury.</p> <p>Develop a plan to control potential hazards identified in a selected workplace.</p>
<p><b>Identify and incorporate legislation related to the workplace.</b></p>	<p>Research and summarize workplace legislation particular to a worksite/workstation, including: OHS, Workers' Compensation Act, Employment Standards Code.</p> <p>Develop a glossary of workplace terms.</p> <p>Differentiate between worker and employer rights and responsibilities.</p> <p>Explain "responsibilities" as identified in OHS legislation.</p>

**All Modules – Workplace Safety Systems, Workplace Safety Practices, Agriculture Safety, and Locally Determined Certifiable Programs Outcomes/Indicators**

<b>Outcomes</b>	<b>Indicators</b>
<p><b>Identify, develop, and demonstrate necessary workplace skills/competencies (Employability Skills)</b></p>	<p>Demonstrate fundamental skills to communicate, manage information, use numbers, think and solve problems.</p> <p>Demonstrate personal management skills to demonstrate positive attitudes and behaviours, be responsible, be adaptable, learn continuously, work safely.</p> <p>Demonstrate teamwork skills to work with others, participate in projects and tasks.</p>

<p><b>Create a transitional strategy/action plan to accommodate personal changes and build on personal values.</b></p>	<p>From a young person's beginning workers' perspective, reflect on the importance of Workplace Safety Systems, Workplace Safety Practices, Agricultural Safety, or Locally Certifiable Safety Program.</p> <p>Reflect on and document changes in own view.</p> <p>Establish a safety goal(s) that adhere(s) to own personal standards.</p> <p>Design and implement an action plan for integrating safety into everyday and working life while affirming personal standards about health and safety.</p> <p>Carry out action plans and evaluate progress.</p>
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## **CORE CURRICULUM INITIATIVES**

### **COMMON ESSENTIAL LEARNINGS**

It is an expectation that organization and delivery of this program incorporate the Common Essential Learnings. A general outline of opportunities for CELs incorporation is provided below:

#### **Communication**

Reading, writing, listening and speaking are all components of this program. It is an expectation that these activities are engaged in throughout this program.

When dealing with job safety elements, reading, writing, listening and speaking take on special meaning. Reading of safety signage, listening for directions, or expressing your safety concerns regarding a work site, are all examples of how this common Essential Learning has special meaning within the context of job safety.

Special attention needs to be paid to the language of job safety - both written and visual. Terminology exists which students must be familiar with, including the common use of acronyms. Language within jobs or trades is also an element which must be attended to.

## **Critical and Creative Thinking**

Critical and Creative Thinking is critical to job safety. Instructors must assist students as they critically assess information, job sites, and activities within the framework of job safety. Safe solutions to challenges encountered on the job involve Critical and Creative Thinking.

## **Personal and Social Development**

This course is built on the foundation of the importance of safeguarding self and others, as well as on the principle that workplaces are most effective when we take responsibility for our own safety and that of our fellow workers. Basic human values, as well as social skills, are presented as integral to the effective and safe workplace.

## **Independent Learning**

There will be many opportunities for students to learn independently. There is also recognition that students within this program bring with them a wide range of prior learnings and that although all students will be participating in the same course, learning will need to be adapted for each learner.

## **Numeracy**

Attention to numeracy is part of the overall program. It is perhaps most evident in the introductory unit which focuses on the rationale for personal safety management for young workers. Statistics are presented and risks are discussed in order to draw students' attention to the very real dangers faced by young workers. Attention to numeracy is also evident throughout the program, whether it be considering risks to the back while lifting or moving objects, recordkeeping in first aid, mixing chemicals or dealing with hazardous materials or confined spaces. It should also be noted that numeracy in this course moves beyond dealing with numbers to underlying numeracy skills and processes such as estimation, calculating risks, and organizing for effectiveness and safety.

## **Technological Literacy**

The most obvious opportunities for incorporation of technological literacy will be in instances where the use of technology is a key component of the program. The selection and proper use of personal protective equipment, hazardous materials, as well as first aid, are contexts where technological literacy will play a key role. The understanding that technology, although having the capacity to make our lives better and adding to our productivity also has the capacity to endanger us, is key to this course. A great deal of emphasis is placed on helping students develop attitudes toward technology and its products which will ensure safety.



## **CROSS CURRICULAR COMPETENCIES**

The cross-curricular competencies including developing thinking, developing identity and interdependence, developing literacies, and developing social responsibility will be addressed in this course in order to enhance the common essential learnings.

## **THE ADAPTIVE DIMENSION**

The framework of this course provides clarity in terms of leanings required, while providing for choice depending upon the local context. Instructional choices can be made within this framework by the teacher to best meet the needs of the student. Considerable choice can also be exercised in terms of learning environment, depending upon the outcomes being focused on, student needs and characteristics, and the learning contexts available.

## **ABORIGINAL CONTENT AND PERSPECTIVE**

This course presents job safety as a key requirement for all workers regardless of cultural background and regardless of the work setting. During the course of the program, employment settings within First Nations and involving First Nations and Métis workers will be referred to extensively.

## **GENDER EQUITY**

Job Safety is presented as a need for all workers, regardless of gender. Efforts will be made to use examples from both genders, and to utilize resources which are gender equitable. Promotion of the course will be targeted at both male and female students.

## **RESOURCE-BASED LEARNING**

This is a resource-based course. Although a binder of materials from the Job Safety Skills Society provides an instructional framework, a myriad of additional resources are referred to in the document. Print, non-print, web-based, and human resources are used extensively. In many situations, local industry expertise is accessed. A list of key and additional resources is included with this locally developed course.

## MULTICULTURAL EDUCATION

Work place safety is presented as a universal concern. Efforts will be made to emphasize that although the focus is on work place safety in a local context, many of the employment settings explored locally have international counterparts. During the course, references will be made to international opportunities presented within industries, and emphasis given to the common safety practices and understandings accepted from country to country.

## CAREER DEVELOPMENT COMPETENCIES

All three areas and most competencies are addressed within this course. Given the focus of the course, the following are identified as areas of greater focus:

### Area A: Personal Management

#### 2. Interact Positively and Effectively With Others

- (Level 3) 2.3 Develop abilities for building positive relationships in one's life and work.
- (Level 4) 2.4 Improve abilities for building positive relationships in one's life and work.

(Positive attitudes and practices related to job safety enable workers to function in a positive and effective manner.)

#### 3. Change and Grow Throughout One's Life

- (Level 3) 3.3 Learn to respond to change and growth.
- (Level 4) 3.4 Develop strategies for responding to life and work changes.

(Developing, enhancing, and maintaining positive attitudes and practices related to job safety allow individuals to change and grow as they change work settings and deal with more challenging work situations throughout their career.)

### Area B: Learning and Work Exploration

#### 4. Participate in Life-Long Learning Supportive of Life/Work Goals

- (Level 2) 4.2 Link life-long learning to one's life/work scenarios, both present and future.
- (Level 3) 4.3 Link life-long learning to one's career building process.
- (Level 4) 4.4 Participate in continuous learning supportive of life/work goals.

(Students will explore life/work scenarios both present and future, where positive job safety attitudes and practices will help them achieve their life/work goals. Positive attitudes and practices are presented as key underpinnings to health and success throughout life.)

5. Locate and Effectively Use Life/Work Information

(Level 4) 5.4 Locate, interpret, evaluate and use life/work information.

(Locating, interpreting, evaluating and using information regarding job safety is presented as a key to workplace safety. The employer/worksites has responsibilities to inform and make obvious, but workers also have a responsibility.)

**Area C: Life/Work Building**

8. Make Life/Work Enhancing Decisions

(Level 3) 8.3 Engage in life/work decision-making.

(Level 4) 8.4 Incorporate adult life reality into life/work decision-making.

(This course is all about making appropriate decisions which relate primarily to the workplace, but also to other settings. This course involves young students but strives to link the classroom to workplace realities.)

9. Maintain Balanced Life and Work Roles

(Level 4) 9.4 Incorporate the "balanced life/work" issue in life/work building.

(Throughout the course, emphasis will be given to the realization that healthy work place attitudes and practices are transferable to broader life contexts, thereby benefiting all aspects of the students' life – both now and as they grow older.)

11. Understand, Engage In, and Manage One's Own Life/Work Building Process

(Level 3) 11.3 Recognize and take charge of one's life/work building process.

(Throughout this course workers are presented as individuals with rights but also with responsibilities. Vigilance in terms of job safety attitudes and practices is presented as a responsibility which over time should become natural. Workers have a responsibility to assert their rights but also to assert their own positive safety practices in all walks of life.)

**INSTRUCTIONAL APPROACHES**

The basic resources suggested to support this program are intended to be used in a manner in line with provincial expectations as outlined in *Instructional Approaches: A Framework for Professional Practice (1991)*. Many black line masters, worksheets, and references to "defining" or "identifying" are found in this resource. These resources are intended to be seen as tools for a creative teacher to use in conjunction with a range of other strategies. A major component of teacher planning will consist of identifying specific instructional strategies appropriate for specific students and complementing learning objectives. Only certified teachers capable of offering this program will do so. The first three modules have enough supports available to enable the course to be taught by either someone with extensive training and/or experience, or by a generalist with

interest and commitment. The last module is taught only by those with appropriate qualifications for the topic chosen.

## **ASSESSMENT AND EVALUATION**

It is an expectation, emphasized at the introductory workshop, that teachers adhere to provincial policies, guidelines, and expectations regarding assessment and evaluation. Resources provided in the package, consisting of black line masters, are to be seen as one, but certainly not the only resource to determine student achievement of learning outcomes. Many of the learnings which are key to this program are skills or attitudes and will require teachers to utilize appropriate assessment techniques, and will make it necessary for assessment and evaluation activities to take place initially, during, and at various end points.

The students will be engaged in a number of activities, projects, investigations, quizzes, etc. for which regular and effective feedback will be provided. Assessment and evaluation practices will be in line with good practice for formative and summative assessment and with instructional strategies and outcomes.

The following evaluation rubric will be utilized:

5	Advanced understanding of the learning outcome.
4	Comprehensive understanding of the learning outcome.
3	Basic understanding of the learning outcome.
2	Incomplete understanding of the learning outcome.
1	Does not understand the learning outcome.
NA	Not assessed at this time.

## **INSTRUCTIONAL MATERIALS/FUNDING**

Many of the materials used to support this course are included within the Job Safety Skills for Young Workers resource produced by the Job Safety Skills Society. Others are available from Saskatchewan Labour. As a result of financial support by local industry, JSSS resources have been supplied to all schools offering the program. Teachers can borrow specific resources from Alberta Learning. In addition, Saskatchewan Labour has been very supportive in providing a wide range of resources for teachers and students. This is particularly important when teachers are dealing with topics where policy, procedures, or terminology differs between Saskatchewan and Alberta. Resource suggestions are included in resource binders within the units. Information as to where and how to obtain resources is also included.

## **EXTENDED ACCESS/PROGRAM EXTENSION**

Additional schools or school divisions desiring to offer this course may choose to utilize resources and other supports from the Job Safety Skills Society and from Saskatchewan Labour. Other options may be possible. The school divisions initiating this course saw the basic topics contained within JSSS materials as in-line with their goals and program framework and chose to utilize them along with Saskatchewan Labour materials as a key resource. Other jurisdictions may decide otherwise. There is a sense that expansion of this program is both desirable and possible. The Job Safety Skills Society has supported other jurisdictions where requested. Industry representatives have also expressed interest in supporting similar programs in other parts of the province should the need arise.

## **PROGRAM EVALUATION**

To date the program has been very successful. Local communities, students, industry, and teachers are pleased with the program. In an effort to enhance programming and to help define future actions, a monitoring process was put into effect. The results of these visits to school sites, including answers to specific questions, indicate both significant successes and some suggestions for refinement. Other evaluations, somewhat less formal, conducted by school division personnel corroborate this. The regional superintendent of curriculum and instruction has also consulted with school divisions and teachers and found the program relevant and supported by the community. Teachers have found the resources provided by the Job Safety Skills Society to be very useful. In most cases, however, they have employed the Adaptive Dimension to enhance the level of activity and decrease the reliance on direct instruction using primarily print resources.

# **JOB SAFETY SKILLS 30L**

## **RESOURCES**

### **Key & Additional**

# **JOB SAFETY RESOURCES**

(draft revised May 2011)

## **KEY RESOURCES**

### **Job Safety Skills Society**

The JobSafe Program is the program on which this course has been based. Information can be found at: <http://www.jobsafetyskills.com/content/courses/courses.html> or by viewing related Alberta Education courses:

Workplace Safety Systems: <http://education.alberta.ca/media/2205556/hcs.pdf>

Workplace Safety Practices: <http://education.alberta.ca/media/2205556/hcs.pdf>

Agriculture Safety: <http://education.alberta.ca/media/2205798/agr.pdf>

*Also:*

Job Safe Binders <http://www.employment.alberta.ca/SFW/3133.html>

Agriculture Alberta Safety Resources

[http://www1.agric.gov.ab.ca/\\$department/deptdocs.nsf/all/aet8124](http://www1.agric.gov.ab.ca/$department/deptdocs.nsf/all/aet8124)

### **Ready for Work Resources (Print or web-based – FREE)**

This is a comprehensive collection of virtually everything young workers will need to know regarding safety and the workplace.

<http://www.aeel.gov.sk.ca/resources-for-educators>

**Resources for Educators (as taken from Ready for Work website – click on links for direct internet access.)**

**Young people need more than a job to be *Ready for Work*.** They need to know their rights and responsibilities, and about standards for health, safety and fairness in the workplace.

Our Ministry developed the *Ready for Work* program in partnership with the Ministry of Education as core resources in curricula. Through the *Ready for Work* program we provide teachers and educators the resources and tools needed to help young people learn what it takes to stay safe and to have healthy and fair experiences in the workplace.

### **Ready for Work - The Middle Years (Learning Resource for Grades 6-9)**

[Ready for Work - The Middle Years: Building Work-Readiness Skills](#)

### **Ready for Work Binder Modules (Learning Resources for Grades 10-12)**

[Safety Works - OHS for Young Workers Module](#)

[Recognizing Hazards Module](#)

[Recognizing Hazards in High Risk Work Areas - Supplement](#)

[Fairness Works - Introduction to Labour Standards Module](#)

[Fairness Works - Labour Standards for Young Workers Module](#)

### **Learning Activities**

[Classroom Hazard Hunt](#)

[Improvisation - A Tool to Enhance Student Learning](#)

[Safety Works Flashcards](#)

[Labour Standard Flashcards](#)

[Labour Standards Interactive Quiz](#)

[OHS Interactive Quiz](#)

### **Ready for Work Presentations: Labour Standards and OHS**

[Presentation - Labour Standards for Young Workers - Presentation](#)

[Labour Standards for Young Workers-Presentation Script](#)

[Safety Works - Overheads](#)

[Labour Standards for Young Workers - True or False Quiz](#)

### **RELATED DOCUMENTS**

#### **Guide for New Workers**

 [guide-for-new-workers.pdf](#) ( 1.6 MB )

#### **Work Placement: Health and Safety Checklist for Teachers**

 [work-placement-health-safety-checklist-for-teachers.pdf](#) ( 277 KB )

#### **Educators Feedback Form**

 [educators-feedback-form.pdf](#) ( 38.3 KB )

#### **Student Feedback Form**

 [student-feedback-form.pdf](#) ( 33.8 KB )



### **[Educational Resources Order Form](#)**

 [educational-resources-order-form.pdf](#) ( 31.9 KB )

### **[Ready for Work Program: Labour Standards and OHS in SK Workplaces](#)**

 [rfw-brochure-2008.pdf](#) ( 506.3 KB )

### **[Young Worker Readiness Certificate Course Poster for Young Workers](#)**

 [young-worker-poster.pdf](#) ( 182.2 KB )

### **[Young Worker Readiness Certificate Course Poster for Employers](#)**

 [employer-poster.pdf](#) ( 183.8 KB )

### **RELATED LINKS**

#### **[Don't Risk Your Life \(Video\)](#)**

Download: *Don't Risk Your Life* [Leader's Guide](#)

#### **[OHS Tip Sheets](#)**

Tip sheets for young workers, employers, supervisors and parents.

#### **[Labour Standards Tip Sheets](#)**

Tip sheets for young workers, employers and parents.

## **ADDITIONAL RESOURCES**

### **Some additional safety/workplace related resources to consider as Saskatchewan educators:**

#### **Advanced Education Employment and Labour (Web-based)**

<http://www.aeel.gov.sk.ca/ywrcc>

Direct access to new Saskatchewan Young Worker Readiness Certificate Program for 14 and 15 year olds. Module information is listed at the bottom of the webpage and can be printed for use by teachers. There is a wealth of safety-related material in these modules.

<http://www.aeel.gov.sk.ca/youth-at-work>

Various youth-at-work resources.

#### **Agriculture in the Classroom**

<http://www.aitec.sk.ca/oldweb/tr.html> - resources for teachers

<http://www.aitec.sk.ca/oldweb/prog.html> - programs

#### **Blueprint for Life/Work Designs**

<http://206.191.51.163/blueprint/whatis.cfm>

#### **Careers for Life: My Career Pathways (Print)**

Nelson 2010

There are a some sections in this resource dealing with Occupational Health and Safety, Labour Standards, Job Safety, etc.

#### **Construction Safety Discs and Workplace Safety Discs (Free Discs but require network setup)**

We have access to sets of safety-related discs. One deals specifically with Construction industry, the other with more generic workplace safety. The discs have to be set up on the network for use, however. If interested, contact Vanessa Lewis, Career Development Consultant.

#### **Curtis Weber (Motivational Speaker)**

Curtis was in a workplace injury as a young man and now he works for the Saskatchewan Workers' Compensation Board and travels around Saskatchewan with a youth safety message. Vanessa Lewis, Career Development Consultant, has his contact information as has planned past school visits.

#### **Employability Skills**

The Conference Board of Canada has a list of a number of important Employability Skills necessary of today's worker. These could be addressed in relation to safety-issues. See

[http://www.conferenceboard.ca/Libraries/EDUC\\_PUBLIC/esp2000.sflb](http://www.conferenceboard.ca/Libraries/EDUC_PUBLIC/esp2000.sflb) for details.

**ENMAX Safety at Work (Video)**

Tim Hamilton Safety Video - available free of charge by ordering at:

<http://www.enmax.com/Power/Safety+Awareness+From+ENMAX/Safety+at+Work/The+Tim+Hamilton+Story.htm>

**Farm Safety Program (Saskatchewan-based)**

<http://www.aeei.gov.sk.ca/farm-safety>

**Labour Standards (Web-based)**

<http://www.labour.gov.sk.ca/l/>

**Occupational Health and Safety (Web-based)**

<http://www.labour.gov.sk.ca/ohs>

**Worksafe Saskatchewan (Web-based)**

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

Includes various safety videos along with the new Saskatchewan Young Worker Readiness Certificate Program for 14 and 15 year olds at <http://www.worksafesask.ca/young-worker-readiness-certificate-course>

**Some additional resources that are not Saskatchewan sites, but are interesting safety related resources:**

**Canadian Centre for Occupational Health and Safety (Web-based)**

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

Visit the Young Workers Zone

**Canadian Farm Safety and Agriculture Resources**

<http://www.cfa->

[ca.ca/upload/Canadian%20Farm%20Safety%20and%20Agricultural%20Resources.pdf](http://www.cfa-fca.ca/upload/Canadian%20Farm%20Safety%20and%20Agricultural%20Resources.pdf)

**CBC NEWS INTERACTIVE – Workplace Safety (Web-based)**

<http://www.cbc.ca/news/interactives/map-workplacesafety/>

In 2005, more than 1000 people were killed at work. This site looks at some of the most dangerous jobs.

**Joe Who? (Web-based)**

<http://www2.worksafebc.com/Publications/Multimedia/Videos.asp?ReportID=34822>

Workplace safety-related play created by students in British Columbia. Comes with Teacher Guide and other resources.

**Prevent-It.ca (Web-based)**

<http://www.prevent-it.ca/>

An amazing website with Canadian Workplace Safety commercials (graphic but powerful) and other safety-related resources. Sample commercial can be viewed at:

<http://www.youtube.com/watch?v=u5kiz7GhJt0>

**SAFE Hospitality – Manitoba (Web-based)**

[http://safehospitality.com/interactive\\_workplace.aspx](http://safehospitality.com/interactive_workplace.aspx)

Includes information for teens on workplace safety in relation to the hospitality industry – particularly restaurants. Or, try the spot the hazards in the kitchen interactive.

**Workplace Fun Quizzes – Alberta (Web-based)**

[http://employment.alberta.ca/whsquiz/wsa\\_quiz.asp](http://employment.alberta.ca/whsquiz/wsa_quiz.asp)

**WorkSafe – BC (Web-based)**

Various youth-related safety resources from British Columbia