

Canadian Workplace Expectations (Slide 5)

What do employers want?

Employees expect workers to:

1. Arrive on time
2. Return from breaks on time

In Canada being on time usually means being ready to work a few minutes before the specified time.

3. Go to work every day you are scheduled to work
4. Ask in advance for time off – for important appointments
5. Call in early if you are late or sick

In Canada the task is usually more important than personal relationships. This means you must be on the job unless you ask for time off. You can ask for time off for important matters. Asking or calling in early means giving your boss time to make changes to the tasks. Call as early as possible if you will be late. Give a week's notice if you know you will need time off.

In Canada important family matters include immediate family member's serious illness, accident or funeral or child's birth. Other important matters include legally required appointments like temporary foreign workers changes in status, immigration, court appearances, workers compensation and citizenship ceremonies. Most other appointments should be made before or after work or on days off.

Sick policy varies by company but you may be required to show a doctor's note for an absence of more than 2-3 days.

6. Talk with coworkers and your boss
7. Work well with coworkers

On the Canadian jobsites you can chat with everyone – workers and bosses too. Greeting people with a quick *hello* or *good morning* is considered friendly.

Answering back with a *hi* or *have a good day* is usually all that is expected. To some people Canadians may seem a little distant and private while to others they may seem to be silly and loud. (It depends on what is usual behavior to you.) Watching what the others are doing can help you fit in on your jobsite. Remember too that often workers are tired when they get to the site and may not even greet you.

Canadian workers may not seem too friendly the first few days. They sometimes need a bit of time to accept you as an equal. They do this when you demonstrate that you can:

8. Work safely
9. Work hard
10. Know the job technically
11. Understand the codes and use the code book
12. Know all the safety regulations
13. Follow directions

Canadians expect you to ask questions if you don't understand and to speak up if you don't know something. They will usually explain once or twice and then expect you to *get it*. They expect you to say *thanks for the help* and to try it on your own the next time.

They prefer to know when you aren't sure about something on the job – after all you are the newcomer and are not expected to know everything. So you must speak up and ask questions. This is really important on safety concerns. Safety on the Canadian jobsite is number 1.

Canadians ask questions to those older or younger than they are. They ask questions of coworkers, subordinates and bosses too.

Orientation Quiz 1 (Slide 6)

Name:

Date:

*Instructions: Answer all the questions
Circle the letter of the correct answer (a or b or c or d)
Underline all words you do not understand*

Orientation Quiz 1

1. Who is responsible for workplace safety?
 - a. every employee on the project
 - b. supervisors of the project
 - c. the safety department

2. The company's zero accident policy:
 - a. tries to eliminate all injuries
 - b. asks employees to participate in the process
 - c. both of the above

3. Task specific hazard assessment cards must be completed:
 - a. at the start of a task
 - b. when procedures change
 - c. when new people are added to the tasks
 - d. all of the above

4. Only serious injuries should be reported immediately to your supervisor.
 - a. true
 - b. false

5. All incidents must be reported immediately.
 - a. true
 - b. false

6. All employees have the right to refuse unsafe work
 - a. true
 - b. false

7. lock out / tag out refers to
 - a. a system of shutting down equipment prior to use
 - b. turning off a switch
 - c. a process to verify that energy sources are de-energized

8. Who has to authority to stop unsafe acts on a project
 - a. all employees
 - b. only management
 - c. only safety supervisors

9. An incident is defined as an unplanned, unwanted event that has resulted in personal injury, property damage, equipment damage or environmental impact.
 - a. true
 - b. false

10. Zero harm means:
 - a. No lost time incidents
 - b. No medical aid injuries
 - c. No other serious down grading incidents
 - d. All of the above

11. Prior to entering a confined space you must have:
 - a. agreement from your coworkers
 - b. a site badge
 - c. confined space training and permit

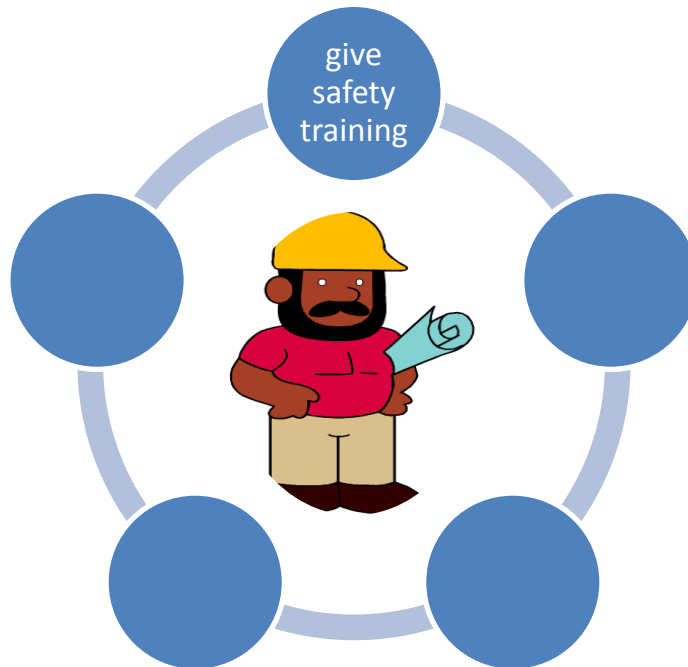
12. If you are performing a task and are unable to practice 100% fall protection you should:
 - a. continue to work
 - b. complete the task and then notify your supervisor
 - c. stop work and notify your supervisor

13. Material Safety Data Sheets must be made available through your employee:
 - a. true
 - b. false

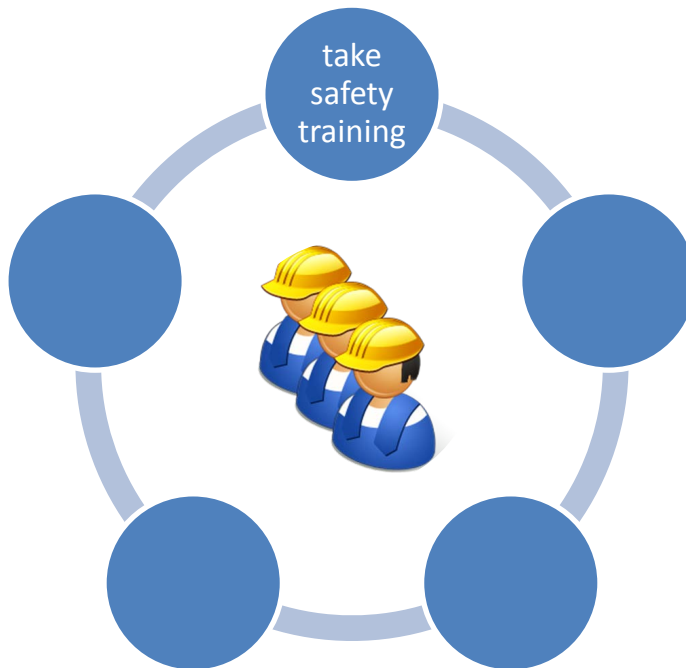
14. Magenta and yellow barricades signify x-ray and radiation:
 - a. true
 - b. false

15. If someone is injured and bodily fluids are present, you should:
 - a. call an ambulance from your cell phone
 - b. keep people away from the area and notify safety
 - c. clean it up immediately and then call safety

Employer and Employee Responsibilities (Slides 7-9)



List 4 employer responsibilities and the 4 corresponding responsibilities of employees



List three different job responsibilities that keep you and your coworkers safe.

1.

2.

3.

List the three rights you have that relate to these responsibilities.

1.

2.

3.


What happens if you accept your responsibilities?

Safe Work Practice 1 (Slide 11)

Column Style JOB HAZARD ANALYSIS (J.H.A.)		Alberta Construction Safety Association		"Sample #1"
Job: Putting Out A Fire — Using A Dry Chemical Fire Extinguishers				
Tools/Equipment Required Dry Chemical Fire Extinguisher _____		Material Required _____		Personal Protective Equipment Hard Hat _____ Safety Glasses _____
Steps	Sequence of Steps	Potential Accidents or Hazards	Recommended Safe Job Procedure	
1.	Remove Extinguisher from hanger.	Extinguisher may fall.	Grasp extinguisher securely.	
2.	Carry extinguisher in upright position to fire.	Fall by tripping or slipping.	Observe walking areas, obstacles, slippery surfaces.	
3.	Pull pin of extinguisher, hold hose or horn in one hand.	Contact with contents.	Maintain control of extinguisher, avoid exposing individuals to contents.	
4.	Use the extinguisher.	a. Caught in spread of fire. b. Clothing catches on fire. c. Resurgence of fire.	a. Use contents with rapid sweeping motion at base of flame. b. Keep proper distance. c. Move away when extinguisher empties. Never turn your back to fire. Renew attack when indicated.	
5.	Promptly report use of extinguisher.	If not re-charged, potential for serious fire.	Always check extinguisher after use and have it re-charged and put back in service immediately.	
6.	Take extinguisher out of service and have it re-charged.			
Developed By: 1. _____		2. _____	3. _____	
Reviewed By: 1. _____ (Name)		_____ (Position)	Approved By: _____ (Name) _____ (Position)	
Revised By: _____		Date: _____		

Referenced from <http://www.acsa-safety.org/pdf/sjp01.pdf>

Safe Work Practice 2 (Slide 12)

 <p>Alberta Construction Safety Association</p> <p>SAFE WORK PRACTICE</p>	
TITLE	Confined Space Entry
GENERAL	Protecting workers from injuries associated with working in confined spaces
APPLICATION	Primary function is something other than human occupancy; and – has restricted entry and exit; and may contain potential or known hazards.
PROTECTIVE MECHANISMS	Safe job procedure Permit system PPE Site specific entry program ERP (Emergency Response Plan)
SELECTION AND USE	As per job requirement and site specific entry
SUPERVISOR RESPONSIBILITY	To facilitate and/or provide proper instruction to their workers on protection requirements including Confined Space Entry and Emergency Egress procedures
WORKER RESPONSIBILITY	<ol style="list-style-type: none"> 1. Must be competent in confined space entry to identify the work procedures required to enter the confined space. 2. Ensure there is reasonable means exit from all parts of the confined space. 3. Ensure that ventilation and purging is established and allows acceptable air levels to be achieved and maintained. 4. Establish method of communication to allow immediate contact with necessary personnel if rescue or assistance is required, confirm alarm system. 5. Must be trained in H2S Alive or equivalent (if required). 6. Before entry, the vessel or confined space must be tested by a competent worker wearing breathing apparatus, for oxygen content, combustible gas (L.E.L.) and hydrogen sulfide. 7. Continuous monitoring may be required of the vessel or confined space atmosphere. 8. Must be conversant with Rescue Procedures.
<p><small>* The information presented in this publication is intended for general use and may not apply to every circumstance. It is not a definitive guide to government regulations and does not relieve persons using this publication from their responsibilities under applicable legislation. The Alberta Construction Safety Association does not guarantee the accuracy of, nor assume liability for, the information presented here. Individual counselling and advice are available from the Association.</small></p>	
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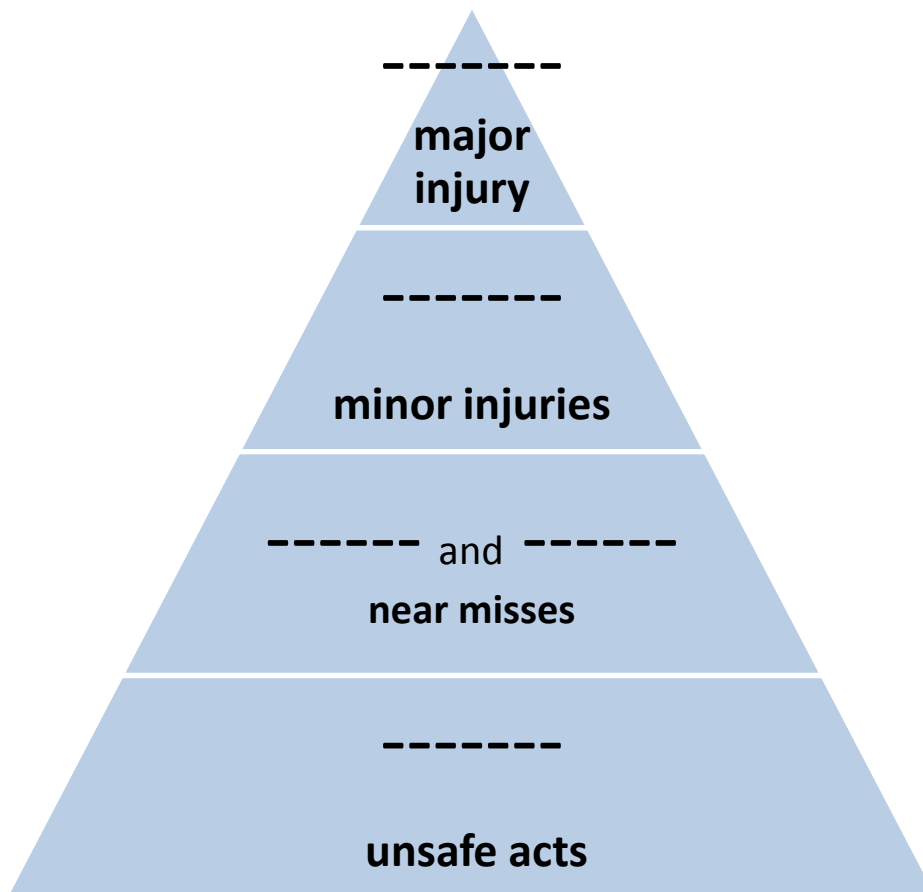
Referenced from <http://www.acsa-safety.org/Portals/0/safeworddocs/PDFS/SWP00011.pdf>

Safety Incident Pyramid (Slide 13)

Fill in the blanks with root words from the sentence below.

By **preventing** unsafe acts, **reporting** and **attending** near miss incidents and **analyzing** minor injuries, a major accident can be **prevented**.

All injuries should be and can be prevented.



Unsafe behaviors contribute to injuries.

This safety incident pyramid indicates that every major injury is preceded by a warning sequence of events.



Module 1 Slide 13

- | | |
|--|------------|
| Shouting at work is okay sometimes | T F |
| Some cultures have different speaking volumes | T F |
| I always know the right volume to use | T F |
| I need information about volume levels to use | T F |

Speakers use different volume levels.

Personality, stress level and cultural background can all affect volume.

Task 1

Listen for the gist (idea) while the facilitator tells you this story:

1. A NorQuest clear speech trainer went to a construction site.
2. The boss asked the trainer to tell the workers to speak up when they were in the truck moving around the site.
3. The radio in the truck was loud.
4. The workers could not be heard when they asked questions.
5. This made the foreman angry.
6. When the foreman was angry the workers were nervous.
7. When the workers were nervous they spoke even more quietly.
8. They also could not understand their job tasks.
9. They did not feel confident about the job.

What is the problem in the story?

What is the correct volume needed?

What needs to be done to solve this problem?

Task 2

The three main types of talking or listening at work:

1. Talking between friends and coworkers
2. Talking to give or hear tasks
3. Talking to give or hear information

Each of these types of talking needs the right volume.

Practice talking and listening with a partner in these situations:

1. Between coworkers in the lunchroom
2. Nearby with the radio on to give/listen to a task
3. Across the room with the radio off and then on to give/listen to a safety message.

Task 3

Questions to think about:

Do you need to speak up?

Do you speak too loud?

Can your boss usually hear you?

Do you need to speak louder or quieter than normal?

What do you need to ask your boss to be sure he can hear you?

How will you practice?

How can your volume keep you safe?

Words to Know (Slides 15-16) Make statements with words in the left column.

Rights	accepted principles of fairness
Human Rights	rights that belong to everyone: freedom, justice, equality
Responsibilities	power to make decisions independently
Harassment	threatening behaviour
Discrimination	treat people differently through prejudice
Incidents	something that happens that may result in danger
Assess	examine something in order to evaluate it
Injuries	physical damage to body
Unsafe act	Dangerous actions

Near miss	Unplanned event that did NOT end in injury
Injuries	physical damage to body
Minor injury	Small damage to body
Major injury	Big damage to body
Practices	custom or habit
Policy	program of action
Procedures	correct way of doing something

Useful Websites

If you want to study or practice English at home, these websites may be useful.

Listening Websites

These websites may be helpful for practicing English listening and pronunciation.

- www.soundsofenglish.org
- www.englishlistening.com
- www.esl-lab.com

Radio Listening Websites

- www.cbc.ca/listen/
- www.npr.org
- www.literacynet.org/cnnsf

Reading Websites

These websites have English reading activities based on current events and news from Canada and around the world.

- www.tcet.com/eaonline/
- www.breakingnewsenglish.com
- www.cbc.ca/ottawa/esl
- www.english-zone.com/reading/

Other useful links

[Citizenship and Immigration Canada](#)

[Working in Canada](#)

[Centre for Canadian Language Benchmarks](#)

[Canadian Information Centre for International Credentials](#)

Module 1 Assessment

Identify the types of hazards below. The ability to recognize a hazard will help you stay safe—at work or anywhere.

- 1** A new worker has received verbal threats from the journey person. The new worker is now scared to come to work.
 physical biological chemical psychosocial
- 2** A security guard has just completed her day shift. Her team leader called and asked her to be back at work for the graveyard shift.
 physical biological chemical psychosocial
- 3** A skateboarder plans to jump and slide down a rail. The front wheels of the board are loose and missing a screw, but it's a great trick.
 physical biological chemical psychosocial
- 4** A college student has a part-time job cleaning a building. He is always using industrial strength cleaners and once a month has to use a special cleaner that is quite toxic.
 physical biological chemical psychosocial
- 5** A worker is hired to clean the stadium and empty the garbage bins after sports events and concerts. She doesn't wear gloves as she finds them uncomfortable.
 physical biological chemical psychosocial
- 6** A junior high school student gets a job at the local pizza joint. His job involves cutting pizzas as they come out of the oven. In one day, he cuts over 50 pizzas.
 physical biological chemical psychosocial
- 7** A high school student and his buddy go mountain biking in Banff. Even though he's unfamiliar with the steep terrain and sharp corners, he speeds down the path.
 physical biological chemical psychosocial
- 8** A hospital worker often forgets to wash her hands and sometimes doesn't bother wearing gloves.
 physical biological chemical psychosocial
- 9** Workers in an office complained of headaches, eye irritation and being tired. It was discovered that delivery vehicles were parked and left idling below the air intake system, which provided air to the building.
 physical biological chemical psychosocial

(Referenced from <http://alis.alberta.ca/ep/eps/tips/tips.html?EK=438>)