

# Workplace Safety



---

## **Acknowledgements**

The authors would like to acknowledge staff of White Oaks Secondary School and community partners for their dedication to the project. This resource would not be a reality without them.

White Oaks Secondary School

Stacy Chandler

Talat Chaudhry

Brian Foster

Ryan Luyk

Wendy Peters

Leea Robinson

John Stieva

Michelle Vosu

Community Partners

John Bartholomew – Excel Program – Gary Allan S.S.

Janet Barton – Community Living of Oakville, Passages Program

Ken Harps – Child and Youth Counsellor

This resource was funded in part by the F.K. Morrow Foundation and made possible through the generous donations of private individuals, foundations, and corporations who support the curriculum foundation, the charitable arm of Curriculum Services Canada. For more details please visit [www.curriculum.org](http://www.curriculum.org) and select “Grants for Teachers.”

## **About the Resource**

Students with learning and/or intellectual disabilities often benefit from learning through several mediums. This resource has two components: a video featuring young men and women who have a mild intellectual disability and accompanying materials that can be used to review and reinforce safety concepts.

*Safety in the Workplace* is a resource emphasizing personal safety and safety in the workplace for use with students who have special needs. The resource promotes language development and personal life management skills.

## **Curriculum Support**

- Communicates orally for a variety of purposes
- Demonstrates an understanding of health and safety issues in the workplace
- Develops independence on the job, (e.g., taking the bus, phoning in when sick, completing assigned tasks)
- Demonstrates community independence
- Demonstrates positive social skills (self control, ability to resolve conflict)

## **Safety and Etiquette**

True-false and fill-in-the-blank statements form the basis for a review of safety concepts and social behaviours. To promote a positive learning experience, students use the terms “Green Light” and “Red Light” to indicate their understanding of a situation. Their answers could lead to a brief discussion about safety for each situation.

## **Role Play and Discussion**

Students enjoy acting out a situation as a way to reinforce the correct way(s) to deal with it. This approach encourages students to think the situation through, and do the “right” thing. Conversely, having students act out inappropriate actions and responses provides opportunities for them to see the potential danger in the situation.

## **Word Bank**

A word bank with ideas for word games designed to help students develop and enhance their vocabulary is included. Teachers can prepare the word games ahead or students can develop their own, (e.g., charades, word search, catch phrase.)

## **Other Tasks**

Students research safety in the workplace, using the Internet sites.

**Note:** Be aware of your school/board's policy with regard to Internet use.

Students draw pictures of safe/unsafe situations for other students to identify.

## Safety and Etiquette

MP3 players and cell phones are part of our everyday lives. It is important to know how to be safe and polite when you use these devices.

- Circle the correct word(s) for the following **Red Light** and **Green Light** situations.
- Mark **R** for red or **G** for green beside each statement.

1. Michael gets on the bus wearing his MP3 player with \_\_\_\_\_ earbud(s) in so that he can hear other people around him. one OR both
2. Tom gets on the bus wearing his MP3 player with \_\_\_\_\_ earbud(s) in and now he can not hear the bus driver or his peers. one OR both
3. Sadeep needs to cross the road to catch the bus safely. He also needs to call his friend to remind him to pick him up after work. He dials and then starts talking to his friend \_\_\_\_\_ he is crossing the street. before OR while
4. Marie watched her friend Peter cross the street unsafely. Peter was talking on his cell phone \_\_\_\_\_ while crossing the street OR before he crossed the street
5. Miguel was wearing his MP3 player at \_\_\_\_\_. He was singing and dancing to his favourite songs while Janet was carrying hot soup to her customers. He did not hear Janet say 'watch out hot soup coming through,' and he danced right into the tray of hot soup. work OR home
6. Brian loves his punk rock music. He enjoys listening to his favourite songs on his MP3 player. At work, he will listen to his music while he is \_\_\_\_\_. working OR on his break
7. Lori loves talking on her cell phone to her friends. At work, Lori serves customers as a cashier for Goodwill. When her cell phone rings, she \_\_\_\_\_ answer it until she is on her break. does OR does not

## Safety and Etiquette (continued)

8. Leung works for the town. He does landscaping with a team of people who drive around the town and cut grass, plant trees, shrubs, and flowers. One day while working, one of his co-workers accidentally twists his ankle and is in a lot of pain. In this emergency situation, Ryan \_\_\_\_\_ take out his cell phone to call 911 for an ambulance.
- does OR does not
9. Joey listens to his MP3 player while walking to his friend's house after work. Joey has to cross a major intersection to get Jason's house. Joey waits for the crosswalk signal to flash the walk symbol and begins to cross the intersection while listening to his music. Joey did not hear the car's horn honking at him because he was wearing his \_\_\_\_\_.
- MP3 player OR running shoes
10. Sam was walking to work while listening to her MP3 player. She enjoys new age music and likes to listen to it as loudly as possible. While listening to her music, she crossed the street so she \_\_\_\_\_ hear the fire truck's siren as it was turning onto the street.
- could OR could not
11. Meagan takes the bus to work. Today the bus is very crowded. Her cell phone rings and she answers it. It is her boyfriend. She is angry with him so she screams at him. The other people on the bus are \_\_\_\_\_.
- totally understanding OR upset by her screaming
12. Zachary and Michael take the bus to work every day. One day the bus was very late so, they were going to be late for work. Michael decided that they \_\_\_\_\_ use his cell phone to call work to let them know that they would be a few minutes late.
- should OR should not

## Red Light! Green Light!

Read the statement and circle a response.

Talk with a friend about your answers.

- |   |           |             |
|---|-----------|-------------|
| 1. Before you start work you turn your cell phone off and put it in a safe place.   | Red Light | Green Light |
| 2. Your cell phone is ringing, you are not on your break, and you answer it.  | Red Light | Green Light |
| 3. You are on the bus, you cell phone rings. It is an important call. You answer it and carry on a quick, quiet conversation.   | Red Light | Green Light |
| 4. You are in the middle of a busy intersection, crossing the street. Your cell phone rings and you answer it.  | Red Light | Green Light |
| 5. You are on the sidewalk in front of your home and your cell phone rings. You stop and answer it.   | Red Light | Green Light |
| 6. You are at the park with your niece and she falls and breaks her arm. You use your cell phone to call for help.  | Red Light | Green Light |
| 7. You are on the bus listening to your MP3 player and someone needs to get by but you can't hear them.   | Red Light | Green Light |
| 8. You are wearing your MP3 player at work. There is a fire and you can't hear the fire alarm.  | Red Light | Green Light |
| 9. You are working at a day care and one of the students asks to listen to your music, using your earbuds. You say yes.   | Red Light | Green Light |
| 10. It is your first time taking the bus and you are busy texting friends.  | Red Light | Green Light |
| 11. You take the bus to work and accidentally take the wrong bus. You speak to the bus driver to get help and you call work on your cell phone to let them know you will be late. | Red Light | Green Light |
| 12. You are too tired to walk to the nearest crosswalk and you cross where you are now.   | Red Light | Green Light |
| 13. You see your bus on the other side of the railroad tracks and run across to catch it without looking both ways.   | Red Light | Green Light |
| 14. You need to take two buses to get to work and you ask for a transfer.   | Red Light | Green Light |

## Words to Know

Play a word game using some of these safety and workplace words.

adjust	headphones
agitated	identify
annoying	inappropriate
appropriate	intersection
attention	locker
attentive	luxury
aware	menu
bell cord	message
boss	mp3
bus pass	observation
bus ticket	opportunity
cell phone	passengers
communication	pedestrian
connected	receptionist
convenience	respond
conversation	safety hazard
coworker	situation
crosswalk	supervisor
customer	technology
dangerous	temperature
designated	threat
discussion	traffic light
emergency	traffic signal
emergency contacts	transfer
employee	valuables
employer	

## **Role Play Scenarios** (Teacher)

### **Introduce the Task...**

MP3 players and cell phones are convenient devices in our daily lives. There are times during your day when the use of these devices is inappropriate. We need to understand when they can be a threat to both our safety and the safety of others around us. The situations present real, everyday workplace situations. As you watch and/or act out each scene, identify whether it is a “Green Light” (safe, appropriate) or a “Red Light” (unsafe, inappropriate) situation. Discuss your response to each situation with other members in your class.

### **Review the Learning ...**

Have you ever been in any of these situations? If you have been, you may not have been aware of the dangers that could be present. We all like to listen to music and talk to our friends. It makes us feel good and keeps us connected. But keeping yourself safe should be a priority. We must realize that there will always be another opportunity to hear a particular song, or call a friend. However, if you aren't aware of the dangers around you at work, it could cost you your job....or worse! Modern technology should be a bonus in your life – not a safety hazard. Stay aware, stay safe!

## Situation 1: Hair Salon

Actors: **JoAnn** (stylist), **Katy** (customer)

(JoAnn rushes into work, late, flustered, holding her purse and cell phone.)

**JoAnn:** *Oh, I don't have time to put this in my locker.*

(She puts the cell phone in her pocket and stashes her purse below the desk. Katy walks up to the front desk.)

**JoAnn:** *Hello, can I help you?*

**Katy:** *Yes, I'd like to get my hair cut please. I've brought in this magazine to show you how I want it cut. Can you do that?*

**JoAnn:** *Sure I can, come over to the sink and we'll get your hair washed.*

(JoAnn and Katy walk over to the washing station, Katy sits down, and JoAnn begins the hair washing routine.)

**JoAnn:** *Let me know if it gets too hot.* (She is adjusting the water temperature.)

(JoAnn's cell phone rings and she answers it, talking and washing at the same time.)

**JoAnn:** *Hi... like, I can't believe you called... I can't stop thinking about you, too!*  
(Pause) *Tonight?* (Pause) *When?* *Okay great, I'll see you there!*

(**JoAnn** hangs up and calls another friend.)

**JoAnn:** *...Guess who called? You won't believe it. Jason called... I know, you are sooo right! I'm going to see him tonight! I know – I can't believe it either!*

(The water is getting too hot and Katy tries to get JoAnn's attention.)

**Katy:** *Excuse me. Hey...HEY! You're burning me!!! Watch it!*

**JoAnn:** *Oh, oh no! Sorry, gotta go (She hangs up). Hey I'm really sorry. Are you ok?*

### Discussion Questions

- Is this a red light or a green light situation? Why do you think so?
- How do you think the customer feels?
- How would JoAnn's boss feel?
- Where should JoAnn have put her cell phone?
- If you were JoAnn, how would you make this a green light situation?
- Was Katy wrong by getting upset with JoAnn? Explain.
- Was JoAnn a terrible hair dresser? Why or why not?
- Why could we say that JoAnn brought her personal life to work?
- Have you ever been in a similar situation? What did you do?

## Situation 2: Auto Shop

Actors: **Cam, Dillon**

(Cam is at the lockers hanging up his coat and hears a cell phone ringing in the locker next to his. He closes his locker, enters the auto shop, and approaches Dillon, who is working underneath a car.)

**Cam:** *Hey buddy, I heard your cell phone ringing when I was at the lockers. You better go and see if there's a message.*

**Dillon:** *Thanks, I'll go check my messages when I'm on my break. I can't leave this job like this.*

(Cam and Dillon carry on working for a few seconds, until someone yells "Break time everyone!")

Dillon goes to get his cell phone from his locker, gets a drink, and checks his messages.)

### Discussion Questions

- Is this a red light or a green light situation? Why do you think so?
- Where was Dillon's cell phone?
- How did Dillon respond when Cam told him about his cell phone ringing?
- Should Dillon have gone to check his messages if he wasn't busy?
- Why or why not?
- Why is it dangerous to use your cell phone while you are working?
- Why is it good to keep your cell phone in a safe place like a locker?
- Has this ever happened to you? Explain.

## Situation 3: Cafe

Actors:

**Jim** (listening to MP3), **Tony** (with box),  
people dining: **Monique**, **Bill** and **Vicky**,  
a server: **Sasha**

(Monique, Bill, and Vicky are sitting at a table looking at their menus.  
Sasha arrives at their table.)

**Sasha:** *Hi, are you ready to order?*

(In the background, Tony reaches up to get a box off a high shelf, and Jim who is wearing his MP3 player earbuds, dances as he sweeps the floor.)

**Tony:** *Hey Jim, I need a hand here...Jim... (louder) JIM!! Help me!*

(Tony struggles with the box. Jim can't hear and continues bopping around with the broom.

Tony is struggling to keep the box balanced, but Jim doesn't respond and the box falls on top of Tony.)

### Discussion Questions

- Is this a red light or green light situation? Why do you think so?
- How did the MP3 player cause a problem?
- How did Tony feel?
- How would Jim feel knowing Tony was hurt?
- What could Jim have done to make this a green light situation?
- What could have happened to Jim's job when his boss found out?
- Has anything like this ever happened to you? What did you do?

## Situation 4: Day Care

Actors:

**Penny** (a student helper)  
**Ms. Sweeney** (the teacher),  
a few children in day care

(Penny enters the day care building. She hangs up her coat, takes off her MP3 player and puts it and her purse into a locked cupboard. She then enters the classroom.)

**Penny:** *Good morning everyone!*

**Class:** *Good morning, Penny!*

(Penny works with the youngsters – reads a story, ties shoes, does a craft ... After some time, Penny approaches the teacher.)

**Penny:** *Everything seems under control now. Is it all right if I take my break?*

**Ms. Sweeney:** *Yes, of course – enjoy!*

(Penny gets her snack and unlocks the cupboard to get her MP3 player. She goes off to sit and eat and listen to her music.)

### Discussion Questions

- Is this a red light or green light situation? Why do you think so?
- Where did she put her MP3 player?
- Why is it good to keep your MP3 player in a safe place like a locker?
- When did Penny listen to her music?
- Why is having your MP3 player on while you are working dangerous?
- What are all the things that Penny did to make this a green light situation?