YOUNG AND NEW WORKER Safety Orientation

MISSION: ZERO

A resource for employers

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Young and New Worker Safety Orientation

An employer's guide to safety training for young and new workers

Worker: _____

Company: _____

Trainer: _____

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Acknowledgement

This guide is made possible through a combination of partnerships and collaborations. The essence of this guide is to provide employers with a resource to support the sharing of safety information for young and new workers as you orient them to safety in the workplace. In addition, this guide is inclusive of some of the good work done by other jurisdictions who have graciously provided Saskatchewan with permission to replicate, in part, some of their efforts in producing safety material for young and new workers.

This publication does not change or replace any legislation. While efforts have been made to include the most reliable and up-to-date information, WorkSafe Saskatchewan does not assume responsibility for the accuracy, currency or completeness of this information, or for the consequences of its use.

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Terms and abbreviations

LRWS	Ministry of Labour Relations and Workplace Safety
OHC	Occupational health and safety committee
OHS	Occupational health and safety
OHS Division	Occupational Health and Safety Division (LRWS)
OHS representative	Occupational health and safety representative
PPE	Personal protective equipment
Regulations	The Occupational Health and Safety Regulations, 1996
SDS	Safety data sheet
SEA	The Saskatchewan Employment Act
WCB	Saskatchewan Workers' Compensation Board
WHMIS	Workplace Hazardous Materials Information System
WRS	Workplace responsibility system
YWRCC	Young Worker Readiness Certificate Course

Introduction

This guide is **not designed to replace** what employers currently have in place for young or new worker orientation that is working well. This is an additional resource for employers, designed to remind employers of the information that young and new workers require to be safe in the workplace. In addition, there is emphasis in the guide to signal to young and new workers to know their three rights in the workplace. They are:

1. **The right to know** what hazards there are in the workplace and how to prevent harm.
2. **The right to participate** in health and safety activities in the workplace without fear of getting into trouble.
3. **The right to refuse** unusually dangerous work or tasks believed to be unusually dangerous. The first step to refusing unusually dangerous work is to report the issue to the direct supervisor and the reason for refusing. This might include things like inadequate training to complete the task, broken or damaged tools, and handling dangerous or hazardous materials, among others.

Providing adequate direction is perhaps the single most important duty a supervisor has.

The approach taken to prepare for the material represented in this guide included a review of available literature on young and new worker orientation materials as developed in other jurisdictions across Canada. From this point, a selection of components/elements from a number of sources was made. The next step required alignment and appropriate referencing to The Saskatchewan Employment Act (SEA) and The Occupational Health and Safety Regulations, 1996.

This guide provides both employers and workers the required safety orientation elements and with the legislative reference for young and new worker orientation.

"A key finding from our study is that when young workers are speaking up at a high rate and they have a supervisor who, in the young worker's mind, is genuinely interested in hearing about their ideas for how to improve safety, the young worker experiences fewer future physical injuries." — Dr. Sean Tucker, University of Regina[1]

1 "Supervisors prevent injuries by listening to teens who speak up about workplace safety - U of R study", University of Regina, External Relations - Feature Stories, May 19, 2015, www.uregina.ca/external/communications.

Most importantly, this guide includes some of the best and promising practices in creating safety awareness for new and young workers.

Young workers are extremely vulnerable to workplace injuries. Most young workers are injured within the first three months on the job. Young men have a higher chance of getting hurt than young women.

Injuries occurred in all industries, but these four industries account for the highest number of youth work injuries:

1. Retail
2. Hospitality
3. Manufacturing
4. Construction

The injury rate could be higher in these industries because these are where most young, inexperienced workers are employed.

Annual workplace injury statistics for youth aged 14 to 24 in Saskatchewan[2]:

- On average, this age group has over 6,000 work injuries every year.
- 75 percent of young workers injured are male
- The top three causes of injury are:
  1. Contact with objects and equipment (cut or blow from knives or tools)
  2. Bodily reaction and exertion (falls from slipping, tripping, twisting, lifting, or carrying)
  3. Exposure to harmful substances (chemicals or the environment)

Be a catalyst for change; do something today to make your workplace safer!

2 Tucker, Sean and Turner, Nick, "Sometimes it hurts when supervisors don't listen: The antecedents and consequences of safety voice among young workers," Journal of Occupational Health Psychology, Vol 20(1), Jan 2015, pp.72-81.

Who are young and new workers?

A young worker is any worker between the ages of 14 and 24.

A new worker can be any age, and includes workers who are:

- *New to the workplace*
- *Facing hazards that have changed or developed while they were at work or absent from work*
- *In a new workplace or location that has different hazards than the old one*

About this guide

This guide is designed to assist employers and supervisors to keep new and young workers safe on the job, and prevent harm and costly work-related injuries. This guide includes some basic principles that will help you keep new and young workers safe. Provide all new and young workers with the following:

1. Safety orientation and basic training before the new or young worker starts working.
2. Train new and young workers to understand the hazards and tasks that are specific to their jobs.
3. Provide competent supervision and ongoing training for all workers to ensure that they continue to work safely.

Not only is it wise to provide ample time for training, it is your legal responsibility as an employer.

This guide is not meant to replace your current worker orientation and training program. It is meant to help you build on what you already have that is working well in your workplaces.

Use this guide to evaluate or modify your current safety education and training program.

Learn more about health and safety education and training requirements in the SEA and the regulations.

Why focus on young and new workers?

Young workers are at a significantly higher risk of injury than older or experienced workers. In fact, studies have found that workers under the age of 25 are 33 per cent more likely to suffer a job-related injury or illness than an older worker[3].

Young workers often have high energy accompanied by a can-do attitude. They are eager to please and reluctant to ask questions in fear of looking foolish or simply because they don't know what to ask.

3 OHS Insider, April 15, 2015

Youth can also be a time of inexperience and uncertainty, a time of feeling powerless about one's situation, hesitant about questioning authority and pressured to work quickly to keep up with more experienced workers in fear of being let go.

With this lack of experience generally comes less knowledge in recognizing hazardous situations, and an unfamiliarity of the importance of adhering to policies and procedures that are in place for their own protection.

It's not just young workers who are getting hurt. Starting a new job can be risky for workers of any age, including experienced workers.

Whether young or old, new workers may not be aware of the hazards in their new workplace and they may feel pressured to work quickly to keep up with experienced workers or to adapt to their new work environment with little guidance.

It is important for employers and supervisors to take extra care with young and new workers to ensure that they get additional help and attention.

Workers will learn. They will learn the correct procedure or an incorrect procedure. The choice is yours. Make sure they learn the right way the first time.

Make sure they receive the training they need to work safely and that they understand and apply that training. It's also important to remind workers repeatedly that safety-related questions are strongly encouraged in the workplace. Offering a simple thank you to workers who ask safety-related questions is a visible sign to all workers that workplace safety is a top priority.

Orient young and new workers in:

- The company safety program (required in higher-hazard workplaces with more than 10 workers);
- Personal protective equipment (PPE);
- Responsibilities and processes for reporting injuries and incidents;
- Identification and control of hazards;
- First aid details;
- Emergency evacuation details;
- How to prevent and deal with harassment and where applicable, violent situations; and
- Any other safety concerns related to your particular organization.

Consider repeating the whole process or testing the workers on the material once they have been on the job for three weeks. It is amazing what new learning can be gained when a lesson already delivered to a new worker is repeated after the learner has some experience.

Train young and new workers in how to:

- Perform tasks safely;
- Operate machines and equipment safely;
- Use and maintain required PPE; and
- Follow safe work procedures.

It may also be necessary to explain to young and new workers what tasks they should **NOT** do without specific training or qualifications, such as operating specific pieces of equipment or handling chemicals.

Keep written records of the training you provide to each worker by documenting:

- Who did the training;
- What training was done;
- When the training was done;
- That the trainer feels confident the training is complete;
- When refresher training is required; and
- That the worker feels confident the training is complete.

In Saskatchewan, 14- and 15-year-olds can work if they have both:

- The written permission of one of their parents or guardians; and
- A Certificate of Completion from the Young Worker Readiness Certificate Course.

They must provide their employer with proof of age and must not work in a restricted industry (regulation 14).

The Young Worker Readiness Certificate Course teaches young workers the basics about workplace health and safety and their rights and responsibilities in the workplace. It contains important information they need to know before entering the job market.

Upon completion of the course, 14- and 15-year-olds can print a Certificate of Completion. They are required to present it to their employer. Employers are required to keep certificates on file. The Young Worker Readiness Certificate Course is available online at www.saskatchewan.ca/ywrcc.

Under occupational health and safety rules, young workers must be 16 years old or older to work in the following workplaces:

- Construction site;
- Production process at a pulp mill, sawmill or woodworking establishment;
- Production process at a smelter, foundry, refinery or metal processing or fabricating operation;
- Confined space;
- Production process in a meat, fish or poultry processing plant;
- Forestry or logging operation;
- On a drilling or servicing rig;
- As an operator of powered mobile equipment, a crane or a hoist;
- Where exposure to a chemical or biological substance is likely to endanger their health or safety (e.g., Confirm the chemicals and substances used in the workplace and determine the likelihood of danger to the worker if exposed); or
- In powerline construction or maintenance.

If they're less than 18 years of age, young workers can't work:

- Underground or in an open pit at a mine;
- As a radiation worker;
- In an asbestos process or silica process; or
- Where they need to use an atmosphere-supplying respirator.

Rights and responsibilities

Finding and starting a new job can be intimidating, especially if it's a young worker's very first job, but everyone has the right to a safe work environment. Health and safety in the workplace is a shared responsibility that includes all levels of an organization, from owners, CEOs, managers, front-line supervisors to newly hired young workers — everyone must work together to prevent injury and illness in the workplace. This shared responsibility for workplace safety is known as the workplace responsibility system (WRS) and is the cornerstone upon which Part III of the SEA and regulations are based.

In order to develop a successful and strong safety culture, where workers feel empowered to speak up about health and safety related issues, inform young and new workers of their rights and responsibilities while at work. Also inform them of the employer and supervisor responsibilities to help provide and maintain a safe working environment.

It is important that young workers feel empowered to speak up. Research shows that in workplaces where young workers are encouraged to speak up, they experience less injuries.

As an employer, you have direct responsibility for the safety of everyone in your workplace, as well as the potential to directly influence the health and safety attitudes and habits for the youth in your workplace. What a great opportunity to affect change in your workplace and community for now and for the future.

All workers, regardless of age or experience, have several rights pertaining to their health and safety while at work. It is important to inform young workers of the three basic rights that apply to all Canadian workers.

All workers, regardless of age or experience, have several rights pertaining to their health and safety while at work. It is important to inform workers of the three basic rights that apply to all Canadian workers:

1. **The right to know.** Workers have a right to be informed about actual and potential hazardous or unsafe material, machinery and locations in the workplace. This means knowing what is needed in order to do their job safely and includes safe work practices, training to identify and avoid hazards in the workplace, what to do if there is an injury or incident, where to locate first-aid supplies, what work areas are off limits, how to properly use personal protective equipment, etc.

2. **The right to participate.** Workers have a right to take part actively in the protection of their own health and safety. This could include asking questions, making suggestions, reporting unsafe work practices and conditions, or participating on the occupational health committee (OHC).

3. **The right to refuse unusually dangerous work.** Workers have a right to withhold their services if they are asked to perform a task that they believe to be unusually dangerous to the health and safety of themselves or others. SEA Part III, Division 5, provides that an employer cannot punish a worker for exercising their right to refuse unsafe work. This process includes stopping the task or series of tasks until the employer has taken the steps to address the issue and satisfy the worker, or the OHC has investigated the matter and advised the worker otherwise.

Along with these three basic rights, employers, supervisors and workers have legal responsibilities when it comes to health and safety in the workplace.

Employer responsibilities

As an employer in Saskatchewan, you are responsible legally to provide your workers and contractors with a safe workplace. This means adhering to health and safety regulations, providing appropriate and adequate supervision, and ensuring that all workers, especially young workers, have the necessary training, equipment and encouragement to do their jobs safely.

Employers have the following responsibilities:

- Provide a safe and healthy workplace.
- Ensure copies of the SEA and regulations are available for reference at the place of employment. The legislation is available for your reference online www.qp.gov.sk.ca.
- Identify workplace hazards and assess the risks of injury associated with those hazards.
- Hazard reporting procedures.
- Ensure that workers and supervisors are adequately trained in all matters that are necessary to protect their health, safety and welfare.

Young workers with supervisors who show them they care about safety are more inclined to speak up about dangerous work and this, in turn, reduces workplace injuries.

- Keep written records of training, detailing who, what and when.
- Ensure workers are not exposed to harassment with respect to any matter or circumstance arising out of the workers' employment.
- Establish and maintain an occupational health and safety program at a prescribed place of employment, including a written health and safety policy and a procedure for the investigation of incidents, dangerous occurrences and refusals to work.
- Support supervisors, OHCs or occupational health and safety (OHS) representatives, and workers in their health and safety activities.
- Take action when a worker or supervisor tells you about a potentially hazardous situation. This means appropriately addressing the situation, which can include removing the hazard, providing additional training, substituting tools or chemicals, creating policy/procedure or other measures to mitigate the hazard.
- Initiate immediate investigations into incidents.
- Promptly report fatalities, serious injuries (i.e., where the worker is hospitalized for more than 72 hours) and dangerous occurrences (i.e., an incident that could have resulted in serious injury or fatality) to OHS Division.
- Provide adequate first-aid facilities and services, including procedures in the event of a fire and other emergencies.
- Provide PPE where required.
- Know and comply with the legislation that applies to the place of employment. Regulation 14 specifically addresses the employment of young persons.

Supervisor responsibilities

Supervisors play a critical role in orienting, training and mentoring young and new workers, as they often represent the first point of contact and communication for workers under their direction. An employer authorizes a supervisor to oversee or direct the work of workers.

Supervisors also act as the first line of defense in monitoring the workers' daily work practices. Whether they realize it or not, supervisors have significant influence on how workers behave in the workplace. Supervisors should encourage and support safe workplace behaviour.

Working in a leadership role, it is important to equip supervisors with the knowledge, skills and attitude to help fulfil their responsibilities and help the organization establish and maintain a positive workplace culture that values health and safety.

Supervisors should never criticize young workers for asking questions or raising concerns.

Supervisors have the following responsibilities:

- Instruct workers in safe work procedures.
- Train workers for all tasks assigned to them and regularly check that they are doing their work safely. The task will determine how often checks will occur. Check daily or routine tasks more frequently than tasks workers perform less often.
- Ensure that all workers under the supervisor's direct supervision and direction are not exposed to harassment at the place of employment.
- Ensure that only authorized and adequately trained workers operate tools and equipment or use hazardous chemicals (i.e., ensure workers have WHMIS training).
- Ensure that workers follow safe work procedures for handling, use, storage, production and disposal of chemical and biological substances.
- Enforce health and safety requirements.
- Inspect the workplace regularly for hazards.
- Correct unsafe acts and conditions immediately.
- The need for and safe use of personal protective equipment.
- Any other matters that are necessary to ensure the health and safety of workers under their direction.
- Know and comply with the legislation that applies to the place of employment and ensure that the workers under the supervisor's direction comply with the legislation.
- Supervisors have direct legislative duty and responsibility for the actions and or lack thereof of those that they are supervising.

When you are able to create an environment where workers are actively encouraged to participate in health and safety matters by asking questions, raising concerns, and putting forward suggestions, the likelihood of injury can be significantly reduced.

How can you support safety in the workplace?

Consider some of the following actions to help empower young and new workers within your workplace:

- Make yourself available during orientation sessions
- Present yourself to young and new workers as approachable, accessible, and willing to listen
- Encourage young and new workers to report health and safety problems they may encounter, and to respond promptly when they do.
- Regularly invite young and new workers to come forward with ideas and suggestions, and thank them when they do.
- Introduce young and new workers to key safety people in your organization (e.g., health and safety officer/practitioner, OHC members, or OHS representative).

- Pair up young and new workers with experienced, safety-conscious workers who will mentor by sharing knowledge, resources and advice, and who will encourage their questions, and answer them.
- Make health and safety a part of all workplace communications.
- When communicating with young and new workers, be aware of your body language, the tone of your voice, and other non-verbal communications.
- Think back to when you were a young worker at your first job and remember how hard it was to ask questions, or request clarification on job tasks.

Worker responsibilities

Workers have the following responsibilities:

- Know and follow company health and safety policies, practices, and procedures that apply to the job.
- Participate in all required health and safety education and training.
- Use all personal protective equipment and clothing as required by the employer.
- Immediately report health and safety hazards and concerns to the supervisor.
- Report incidents, occupational illnesses, and near misses to the supervisor.
- Cooperate with the employer, supervisor, OHC or OHS representative.
- Refrain from causing, encouraging or participating in harassment.
- Conduct themselves in a safe and responsible manner and encourage co-workers to do the same.
- Make suggestions to improve health and safety.

How can you make workers aware of their responsibilities?

Making young and new workers aware of these responsibilities, in a way that is meaningful to them, will be well worth the time it takes to do so. Here are a few ways of doing this:

- Discuss each duty in the context of your workplace. Provide specific examples.
- Discuss the workplace responsibility system so workers know that everyone has rights and is responsible for health and safety in the workplace.
- Make it a point to praise or comment whenever you see a worker actively fulfilling their health and safety duties and responsibilities in the workplace.
- Make health and safety a part of all workplace communications.
- Ensure that workers have access to the SEA and the regulations. Make sure they know where it is located within the workplace and know how to use it.

How to conduct an orientation

There are four basic steps to any training or orientation session.

Step 1: Evaluate the situation

First, decide what the worker needs to know (education) and the required competencies (training). Compare the worker's job description to the worker orientation checklist. If there is no job description, this would be a good time to write one.

If this is the first time you've oriented the worker, plan for a thorough training session. If you are re-orienting the worker, you probably won't need to do the complete orientation — focus on the topics that relate to the new situation or new hazards.

How to conduct an orientation

Step 1: Evaluate the situation

Step 2: Train the worker

Step 3: Test the worker

Step 4: Keep records of the orientation

Prepare a handout for workers. Include contact information for supervisors and first-aid attendants, as well as where to find more information about worker rights and responsibilities in the SEA and the regulations (SEA 3-31 to 3-37).

Step 2: Train the worker

Sit down with the worker and go over the checklist. A sample checklist is provided on page 21. Walk around to show them emergency exits and first-aid facilities. Demonstrate specific work procedures (you can do this yourself or assign someone else to do it.

A typical initial orientation takes anywhere from one to four hours. In a higher-risk workplace, such as a construction site or manufacturing facility, the orientation may take anywhere from a full day to two weeks for some employers.

An effective orientation makes workers aware of potential hazards and lets them know who to talk to if they have questions about health and safety. Orientation doesn't have to be expensive or time consuming.

It is important to emphasize that safety-related training for young and new workers is ongoing. Workers need to know the job (education) and be competent on the job (training). Tools, work environments and materials are often changing so continuing education and training is crucial.

Step 3: Test the worker

Make sure the worker understands the training. Test worker knowledge by asking questions about specific procedures (e.g., how to clean the grill and dispose of hot oil) or general requirements (e.g., when and where they need to use PPE).

Many organizations use written exams or worker demonstrations to test a worker's competency as part of the orientation process. Tests are then maintained as documentation of competence and proof of training.

Always follow up later. Ask workers questions on their next shift and on subsequent shifts. The full training process may extend one to three months, depending on the nature of the workplace and job. Implement a follow-up written exam or worker demonstration, adding a practical component to the testing.

Ensure the trained worker can show, by practical demonstration, that they understand and have the skills concerning the task assigned to them (regulation 2(1(m) and 2(1)(eee)).

Safety-related training for young and new workers is ongoing.

Step 4: Keep records of the orientation

Be sure to document all training. An orientation checklist will help ensure that you have covered all the key topics when training a new worker. Give copies of the checklist and other relevant materials to the worker and keep copies for your own records.

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Sample orientation checklist

Document all training. An orientation checklist will help ensure that you have covered all the key topics when training a new worker. Provide copies of the checklist and other relevant materials to the worker and keep the originals for your records.

Orientation checklist			
Supervisor: _____		**Phone:** _____	
Employee: _____			
Item	**Notes**	**Initials**	
		Trainer	**Worker**
1. Rights and responsibilities (know, participate and refuse)			
(a) General duties of employers, workers and supervisors			
(b) Worker responsibility to report hazards and procedure for reporting hazards			
(c) Procedure when refusing unsafe work			
2. Workplace health and safety rules			
(a)			
(b)			
(c)			
(d)			
3. Known hazards and how to control them			
(a)			
(b)			
(c)			
(d)			
4. Safe work procedures for carrying out tasks			
(a)			
(b)			
(c)			
(d)			
5. Procedures for working alone or in isolation			
6. Measures to reduce violence in the workplace and procedures to follow			
7. Measures to reduce harassment in the workplace and procedures to follow			
8. Personal protection equipment (PPE) - What to use, when to use it, where to find it			
(a)			

Orientation checklist			
Supervisor: _____		**Phone:** _____	
Employee: _____			
Item	**Notes**	**Initials**	
		Trainer	**Worker**
(b)			
(c)			
(d)			
9. First aid			
(a) First-aid attendant name and contact information			
(b) Locations of first-aid kits and eye wash facilities			
(c) How to report an illness, injury or other incident (including near misses)			
10. Emergency procedures			
(a) Locations of emergency exits and meeting points			
(b) Locations of fire extinguishers and alarms			
(c) How to respond if there is a fire (this may indicate how to use a fire extinguiser)			
(d) What to do in an emergency situation			
11. Where applicable, basic contents of the occupational health and safely program			
12. Hazardous materials and WHMIS			
(a) Review hazardous materials found in the workplace and specific work procedures related to products			
(b) Purpose and significance of hazardous information on product labels			
(c) Location, purpose and significance of SDSs			
(d) How to handle, use, store and dispose of hazardous materials safely			
(e) Procedures for an emergency involving hazardous materials, including clean up of spills			
13. Where applicable, contact information for the OHC or worker representative			

The orientation checklist

The orientation checklist covers the topics recommended for an effective orientation. The form includes blank lines so you can add topics specific to your workplace and notes. Once the trainer has discussed a topic or demonstrated a task, the trainer and the worker will initial the item. Indicate in the notes if any follow up is necessary. Here's a brief explanation of each item on the checklist:

1. Provide workers with written contact information for their supervisors. If possible, introduce them immediately.
2. Review legislation.

   (a) Go over the responsibilities specified in SEA 3-8 to 3-10 and regulations 12, 13 and 17 (duties of employers, workers and supervisors). Make a copy of the SEA and regulations available to workers or direct them to the online version at www.qp.gov.sk.ca.

   (b) Tell workers that it is their duty to refuse to perform work if they believe it may be dangerous to themselves or others, and that they cannot be punished for doing so (SEA 3-31 to 3-37).

   (c) Tell workers to report hazards immediately. Identify who they should report hazards to (e.g., their supervisor or a safety coordinator). See SEA 3-10 and regulation 13.
3. Review general rules, like following work procedures, using PPE and operating equipment safely.
4. Inform workers about any known hazards that apply to them and tell them how to deal with them safely (e.g., tell workers to wear respirators while sanding and discuss respirator care).
5. Demonstrate specific tasks (e.g., cleaning equipment or using ladders) and safe work procedures (e.g., locking out equipment before cleaning or repairing it).
6. Tell workers about person check procedures for working alone or in isolation. Teach them safety strategies, such as keeping the back door locked (regulations 35, 37 & 37.1).
7. Warn workers about any potential for violence. Tell them how to prevent incidents (e.g., remain calm with abusive customers) and how to deal with incidents (e.g., do not attempt to restrain shoplifters or robbers). See regulations 36, 37 & 37.1
8. If workers need to use PPE (e.g., respirators while painting), tell them what equipment to use and teach them how to use it properly (regulations 86 to 108).
9. Make sure workers know what to do if they or someone else is injured. They need to know who has first-aid training, where to find first-aid supplies and who to report the injury to (all injuries must be reported).
10. Explain evacuation procedures. Show workers emergency exits, meeting points, locations of fire alarms and fire extinguishers, and, when applicable, how to use extinguishers.
11. Explain what an occupational health and safety program is and go over it briefly with the worker. Tell them where they can find a written copy of the program (SEA 3-20 and regulation 22).
12. Workers need to know about hazardous products, such as paints, solvents and cleaning products. Tell them how to handle and dispose of hazardous products safely and where to find more information (e.g., product labels and safety data sheets). If workers are uncertain about proper procedures, they should always talk to a supervisor.
13. Where applicable, introduce workers to OHC members or the worker representative and identify the location of the joint OHC meeting minutes. Tell them why there is a OHC or representative and provide the worker with contact information.

Resources

Typical orientation topics	Things to discuss	Resources
Worker rights and responsibilities	• Responsibility to follow the SEA and regulations • Responsibility to use PPE when required • Right to refuse unsafe work	• www.worksafesask.ca/industries/occupational-health-safety/worker-rights-responsibilities/ • SEA 3-10, General duties of workers • SEA 3-31 to 3-37, Right to refuse dangerous work, discriminatory action • Regulation 13, General duties of workers • 45-minute orientation overview: www.youtube.com/watch?v=cjBa4Zpzp9E&feature=youtu.be
Falls from elevation (including ladder safety)	Use fall protection system: • Fall protection procedures • Proper use of fall protection equipment • Ladder safety • Inspection and maintenance of ladders and fall protection equipment	• www.scsaonline.ca/ • www.worksafebc.com/publications • SEA 3-10, General duties of workers • SEA 3-31 to 3-37, Right to refuse dangerous work, discriminatory action • Regulation 13, General duties of worker
Slips, trips and falls	• Keep work areas free of clutter • Remove tripping hazards (such as loose cords) • Clean up spills promptly	• www.enform.ca/resources • Regulation 64, Sanitation • Regulations 248 to 251, Entrances, exits, doors, travelways and stairs
Lifting and moving (strains and sprains)	• Demonstrate safe lifting technique • Use of specialized equipment for lifting or moving materials or people • Storage priorities (heavier items at lower heights and lighter items higher up)	• www.worksafesask.ca/prevention • Regulations 78-82, General health requirements • Regulations 129 and 130, Storage of materials, Pallets and storage racks • Regulation165, Transporting workers
Lockout (for machinery and power tools)	Define lockout: • Types of lockout • When to lock out • Review procedures for specific equipment	• www.scsaonline.ca • Regulation 139
Guarding (for machinery and power tools)	Types and purposes of guards: • Inspection and use of guards • Requirement to leave guards in place	• Regulation 137
Electrical safety	Procedures for de-energization and lockout: • When and how to use PPE • Maintain safe distances from exposed power lines or cables	• Regulation 452 • Regulations 450-467, Additional protection for electrical workers
Forklifts and other mobile equipment	• Maintain eye contact with equipment operator • Speed limits and locations of travel lanes • Equipment inspection and maintenance • Load limits and procedures for safe operation	• Regulation 194 • Regulations 153-167, Powered mobile equipment • Regulations 192-194 • Regulations 132 and 133, Designated signalers, Risk from vehicular traffic

Typical orientation topics	Things to discuss	Resources
Confined spaces (i.e., working in tanks, bins, vats, rail cars, etc.)	• Hazards of specific confined spaces • Procedures for working safely in specific spaces	• www.scsaonline.ca
PPE	• When and how to use specific PPE • Where to find PPE • Limitations of protection • Storage, maintenance and inspection	• Regulation 13, General duties of workers • Regulations 86-108, Personal protective equipment
Chemical, biological and physical hazards	• Potential health effects of exposure • Common roots of exposure • Ways to prevent exposure • How to recognize signs and symptoms of exposure	• Regulations 302-314, Chemical and biological substances
WHMIS 2015 (workplace hazardous material information system)	• Read and understand labels • Read and understand SDSs • Location of SDSs • Hazards of products used in workplace • Control measures and appropriate PPE	• www.worksafesask.ca/prevention/whmis/ • SEA 3-47 to 3-51, WHMIS • Regulations 315-329, Controlled products, WHMIS
First aid and emergency procedures	• Names and locations of first-aid attendants • Locations of first-aid kits • Locations of fire exits • Locations of fire extinguishers and how to use them. if applicable	• Regulations 50-63, First aid • Regulations 360 and 361, Fire and explosion hazards • Regulation 391, Forestry and mill operation
Harassment/Violence in the workplace	• Definition of harassment • Review of policy/procedure • Reporting harassment	• www.publications.gov.sk.ca • www.worksafebc.com/publications • SEA 3-21, Duties • Regulation 36, Harassment • Regulations 37 and 37.1, Violence

Contact information

Safety associations

For the most current information visit www.worksafesask.ca/resources/saskatchewan-safety-associations or visit the specific websites listed below.

ENFORM, Saskatchewan (D32, D41, D51, D52)
www.enform.ca

Heavy Construction Safety Association of Saskatchewan (R11)
www.hcsas.sk.ca

Motor Safety Association (C61, C62)
www.motorsafety.ca

Safety Association of Saskatchewan Manufacturers (M72, M41, M91, M94)
www.sasm.ca

Saskatchewan Association for Safe Workplaces in Health (G22)
www.saswh.ca

Saskatchewan Construction Safety Association (B11, B12, B13)
www.scsaonline.ca

Service and Hospitality Safety Association (S21, S22, S23)
www.servicehospitality.com

Other

Saskatchewan Safety Council
www.sasksafety.org

Safe Saskatchewan
www.safesask.com

Workers' Compensation Board

Employer Services
Phone 306.787.4370 (Regina)
Toll free 1.800.667.7590
Fax 306.787.4205
Toll-free fax 1.877.220.1671
Email employerservices@wcbsask.com

Claims inquiries and information
Fax 306.787.7582
Toll-free fax 1.888.844.7773
Email askwcb@wcbsask.com

Report an injury

For E1 and W1 initial reports of injury only (WCB Teleservice):

Toll free 1.800.787.9288

A claims entitlement specialist will complete the report with you over the phone. Please have your information ready when you call.

Online www.wcbsask.com

WorkSafe Saskatchewan

Phone 306.787.4370 (Regina)
Toll free 1.800.667.7590
Toll-free fax 1.888.844.7773
Email worksafesask@wcbsask.com
Online www.worksafesask.ca

Visit the WorkSafe website for upcoming OHS training sessions.

Ministry of Labour Relations and Workplace Safety — OHS Division

300 – 1870 Albert Street Regina SK S4P 4W1
Phone 306.787.4496
Toll free 1.800.567.7233
Fax 306.787.2208
Online www.saskatchewan.ca

Labour Relations and Workplace Safety

Occupational Health and Safety Division
300 - 1870 Albert Street
Regina SK S4P 4W1
Phone 306.787.4496
Toll free 1.800.567.7233

Online www.saskatchewan.ca

Government of Saskatchewan

WorkSafe Saskatchewan

Head Office
200 - 1881 Scarth Street
Regina SK S4P 4L1

Saskatoon Office
115 24th Street East
Saskatoon SK S7K 1L5

Phone 306.787.4370
Toll free 1.800.667.7590
Fax 306.787.4311
Toll-free fax 1.888.844.7773

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