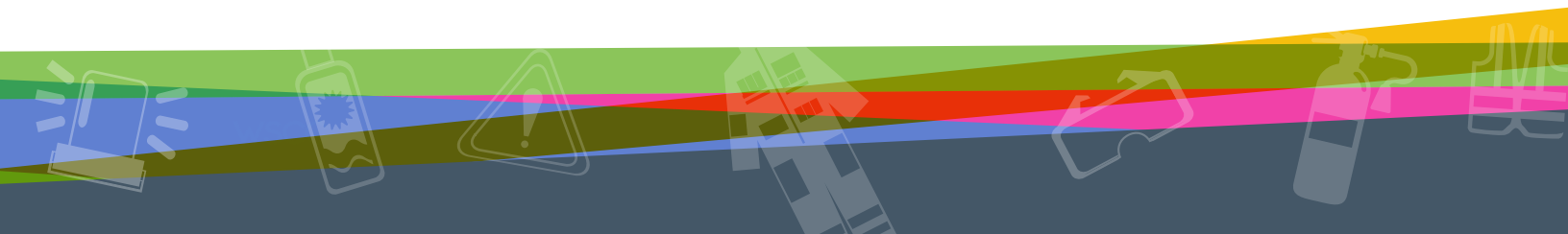


Young and New Worker

# Safety Orientation

A RESOURCE FOR NORTHWEST TERRITORIES AND  
NUNAVUT EMPLOYERS







Young and New Worker

# Safety Orientation Checklist

	Date	Worker Initials	Employer Initials
<b>Contact information</b> provided on:	_____	_____	_____
Reviewed <b>legislation</b> on:	_____	_____	_____
Reviewed <b>general rules</b> on:	_____	_____	_____
Reviewed <b>known hazards</b> on:	_____	_____	_____
<b>Specific tasks</b> demonstrated on:	_____	_____	_____
Reviewed <b>personal check procedures</b> on:	_____	_____	_____
Reviewed <b>potential for violence</b> on:	_____	_____	_____
Reviewed <b>how to use PPE equipment</b> on:	_____	_____	_____
Reviewed <b>what to do if someone is injured</b> on:	_____	_____	_____
Reviewed <b>evacuation procedures</b> on:	_____	_____	_____
Reviewed <b>OHS programs</b> on:	_____	_____	_____
Reviewed <b>hazardous products</b> on:	_____	_____	_____
Introduced to <b>JOHSC member</b> on:	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____



## Acknowledgement

This guide is made possible through work done by WorkSafe Saskatchewan, who has generously provided the Workers' Safety Compensation Commission (WSCC) permission to adapt their *Young and New Worker Safety Orientation*.

For a complete list of partners who assisted in the creation of the WorkSafe Saskatchewan *Young and New Worker Safety Orientation - A Resource for Employers* please refer to the original WorkSafe Saskatchewan document found here: [www.worksafesask.ca/resources/publications/ywo/](http://www.worksafesask.ca/resources/publications/ywo/)

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

This resource also lists several websites for further reading. The WSCC is not responsible for maintaining these external sites, nor does the listing of these sites constitute or imply

endorsement of their content. The responsibility to evaluate these sites rests with the user. All URLs were confirmed as accurate at the time of publication but are subject to change. Every effort has been made to provide proper acknowledgement of original sources. If you see that this has not been done, notify the Workers' Safety and Compensation Commission so we can correct it. General questions or concerns regarding this document can also be addressed to the Workers' Safety and Compensation Commission. This document is available on our website at [wsc.nt.ca](http://wsc.nt.ca) or [wsc.nu.ca](http://wsc.nu.ca)



*Work to live.*



## Table of Contents

2	Orientation Checklist
3	Acknowledgement
5	Terms and Abbreviations
7	About this guide
7	Why focus on new and young workers?
10	Rights and responsibilities
11	Employer responsibilities
12	Supervisor responsibilities
13	How can you support safety in the workplace?
14	Worker responsibilities
15	How can you make workers aware of their responsibilities?
15	How to conduct employee orientation
17	The orientation checklist
19	Resources

# Terms and Abbreviations

## COMPETENT

In respect of a function, task or duty, possessing the knowledge, experience and training to perform the function, task or duty safely.

## EMPLOYER

Every partnership, group of persons, corporation, owner, agent, principal contractor, subcontractor, manager or other authorized person having charge of an establishment in which one or more workers perform work.

## HAZARD

Any situation, thing, or condition that may expose a person to risk of injury or occupational disease.

## IRS

Under **Internal Responsibility System** everyone has a personal and shared responsibility for working together to identify and control situations (hazards) that could cause harm in the workplace.

## JOHSC

Joint Occupational Health and Safety Committee

## LEGISLATION

Northwest Territories and Nunavut *Safety Act(s)* and *Occupational Health and Safety (OHS) Regulations*.

## SDS

Safety Data Sheet

## OHS

Occupational Health and Safety

## PPE

**Personal Protective Equipment** is any clothing, device, or other article intended for use by a worker to prevent injury or to help rescue.

## WHMIS

Workplace Hazardous Materials Information System.

## WSCC

Workers' Safety and Compensation Commission

## YOUNG WORKER

A person, 25 years of age or younger, engaged in work for an employer, with or without payment. Is referred to as a Young Person in the *OHS Regulations*.

---

*Training is a part of your legal responsibility as an employer. Providing enough time for training is good business. It means providing your employees the tools to do their jobs well.*

---







## About this guide

This guide is designed to assist employers and supervisors in training and orienting new and young workers. The goal is to keep these workers safe on the job and prevent harm and costly work-related injuries. It includes principles that help provide all new and young workers with:

1. Safety orientation and basic training before a worker's first day.
2. Knowledge and skills to educate workers on the hazards and tasks specific to their jobs.
3. Resources to educate employers on competent supervision and ongoing training for all workers to ensure that employees continue to work safely.

Use this guide to evaluate or modify your current safety education and training program to include specific training for young workers.

Learn more about health and safety education and training requirements by checking the legislation or contacting the WSCC.

## Why focus on new and young 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% more likely to suffer a job-related injury or illness than an older worker.

While first days of employment can be very exciting, it is a period of uncertainty for some with new peers, a role with new responsibilities, and different authority figures. The pressure to do a good job, work quickly to keep up with experienced workers, and the fear of not doing well may overshadow the importance of taking time to ensure tasks are done correctly and safely.

Many young workers are beginning their first job, which means they may not have basic knowledge about workplace safety. Asking questions is one of the best ways to learn a new job or task, but young workers may be reluctant to voice questions or concerns in a new environment, or simply because they do not know what questions are important.

Some new workers may be so eager to prove themselves that they act with a sense of confidence suggesting they already know their role. Not asking questions out of a desire to appear knowledgeable is a dangerous practice. You should always reinforce that asking questions is a great habit to have! Experience is often followed by the ability to recognize hazardous situations. Young workers may not have the same keen eye for hazards as their more experienced supervisors and co-workers. They may not yet fully understand the purpose and importance of policies and procedures created to ensure a safe workspace.

It is important to understand that young workers are not the only employees being hurt at work. Starting a new job is risky for workers of any age or experience level.

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. It is also important to encourage new and young workers to take time to transition to the job, and most importantly, always ask questions!

As an employer, you must make sure all new employees receive the training they need to work safely and that they understand and apply that training properly. It is also important to remind workers repeatedly that safety-related questions are strongly encouraged in the workplace. Thanking workers who ask safety-related questions is a visible sign to all workers that workplace safety is a top priority.

Teach young and new workers about:

- The company safety program;
- Personal protective equipment;
- 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
- All of the safety concerns related to your particular organization.

Consider repeating the whole process or quizzing the workers on the material after they have been on the job for three weeks. It is amazing how much information can be absorbed when the material is reinforced through repetition and consistent testing.

---

## **WHO ARE YOUNG AND NEW WORKERS?**

*A young worker is any worker between the ages of 14 and 25.*

*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;*
  - *A worker returning from extended leave, such as parental leave;*
  - *In a new workplace or location that has different hazards than the old one;*
  - *A worker that is new to the country, and may have a different knowledge of workplace safety from other employees.*
-

Train young and new workers how to:

- Perform tasks safely;
- Operate machines and equipment safely;
- Use and maintain required PPE;
- Find safety information that is specific to their work; and
- Follow safe work procedures.

---

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

---

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

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

- Who provided the training;
- What training was done;
- When the training was done;

- Notes on whether the trainer feels confident that the training is complete;
- When refresher training is required; and
- Confirmation that the worker feels confident the training is complete.

Under the *OHS Regulations*, 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;
- Forestry or logging operation;
- 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; or
- In power line construction or maintenance.

Young workers must be **18 years of age or older** to work:

- As an occupational radiation worker;
- In an asbestos process;
- In a silica process; or
- Where they need to use an atmosphere-supplying respirator.



## Rights and responsibilities

Everyone has the right to a safe work environment, whether it is your first day on the job or your very last. 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 workers, everyone must work together to prevent injury and illness in the workplace. This shared responsibility for workplace safety is known as the Internal Responsibility System (IRS), and is the cornerstone upon which the *Occupational Health and Safety Regulations* are built.

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

It is important that young workers feel that they can speak up and ask questions. Research shows that workplaces where young workers are encouraged to speak up experience fewer injuries.

All workers, regardless of age or experience, have the right to work in a safe and healthy environment. It is important to inform workers of the **THREE BASIC RIGHTS** that apply to all Canadian workers.

---

*As an employer, you have direct responsibility for the safety of everyone in your workplace. You can also 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.*

---

**The right to know.** Workers have a right to be informed about all of the actual and potential hazardous in the work place, including unsafe material, machinery and locations in the office or on the job site. This means knowing what is needed in order to do a job safely, such as: 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, and how to properly use personal protective equipment.

**The right to participate.** Workers have a right to take part 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 Joint Occupational Health and Safety Committee (JOHSC).

**The right to refuse** unusually dangerous work. Workers have a right to refuse work if they are asked to perform a task that they believe to be unusually dangerous to the health and safety of themselves or others.

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 JOHSC 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 the Northwest Territories or Nunavut, you are legally responsible to provide your workers and contractors with a safe workplace. This means adhering to the *Safety Acts* and *OHS Regulations*, providing 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 *Safety Acts* and *OHS Regulations* are available for reference at the place of employment. Legislation is available for your reference online.

---

*A great resource is WSCC's free OHS App, which keeps OHS information and resources at your fingertips!*

---

- Identify workplace hazards and assess the risks of injury associated with those hazards.
- Review hazard reporting procedures.
- Ensure that workers and supervisors are adequately trained in all matters that are necessary to protect their health, safety and welfare.
- Keep written records of training, detailing: who, what, where, and when.
- Ensure workers are not exposed to harassment with respect to any matter or circumstance arising out of the workers' employment.
- Create and maintain an occupational health and safety program that includes a written health and safety policy and procedures for investigating incidents, dangerous occurrences and work refusals.
- Support supervisors, JOHSC members or 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 control the hazard.



- Initiate immediate investigations into incidents.
- Promptly report fatalities, serious injuries and dangerous occurrences to the WSCC.
- 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. Part 3 Section 14 of the *OHS Regulations* specifically addresses the employment of young persons.
- Ensure all supervisors take a WSCC-approved supervisor training course.

---

*Young workers with supervisors who show that they care about safety are more likely to speak up about dangerous work. This has proven to reduce workplace injuries.*

---

## Supervisor responsibilities

Supervisors play a critical role in orienting, training and mentoring young and new workers, as they often are the first person available to provide direction to the worker. An employer authorizes a supervisor to oversee or direct the work of employees.

Supervisors also act as the first line of defense in monitoring employees' 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.

As supervisors are in a leadership role, it is important to equip them with the knowledge, skills and attitude to help fulfil their responsibilities. They will better be able to help the organization establish and maintain a positive workplace culture that values health and safety. Supervisors must complete an approved Supervisor OHS Familiarization course. Approved course providers can be found at: [wsc.nt.ca/health-safety/ohs-education/supervisor-ohs-familiarization](http://wsc.nt.ca/health-safety/ohs-education/supervisor-ohs-familiarization). For more information on what is required of supervisors, review the *Occupational Health and Safety Education - Supervisors Code of Practice*. 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 direction and supervision 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., specific WHMIS training on any hazardous chemicals they may come across on the job).

- 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.
- Enforce 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 of those that they are supervising.

When you create a workplace where you encourage workers to ask questions or make suggestions about safety matters you can significantly reduce the likelihood of injury. Engagement encourages a sense of ownership and pride in the work, and is good business.

## 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.
- Explain and embrace the concept of the IRS, and that safety is everyone's responsibility.
- Encourage young and new workers to report any health and safety problems they see, 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, JOHSC members, or OHS representatives).
- 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 and meetings.
- When communicating with young and new workers, be aware of your body language, the tone of your voice, and other non-verbal communications. Recognize that there are cultural considerations.
- 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. Think of ways to remove boundaries which would have prevented a younger you from asking questions.

## 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 PPE and clothing as trained and 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, JOHSC or OHS representative.
- Do not cause, encourage or participate in harassment.
- Work 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 their responsibilities, in a way that is meaningful to them, is well worth the time and resources it takes to properly train employees.

Here are a few ways of doing this:

- Discuss each duty in the context of your workplace. Provide specific examples.
- Discuss the IRS 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 *Safety Acts* and the *OHS Regulations*. Make sure they know where to find them within the workplace and know how to follow them.

Give copies of the checklist and other relevant materials to the worker and keep copies for your own records.

---

*Participating in the IRS is as simple as picking up a pen from the floor to avoid a slip, trip or fall. Or, it can be as complex as suggesting an edit or addition of a policy to improve the safety of fellow workers. From an owner to the newest staff member, everyone should be involved in the IRS.*

---



# How to conduct employee orientation

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

## Step 1: Evaluate the situation

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 have oriented the worker, give yourself enough time to thoroughly do so, and plan for a complete training session. If you are re-orienting the worker, you probably will not need to do a complete orientation — focus on the topics that relate to the new situation or new hazards. If they are returning to the workplace, take note of the last time that employee was working and reflect on any workplace changes that have occurred in the period of time.

Prepare a worker handout. Include contact information for supervisors and first-aid attendants, as well as where to find more information about worker rights and responsibilities.

## Step 2: Train the worker

Sit down with the worker and go over the checklist. A sample checklist is provided on **PAGE 1**. 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.

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 DOES NOT 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 for all employees.

---

*Remember that everyone learns differently. Ask the worker you are training if they would like a demonstration, to try a task (if safe to do so), or perhaps to read a diagram so they fully understand a task.*

---



### Step 3: Test the worker

Make sure the worker understands the training. Test the worker's 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. Keep the tests in the worker's file to create a record of competency and training.

Always follow up later. Ask workers questions on their next shift and on subsequent shifts. The full training process may last one to three months, depending on the nature of the workplace and job. Use follow-up written exams or worker demonstrations to add 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.

### Step 4: Keep records of the orientation

Be sure to document all training. An orientation checklist helps ensure that you cover 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.

---

*A general orientation guide is a great starting point, but effective training programs should be specific to every workplace. Check out our website for resources on building a complete OHS program. If you have any questions, contact the WSCC, our team of professionals can support your business.*

---

# 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/supervisor has discussed a topic or demonstrated a task, the trainer/supervisor and the worker will initial the item. Indicate in the notes if any follow up is necessary. Here is a brief explanation of each item on the checklist:

1. Provide workers with written contact information for their supervisors and managers. If possible, introduce them immediately.
2. Review legislation.
  - (a) Go over the responsibilities specified in the *OHS Regulations* Part 3, Sections 12-36, General Duties (in particular duties of employers, workers, young persons and supervision of work). Make a copy of the *Safety Acts* and *OHS Regulations* available to workers or direct them to the online version at [wsc.ca](http://wsc.ca), [wsc.nu.ca](http://wsc.nu.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. See Part 3, Section 13 of the *Safety Act*.
  - (c) Tell workers to report hazards immediately. Identify who they should report hazards to (e.g., their supervisor or a safety coordinator). See Part 3, Section 13 of the *Safety Act*.
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 personal check procedures for working alone or in isolation. Teach them safety strategies, such as keeping the back door locked. See *OHS Regulations* Part 3, Section 33.
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 *OHS Regulations* Part 3, Sections 34 and 35 on harassment and violence.



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). See *OHS Regulations* Part 7, Section 89-110, Personal Protective Equipment.
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 to the WSCC). Refer to *OHS Regulations* Part 5, Section 54-67, First Aid.
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. See *OHS Regulations* Part 3, Section 21.
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. Check to see if they have up-to-date WHMIS training. See *OHS Regulations* Part 3, Section 22, and Part 21, Sections 309-321 Chemical and Biological Substances.
13. Where applicable, introduce workers to JOHSC members or the worker representative and identify the location of the JOHSC meeting minutes. Tell them why there is a JOHSC or representative and provide the worker with contact information.

---

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

---

# Resources

## Important orientation topics

### Worker rights and responsibilities

---

#### THINGS TO DISCUSS

- Responsibility to follow the *Safety Acts* and *OHS Regulations*
- Responsibility to use PPE when required
- Right to refuse unsafe work
- Right to know
- Right to participate

#### RESOURCES

- <http://www.wsccl.nt.ca/occupational-health-safety/ohs-information/know-your-rights>
- *OHS Regulations* Part 3, Sections 13 and 14, General duties of Workers, and Young persons
- *Safety Act* Part 3, Section 13, right to refuse dangerous work

### Falls from heights (including ladder safety)

---

#### THINGS TO DISCUSS

- Use fall protection system
- Fall protection procedures
- How to inspect equipment
- Demonstrate proper use of fall protection equipment
- Ladder safety
- Scaffold safety
- Inspection and maintenance of ladders and fall protection equipment

#### RESOURCES

- <http://www.wsccl.nt.ca/health-safety/ohs-information/codes-practice>
- *OHS Regulations* Part 9, Sections 118-139, Safeguards, Storage, Warning Signs and Signals.
- *OHS Regulations* Part 12, Sections 177-204, Scaffolds, Aerial Devices, Elevating Work Platforms and Temporary Supporting Structures
- *OHS Regulations* Part 16, Sections 254-262, Entrances, Exits and Ladders

### Slips, trips, and falls

---

#### THINGS TO DISCUSS

- Keep work areas free of clutter
- Remove tripping hazards (such as loose cords)
- Clean up spills promptly
- Watch steps on uneven surfaces

#### RESOURCES

- [http://www.wsccl.nt.ca/sites/default/files/documents/SlipsTripsAndFalls\\_WSCC\\_ENGLISH\\_2015.pdf](http://www.wsccl.nt.ca/sites/default/files/documents/SlipsTripsAndFalls_WSCC_ENGLISH_2015.pdf)
- *OHS Regulations* Part 6, Sections 68-88, General Health Requirements

## Lifting and moving (strains and sprains)

---

### THINGS TO DISCUSS

- 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)

### RESOURCES

- <http://www.wsc.ca/occupational-health-safety/ohs-information/safety-bulletins> OHS Regulations Part 6, Section 82, Lifting and Handling Loads
- OHS Regulations Part 9, Sections 135 and 136 Storage of Materials, and Pallets and Storage Racks
- OHS Regulations Part 11, Section 174, Transporting Workers

## Lockout (for machinery and power tools)

---

### THINGS TO DISCUSS

- Define lockout
- Types of lockout
- When to lock out
- Review procedures for specific equipment

### RESOURCES

- OHS Regulations Part 10, Section 147, Locking Out

## Guarding (for machinery and power tools)

---

### THINGS TO DISCUSS

- Types and purposes of guards
- Inspection and use of guards
- Requirement to leave guards in place

### RESOURCES

- OHS Regulations Part 10, Section 145, Safeguards

## Electrical safety

---

### THINGS TO DISCUSS

- Procedures for de-energization and lockout
- When and how to use PPE
- Maintain safe distances from exposed power lines or cables

### RESOURCES

- OHS Regulations Part 30, Section 445-462, Additional Protection for Electrical Workers

## Forklifts and other mobile equipment

---

### THINGS TO DISCUSS

- Maintain eye contact with equipment operator
- Speed limits and locations of travel lanes
- Equipment inspection and maintenance
- Load limits and procedures for safe operation

### RESOURCES

- *OHS Regulations* Part 11, Sections 161-176, Powered Mobile Equipment
- *OHS Regulations* Part 9, Sections 138 and 139, Designated Signallers and Risk From Vehicular Traffic
- *OHS Regulations* Part 10, Section 140-160, Machine Safety

## Confined spaces (i.e., working in tanks, bins, vats, rail cars, etc.)

---

### THINGS TO DISCUSS

- Hazards of specific confined spaces
- Procedures for working safely in specific spaces
- Under 16 cannot work in a confined space

### RESOURCES

- *OHS Regulations* Part 18, Sections 273-282, Confined Space Entry

## PPE

---

### THINGS TO DISCUSS

- When and how to use specific PPE
- Where to find PPE
- Limitations of protection
- Storage, maintenance and inspection

### RESOURCES

- <http://www.wsc.ca/health-safety/ohs-information/codes-practice>
- *OHS Regulations* Part 3, Section 23, Identifying Mark of Approved Equipment
- *OHS Regulations* Part 7, Sections 89-110 Personal Protective Equipment

## Chemical, biological and physical hazards

---

### THINGS TO DISCUSS

- Potential health effects of exposure
- Common roots of exposure
- Ways to prevent exposure
- How to recognize signs and symptoms of exposure

### RESOURCES

- *OHS Regulations* Part 21, Section 309-321, Chemical and Biological Substances



## WHMIS 2015 (Workplace Hazardous Material Information System)

---

### THINGS TO DISCUSS

- Read and understand labels
- Read and understand SDSs
- Location of SDSs
- Hazards of products used in workplace
- Control measures and appropriate PPE

### RESOURCES

- <http://whmis.org/>
- <http://www.wscn.nt.ca/health-safety/ohs-education/whmis-2015-training>
- *Safety Act* Section 6.1
- *OHS Regulations* Part 22, Sections 322-328, Hazardous Products and Workplace Hazardous Materials Information System

## First aid and emergency procedures

---

### THINGS TO DISCUSS

- 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

### RESOURCES

- *Safety Act* Section 25 (j)
- *OHS Regulations* Part 5, Sections 54-67, First Aid

## Harassment/Violence in the workplace

---

### THINGS TO DISCUSS

- Definition of harassment
- Review of policy/procedure
- Reporting harassment
- Potential violent scenarios and how to respond

### RESOURCES

- *OHS Regulations* Part 3, Section 34, Harassment
- *OHS Regulations* Part 3, Section 35, Violence





