

# **Finding Your Voice, Knowing Your Rights**

## **Module 1: Physical Hazards in the Workplace**



**Bow Valley  
College**



## Finding Your Voice, Knowing Your Rights Resources

*Finding Your Voice, Knowing Your Rights* classroom material is a resource to support English language learners to understand and articulate their rights in the Canadian workplace.

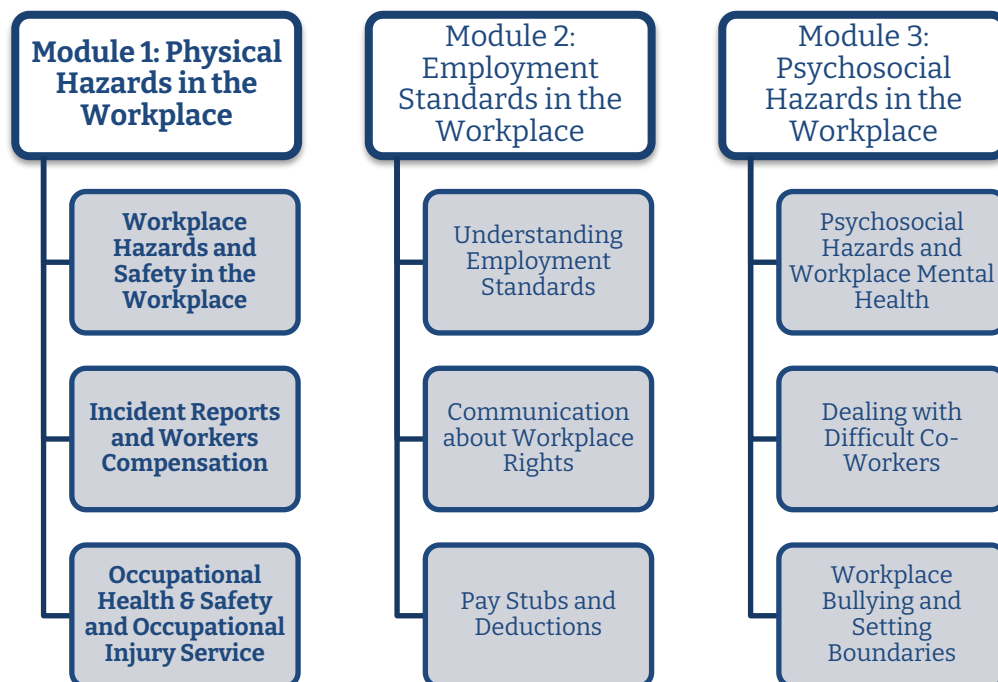
Learners will have the opportunity to practice and develop:

- English language skills
- Canadian workplace cultural awareness
- Workplace communication skills

The material was designed based on interviews with instructors, employers, and students that were conducted during a qualitative research project. The resources have been designed to support newcomer youth workers to better understand their workplace rights and to be able to effectively communicate their rights to employers and co-workers.

The research found that newcomers are often less able to speak up for their Occupational Health and Safety (OHS) rights because of lack of language about and awareness of issues, intercultural and power dynamics between employers and co-workers, varying conceptions of workplace safety, precarity, and work in less regulated injuries. The material presented here will help students build necessary skills to advocate for themselves in the Canadian workplace.

The material is sub-divided into three modules. The focus of this set of material is **Module 1: Physical Hazards in the Workplace**.



To find out more about the resources, please download the [Instructor's Resource available here](#).

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## **Introduction: Workplace Hazards & Safety in the Workplace**

### **Tasks:**

- Introduction to the sub-theme (PowerPoint Presentation)
- Goal-setting form for students

### **For instructor:**

- This sub-theme, within the module of Physical Hazards in the Workplace, focuses on identifying workplace hazards, knowing your rights in the workplace, and advocating for a safe work environment.
- It includes two formal assessment tasks: a listening assessment on Workplace Safety and a speaking assessment on Workplace Safety Concerns.

### **PowerPoints:**

- **Introduction – Hazards and Safety in the Workplace** can be downloaded [here](#).
- **Workplace Hazards** can be downloaded [here](#).

Name: \_\_\_\_\_

Date: \_\_\_\_\_

### Goals: Workplace Hazards & Safety in the Workplace

**Task:** After your instructor goes through the PowerPoint presentation in class, please complete the first (what you know) and the second (what do you want to know) parts of the table. You can complete the third part of the table after you finish the lesson.

<b>Know</b>	<b>Want to Know</b>	<b>Learned</b>
What do you think you <b>know</b> about Workplace Hazards & Safety in the Workplace?	What do you <b>want to know</b> about Workplace Hazards & Safety in the Workplace? <b>Set 3 goals for this lesson.</b>	What did you <b>learn</b> about Workplace Hazards & Safety in the Workplace?

## **Vocabulary – Workplace Safety**

### **Task:**

- Match word and definition (Worksheet 1) + PowerPoint
- Read and fill-in-the-blank (Worksheet 2)
- Vocabulary Review Game (Worksheet 3)
- Crossword Puzzle Link: <https://crosswordhobbyist.com/782283/Workplace-Safety>
- Quizlet Link: <https://quizlet.com/ca/502145349/workplace-health-and-safety-flash-cards/>

### **For instructor:**

- Students can work through the various vocabulary worksheets in order to learn vocabulary related to workplace safety.

### **Answer Key:**

- Provided at the end of the task

### **PowerPoint:**

- **Vocabulary – Workplace Safety** can be downloaded [here](#).

Name: \_\_\_\_\_

Date: \_\_\_\_\_

## Worksheet 1: Vocabulary – Workplace Safety

**Task:** Work with a partner to match the vocabulary words with the correct definition. Write the letter of the matching definition on the line.

Vocabulary Word	Definition
Abandon (V) _____	a. something you do to prevent something bad or dangerous from happening
Adequate (Adj) _____	b. the act of identifying possible risks
Alternative (N) _____	c. to give people information about something you have seen, heard, or done
Circumstances (N) _____	d. something that happens, especially something unusual or unpleasant
Contractor (N) _____	e. to put someone in a situation in which they could be harmed
Control (V) _____	f. a person or company that makes an agreement to do work or provide goods for another company
Endanger (V) _____	g. an official examination of the facts about a situation
Enforce (V) _____	h. the place where something happens, especially something unpleasant
Hazard (N) _____	i. something that can be dangerous or cause damage
Incident (N) _____	j. a way of improving an unpleasant or difficult situation
Infrastructure (N) _____	k. an act of saying or showing that you will not do something
Investigation (V) _____	l. to leave a thing or place, especially because it's dangerous
Precaution (N) _____	m. to have power over a person so that you can decide what they must do
Refusal (N) _____	n. the conditions that are connection with and affect a situation
Remedy (N) _____	o. the basic system of services that are necessary for an organization to run smoothly
Report (V) _____	p. affecting or connected with the entire system or the whole of something



Risk (N) _____	q. something that can be chosen instead of something else: a choice or option
Risk Assessment (N) _____	r. acceptable for a particular purpose or need
Scene (N) _____	s. to make people obey a rule or law
Systemic (Adj) _____	t. a situation that could be dangerous or have a bad result

Name: \_\_\_\_\_

Date: \_\_\_\_\_

**Worksheet 2: Vocabulary – Workplace Safety**

**Task:** Use the vocabulary from Worksheet 1 to choose the best word to complete each sentence.

1. The employer should do a \_\_\_\_\_ if an employee feels unsafe at work.
  - a. alternative
  - b. enforce
  - c. investigation
  - d. risk assessment
  
2. There are different possible \_\_\_\_\_ for the problem.
  - a. adequate
  - b. precaution
  - c. remedies
  - d. reports
  
3. Police are investigating the \_\_\_\_\_ of the workplace accident.
  - a. circumstances
  - b. control
  - c. risk
  - d. scenes
  
4. His \_\_\_\_\_ to work in an unsafe environment kept him from getting injured at work.
  - a. incident
  - b. infrastructure
  - c. refusal
  - d. systemic
  
5. He had to \_\_\_\_\_ the project because the workplace was unsafe.
  - a. abandon
  - b. contractor
  - c. endanger
  - d. hazard
  
6. The employer could \_\_\_\_\_ the employee by not following safety rules.
  - a. abandon
  - b. endanger
  - c. hazard
  - d. report

7. There is not an \_\_\_\_\_ supply of safety masks. We need to order more.
- adequate
  - circumstances
  - incident
  - investigation
8. They had to close off the \_\_\_\_\_ of the accident until the injured employee was removed.
- remedy
  - risk
  - risk assessment
  - scene
9. She started an online business so she could \_\_\_\_\_ her own work hours.
- contractor
  - control
  - enforce
  - refusal
10. If you do not want to work in a warehouse, an \_\_\_\_\_ is to work in an office.
- alternative
  - infrastructure
  - precaution
  - systemic
11. The \_\_\_\_\_ was hired for 8 months to finish the foundation of the building.
- abandon
  - contractor
  - enforce
  - incident
12. Most large companies have the \_\_\_\_\_ to provide health and safety services to employees.
- control
  - endanger
  - infrastructure
  - risk
13. If you find an unsafe space at work, you should \_\_\_\_\_ it to the manager.
- alternative
  - investigation
  - report
  - systemic

14. You should watch out for \_\_\_\_\_ in your workplace, such as water on the floor or falling objects.
- a. adequate
  - b. hazards
  - c. remedies
  - d. risk assessments
15. You must take \_\_\_\_\_ to make sure you don't get injured at work.
- a. circumstances
  - b. precautions
  - c. refusal
  - d. scene
16. A \_\_\_\_\_ problem affects many people, not just one.
- a. alternative
  - b. endanger
  - c. remedy
  - d. systemic
17. You should wear a hard hat on the job site to reduce the \_\_\_\_\_ of injury.
- a. adequate
  - b. precaution
  - c. risk
  - d. scene
18. If there is an accident at your workplace managers may do an \_\_\_\_\_ to find out what happened.
- a. control
  - b. infrastructure
  - c. investigation
  - d. risk assessment
19. Police \_\_\_\_\_ the law.
- a. abandon
  - b. contractor
  - c. enforce
  - d. refusal
20. If there is an accident or \_\_\_\_\_ in your workplace, it should be reported to Occupational Health and Safety (OHS).
- a. circumstances
  - b. hazards
  - c. incident
  - d. report

Name: \_\_\_\_\_

Date: \_\_\_\_\_

### Worksheet 3: Vocabulary – Workplace Safety

**Task:** Work in groups of 3 students. One student should pick a card and describe it to the group. The first person to guess the card wins it. Whoever wins a card, will pick the next card. The winner is the person who has the most cards at the end of the activity.

Abandon	Adequate	Alternative
Circumstance	Contractor	Control
Endanger	Enforce	Hazard
Incident	Infrastructure	Investigation
Precaution	Refusal	Remedy
Report	Risk	Risk Assessment
Scene	Systemic	

## ANSWER KEY

### Worksheet 1:

Abandon	L	Infrastructure	O
Adequate	R	Investigation	G
Alternative	Q	Precaution	A
Circumstances	N	Refusal	K
Contractor	F	Remedy	J
Control	M	Report	C
Endanger	E	Risk	T
Enforce	S	Risk Assessment	B
Hazard	I	Scene	H
Incident	D	Systemic	P

### Worksheet 2:

1. D
2. C
3. A
4. C
5. A
6. B
7. A
8. D
9. B
10. A
11. B
12. C
13. C
14. B
15. B
16. D
17. C
18. C
19. C
20. C

## **Workplace Safety Questions**

### **Task:**

- Brainstorm different questions that you could ask an employer about workplace safety.

### **For instructor:**

- Students can work in small groups to brainstorm questions that they could ask an employer about workplace safety.
- Students can share their ideas with the class.



Date: \_\_\_\_\_

**Task:** Work with a partner to brainstorm different questions that you could ask an employer about workplace safety. Once you have finished share your list with the rest of your class.

This image shows a single sheet of white paper with horizontal blue ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.



## Questions and Answers about Workplace Safety

### Task:

- Practice questions and answers about important questions about workplace safety with a partner. Then, share answers with the class.

### For instructor:

- Students should work with a partner and take turns (role-playing) asking and answering questions about workplace safety. Each group can take turns presenting one or two questions and answers to the class.
- Then, the class can discuss the question “In which situations is it appropriate to ask certain questions?”
- There are six blank cards included on the student sheet. Instructors can pick six of the questions that the class brainstormed to include on these cards.

### Additional Resources:

- X-Treme Safety Handbook, pages 22 – 32 (Talking to your Supervisor) – This resource has sample questions and possible answers to the questions. It would be a good resource for students to have access to for this task.
- This resource is available for download from the Government of Alberta website: <https://alis.alberta.ca/tools-and-resources/content/products/x-treme-safety-young-worker-s-guide-to-safety-and-employment-rules/>

Name: \_\_\_\_\_

Date: \_\_\_\_\_

### Questions and Answers about Safety

**Task:** Work with a partner and practice asking and answering the workplace safety questions below. Add six of the questions that you brainstormed as a class.

What are the hazards of this job?	Is there any special training needed for this job?
Do I have the right protective equipment for this job?	If I have any questions about safety, who do I ask?
What do I do in an emergency?	How do I report an injury?

## **Modal Review**

### **Task:**

- Review the forms and uses of modals of politeness and advice.

### **For instructor:**

- Instructors can review the forms and uses of modals of politeness and advice with their class.
- Students can practice the speaking practice activities in the handout with a partner.

Name: \_\_\_\_\_

Date: \_\_\_\_\_

## Modal Review

We often use **modals** to request, ask permission, or express desire in a polite way – these are known as **modals of politeness**. Another type of **modal** is **modals of advice**. These modals are used for giving advice, suggestions, and recommendations.

### Instructions:

1. Read the information about the form and uses of **modals of politeness** and **modals of advice**.
2. Do the practice exercises for speaking.

### FORM & USE:

A **modal** is a verb that can appear before a main verb and adds extra meaning.

Modal of politeness	Modal of advice
<b>To request</b> <i>would</i> <i>could</i>	<b>Giving advice, suggestions, or recommendations</b> <i>should</i> <i>ought to</i> <i>(had) better</i>
<b>To ask permission</b> <i>can</i> <i>may</i> <i>could</i>	<b>Negative sentences</b> <i>should not</i> <i>(had) better not</i>
<b>To express desire</b> <i>would like</i>	

**Modals of politeness** are more polite than using commands (for requests and to ask permission) or the verb *want* (for expressing desire).

e.g.	<b>Could</b> you pass the stapler please?	(request)
	<b>May</b> I take your order please?	(ask permission)
	<b>I would like</b> to apply for a job.	(express desire)

**Modals of advice** are used to give advice, suggestions, and recommendations. *Should* is the most common. *Ought to* is more formal than *should*. *Had better* is usually used for stronger suggestions.

- e.g.    You **should** take breaks at work.  
          You **ought to** take breaks at work.  
          You **had better** take breaks at work.

**Note 1:** *had better* can be shortened to '*d better*. In informal speech (not in writing), the *had* can be dropped.

- e.g.    You'**d better** take breaks at work.    (Shortened form)  
          You **better** take breaks at work.    (Spoken Informal)

**The negative** is formed by adding **not** between the modal **should** or **had better** and the main verb. There is **no negative** form with **ought to**.

- e.g.    You **should not** take long breaks at work.  
          You **had better not** take long breaks at work.

### Speaking Practice: Exercise A

#### Instructions:

1. Work with a partner and take turns changing the sentences (which do not use **modals**) into sentences using **modals of politeness** or **advice**.
2. Work through the examples provided, then make some sentences with **modals of politeness** or **advice** on your own.

e.g. *I suggest you go on vacation.*

***You should go on vacation.*** OR

***You ought to go on vacation.*** OR

***You'd better go on vacation.***

1. Take a rest from your job.
2. Work overtime on Monday.
3. Pay your bills on time.
4. Meet me after work.
5. I recommend you keep your pay stubs.
6. I suggest reviewing your pay stub every month.
7. I advise you to learn about your deductions.
8. Ask the waiter for a menu.
9. Talk to the cashier about the price of the meat.
10. I want to take a vacation next month.

### Speaking Practice: Exercise B

#### Instructions:

1. Work with a partner. Call your workplace and talk to your supervisor about changing your work schedule for next week. Be sure to use **modals of advice**.
2. Practice the dialogue with a partner.
3. You can record your voicemail on the recording device on your phone or on the website: <https://vocaroo.com/>.
4. Now, change roles and do the task again.
5. When you have recorded your dialogues, share them with your instructor.

### Speaking Practice: Exercise C

#### Instructions:

1. Work with a partner and take turns giving advice for the situations below. Be sure to use **modals of advice**.
2. Work through the examples provided, then make 5 of your own sentences asking your partner for advice.

e.g. *I am too hot.*

***You should turn on the air conditioner.***

1. I am working too many hours.
2. I am tired.
3. My child is always sick.
4. I don't have enough money.
5. I don't understand my pay stub.
6. I do not know if I have to work on holidays.
7. My shift is too long.
8. I did not get paid for working overtime.
9. I cut my hand at work.
10. I think my workplace is unsafe.

11. \_\_\_\_\_
12. \_\_\_\_\_
13. \_\_\_\_\_
14. \_\_\_\_\_
15. \_\_\_\_\_

## **Imperative Review**

### **Task:**

- Review the forms and uses of the imperative.

### **For instructor:**

- Instructors can review the forms and uses of the imperative with their class.
- Students can practice the speaking practice activities in the handout with a partner.



Name: \_\_\_\_\_

Date: \_\_\_\_\_

## Imperative Review

We often use **imperatives** when we give instructions, advice, orders, or directions to someone.

### Instructions:

1. Read about the form and uses of **imperatives**.
2. Do the practice exercises.

**FORM:** An **imperative** is formed using the infinitive form of the verb (e.g. *to eat*), without “to”.

e.g. **Eat** your dinner now. *I will be late.* (**eat** = imperative)

### Negative

The negative is formed by adding **don't** before the **imperative**.

e.g. **Don't eat** your dinner yet. *I will be there soon.*

### USE:

1. Use **imperatives** to give directions and instructions.

e.g. **Turn** right at Centre Street.  
**Lock** the door when you leave.

2. Use **imperatives** to give orders.

e.g. **Pick** up the mail before you take your lunch break.

3. Use **imperatives** to give advice or suggestions.

e.g. **Don't take** the train in the morning. *It's too busy.*  
**Take** the bus.

4. Use **imperatives** to give warnings.

e.g. **Be** careful! *There's water on the floor.*

**Note 1:** Use **please** to make orders, warnings, and requests more polite. **Please** can come at the beginning or at the end of the sentence.

e.g.     ***Please*** leave the mail on the desk.  
          Leave the mail on the desk, ***please***.

### Speaking Practice: Exercise A

#### Instructions:

1. Read the following sentences. None of them are in the **imperative** form.
2. Change to sentences to **imperatives** and take turns saying the new sentences with a partner.
3. Add 4 new examples to the list and ask you partner to make **imperatives**.

e.g.    *You should eat lunch with me today.*  
          ***Eat lunch with me today.***

1. Can you help me clean the tables?
2. Will you turn on the computer when you get to work?
3. You can vacuum the rooms on the 5<sup>th</sup> floor.
4. You should apply for jobs on indeed.ca.
5. You should add your English classes to your resume.
6. Can you remember to wear boots to work?
7. You should find out your salary before you accept a position.
8. You can ask your current employer for a reference.
9. You should check your e-mail for the memo from work.
10. Can you tidy the workspace?
11. \_\_\_\_\_
12. \_\_\_\_\_
13. \_\_\_\_\_
14. \_\_\_\_\_

**Speaking Practice: Exercise B****Instructions:**

1. You have been given the **imperative** form of verbs.
2. Work with a partner and use these verbs to start your sentence.
3. Try to create sentences that you could use at work.
4. Pick 4 more verbs to add to your list and ask your partner to make **imperative** sentences using your words.

e.g.        *Please cook **the pasta for 10 minutes.***

1. Bring...
2. Please pass...
3. Be...
4. Finish...
5. Turn on...
6. Lift...
7. Lock...
8. Chop...
9. Turn off...
10. Listen...

11. \_\_\_\_\_

12. \_\_\_\_\_

13. \_\_\_\_\_

14. \_\_\_\_\_

### Speaking Practice: Exercise C

#### Instructions:

1. Pick one of the following three topics. Then, give instructions to your partner.
  - a. **How to make a cup of tea**
  - b. **How to wash your hands carefully**
  - c. **How to get to your home from school**
2. Once you have finished practicing, share with your class.

## Note-taking

### Tasks:

- Review how to take notes.
- Focus on how to take notes on instructions.

### For instructor:

- Only external resources are available for this task.

### External Resources:

- See LINC 5-7 Classroom Activities Binder: Vol. 1 for various note-taking activities (pp. 35-43)
- [http://wiki.secteuretablissement.org/index.php/LINC\\_5-7 Classroom Activities: Volumes 1 & 2](http://wiki.secteuretablissement.org/index.php/LINC_5-7_Classroom_Activities_Volumes_1_&_2)

## **Hazard Signs in the Workplace**

### **Task:**

- Work through the PowerPoint on Hazard Signs in the Workplace with your instructor. Then, complete the handout.

### **For instructor:**

- Students should go through the PowerPoint Presentation on Hazard Signs in the Workplace with their class.
- Then, students can work individually or with a small group to complete the handout.

### **PowerPoint:**

- **Reading – Hazard Signs** can be downloaded [here](#).

Name: \_\_\_\_\_

Date: \_\_\_\_\_

## Hazard Signs in the Workplace

**Task:** Work through the PowerPoint on Hazard Signs in the Workplace with your instructor. Then, complete the handout.

1. What is one hazard sign that you have seen before? \_\_\_\_\_
2. Where did you see it? \_\_\_\_\_
3. What does it look like? \_\_\_\_\_
4. What does a blue hazard sign mean? \_\_\_\_\_
5. Give an example of a blue hazard sign. \_\_\_\_\_
6. What does a yellow hazard sign mean? \_\_\_\_\_
7. Give an example of a yellow hazard sign. \_\_\_\_\_
8. What does a red hazard sign mean? \_\_\_\_\_
9. Give an example of a red hazard sign. \_\_\_\_\_
10. What are 3-4 safety signs that you might find at a Construction Site?  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



11. What are 3-4 safety signs that you might find in a Kitchen?

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12. What are 3-4 safety signs that you might find in a Processing Plant?

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13. What are 3-4 safety signs that you might find at a Warehouse?

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14. What are 3-4 safety signs that you might find at a Hospital?

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## **Role-Play: Safety Discussion**

### **Task:**

- Role-play a dialogue between an employer and employee. Make use of some of the important questions to ask your employer about workplace safety.

### **For instructor:**

- Students should work with a partner and take turns role-playing a dialogue between employer and employee. Role-play scenarios are available on the next page.

### **Additional Resources:**

- X-Treme Safety Handbook, pages 22 – 32 (Talking to your Supervisor) – This resource has sample questions and possible answers to the questions. It would be a good resource for students to have access to for this task.
- This resource is available for download from the Government of Alberta website: <https://alis.alberta.ca/tools-and-resources/content/products/x-treme-safety-young-worker-s-guide-to-safety-and-employment-rules/>

Name: \_\_\_\_\_

Date: \_\_\_\_\_

## Role-Play a Safety Discussion

**Task:** Work with a partner to create a dialogue about the following workplace situations. Each person should take a turn playing the employer and the employee. The employee should initiate the conversation and should ask at least 3 questions.

<p><b>SITUATION 1</b></p> <p>You are a new employee in a store, you are not sure how to properly move heavy boxes. Initiate a discussion with your employer.</p>	<p><b>SITUATION 2</b></p> <p>You work in a meat processing plant and you have been promoted to a higher position. You need to train new employees, but you are not sure what training you must provide for the new employees. Initiate a discussion with your supervisor.</p>
<p><b>SITUATION 3</b></p> <p>Your worksite bought new face masks; however, you do not think they work as well as the old ones. Initiate a discussion about your concern with your supervisor.</p>	<p><b>SITUATION 4</b></p> <p>You work in a retail store and are asked to change a lightbulb that is broken. You have never done this before and have never used a ladder before. Initiate a discussion with your supervisor.</p>
<p><b>SITUATION 5</b></p> <p>You have to work outside in the winter. You do not have a hat, gloves, or winter boots and do not feel safe working in the cold. Initiate a conversation with your supervisor.</p>	<p><b>SITUATION 6</b></p> <p>You just started a new job as a cleaner in a hotel. You are supposed to use certain products to clean, but do not know what the products are. One product gives you a rash. Initiate a conversation with your supervisor.</p>

<p style="text-align: center;"><b>SITUATION 7</b></p> <p>You were shown how to use a complicated machine when you first started your new job. You remember some instructions, but not all of them. You are not sure who can help you. Initiate a conversation with your employer.</p>	<p style="text-align: center;"><b>SITUATION 8</b></p> <p>You were hired to work on a construction site. You are not sure what safety equipment is a requirement for the job. You are also not sure if you have to buy the equipment. Initiate a conversation with your supervisor.</p>
<p style="text-align: center;"><b>SITUATION 9</b></p> <p>You started work a few weeks ago, but you have not yet received emergency training. You do not know what to do if there is a fire at work or if someone spills chemicals. Initiate a conversation with your employer.</p>	<p style="text-align: center;"><b>SITUATION 10</b></p> <p>Last week one of your co-workers was injured. No one knew who to contact. You want to know what to do if another emergency comes up. Initiate a conversation with your employer.</p>
<p style="text-align: center;"><b>SITUATION 11</b></p> <p>There is a lot of construction at your worksite. It is very noisy, and you have been having a lot of headaches because of the noise. You do not feel like you can be productive in this environment. Initiate a conversation with your employer.</p>	<p style="text-align: center;"><b>SITUATION 12</b></p> <p>You are employed as a dishwasher in a restaurant. Your employer asks you to cook food because an employee called in sick. You are not sure how to use the equipment, but you want to help. Initiate a conversation with your employer.</p>

## Safety Concern

### Task:

- Politely raise a safety concern to your employer during a staff meeting at work. Use polite modals to share your concern.

### For instructor:

- Students should research safety concerns of certain occupations ([https://www.ccohs.ca/oshanswers/occup\\_workplace/](https://www.ccohs.ca/oshanswers/occup_workplace/)) and raise a workplace safety concern related to the job they are assigned (or choose).
- Students can first share their concern in front of a small group and receive feedback from classmates. Each group can then nominate one student to present in front of the class.
- If you feel that your students need to review modal verbs before doing this activity, please see the activity *Modal Review*.

Name: \_\_\_\_\_

Date: \_\_\_\_\_

## Safety Concern

**Task:** Research safety concerns of a certain occupation ([https://www.ccohs.ca/oshanswers/occup\\_workplace/](https://www.ccohs.ca/oshanswers/occup_workplace/)) and raise a workplace safety concern, related to the job you are assigned, to your employer during a staff meeting at work. Be sure to use polite modals to share your workplace concern and be sure to add details and/or give an example. You can first share their concern in front of a small group and receive feedback from classmates. Each group can then nominate one student to present in front of the class.

Cook	Carpenter	Retail Sales
Construction Worker	Delivery Person	Shipping and Receiving
Farmer	Electrician	Mechanic
Fire Fighter	Housekeeper	Nurse

## Giving Safety instructions (CLB5)

### Task:

- Pick one of the following 4 workplace environments (make sure it is different from the rest of your group) and prepare 7-8 workplace safety instructions to give to your new co-workers.

### For instructor:

- Students should pick one of the following 4 workplace environments (make sure it is different from the rest of your group) and prepare 7-8 workplace safety instructions to give to your new co-workers.
- If you feel that your students need to review imperative verbs before doing this activity, please see the activity *Imperative Review*.
- If you feel that your students need to review modal verbs before doing this activity, please see the activity *Modal Review*.

Name: \_\_\_\_\_

Date: \_\_\_\_\_

## Giving Safety Instructions (CLB5)

**Task:** Pick one of the following 4 workplace environments (make sure it is different from the rest of your group) and prepare 7-8 workplace safety instructions to give to your new co-workers. You can use imperative verbs and modal verbs to give instructions.

Workplace environments (pick 1):

- ☐ Construction Site
- ☐ Warehouse
- ☐ Kitchen
- ☐ Housekeeper/Cleaner

**Safety instructions to share with your group:**

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_



## Giving Safety instructions (CLB6)

### Task:

- Pick one of the following 4 workplace environments (make sure it is different from the rest of your group) and prepare 9-10 workplace safety instructions to give to your new co-workers.

### For instructor:

- Students should pick one of the following 4 workplace environments (make sure it is different from the rest of your group) and prepare 9-10 workplace safety instructions to give to your new co-workers.
- If you feel that your students need to review imperative verbs before doing this activity, please see the activity *Imperative Review*.
- If you feel that your students need to review modal verbs before doing this activity, please see the activity *Modal Review*.

Name: \_\_\_\_\_

Date: \_\_\_\_\_

## Giving Safety Instructions (CLB6)

**Task:** Pick one of the following 4 workplace environments (make sure it is different from the rest of your group) and prepare 9-10 workplace safety instructions to give to your new co-workers. You can use imperative verbs and modal verbs to give instructions.

Workplace environments (pick 1):

- ☐ Construction Site
- ☐ Warehouse
- ☐ Kitchen
- ☐ Housekeeper/Cleaner

**Safety instructions to share with your group:**

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_

## **Safety instructions (CLB5)**

### **Task:**

- Listen to the members of your group share their workplace instructions with you. Make note of the instructions that they give you.

### **For instructor:**

- Students should listen to the members of their group share their workplace instructions with each other.
- This activity builds on the speaking activity *Giving Safety Instructions*.

Name: \_\_\_\_\_

Date: \_\_\_\_\_

**Safety Instructions (CLB5)**

**Task:** Listen to your group members share their workplace instructions with you and take notes for each presentation.

**Presentation 1 - Presenter's Name:** \_\_\_\_\_

Workplace environments:

- ☐ Construction Site
- ☐ Warehouse
- ☐ Kitchen
- ☐ Housekeeper/Cleaner

## Safety Instructions

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_

**Presentation 2 - Presenter's Name:** \_\_\_\_\_

Workplace environments:

- ☐ Construction Site
- ☐ Warehouse
- ☐ Kitchen
- ☐ Housekeeper/Cleaner

Safety Instructions

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_

**Presentation 3 - Presenter's Name:** \_\_\_\_\_

Workplace environments:

- ☐ Construction Site
- ☐ Warehouse
- ☐ Kitchen
- ☐ Housekeeper/Cleaner

Safety Instructions

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_

## **Safety instructions (CLB6)**

### **Task:**

- Listen to the members of your group share their workplace instructions with you. Make note of the instructions that they give you.

### **For instructor:**

- Students should listen to the members of their group share their workplace instructions with each other.
- This activity builds on the speaking activity *Giving Safety Instructions*.

Name: \_\_\_\_\_

Date: \_\_\_\_\_

**Safety Instructions (CLB6)**

**Task:** Listen to your group members share their workplace instructions with you and take notes for each presentation.

**Presentation 1 - Presenter's Name:** \_\_\_\_\_

Workplace environments:

- ☐ Construction Site
- ☐ Warehouse
- ☐ Kitchen
- ☐ Housekeeper/Cleaner

## Safety Instructions

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_



**Presentation 2 - Presenter's Name:** \_\_\_\_\_

Workplace environments:

- ☐ Construction Site
- ☐ Warehouse
- ☐ Kitchen
- ☐ Housekeeper/Cleaner

Safety Instructions

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_

**Presentation 3 - Presenter's Name:** \_\_\_\_\_

Workplace environments:

- ☐ Construction Site
- ☐ Warehouse
- ☐ Kitchen
- ☐ Housekeeper/Cleaner

Safety Instructions

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_

## **Workplace Hazards (CLB5)**

### **Task:**

- Watch a short video on YouTube about hazards in the office. Try to list at least 8 hazards you can see in the workplace. Discuss your answers in a small group.

### **For instructor:**

- Students should watch a short video on YouTube about hazards in the office. They should try to identify at least 8 hazards you can see in the workplace.

### **Video File:**

- A YouTube video about hazards in the office can be found here:  
<https://www.youtube.com/watch?v=pgFrA9-kks4>

Name: \_\_\_\_\_

Date: \_\_\_\_\_

**Workplace Hazards (CLB5)**

**Task:** Watch the following video on YouTube about hazards in the office (<https://www.youtube.com/watch?v=pgFrA9-kks4>). Try to list at least 8 hazards you can see in the workplace. Discuss your answers in a small group.

**Workplace Hazards**

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_

## **Workplace Hazards (CLB6)**

### **Task:**

- Watch a short video on YouTube about hazards in the office. Try to list at least ten (10) hazards you can see in the workplace. Discuss your answers in a small group.

### **For instructor:**

- Students should watch a short video on YouTube about hazards in the office. They should try to identify at least ten (10) hazards you can see in the workplace.

### **Video File:**

- A YouTube video about hazards in the office can be found here:  
<https://www.youtube.com/watch?v=pgFrA9-kks4>

Name: \_\_\_\_\_

Date: \_\_\_\_\_

**Workplace Hazards (CLB6)**

**Task:** Watch the following video on YouTube about hazards in the office (<https://www.youtube.com/watch?v=pgFrA9-kks4>). Try to list at least ten (10) hazards you can see in the workplace. Discuss your answers in a small group.

**Workplace Hazards**

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_

## **Read about Workplace Hazards**

### **Task:**

- Read about different types of hazards in the workplace and answer questions about the reading.

### **For instructor:**

- Students should read about different types of hazards in the workplace and answer questions about the reading.
- Students should visit <https://alis.alberta.ca/media/1500/xtremesafety.pdf> to access the handout on X-treme Safety and read pages 4-9 and 17-20 in order to answer the questions.
- This could be used as a computer class activity.

### **Answer Keys:**

- Answer key is included with this task.

Name: \_\_\_\_\_

Date: \_\_\_\_\_

**Read about Workplace Hazards**

**Task:** Go to <https://alis.alberta.ca/media/1500/xtremesafety.pdf> and read about workplace hazards. Next, answer the following questions about the reading.

**Questions: X-Treme Safety (pp. 4-9)**

1. What are two things you will need for every job?

a. \_\_\_\_\_

b. \_\_\_\_\_

2. What are two things you might need for your job?

a. \_\_\_\_\_

b. \_\_\_\_\_

3. How many young workers in Alberta have injuries every year?

\_\_\_\_\_

4. What percentage of young workers in Alberta lose up to 5 days of work?

\_\_\_\_\_

5. What are the top 5 workplace dangers for 20-24-year old people?

a. \_\_\_\_\_

b. \_\_\_\_\_

c. \_\_\_\_\_

d. \_\_\_\_\_

e. \_\_\_\_\_

6. What happened to Tim Hamilton at work?

\_\_\_\_\_



---

7. What happened to Vaughn Webb at work?

---



---

8. When do most accidents with new workers happen at work?

---

9. What are 5 reasons that you may be at risk at work?

- a. 

---
- b. 

---
- c. 

---
- d. 

---
- e. 

---

10. Do the True/False quiz on pp. 8-9 of the booklet. What was your score? 

---

**Now look at X-Treme Safety (pp 17-20) and answer the following questions.**

11. A safe and healthy workplace has no hazards.      True              False

12. Employers must complete hazard assessments.      True              False

13. Employers must remove all hazards from workplaces.      True              False

14. Every job has the same hazards.      True              False

15. What are the 4 main workplace hazards? Give 2 examples of each one (one from the reading and one that you think of yourself)

a. \_\_\_\_\_

Example (Reading) \_\_\_\_\_

Example (Yourself) \_\_\_\_\_

b. \_\_\_\_\_

Example (Reading) \_\_\_\_\_

Example (Yourself) \_\_\_\_\_

c. \_\_\_\_\_

Example (Reading) \_\_\_\_\_

Example (Yourself) \_\_\_\_\_

d. \_\_\_\_\_

Example (Reading) \_\_\_\_\_

Example (Yourself) \_\_\_\_\_

**Next, do the hazard IQ quiz on pp. 19-20 and check your answers at the bottom of the page.**

## ANSWER KEY

1. What are two things you will need for every job?  
**orientation**  
**ongoing training**
2. What are two things you might need for your job?  
**Special protective gear**  
**Special tools**
3. How many young workers in Alberta have injuries every year? **8,000**
4. What percentage of young workers in Alberta lose up to 5 days of work? **25%**
5. What are the Top 5 Workplace Dangers for 20-24-year old people?  
**Lifting**  
**Falling**  
**Working at a height**  
**Working with hot objects**  
**Working with knives**
6. What happened to Tim Hamilton at work? **He was electrocuted and died at work.**
7. What happened to Vaughn Webb at work? **He lost an arm, a leg, and had burns on 30% of his body.**
8. When do most accidents with new workers happen at work? **First 6 months at work**
9. What are 5 reasons that you may be at risk at work?  
**Answers will vary: you don't know your workplace rights and responsibilities, you have little or no workplace training, you don't want to seem confused, you are given dangerous jobs, you get distracted in your surroundings, you need to multitask, you work at a fast or slow pace, you don't believe you can be hurt, you don't want co-workers to think less of you**
10. Do the True/False quiz on pp. 8-9 of the booklet. What was your score?
11. A safe and healthy workplace has no hazards. True **False**
12. Employers must complete hazard assessments. **True** False
13. Employers must remove all hazards from workplaces. True **False**
14. Every job has the same hazards. True **False**
15. What are the 4 main workplace hazards? Give 2 examples of each one (one from the reading and one that you think of yourself)  
**physical hazards**  
**biological hazard**  
**chemical hazard**  
**psychological hazard**

## **Instructions for a Co-Worker (CLB5)**

### **Task:**

- Leave a note with instructions for a co-worker. Use modals of advice and the imperative form.

### **For instructor:**

- Students should use their notes from the activity *Giving Safety Instructions* to write a note for a co-worker who missed the safety meeting. Students should come up with 5-6 instructions to include with their note. Students should use imperatives and modals of advice to give instructions.



## **Instructions for a Co-Worker (CLB6)**

### **Task:**

- Leave a note with instructions for a co-worker. Use modals of advice and the imperative form.

### **For instructor:**

- Students should use their notes from the activity *Giving Safety Instructions* to write a note for a co-worker who missed the safety meeting. Students should come up with 7-8 instructions to include with their note. Students should use imperatives and modals of advice to give instructions.



## **Workplace Safety – Listening Assessment**

### **Assessment Task:**

- Listen to your instructor play the Workplace Safety Update and answer the following questions.

### **For instructor:**

- Students should listen to the Audio File “Workplace Safety” and answer the questions.
- Students in CLB 5 can listen to the audio recording three times. Students in CLB 6 can listen to the audio recording twice.

### **Answer Key:**

- Answer key is included with this task.

### **Audio File:**

- Audio File “Physical Hazards” is available [HERE](#).

### **Rubric**

- Rubric can be found after the answer key.

### **Self-Assessment:**

- Self-Assessment can be found after the rubric.

### **Transcript:**

Good morning everyone. I hope you had a nice long weekend. In this week’s safety meeting I have a few important points that I would like to cover. I’ll start with the safety reminders. Then, I will provide you with an update on the incident that took place on our worksite last week. Finally, I will end with some information on some upcoming safety training opportunities I hope you will be able to participate in.

With respect the personal safety at work, we have had some problems in the past month. Many people are following the safety rules that we have in place, but some people are still not respecting the rules and workplace hazards are becoming a problem. We would like to remind you that we need to enforce the workplace rules, so no workers are endangered at work.



If you are going into the lab, you must wear safety goggles at all times. If you will be walking through the warehouse, you must remember to always wear a hard hat – even if you will not be there for long. It only takes a minute for an accident to happen. If you are lifting or moving any materials or working with chemicals, please make sure to always wear safety gloves. Don't forget to change your gloves on a regular basis if you are using chemicals because the chemicals will stay on your gloves and may cause damage. Next, when you are on site, you must have your arms and legs covered at all times to avoid lacerations. Finally, if you enter an area where there is heavy equipment. You should notify the operator that you are entering the area. That way they will be aware that you are there. Please try to follow these rules and regulations as we do not want another incident like the one that happened last week. These rules apply for both permanent employees and contractors.

As many of you know, Jihee was injured in an accident with the saws last week. There is currently an investigation about what exactly happened and there will be a report that will be written when the investigation is complete. We will also have someone from Occupational Health and Safety visit our workplace and look at the scene of the incident and write a risk assessment. We want to take precautions so that this type of injury does not happen again at this worksite. Jihee will stay in the hospital for at least another 2 weeks and he had a finger amputated and he lost a lot of blood. When he fell he also had a concussion. He should be able to return to work in 6 weeks and he will be working in the office until he is ready to return to his regular job. I know that we are all looking forward to his return. We will be sharing information with everyone about the incident when the investigation and report are complete.

Finally, I would like to announce that we will be offering more safety training days for new workers. Each new worker will participate in 2 days of safety training, instead of one day. We want to be sure that all workers have adequate training to do their job well. Starting this week you will also be able to borrow safety equipment and hardhats from your supervisor's office. Hopefully this will ensure that everyone stays safe. One final note, if anyone is interested in participating in a 3-week safety training course, to train new workers, please call Bob at extension 338 and let him know you're interested. This training session will be one hour a day (after your scheduled work time) and you will be paid for participating.

I think that's all the updates for today. Do you have any questions?

Name: \_\_\_\_\_

Date: \_\_\_\_\_

## Workplace Safety – Listening Assessment

**Task:** Listen to an audio recording on a *Workplace Safety Update* that your instructor will play and answer the questions.

1. What topic(s) will the supervisor talk about in the meeting? (Check all that apply) (3 pts.)
  - ☐ Safety reminders
  - ☐ Promotions
  - ☐ Update on an incident
  - ☐ Training opportunities
  - ☐ New workplace hazards
2. Workplace safety has been a problem for the last year. (1 pt.)
  - ☐ True
  - ☐ False
3. Not everyone is following workplace rules. (1 pt.)
  - ☐ True
  - ☐ False
4. What does “enforce” mean? (1 pt.)
  - ☐ to make people follow the rules
  - ☐ to suggest that people follow the rules
  - ☐ to not follow the rules
5. What **must** you wear in the lab? (1 pt.)
  - ☐ safety goggles
  - ☐ hardhat
  - ☐ safety gloves
  - ☐ clothing that cover your arms and legs
6. If you are in the warehouse, what **must** you wear? (1 pt.)
  - ☐ safety goggles
  - ☐ hardhat
  - ☐ safety gloves
  - ☐ clothing that cover your arms and legs

7. You do not need safety equipment if you will only be in an area for a short time. (1 pt.)
- ☐ True
  - ☐ False
8. If you work with chemicals, what **must** you wear? (1 pt.)
- ☐ safety goggles
  - ☐ hardhat
  - ☐ safety gloves
  - ☐ clothing that cover your arms and legs
9. What **must** you wear to avoid cuts? (1 pt.)
- ☐ safety goggles
  - ☐ hardhat
  - ☐ safety gloves
  - ☐ clothing that cover your arms and legs
10. You should notify your supervisor if you enter an area with heavy equipment. (1 pt.)
- ☐ True
  - ☐ False
11. Contractors should follow the same rules as permanent employees. (1 pt.)
- ☐ True
  - ☐ False
12. The supervisor knows exactly how Jihee was injured. (1 pt.)
- ☐ True
  - ☐ False
13. Someone from Occupational Health and Safety will visit the workplace. What will they do? (Check all that apply) (2 pts.)
- ☐ Look at the scene of the incident
  - ☐ Write a risk assessment
  - ☐ Write a report
  - ☐ Make sure the saws are removed from the workplace
14. How long will Jihee be in hospital? (1 pt.) \_\_\_\_\_

15. What injuries did Jihee have? (Check all that apply) (3 pts.)

- ☐ amputation
- ☐ bleeding
- ☐ concussion
- ☐ sprain

16. When will Jihee return to work? (1 pt.) \_\_\_\_\_

17. Jihee will immediately return to his regular job. (1 pt.)

- ☐ True
- ☐ False

18. The company will have more training days for new workers. (1 pt.)

- ☐ True
- ☐ False

19. If you are interested in participating in the training program, you should call Bob at what extension? (1 pt.) \_\_\_\_\_

20. The training session will be paid. (1 pt.)

- ☐ True
- ☐ False

21. What is the main purpose of this listening? (1 pt.)

- ☐ To tell us about Jihee
- ☐ To inform us about safety issues at the workplace
- ☐ To let us know how to participate in the safety training program
- ☐ To tell us about safety equipment at work

**ANSWER KEY**

1. What topic(s) will the supervisor talk about in the meeting? (Check all that apply)
  - ☒ **Safety reminders**
  - ☐ Promotions
  - ☒ **Update on an incident**
  - ☒ **Training opportunities**
  - ☐ New workplace hazards
2. Workplace safety has been a problem for the last year.
  - ☐ True
  - ☒ **False**
3. Not everyone is following workplace rules.
  - ☒ **True**
  - ☐ False
4. What does “enforce” mean?
  - ☒ **to make people follow the rules**
  - ☐ to suggest that people follow the rules
  - ☐ to not follow the rules
5. What **must** you wear in the lab?
  - ☒ **safety goggles**
  - ☐ hardhat
  - ☐ safety gloves
  - ☐ clothing that cover your arms and legs
6. If you are in the warehouse, what **must** you wear?
  - ☐ safety goggles
  - ☒ **hardhat**
  - ☐ safety gloves
  - ☐ clothing that cover your arms and legs
7. You do not need safety equipment if you will only be in an area for a short time.
  - ☐ True
  - ☒ **False**
8. If you work with chemicals, what **must** you wear?
  - ☐ safety goggles
  - ☐ hardhat
  - ☒ **safety gloves**
  - ☐ clothing that cover your arms and legs
9. What **must** you wear to avoid cuts?
  - ☐ safety goggles
  - ☐ hardhat
  - ☐ safety gloves
  - ☒ **clothing that cover your arms and legs**
10. You should notify your supervisor if you enter an area with heavy equipment.
  - ☐ True
  - ☒ **False**
11. Contractors should follow the same rules as permanent employees.
  - ☒ **True**
  - ☐ False

12. The supervisor knows exactly how Jihee was injured.
- ☐ True
- ☒ **False**
13. Someone from Occupational Health and Safety will visit the workplace. What will they do? (Check all that apply)
- ☒ **Look at the scene of the incident**
- ☒ **Write a risk assessment**
- ☐ Write a report
- ☐ Make sure the saws are removed from the workplace
14. How long will Jihee be in hospital? **Two weeks**
15. What injuries did Jihee have? (Check all that apply)
- ☒ **amputation**
- ☒ **bleeding**
- ☒ **concussion**
- ☐ sprain
16. When will Jihee return to work? **In six weeks**
17. Jihee will immediately return to his regular job.
- ☐ True
- ☒ **False**
18. The company will have more training days for new workers.
- ☒ **True**
- ☐ False
19. If you are interested in participating in the training program, you should call Bob at what extension? **338**
20. The training session will be paid.
- ☒ **True**
- ☐ False
21. What is the main purpose of this listening?
- ☐ To tell us about Jihee
- ☒ **To inform us about safety issues at the workplace**
- ☐ To let us know how to participate in the safety training program
- ☐ To tell us about safety equipment at work

## Rubric: Listening (Workplace Safety) – Comprehending Information

<b>Name:</b>	<b>Date:</b>	<b>Task:</b> Listen to a safety presentation and answer questions about the listening
	<b>Your Score:</b> _____/26	<b>Task Success:</b> CLB5 = 18/26      CLB Level: ____ CLB6 = 21/26
<p><b><i>Check the indicators of ability that the learner achieved:</i></b></p> <p><input type="checkbox"/> Student is able to identify the main purpose of the listening</p> <p><input type="checkbox"/> Student is able to identify topic specific words, expressions, and phrases</p> <p><input type="checkbox"/> Student is able to identify facts and supporting details</p> <p><input type="checkbox"/> Student is able to identify some implied meanings</p> <p><input type="checkbox"/> Student is able to understand function or intent of communication</p> <p><input type="checkbox"/> Student is able to interpret descriptions and explanations</p> <p><input type="checkbox"/> Student is able to choose answers based on information</p>		
<p><input type="checkbox"/> <b>Task Achieved:</b> Student met all or most of the task requirements</p> <p><input type="checkbox"/> <b>Task Not Yet Achieved:</b> Student did not meet all or most of the task requirements</p>		
<b>Comments:</b>		

Name: \_\_\_\_\_

Date: \_\_\_\_\_

**Self-Reflection: Workplace Safety (Listening)**

**Task:** After you have completed the listening assessment, please take a few minutes to complete the self-reflection below.

1. I was able to listen to a presentation about workplace safety and answer questions about the topic. (Listening Assessment)

- ☐ Yes
- ☐ No
- ☐ Somewhat

Please give details about what you think you understand well in this listening and what you would like to continue to work on.

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## **Workplace Safety Concern – Speaking Assessment (CLB5)**

### **Assessment Task:**

- Watch the first part of the following video: Spot the Hazards – Kitchen Walkthrough (<https://www.youtube.com/watch?v=DtneRNVMgVk>). Identify one workplace hazards to discuss with your supervisor. Role play a dialogue between employee and supervisor with a classmate. Then, change roles and discuss a second concern from the video.

### **For instructor:**

- Students should watch the first part of the following video: Spot the Hazards – Kitchen Walkthrough (<https://www.youtube.com/watch?v=DtneRNVMgVk>). They should identify one workplace hazards to discuss with their supervisor and then role play a dialogue between employee and supervisor with a classmate.

- Then, they should change roles and discuss a second concern from the video.

### **Rubric**

- Rubric can be found at the end of the task.

### **Self-Assessment:**

- Self-Assessment can be found after the rubric for CLB6.

Name: \_\_\_\_\_

Date: \_\_\_\_\_

## **Workplace Safety Concern – Speaking Assessment**

**Task:** Watch the first part of the following video: Spot the Hazards – Kitchen Walkthrough (<https://www.youtube.com/watch?v=DtneRNVmGVk>). Identify one workplace hazard to discuss with your supervisor. Role play a dialogue between your employee and supervisor with a classmate. Then, change roles and discuss a second concern from the video.

**Instructions:** Work with your partner for 20 minutes to prepare points, then do your dialogues for your instructor. You may make notes, but do not write out the dialogue.

### **If you are the employee, make sure to:**

- Greet your supervisor
- Describe one problem you saw in the video.
- Say why you think they are problems
- Ask 3-4 questions about making the workplace safer
- Close the conversation
- Use vocabulary from the Physical Hazards theme

### **If you are the supervisor, make sure to:**

- Respond to employee's greeting
- Acknowledge the problem
- Provide answers to each of the questions
- Respond to closing
- Use vocabulary from the Physical Hazards theme

## Rubric: Speaking (Workplace Safety Concern) – Getting Things Done

<b>Name:</b>	<b>Date:</b>	<b>Task:</b> Watch a video about safety concerns in the workplace. Identify one concern and initiate a discussion about workplace hazards and safety		
	<b>Your Score:</b> _____/18	<b>Task Success:</b> CLB5 = 14/18		
		<b>Yes</b>	<b>Not quite</b>	<b>No</b>
Open conversation; greet supervisor				
Raise one (1) concern about workplace safety				
Ask 3-4 appropriate follow-up questions about workplace safety				
Respond appropriately to partner's questions				
Use appropriate theme vocabulary to discuss safety concerns				
Give adequate details for the task				
Close the conversation appropriately				
Register is appropriate for type of request (formal)				
Pronunciation is adequately fluent				
<input type="checkbox"/> <b>Task Achieved:</b> Student met all or most of the task requirements <input type="checkbox"/> <b>Task Not Yet Achieved:</b> Student did not meet all or most of the task requirements				
<b>Comments:</b>				

## **Workplace Safety Concern – Speaking Assessment (CLB6)**

### **Assessment Task:**

- Watch the first part of the following video: Spot the Hazards – Kitchen Walkthrough (<https://www.youtube.com/watch?v=DtneRNVMgVk>). Identify one workplace hazards to discuss with your supervisor. Role play a dialogue between employee and supervisor with a classmate. Then, change roles and discuss a second concern from the video.

### **For instructor:**

- Students should watch the first part of the following video: Spot the Hazards – Kitchen Walkthrough (<https://www.youtube.com/watch?v=DtneRNVMgVk>). They should identify one workplace hazards to discuss with their supervisor and then role play a dialogue between employee and supervisor with a classmate.

- Then, they should change roles and discuss a second concern from the video.

### **Rubric:**

- Rubric can be found at the end of the task.

### **Self-Assessment:**

- Self-Assessment can be found after the rubric for CLB6.

Name: \_\_\_\_\_

Date: \_\_\_\_\_

## **Workplace Safety Concern – Speaking Assessment**

**Task:** Watch the first part of the following video: Spot the Hazards – Kitchen Walkthrough (<https://www.youtube.com/watch?v=DtneRNVmgVk>). Identify one workplace hazards to discuss with your supervisor. Role play a dialogue between your employee and supervisor with a classmate. Then, change roles and discuss a second concern from the video.

**Instructions:** Work with your partner for 15 minutes to prepare points, then do your dialogues for your instructor. You may make notes, but do not write out the dialogue.

**If you are the employee, make sure to:**

- Greet your supervisor
- Describe one problem you saw in the video.
- Say why you think it is a problem
- Ask 4-5 questions about making the workplace safer
- Close the conversation
- Use vocabulary from the Physical Hazards theme

**If you are the supervisor, make sure to:**

- Respond to employee's greeting
- Acknowledge the problem
- Provide answers to each of the questions
- Respond to closing
- Use vocabulary from the Physical Hazards theme

## Rubric: Speaking (Workplace Safety Concern) – Getting Things Done

<b>Name:</b>	<b>Date:</b>	<b>Task:</b> Watch a video about safety concerns in the workplace. Identify one concern and initiate a discussion about workplace hazards and safety		
	<b>Your Score:</b> ____/20	<b>Task Success:</b> CLB6 = 15/20		
		<b>Yes</b>	<b>Not quite</b>	<b>No</b>
Open conversation; greet supervisor				
Raise (1) concern about workplace safety				
Ask 4-5 follow-up questions about workplace safety				
Respond appropriately to partner's questions				
Use appropriate theme vocabulary to discuss safety concerns				
Give adequate details for the task				
Ask clarifying questions, if needed				
Close the conversation appropriately				
Register is appropriate for type of request (formal)				
Pronunciation is adequately fluent				
<input type="checkbox"/> <b>Task Achieved:</b> Student met all or most of the task requirements <input type="checkbox"/> <b>Task Not Yet Achieved:</b> Student did not meet all or most of the task requirements				
<b>Comments:</b>				

Name: \_\_\_\_\_

Date: \_\_\_\_\_

**Self-Reflection: Workplace Safety Concerns (Speaking)**

**Task:** After you have completed the speaking assessment, please take a few minutes to complete the self-reflection below.

1. I was able to discuss workplace hazards and raise questions about workplace safety.

- ☐ Yes
- ☐ No
- ☐ Somewhat

Please give details about what you think you did well and what you would like to continue to work on discussing workplace safety.

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2. I was able to respond to workplace concerns and have a good knowledge of workplace safety.

- ☐ Yes
- ☐ No
- ☐ Somewhat

Please give details about what you think you understand well in this listening and what you would like to continue to work on.

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## **Introduction: Incident Reports and Workers Compensation**

### **Tasks:**

- Introduction to the sub-theme (PowerPoint Presentation)
- Goal-setting form for students

### **For instructor:**

- This sub-theme, within the module of Physical Hazards in the Workplace, focuses on reading and writing incident reports, filing a workers compensation claim, and knowing your rights if you have been injured in the workplace.
- It includes two formal assessment tasks: a reading assessment on Reading an incident Report and a two-part writing assessment which includes Completing an Incident Report Form and Describing a Workplace Incident.

### **PowerPoints:**

- **Introduction – Incident Reports and Workers Compensation** can be downloaded [here](#).



Name: \_\_\_\_\_

Date: \_\_\_\_\_

### Goals: Incident Reports and Workers Compensation

**Task:** After your instructor goes through the PowerPoint presentation in class, please complete the first (what you know) and the second (what do you want to know) parts of the table. You can complete the third part of the table after you finish the lesson.

<b>Know</b>	<b>Want to Know</b>	<b>Learned</b>
What do you think you <b>know</b> about Incident Reports and Workers Compensation?	What do you <b>want to know</b> about Incident Reports and Workers Compensation? <b>Set 3 goals for this lesson.</b>	What did you <b>learn</b> about Incident Reports and Workers Compensation?

## Vocabulary – Workplace Injuries

**Task:** Learn vocabulary about workplace injuries

- Match word and definition (Worksheet 1) + PowerPoint
- Read and fill-in-the-blank (Worksheet 2)
- Vocabulary Review Game (Worksheet 3)
- Crossword Puzzle Link: <https://crosswordhobbyist.com/782032>
- Quizlet Link: <https://quizlet.com/ca/481255375/workplace-injuries-flash-cards>  
(Password: Injuries)

**For instructor:**

- Students can work through the various vocabulary worksheets in order to learn vocabulary related to workplace injuries.

**Answer Key:**

- Provided at the end of the task

**PowerPoint:**

- **Vocabulary – Workplace Injuries** can be downloaded [here](#).

Name: \_\_\_\_\_

Date: \_\_\_\_\_

## Worksheet 1: Vocabulary – Workplace Injuries

**Task:** Work with a partner to match the vocabulary words with the correct definition. Write the letter of the matching definition on the line.

Vocabulary Word	Definition
Amputate (V) _____	a. injury to a ligament
Bleed (V) _____	b. a broken bone
Blister (N) _____	c. a short piece of thread that doctors use to sew the edges of a wound together
Bruise (N) _____	d. a drug or other form of medicine that is used to treat or prevent disease
Burn (N) _____	e. to lose blood, especially from a wound or an injury
Cast (N) _____	f. an injury or a mark caused by fire, heat, or acid
Dislocation (N) _____	g. a blue, brown, or purple mark that appears on the skin after somebody has fallen, been hit, etc. (synonym: contusion)
Dizziness (N) _____	h. a case, usually made with plaster, that covers a broken bone to protect it
Fracture (N) _____	i. a picture used to examine bones and organs inside the body
Heal (V) _____	j. a cut to the skin or body with something sharp
Ingest (V) _____	k. to become healthy again (synonym: recover)
Laceration (N) _____	l. larger than normal, especially as a result of a medical condition or an injury
Medication (N) _____	m. a swelling on the surface of the skin that is filled with liquid and is caused, for example, by rubbing or burning

Rash (N) _____	n. an area of red spots on a person's skin, caused by an illness or a reaction to something
Recover (V) _____	o. to take something (e.g. food, medication, poison) into your body usually by swallowing
Sprain (N) _____	p. to get well again after being ill, hurt, etc. (synonym: heal)
Stitches (N;pl) _____	q. to cut off somebody's arm, leg, finger, or toe in a medical operation or an accident
Swollen (Adj) _____	r. to bring food from the stomach back out through the mouth
Vomit (V) _____	s. the feeling that everything is turning around you and that you are not able to balance
X-ray (N) _____	t. displacement of a bone from its joint

Name: \_\_\_\_\_

Date: \_\_\_\_\_

## Worksheet 2: Vocabulary – Workplace Injuries

**Task:** Use the vocabulary from Worksheet 1 to complete the sentences. Some sentences may have more than one answer.

1. If you have young children at home, you should make sure they do not \_\_\_\_\_ cleaning products.
2. He fell off the ladder at work and he has a shoulder \_\_\_\_\_. The bone is not broken, but it is not in the right place.
3. She was working with hot oil in the kitchen. The oil splattered on her hands and she has a \_\_\_\_\_.
4. She was \_\_\_\_\_ because of the laceration on her arm. There was blood everywhere.
5. It took 8 weeks to \_\_\_\_\_ from a broken bone.
6. The giant rock fell on her foot. She has three \_\_\_\_\_ and will have to wear a cast for 8 weeks.
7. While he was chopping vegetables, the knife slipped, and now he has a \_\_\_\_\_ on his hand.
8. After she hit her head, she couldn't walk in a straight line. She had a lot of \_\_\_\_\_.
9. She is \_\_\_\_\_ at home after her operation.

10. He was using a heavy machine and his leg was stuck between two parts. The doctors needed to \_\_\_\_\_ it.
11. She was lucky that she had no fractures or lacerations after the box fell on her. However, she did have \_\_\_\_\_ on her face and arm.
12. He had an \_\_\_\_\_ on his leg because the doctor wanted to confirm that it was broken. After the fracture was confirmed he had to wear a \_\_\_\_\_ for 8 weeks.
13. She didn't break her ankle, but it's difficult for her to walk on and it was very big and \_\_\_\_\_. She must have a \_\_\_\_\_.
14. If you have a bad gash on your arm, you may need \_\_\_\_\_ for it to heal properly.
15. The doctor can prescribe different types of pills, or \_\_\_\_\_, if you have a lot of pain.
16. If you wear new shoes to work, you may get a \_\_\_\_\_ on your foot.
17. If you use a lotion that you are allergic to, you may get a \_\_\_\_\_ on your skin.
18. If you eat something that is not cooked well, you may have an upset stomach and \_\_\_\_\_.

Name: \_\_\_\_\_

Date: \_\_\_\_\_

### Worksheet 3: Vocabulary – Workplace Injuries

**Task:** Work in groups of 3 students. One student should pick a card and describe it to the group. The first person to guess the card wins it. Whoever wins a card, will pick the next card. The winner is the person who has the most cards at the end of the activity.

Amputate	Bleed	Blister
Bruise	Burn	Cast
Dislocation	Dizziness	Fracture
Heal	Ingest	Laceration
Medication	Rash	Recover
Sprain	Stitches	Swollen
Vomit	X-ray	

## ANSWER KEY

### Worksheet 1:

Amputate	Q	Ingest	O
Bleed	E	Laceration	J
Blister	M	Medication	D
Bruise	G	Rash	N
Burn	F	Recover	P
Cast	H	Sprain	A
Dislocation	T	Stitches	C
Dizziness	S	Swollen	L
Fracture	B	Vomit	R
Heal	K	X-ray	I

### Worksheet 2:

1. ingest
2. dislocation
3. burn
4. bleeding
5. recover OR heal
6. fractures
7. laceration
8. dizziness
9. recovering
10. amputate
11. bruises
12. cast
13. swollen AND sprain
14. stitches
15. medication
16. blister
17. rash
18. vomit
19. X-ray AND cast



## **Parts of an Incident Report**

### **Tasks:**

- Read an incident report to identify different parts of the report and the organization of the report.

### **For instructor:**

- Only external resources are available for this task.

### **External Resources:**

- See LINC 5-7 Classroom Activities Binder: Vol. 1 for an introduction to Incident Reports (CLB5 pp. 124-6) and Accident Reports (CLB6 pp. 175-6).
- [http://wiki.secteuretablissement.org/index.php/LINC\\_5-7 Classroom Activities: Volumes 1 & 2](http://wiki.secteuretablissement.org/index.php/LINC_5-7_Classroom_Activities_Volumes_1_&_2)

## **Review: Past Tenses**

### **Tasks:**

- Review the past tenses for describing incidents in the past: Simple Past and Past Continuous/Progressive

### **For instructor:**

- Only external resources are available for this task.

### **External Resources:**

- See external resource (e.g. [www.esllibrary.com](http://www.esllibrary.com)) for review activities on Past Simple and Past Progressive.

## **Describing Injuries in the Past**

### **Task:**

- Look at the pictures and write 1-2 sentences describing the workplace injury. Be sure to use the past tense and at least one vocabulary word from the module.

### **For instructor:**

- Students should write 1-2 sentences describing a workplace injury in the picture.
- Students should be instructed to write the sentences in the past tense and to use vocabulary words from “Workplace Injuries.” They can describe the setting, the lead up to the accident, and any possible injuries that may have resulted from the accident.

Name: \_\_\_\_\_

Date: \_\_\_\_\_

## Describing Injuries in the Past

**Task:** Look at the pictures and write 1-2 sentences describing the workplace injury. Be sure to use the past tense and at least one vocabulary word from the module. You can make up background information, if you like.

**Example:**



She was cutting vegetables and the knife slipped. She has a deep laceration on her finger. She will go to the doctor and get stitches on her finger.

1.



2.



3.





4.



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5.



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## **Workplace Accident – Past Tense**

### **Task:**

- Read the paragraph describing a workplace incident. Then, answer questions about the reading, the Simple Past, and the Past Progressive.

### **For instructor:**

- Students should read the paragraph describing a workplace incident. Then, they should answer questions about the reading, the Simple Past, and the Past Progressive.

### **Answer Key:**

- Answer key is provided at the end of the task.

Name: \_\_\_\_\_

Date: \_\_\_\_\_

## Workplace Accident – Past Tense

**Instructions:** Read the paragraph describing the workplace incident. Then, answer the questions about the reading, the Simple Past and the Past Progressive.

### READING:

I was working in the kitchen yesterday when I witnessed an accident involving my co-worker. I was cutting vegetables at the station and Julie was making soup for the lunch service. A third co-worker, Sam, was cleaning the floors. While we were working, our manager came into the kitchen and asked to speak to Sam. He left the kitchen and followed her to the office. Julie and I continued to work in the kitchen. We knew that Sam was cleaning the floor, but Julie must have forgotten that the floor was wet. She moved the large pot of soup from one side of the kitchen to the other and she slipped on the wet floor. The hot soup spilled everywhere, and Julie had burns on her arms and neck. I put cold water on the burns and called 911. The paramedics arrived and took Julie to the hospital. She will be okay, but she must take two weeks off from work to recover from her injuries. Our supervisor completed a Workers' Compensation Board (WCB) report yesterday so Julie can receive benefits.

### QUESTIONS:

1. What are five verbs in the past progressive form?
  - a. \_\_\_\_\_
  - b. \_\_\_\_\_
  - c. \_\_\_\_\_
  - d. \_\_\_\_\_
  - e. \_\_\_\_\_
  
2. What are five regular verbs in the simple past form?
  - a. \_\_\_\_\_
  - b. \_\_\_\_\_
  - c. \_\_\_\_\_
  - d. \_\_\_\_\_
  - e. \_\_\_\_\_

3. What are five irregular verbs in the simple past form?

- a. \_\_\_\_\_
- b. \_\_\_\_\_
- c. \_\_\_\_\_
- d. \_\_\_\_\_
- e. \_\_\_\_\_

4. Explain, in your own words, when you use the past progressive and when you use the simple past.

5. What was Sam doing when the manager came into the kitchen?

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6. Sam stayed in the kitchen to speak to the manager.

☐ True

☐ False

7. What did Julie forget?

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8. What accident did Julie have?

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9. What injury did Julie have?

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10. What did the writer do to help Julie? (2 things)

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11. How long will Julie be off work?

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12. The supervisor completed the WCB report the same day that the accident occurred.

☐ True

☐ False

**ANSWER KEY:**

1. What are five verbs in the past progressive form?

**was working  
was cutting  
was making  
was cleaning  
were working**

2. What are five regular verbs in the simple past form?

**witnessed  
asked  
followed  
continued  
moved  
slipped  
spilled  
called  
arrived  
completed**

3. What are five irregular verbs in the simple past form?

**came  
left  
knew  
had  
put  
took**

4. Explain, in your own words, when you use the past progressive and when you use the simple past.

**Answers will vary**

5. What was Sam doing when the manager came into the kitchen?

**He was cleaning the floor.**

6. Sam stayed in the kitchen to speak to the manager.

☐ True  
☒ **False**

7. What did Julie forget?

**Julie forgot that the floor was wet.**

8. What accident did Julie have?

**Julie slipped on the wet floor.**

9. What injury did Julie have?

**Julie had burns on her arm and neck.**

10. What did the writer do to help Julie? (2 things)

**The writer put cold water on the burns and called 911.**

11. How long will Julie be off work?

**Julie will be off work for 2 weeks.**

12. The supervisor completed the WCB report the same day that the accident occurred.

☒ **True**

☐ **False**

## Filling in a form

### Tasks:

- Review different parts of a form and how to complete a(n) (incident report) form.

### For instructor:

- Only external resources are available for this task.

### External Resources:

- See external resource (e.g. [www.eslibrary.com](http://www.eslibrary.com)) for information on filling out a form.
- See LINC 5-7 Classroom Activities Binder: Vol. 1 for an introduction to Incidents Reports (CLB5 pp. 124-6) for specific information on completing an incident report.
- [http://wiki.secteuretablissement.org/index.php/LINC\\_5-7\\_Classroom\\_Activities:\\_Volumes\\_1\\_&\\_2](http://wiki.secteuretablissement.org/index.php/LINC_5-7_Classroom_Activities:_Volumes_1_&_2)

## **Report an Injury 1-2-3**

### **Task:**

- Listen to a short video from the Alberta Workers Compensation Board (WCB) about reporting an injury.

### **For instructor:**

- Students should listen to a short video from the Alberta Workers Compensation Board (WCB) about reporting an injury and answer the questions provided on the handout.
- This would be a good activity to do during computer time as the students can work through the material at their own pace.

### **Answer Key:**

- Answer key is provided at the end of the task.

### **Video Link:**

- <https://www.youtube.com/watch?v=ob5rzeZ8ib0>



Name: \_\_\_\_\_

Date: \_\_\_\_\_

## Report an Injury 1-2-3

**Task:** Listen to a short video from the Alberta Workers Compensation Board (WCB) and answer the following questions.

**Video:** <https://www.youtube.com/watch?v=ob5rzeZ8ib0>

1. What is the abbreviation for Workers Compensation Board? \_\_\_\_\_

2. Who should you report your injury to? \_\_\_\_\_

3. Describe the accident that was shown in the video. (Use complete sentences)

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4. Who should you tell first? \_\_\_\_\_

5. What should that person do to help you with your claim?

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6. Who should you tell second? \_\_\_\_\_

7. What is a health care professional? \_\_\_\_\_

8. What details should you tell your doctor? \_\_\_\_\_

9. What will the doctor do to help you with your claim?

1.

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10. What should you do in Step 3? \_\_\_\_\_

11. What website should you visit to report an injury? \_\_\_\_\_

**ANSWER KEY:**

1. What is the abbreviation for Workers Compensation Board? **WCB**
2. Who should you report your injury to? **WCB**
3. Describe the accident that was shown in the video. (Use complete sentences)  
**The man was walking and he stepped on a rake. The rake hit him in the face and he was injured.**
4. Who should you tell first? **Your boss**
5. What should that person do to help you with your claim? **Report the injury to WCB**
6. Who should you tell second? **Health care professional**
7. What is a health care professional? **Doctor or whoever helped you**
8. What details should you tell your doctor? **Where, when, why, and how you were hurt on the job**
9. What will the doctor do to help you with your claim? **Report the injury to WCB**
10. What should you do in Step 3? **Report the injury to WCB**
11. What website should you visit to report an injury? **[www.wcb.ab.ca](http://www.wcb.ab.ca)**

## **WCB Website**

### **Task:**

- Visit the Workers' Compensation Board of Alberta website and read filing a claim. Then, answer the questions about the reading.

### **For instructor:**

- Students should visit the Alberta Workers' Compensation Board website. Then, they should complete the handout about the material found on the website.
- This could be used as a computer class activity.

### **Answer Key:**

- Answer key is provided at the end of the task.

### **Website Link:**

- [www.wcb.ab.ca](http://www.wcb.ab.ca)

Name: \_\_\_\_\_

Date: \_\_\_\_\_

## WCB Website

**Task:** Visit the Alberta Workers' Compensation Board website using the link below and answer the following questions.

[Workers' Compensation Board - Alberta](https://www.albertawcb.ca/)

**Part 1:** Visit the website and click on "Workers". Go to "Learn about the claims process". Use the information to complete the questions.

1. What are the five stages of a claims process?

- a. \_\_\_\_\_
- b. \_\_\_\_\_
- c. \_\_\_\_\_
- d. \_\_\_\_\_
- e. \_\_\_\_\_

2. In Stage 1, you should let three people know about your injury. Who are they?

- a. \_\_\_\_\_
- b. \_\_\_\_\_
- c. \_\_\_\_\_

3. How long does your employer have to report your injury to WCB?

\_\_\_\_\_

4. When must your employer report an injury to WCB? (Check all that apply)

- ☐ You need first aid.
- ☐ You need more medical treatment than first aid.
- ☐ You missed a day of work because of an accident.
- ☐ You missed more than a day of work because of an accident.

5. WCB will pay for the day your accident occurred.

- ☐ True
- ☐ False

6. How long does your health care provider have to report an injury to WCB?

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7. What form should you complete and send to WCB if you were injured at work?

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8. Where can you get a Report of Injury form? (Check all that apply)

- ☐ from your employer
- ☐ at a hospital
- ☐ on the WCB website
- ☐ at a WCB office

9. WCB can start a claims process with your report only.

- ☐ True
- ☐ False

**Part 2:** Next, go to “Stage 3: Claim decision”. Use the information from that section to complete the questions.

10. What does “pending” mean?

- ☐ probably accepted
- ☐ probably not accepted
- ☐ you do not know if it is accepted or not yet
- ☐ you will be getting money soon

11. If a claim has the status “Medical Investigation” you must wait for a decision to be made.

- ☐ True
- ☐ False

12. Who will contact you to discuss your benefits if your claim is accepted?

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13. If your claim has been accepted, you must wait for an update in the mail.

- ☐ True
- ☐ False

14. Your claim could be denied if...

- ☐ it is a workplace injury
- ☐ there is not enough information to support that an injury occurred
- ☐ your claim was filed two and a half years after your injury
- ☐ your employer is not required to have workers’ compensation coverage

15. If your claim is rejected, you will receive information about why it has been rejected.

- ☐ True
- ☐ False

**Part 3:** Next, go to “Stage 5: Return to Work”. Use the information from that section to complete the questions.

16. A care plan... (Check all that apply)

- ☐ has return-to-work goals
- ☐ has different phases (or steps)
- ☐ is developed by WBC only
- ☐ has different groups working together

17. Your employer is required to keep your job for you if you have been employed for a minimum of 12 months.

- ☐ True
- ☐ False

18. What is modified work?

- ☐ A change in job duties at the same company
- ☐ A new job at a different company
- ☐ A change in job duties at a different company
- ☐ A plan to return to work

**ANSWER KEY:**

1. What are the five stages of a claims process?  
**Reporting an injury**  
**Claim classification**  
**Claim decision**  
**Treatment and recovery**  
**Return to work**
2. In Stage 1, you should let three people know about your injury. Who are they?  
**Your employer**  
**Your doctor**  
**WCB**
3. How long does your employer have to report your injury to WCB? **72 hours**
4. When must your employer report an injury to WCB? (Check all that apply)  
☐ You need first aid.  
☒ **You need more medical treatment than first aid.**  
☐ You missed a day of work because of an accident.  
☒ **You missed more than a day of work because of an accident.**
5. WCB will pay for the day your accident occurred.  
☐ True  
☒ **False**
6. How long does your health care provider have to report an injury to WCB? **48 hours**
7. What form should you complete and send to WCB if you were injured at work?  
**Report of Injury/Report of Injury Form**
8. Where can you get a Report of Injury form? (Check all that apply)  
☒ **from your employer**  
☐ at a hospital  
☒ **on the WCB website**  
☒ **at a WCB office**
9. WCB can start a claims process with your report only.  
☐ True  
☒ **False**
10. What does “pending” mean?  
☐ probably accepted  
☐ probably not accepted  
☒ **you do not know if it is accepted or not yet**  
☐ you will be getting money soon
11. If a claim has the status “Medical Investigation” you must wait for a decision to be made.  
☐ True  
☒ **False**
12. Who will contact you to discuss your benefits if your claim is accepted?  
**adjudicator**
13. If your claim has been accepted, you must wait for an update in the mail.  
☐ True  
☒ **False**
14. Your claim could be denied if...



- ☐ it is a workplace injury
- ☐ there is not enough information to support that an injury occurred
- ☐ your claim was filed two and a half years after your injury
- ☒ **your employer is not required to have workers' compensation coverage**

15. If your claim is rejected, you will receive information about why it has been rejected.

- ☒ **True**
- ☐ False

16. A care plan... (Check all that apply)

- ☒ **has return-to-work goals**
- ☒ **has different phases (or steps)**
- ☐ is developed by WBC only
- ☒ **has different groups working together**

17. Your employer is required to keep your job for you if you have been employed for a minimum of 12 months.

- ☒ **True**
- ☐ False

18. What is modified work?

- ☒ **A change in job duties at the same company**
- ☐ A new job at a different company
- ☐ A change in job duties at a different company
- ☐ A plan to return to work

## **Reading an Incident Report (CLB5)**

### **Task:**

- Read the incident report and answer questions about the content and organization.

### **For instructor:**

- Students should read the incident report and answer questions about content.

### **Answer Key:**

- Answer key is provided at the end of the task.

Name: \_\_\_\_\_

Date: \_\_\_\_\_

## Reading an Incident Report (CLB5)

**Task:** Read the incident report and answer the questions on the following pages.

Incident Report	
<b>Date of Incident:</b> Oct. 25, 2019	<b>Date Reported:</b> Oct. 26, 2019
<b>Time of Incident:</b> 1:00 pm	
<b>Name of Person Reporting the Incident:</b> Johan Gonzales	
<b>Location of Incident:</b> Kitchen, ABC Restaurant	
<p><b>Incident Description:</b></p> <p>Last Friday, I was involved in a workplace accident at my job. I am a line cook and my main duties are to peel and cut vegetables and slice meat to prepare meals for ABC Restaurant.</p> <p>At the time of the accident, I was cutting potatoes to make French Fries. I was feeling tired and I wasn't as careful as I usually am. The knife slipped and I cut my hand. There was blood everywhere. I tried to wash my hand, but I started to feel dizzy and I passed out before I could get to the sink. My co-worker Susan Park told me that when I passed out I hit my head on the floor. My co-workers were worried about me because I was not communicating with them. Susan tied a bandage around my hand to stop the bleeding and another co-worker, Minsu Lee went to find the manager. My manager, Miwako Asako, called 911 when I was still unconscious. When the paramedics arrived at 2:15 pm, I was awake, but my head hurt a lot and my hand was still bleeding. They put me in the ambulance and took me to Peter Lougheed Hospital so I could get a head scan and stitches in my hand.</p> <p>When I arrived at the hospital, I saw Dr. Ian Lo. He sent me for an MRI on my head at 3:00 pm and then the nurse put 8 stitches in my hand at 3:15 pm. When the doctor came to talk to me at 3:30 pm, he told me that I had a mild concussion and that my head would be okay in two days. He also told me that I should take a week off work to rest my hand.</p> <p><b>Signature:</b> <i>Johan Gonzales</i></p>	

Name: \_\_\_\_\_

Date: \_\_\_\_\_

**Reading an Incident Report (CLB5)**

1. Who reported the incident? \_\_\_\_\_
2. Who was the incident report about? \_\_\_\_\_
3. What was the incident? \_\_\_\_\_
4. Where did the incident take place? \_\_\_\_\_
5. When (date) did the incident occur? \_\_\_\_\_
6. The date of the incident and the report were the same. TRUE FALSE
7. The person involved in the incident worked in food preparation. TRUE FALSE
8. What were his tasks at work? (2 points)
  - a. \_\_\_\_\_
  - b. \_\_\_\_\_
9. What was he doing when the accident happened? \_\_\_\_\_
10. He washed his hand in the sink. TRUE FALSE
11. His co-worker was worried because he was unconscious. TRUE FALSE
12. What was the second injury he had? \_\_\_\_\_

13. What did they use to try to stop the bleeding? \_\_\_\_\_

14. Who called 911? \_\_\_\_\_

15. He was unconscious when the paramedics arrived. TRUE FALSE

16. Where did they take him? \_\_\_\_\_

17. What do you think an MRI is?

- a. A blood test
- b. A scan for a part of your body
- c. A bandage for your body
- d. Surgery

18. Which part of his body had a concussion? \_\_\_\_\_

19. Order the events from 1-10 (1 is the first event that happened, 10 the last event) (10 points):

- a. \_\_\_\_\_ Johan was making French Fries.
- b. \_\_\_\_\_ A co-worker put a bandage on his hand.
- c. \_\_\_\_\_ He had 8 stitches on his hand.
- d. \_\_\_\_\_ He was dizzy and passed out.
- e. \_\_\_\_\_ The knife slipped.
- f. \_\_\_\_\_ Miwako called 911.
- g. \_\_\_\_\_ The paramedics took him to the hospital
- h. \_\_\_\_\_ He got an MRI on his head.
- i. \_\_\_\_\_ He cut his hand.
- j. \_\_\_\_\_ He hit his head on the floor.

20. What is the purpose of this report?
- a. To entertain the reader
  - b. To suggest what you should do during an emergency
  - c. To report a workplace incident
  - d. To share information about Sunny

**ANSWER KEY:**

1. Who reported the incident? **Johan Gonzales**
2. Who was the incident report about? **Johan Gonzales**
3. What was the incident? **He cut his hand and passed out with a concussion.**
4. Where did the incident take place? **In the kitchen of ABC Restaurant**
5. When (date) did the incident occur? **Oct. 25, 2019**
6. The date of the incident and the report were the same. TRUE FALSE
7. The person involved in the incident worked in food preparation. TRUE FALSE
8. What were his tasks at work? (2 points)  
**Peel and cut vegetables**  
**Slice meat**
9. What was he doing when the accident happened? **Cutting potatoes**
10. He washed his hand in the sink. TRUE FALSE
11. His co-worker was worried because he was unconscious. TRUE FALSE
12. What was the second injury he had? **He hit his head (had a concussion)**
13. What did they use to try to stop the bleeding? **A bandage**
14. Who called 911? **His manager, Miwako Asado**
15. He was unconscious when the paramedics arrived. TRUE FALSE
16. Where did they take him? **Peter Lougheed Hospital**
17. What do you think an MRI is?  
  - a. A blood test
  - b. **A scan for a part of your body**
  - c. A bandage for your body
  - d. Surgery
18. Which part of his body had a concussion? **His head**
19. Order the events from 1-10 (1 is the first event that happened, 10 the last event) (10 points):  

<b>1</b>	Johan was making French Fries.
<b>6</b>	A co-worker put a bandage on his hand.
<b>10</b>	He had 8 stitches on his hand.
<b>4</b>	He was dizzy and passed out.
<b>2</b>	The knife slipped.
<b>7</b>	Miwako called 911.
<b>8</b>	The paramedics took him to the hospital
<b>9</b>	He got an MRI on his head.
<b>3</b>	He cut his hand.
<b>5</b>	He hit his head on the floor.
20. What is the purpose of this report?  
  - a. To entertain the reader
  - b. To suggest what you should do during an emergency
  - c. **To report a workplace incident**
  - d. To share information about Johan

## **Reading an Incident Report (CLB6)**

### **Task:**

- Read the incident report and answer questions about the content and organization.

### **For instructor:**

- Students should read the incident report and answer questions about content.

### **Answer Key:**

- Answer key is provided at the end of the task.



Name: \_\_\_\_\_

Date: \_\_\_\_\_

## Reading an Incident Report (CLB6)

**Task:** Read the incident report and answer the questions on the following pages.

Incident Report	
<b>Date of Incident:</b> Oct. 25, 2019	<b>Date Reported:</b> Oct. 26, 2019
<b>Time of Incident:</b> 1:00 pm	
<b>Name of Person Reporting the Incident:</b> Johan Gonzales	
<b>Location of Incident:</b> Kitchen, ABC Restaurant	
<p><b>Incident Description:</b></p> <p>Last Friday, I was involved in a workplace accident at my job. I am a line cook and my main duties are to peel and cut vegetables and slice meat to prepare meals for ABC Restaurant. I was supposed to take my break at 11:30 am on the day of the accident, but I didn't take a break because one of the other line cooks didn't show up for work and I was trying to cover their shift as well as my own.</p> <p>At the time of the accident, I was cutting potatoes to make French Fries. I was feeling tired and I wasn't as careful as I usually am. The knife slipped and I cut my hand. There was blood everywhere. I tried to wash my hand, but I started to feel dizzy and I passed out before I could get to the sink. My co-worker Susan Park told me that when I passed out, I hit my head on the floor. My co-workers were worried about me because I was not communicating with them. Susan tied a bandage around my hand to stop the bleeding and another co-worker, Minsu Lee went to find the manager. My manager, Miwako Asako, called 911 while I was still unconscious. When the paramedics arrived at 2:15 pm, I was awake, but my head hurt a lot and my hand was still bleeding. They put me in the ambulance and took me to Peter Lougheed Hospital so I could get a head scan and stitches in my hand.</p> <p>When I arrived at the hospital, I saw Dr. Ian Lo. He sent me for an MRI on my head at 3:00 pm and then the nurse put 8 stiches in my hand at 3:15 pm. When the doctor came to talk to me at 3:30 pm, he told me that I had a mild concussion and that my head would be okay in two days. He also told me that I should take a week off work to rest my hand.</p> <p><b>Signature:</b> <i>Johan Gonzales</i></p>	

Name: \_\_\_\_\_

Date: \_\_\_\_\_

**Reading an Incident Report (CLB6)**

1. Who reported the incident? \_\_\_\_\_
2. Who was the incident report about? \_\_\_\_\_
3. What was the incident? \_\_\_\_\_
4. Where did the incident take place? \_\_\_\_\_
5. When (date) did the incident occur? \_\_\_\_\_
6. The date of the incident and the report were the same. TRUE FALSE
7. The person involved in the incident worked in food preparation. TRUE FALSE
8. What were his tasks at work? (2 points)
  - a. \_\_\_\_\_
  - b. \_\_\_\_\_
9. He took a break at 11:30 am. TRUE FALSE
10. What was he doing when the accident happened? \_\_\_\_\_
11. He washed his hand in the sink. TRUE FALSE
12. His co-worker was worried because he was unconscious. TRUE FALSE

13. What was the second injury he had? \_\_\_\_\_

14. What did they use to try to stop the bleeding? \_\_\_\_\_

15. Who called 911? \_\_\_\_\_

16. He was unconscious when the paramedics arrived. TRUE FALSE

17. Where did they take him? \_\_\_\_\_

18. What do you think an MRI is?

- a. A blood test
- b. A scan for a part of your body
- c. A bandage for your body
- d. Surgery

19. Which part of his body had a concussion? \_\_\_\_\_

20. Order the events from 1-14 (1 is the first event that happened, 10 the last event) (10 points):

- a. \_\_\_\_\_ Johan was making French Fries.
- b. \_\_\_\_\_ Johan regained consciousness.
- c. \_\_\_\_\_ A co-worker put a bandage on his hand.
- d. \_\_\_\_\_ He had 8 stitches on his hand.
- e. \_\_\_\_\_ He was dizzy and passed out.
- f. \_\_\_\_\_ A co-worker did not come to work.
- g. \_\_\_\_\_ The knife slipped.
- h. \_\_\_\_\_ Miwako called 911.
- i. \_\_\_\_\_ The paramedics took him to the hospital.
- j. \_\_\_\_\_ Johan missed his break.

- k. \_\_\_\_\_ He got an MRI on his head.
- l. \_\_\_\_\_ He cut his hand.
- m. \_\_\_\_\_ The doctor said Johan could go back to work in one week.
- n. \_\_\_\_\_ He hit his head on the floor.
21. What is the purpose of this report?
- a. To entertain the reader
  - b. To suggest what you should do during an emergency
  - c. To report a workplace incident
  - d. To share information about Sunny

**ANSWER KEY:**

1. Who reported the incident? **Johan Gonzales**
2. Who was the incident report about? **Johan Gonzales**
3. What was the incident? **He cut his hand and passed out with a concussion.**
4. Where did the incident take place? **In the kitchen of ABC Restaurant**
5. When (date) did the incident occur? **Oct. 25, 2019**
6. The date of the incident and the report were the same. TRUE FALSE
7. The person involved in the incident worked in food preparation. TRUE FALSE
8. What were his tasks at work? (2 points)  
**Peel and cut vegetables**  
**Slice meat**
9. He took a break at 11:30 am. TRUE FALSE
10. What was he doing when the accident happened? **Cutting potatoes**
11. He washed his hand in the sink. TRUE FALSE
12. His co-worker was worried because he was unconscious. TRUE FALSE
13. What was the second injury he had? **He hit his head (had a concussion)**
14. What did they use to try to stop the bleeding? **A bandage**
15. Who called 911? **His manager, Miwako Asado**
16. He was unconscious when the paramedics arrived. TRUE FALSE
17. Where did they take him? **Peter Lougheed Hospital**
18. What do you think an MRI is?  
  - a. A blood test
  - b. **A scan for a part of your body**
  - c. A bandage for your body
  - d. Surgery
19. Which part of his body had a concussion? **His head**
20. Order the events from 1-10 (1 is the first event that happened, 10 the last event) (10 points):  

<b>3</b>	Johan was making French Fries.
<b>10</b>	Johan regained consciousness.
<b>8</b>	A co-worker put a bandage on his hand.
<b>13</b>	He had 8 stitches on his hand.
<b>6</b>	He was dizzy and passed out.
<b>1</b>	A co-worker did not come to work.
<b>4</b>	The knife slipped.
<b>9</b>	Miwako called 911.
<b>11</b>	The paramedics took him to the hospital
<b>2</b>	Johan missed his break.
<b>12</b>	He got an MRI on his head.
<b>5</b>	He cut his hand.
<b>14</b>	The doctor said that Johan could go back to work in one week.
<b>7</b>	He hit his head on the floor.
21. What is the purpose of this report?  
  - a. To entertain the reader

- b. To suggest what you should do during an emergency
- c. To report a workplace incident**
- d. To share information about Johan

## **Complete an Incident Report**

### **Task:**

- Complete an incident report form and write a paragraph describing the workplace incident.

### **For instructor:**

- This is a two-part task. Students should use the information on the following pages to complete an incident report form
- After completing the form, students should write a short paragraph describing a workplace incident.
- Students should be instructed to write the paragraph in the past tense and report the accident in the first person. They should describe the setting, the lead up to the accident, and any injuries that may have resulted from the accident. They should use the pictures to guide them but are free to add in an additional information.

Name: \_\_\_\_\_

Date: \_\_\_\_\_

## Complete an Incident Report

**Task - Part 1:** Use the information provided (notes and pictures) to complete an incident report form. You should pretend that you are the person in the pictures who had the accident.

### Workers Compensation Form (Modified)

**Instructions:** Use the information provided to complete the form.

#### EMPLOYER DETAILS

Employer Name: \_\_\_\_\_

City: \_\_\_\_\_

Province: \_\_\_\_\_

Postal Code: \_\_\_\_\_

Phone Number: \_\_\_\_\_

Contact Name: \_\_\_\_\_

Contact Title: \_\_\_\_\_

Phone Number: \_\_\_\_\_

E-mail: \_\_\_\_\_

#### WORKER DETAILS

First Name: \_\_\_\_\_

Last Name: \_\_\_\_\_

Date of Birth (YYYY-MM-DD): \_\_\_\_\_

Mailing Address: \_\_\_\_\_

City: \_\_\_\_\_

Province: \_\_\_\_\_

Postal Code: \_\_\_\_\_

Phone Number: \_\_\_\_\_

SIN: \_\_\_\_\_

Gender: ☐ Male ☐ Female

Occupation: \_\_\_\_\_

Job Description (Complete sentences):  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



Date Hired (YYYY-MM-DD): \_\_\_\_\_

Are you an apprentice? ☐ Yes ☐ No

Do you have personal coverage? ☐ Yes ☐ No

Are you a partner in the business? ☐ Yes ☐ No

#### ACCIDENT DETAILS

Did the accident/injury develop over time? ☐ Yes ☐ No

Date of accident/injury: (YYYY-MM-DD) \_\_\_\_\_

(HH:MM) \_\_\_\_\_ ☐ AM ☐ PM

Did your employer provide you with employment health benefits (dental, vision, prescription drugs) at the time of the accident? ☐ Yes ☐ No

Date accident/injury reported to employer (YYYY-MM-DD): \_\_\_\_\_

To whom was the accident reported?

Name: \_\_\_\_\_ Title: \_\_\_\_\_

Phone Number: \_\_\_\_\_

Is this a motor vehicle accident? ☐ Yes ☐ No ☐ Unknown

Is this a cardiac condition/injury? ☐ Yes ☐ No ☐ Unknown

Were your actions at the time of the  
accident/injury

for the purpose of your employer's business? ☐ Yes ☐ No ☐ Unknown

Part of your regular work? ☐ Yes ☐ No ☐ Unknown

Did the accident occur on the employer's  
premises? ☐ Yes ☐ No ☐ Unknown

Location of accident: \_\_\_\_\_

City: \_\_\_\_\_ Province: \_\_\_\_\_

Country: \_\_\_\_\_ Postal Code: \_\_\_\_\_

When did you first seek medical treatment (YYYY-MM-DD)?

\_\_\_\_\_

Name and location of treating doctor and hospital:

\_\_\_\_\_

\_\_\_\_\_

Is there any further treatment required for this injury? ☐ Yes ☐ No ☐ Unknown

#### INJURY DETAILS

Part of Body: \_\_\_\_\_

Side of Body: \_\_\_\_\_

Nature of Injury: \_\_\_\_\_

Have you had a similar injury before? ☐ Yes ☐ No

#### RETURN TO WORK DETAILS

☐ I understand I have a legal obligation to co-operate with my employer and WCB in arranging my safe return to work after a workplace accident or illness. There are some exceptions, such as seasonal employers, subcontractors, and workers with personal coverage.

Have you missed work (hours or days) beyond the date of the accident? ☐ Yes ☐ No

Name (Print): \_\_\_\_\_

Signature: \_\_\_\_\_

Date: \_\_\_\_\_

**Provided Information – Please use this information to complete the form**

Note: The information below is not always written in the correct format. Please make sure to enter the information on the form correctly.

**Personal Information:****ERICSON**, Michael

79 Bow Valley Road

Calgary AB T2M 0A8

Sex: M      DOB: May 22, 1976

Eyes: Blue      Hair: Blonde

Ht: 205 cm      Wt: 68 kg

**Job:** Maintenance Worker**Duties:** Fix thing, plumbing, clean spills, work with chemicals, change lightbulbs**Work Hours:** 6 am – 4 pm (Monday to Friday)**Phone Number:** 5876625173**SIN:** 123654987**Started Work:** January 2, 2019**Workplace Benefits:** Medical and Dental**Employer:** Bow Valley University

123 University Drive NW

T3F 1S7

403-333-7723

**Boss/Contact:** Joe Smith (Maintenance Manager)

4037623517

joe.smith@bowvalleyuniversity.ca

**Accident Information:**

Complete an Incident Report

**Date of accident:** Yesterday at 10 am at the University

**Witness:** My boss witnessed the accident.

### **What Happened?**

10am: lightbulb broke

10:05 am: changed the lightbulb



10:10 am:



10:15 am:

10:45 am: Foothills Hospital

11:15 am: Dr. Michael Owens



12:30 pm:



1:00 pm:

Rest at home for 2  
weeks. Follow up in 4  
weeks.

Name: \_\_\_\_\_

Date: \_\_\_\_\_

## Complete an Incident Report

**Task - Part 2:** Use the information provided (notes and pictures) and write a paragraph describing the workplace incident. You should pretend that you are the person in the pictures who had the accident. Make sure to write the paragraph in the past tense and in the first person (use “I”). When you are finished writing your paragraph, proofread it using the checklist on the next page.

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Name: \_\_\_\_\_

Date: \_\_\_\_\_

**Checklist:**

- ☐ I have indented my paragraph.
- ☐ Details are provided and organized in a logical way.
- ☐ I have used the past tense to describe the event.
- ☐ I have used the 1<sup>st</sup> person (I) to describe the event.
- ☐ My sentences all have subjects and verbs.
- ☐ I have used theme-specific vocabulary (workplace injuries).
- ☐ I have checked my spelling, punctuation, and capital letters.



## **Paragraph Describing a Workplace Accident**

### **Task:**

- Watch the following short video and write a paragraph (in the past tense) describing a workplace accident. Make sure to include information about the workplace, the lead up to the accident, and injuries which resulted from the accident.

### **For instructor:**

- Students should write a short paragraph describing a workplace incident. Students should be reminded to write the paragraph in the past tense and report the accident about someone in the third person. They should describe the setting, the lead up to the accident, and any possible injuries that may have resulted from the accident.

### **Video Link:**

- <https://www.youtube.com/watch?v=StMdK4FZo64>

Name: \_\_\_\_\_

Date: \_\_\_\_\_

## Paragraph Describing a Workplace Accident

**Task:** Watch the following short video (<https://www.youtube.com/watch?v=StMdK4FZo64>) and write a paragraph (in the past tense) describing a workplace accident. Make sure to include information about the workplace, the lead up to the accident, and injuries which resulted from the accident. The woman in the video is named Maria Hernandez. When you are finished writing your paragraph, proofread it using the checklist on the next page.

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Name: \_\_\_\_\_

Date: \_\_\_\_\_

**Checklist:**

- ☐ I have indented my paragraph.
- ☐ Details are provided and organized in a logical way.
- ☐ I have used the past tense to describe the event.
- ☐ I have used the 1<sup>st</sup> person (I) to describe the event.
- ☐ My sentences all have subjects and verbs.
- ☐ I have used theme-specific vocabulary (workplace injuries).
- ☐ I have checked my spelling, punctuation, and capital letters.

## **Describing a Workplace Incident**

### **Tasks:**

- Listen to people describe a workplace incident and take notes on the incident. Fill out an incident report form with specific details from the listening.

### **For instructor:**

- Only external resources are available for this task.

### **External Resources:**

- See LINC 5-7 Classroom Activities Binder: Vol. 1 for an introduction to Incidents Reports (CLB5 pp. 126: Audio 2.3) for the listening task and report to complete.
- [http://wiki.secteuretablissement.org/index.php/LINC\\_5-7 Classroom Activities: Volumes 1 & 2](http://wiki.secteuretablissement.org/index.php/LINC_5-7_Classroom_Activities:_Volumes_1_&_2)

## **Reading an Incident Report – Reading Assessment (CLB5)**

### **Task:**

- Read the incident report and answer questions about the content and organization.

### **For instructor:**

- Students should read the incident report and answer questions about content.

### **Answer Key:**

- Answer key is provided at the end of the task.

### **Self-Assessment:**

- Self-Assessment can be found after the rubric for CLB6.

Name: \_\_\_\_\_

Date: \_\_\_\_\_

## Reading an Incident Report – Reading Assessment (CLB5)

**Task:** Read the incident report and answer the questions on the following pages.

Incident Report	
<b>Date of Incident:</b> Oct. 25, 2019	<b>Date of Incident:</b> Oct. 28, 2019
<b>Time of Incident:</b> 2:00 pm	
<b>Name of Person Reporting the Incident:</b> Natalie Anderson (Maintenance Supervisor)	
<b>Location of Incident:</b> South Campus of ABC College, 1 <sup>st</sup> Floor	
<p><b>Incident Description:</b></p> <p>Last Friday, there was an ongoing incident with one of my workers. Sunny Lee (a maintenance worker) did not seem to be well all day long. She arrived late for work (at 9:15 am instead of 9:00 am) and said she slept in. I asked her if she was okay and she told me she was just tired and continued with her job. At noon, she took a lunch break and said she was not hungry. I suggested she have a nap, so she went and lay down for an hour. She returned to work at 1:30 pm and seemed a bit better. She was working with a co-worker, Sami Patel, moving some light boxes from the North Campus to the South Campus.</p> <p>At approximately 2:00 pm, I got a call from Sami on the two-way radios. He panicked because Sunny told him she had chest pains and then she passed out. I immediately called 911 and requested an ambulance and ran to their location. When I arrived at the location, at about 2:05 pm, Sunny was still unconscious and Sami was preforming CPR. I then called campus security and told them about the incident so they could direct the paramedics to the correct location. Security and the paramedics arrived at the location at approximately 2:10 pm. The paramedics took over CPR from Sami and Sunny was conscious when she left in the ambulance at 2:20 pm. The paramedics took Sunny to Foothills Hospital where she was treated by Dr. Ian Lo.</p> <p>This morning I received a call from Sunny's husband. He told me that Sunny had heart surgery over the weekend, but that she was doing much better. She would be off work for at least 8 weeks.</p> <p><b>Signature:</b> <i>Natalie Anderson</i></p>	

Name: \_\_\_\_\_

Date: \_\_\_\_\_

**Reading an Incident Report – Reading Assessment (CLB5)**

1. Who reported the incident? \_\_\_\_\_
2. Who was the incident report about? \_\_\_\_\_
3. What was the incident? \_\_\_\_\_
4. Where did the incident take place? \_\_\_\_\_
5. When (date) did the incident occur? \_\_\_\_\_
6. The date of the incident and the report were the same.                      TRUE                      FALSE
7. The person involved in the incident worked in construction.                      TRUE                      FALSE
8. What does “ongoing” mean? \_\_\_\_\_
9. Who was Sunny working with after lunch? \_\_\_\_\_
10. What were they doing? \_\_\_\_\_
11. How did Sami contact Natalie? \_\_\_\_\_
12. When Sami contacted Natalie, Sunny was unconscious.                      TRUE                      FALSE
13. Why did they contact campus security? \_\_\_\_\_
14. Where did they take Sunny after the incident? \_\_\_\_\_

15. How long do they think Sunny will be off work? \_\_\_\_\_

16. Order the events from 1-10 (1 is the first event that happened, 10 the last event):

- a. \_\_\_\_\_ Sunny had a nap.
- b. \_\_\_\_\_ Natalie called for an ambulance.
- c. \_\_\_\_\_ Sunny arrived late for work.
- d. \_\_\_\_\_ Sami used the two-way radios.
- e. \_\_\_\_\_ Sunny passed out.
- f. \_\_\_\_\_ It was lunch break.
- g. \_\_\_\_\_ Security and paramedics arrived.
- h. \_\_\_\_\_ Sunny had chest pains.
- i. \_\_\_\_\_ Natalie called campus security.
- j. \_\_\_\_\_ Sunny was taken in an ambulance.

17. What is the purpose of this report?

- a. To entertain the reader
- b. To suggest what you should do during an emergency
- c. To report a workplace incident
- d. To share information about Sunny

**To achieve this task, you must achieve a minimum score of 18.5/26.**



**ANSWER KEY:**

1. Who reported the incident? **Natalie Anderson**
2. Who was the incident report about? **Sunny Lee**
3. What was the incident? **Heart problem (Heart attack)**
4. Where did the incident take place? **South Campus, ABC College, 1<sup>st</sup> Floor**
5. When (date) did the incident occur? **October 25, 2019**
6. The date of the incident and the report were the same. TRUE FALSE
7. The person involved in the incident worked in construction. TRUE FALSE
8. What does “ongoing” mean? **An incident that lasts for a while**
9. Who was Sunny working with after lunch? **Sami Patel**
10. What were they doing? **Moving boxes (from North Campus to South Campus)**
11. How did Sami contact Natalie? **With two-way radios**
12. When Sami contacted Natalie, Sunny was unconscious. TRUE FALSE
13. Why did they contact campus security? **Security could direct paramedics**
14. Where did they take Sunny after the incident? **Foothills Hospital**
15. Order the events from 1-10 (1 is the first event that happened, 10 the last event):
  - 3** Sunny had a nap.
  - 7** Natalie called for an ambulance.
  - 1** Sunny arrived late for work.
  - 6** Sami used the two-way radios.
  - 5** Sunny passed out.
  - 2** It was lunch break.
  - 9** Security and paramedics arrived.
  - 4** Sunny had chest pains.
  - 8** Natalie called campus security.
  - 10** Sunny was taken in an ambulance.
16. What is the purpose of this report?
  - a. To entertain the reader
  - b. To suggest what you should do during an emergency
  - c. **To report a workplace incident**
  - d. To share information about Sunny

**Rubric: Reading (Read an Incident Report) – Getting Things Done CLB5**

<b>Name:</b>	<b>Date:</b>	<b>Task:</b> Read an incident report and answer questions about the reading
	<b>Your Score:</b> _____/26	<b>Task Success:</b> CLB5 = 18.5/26
<p><b><i>Check the indicators of ability that the learner achieved:</i></b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Identify correct order of steps</li> <li><input type="checkbox"/> Identify location words</li> <li><input type="checkbox"/> Identify purpose of the text</li> <li><input type="checkbox"/> Identify key information</li> <li><input type="checkbox"/> Identify specific details</li> <li><input type="checkbox"/> Guess meaning of words from context</li> <li><input type="checkbox"/> Respond appropriately/correctly</li> </ul>		
<ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Task Achieved:</b> Student met all or most of the task requirements</li> <li><input type="checkbox"/> <b>Task Not Yet Achieved:</b> Student did not meet all or most of the task requirements</li> </ul>		
<p><b>Comments:</b></p>		

## **Reading an Incident Report – Reading Assessment (CLB6)**

### **Task:**

- Read the incident report and answer questions about the content and organization.

### **For instructor:**

- Students should read the incident report and answer questions about content.

### **Answer Key:**

- Answer key is provided at the end of the task.

### **Self-Assessment:**

- Self-Assessment can be found after the rubric for CLB6.

Name: \_\_\_\_\_

Date: \_\_\_\_\_

## Reading an Incident Report – Reading Assessment (CLB6)

**Task:** Read the incident report and answer the questions on the following pages.

Incident Report	
<b>Date of Incident:</b> Oct. 25, 2019	<b>Date of Incident:</b> Oct. 28, 2019
<b>Time of Incident:</b> 2:00 pm	
<b>Name of Person Reporting the Incident:</b> Natalie Anderson (Maintenance Supervisor)	
<b>Location of Incident:</b> South Campus of ABC College, 1 <sup>st</sup> Floor	
<p><b>Incident Description:</b></p> <p>Last Friday, there was an ongoing incident with one of my workers. Sunny Lee (a maintenance worker) did not seem to be well all day long. She arrived late for work (at 9:15 am instead of 9:00 am) and said she slept in. I asked her if she was okay and she told me she was just tired and continued with her job. At noon, she took a lunch break and said she was not hungry. I suggested she have a nap, so she went and lay down for an hour. She returned to work at 1:30 pm and seemed a bit better. She was working with a co-worker, Sami Patel, moving some light boxes from the North Campus to the South Campus.</p> <p>At approximately 2:00 pm, I got a call from Sami on the two-way radios. He panicked because Sunny told him she had chest pains and then she passed out. I immediately called 911 and requested an ambulance and ran to their location. When I arrived at the location, at about 2:05 pm, Sunny was still unconscious and Sami was preforming CPR. I then called campus security and told them about the incident so they could direct the paramedics to the correct location. Security and the paramedics arrived at the location at approximately 2:10 pm. The paramedics took over CPR from Sami and Sunny was conscious when she left in the ambulance at 2:20 pm. The paramedics took Sunny to Foothills Hospital where she was treated by Dr. Ian Lo.</p> <p>This morning I received a call from Sunny's husband. He told me that Sunny had heart surgery over the weekend, but that she was doing much better. She would be off work for at least 8 weeks.</p> <p><b>Signature:</b> <i>Natalie Anderson</i></p>	

Name: \_\_\_\_\_

Date: \_\_\_\_\_

**Reading an Incident Report – Reading Assessment (CLB6)**

1. Who reported the incident? \_\_\_\_\_
2. Who was the incident report about? \_\_\_\_\_
3. What was the incident? \_\_\_\_\_
4. Where did the incident take place? \_\_\_\_\_
5. When (date) did the incident occur? \_\_\_\_\_
6. The date of the incident and the report were the same.                      TRUE                      FALSE
7. The person involved in the incident worked in construction.                      TRUE                      FALSE
8. What does “ongoing” mean? \_\_\_\_\_
9. What does “slurred speech” mean? \_\_\_\_\_
10. Who was Sunny working with after lunch? \_\_\_\_\_
11. What were they doing? \_\_\_\_\_
12. How did Sami contact Natalie? \_\_\_\_\_
13. When Sami contacted Natalie, Sunny was unconscious.                      TRUE                      FALSE

14. Why did they contact campus security? \_\_\_\_\_

15. Where did they take Sunny after the incident? \_\_\_\_\_

16. How long do they think Sunny will be off work? \_\_\_\_\_

17. Order the events from 1-14 (1 is the first event that happened, 14 the last event):

- a. \_\_\_\_\_ Sunny had a nap.
- b. \_\_\_\_\_ Sunny said she was tired.
- c. \_\_\_\_\_ Natalie called for an ambulance.
- d. \_\_\_\_\_ Sunny returned to work.
- e. \_\_\_\_\_ Sunny arrived late for work.
- f. \_\_\_\_\_ Sami used the two-way radios.
- g. \_\_\_\_\_ There was a morning meeting.
- h. \_\_\_\_\_ Sunny passed out.
- i. \_\_\_\_\_ It was lunch break.
- j. \_\_\_\_\_ Security and paramedics arrived.
- k. \_\_\_\_\_ Sunny had chest pains.
- l. \_\_\_\_\_ Natalie called campus security.
- m. \_\_\_\_\_ Sunny's husband called with an update.
- n. \_\_\_\_\_ Sunny was taken in an ambulance.

18. What is the purpose of this report?

- a. To entertain the reader
- b. To suggest what you should do during an emergency
- c. To report a workplace incident
- d. To share information about Sunny

**To achieve this task, you must achieve a minimum score of 23/31.**

**ANSWER KEY:**

1. Who reported the incident? **Natalie Anderson**
2. Who was the incident report about? **Sunny Lee**
3. What was the incident? **Heart problem (Heart attack)**
4. Where did the incident take place? **South Campus, ABC College, 1<sup>st</sup> Floor**
5. When (date) did the incident occur? **October 25, 2019**
6. The date of the incident and the report were the same. TRUE FALSE
7. The person involved in the incident worked in construction. TRUE FALSE
8. What does “ongoing” mean? **An incident that lasts for a while**
9. What does “slurred speech” mean? **Her speech was not clear**
10. Who was Sunny working with after lunch? **Sami Patel**
11. What were they doing? **Moving boxes (from North Campus to South Campus)**
12. How did Sami contact Natalie? **With two-way radios**
13. When Sami contacted Natalie, Sunny was unconscious. TRUE FALSE
14. Why did they contact campus security? **Security could direct paramedics**
15. Where did they take Sunny after the incident? **Foothills Hospital**
16. Order the events from 1-10 (1 is the first event that happened, 10 the last event):
 

<b>5</b>	Sunny had a nap.
<b>3</b>	Sunny said she was tired.
<b>10</b>	Natalie called for an ambulance.
<b>6</b>	Sunny returned to work after her nap.
<b>1</b>	Sunny arrived late for work.
<b>9</b>	Sami used the two-way radios.
<b>2</b>	There was a morning meeting.
<b>8</b>	Sunny passed out.
<b>4</b>	It was lunch break.
<b>12</b>	Security and paramedics arrived.
<b>7</b>	Sunny had chest pains.
<b>11</b>	Natalie called campus security.
<b>14</b>	Sunny’s husband called with an update.
<b>13</b>	Sunny was taken in an ambulance.
17. What is the purpose of this report?
  - a. To entertain the reader
  - b. To suggest what you should do during an emergency
  - c. **To report a workplace incident**
  - d. To share information about Sunny

**Rubric: Reading (Read an Incident Report) – Getting Things Done CLB6**

<b>Name:</b>	<b>Date:</b>	<b>Task:</b> Read an incident report and answer questions about the reading
	<b>Your Score:</b> _____/31	<b>Task Success:</b> CLB6 = 23/31
<p><b><i>Check the indicators of ability that the learner achieved:</i></b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Identify correct order of steps</li> <li><input type="checkbox"/> Identify location words</li> <li><input type="checkbox"/> Identify purpose of the text</li> <li><input type="checkbox"/> Identify key information</li> <li><input type="checkbox"/> Identify specific details</li> <li><input type="checkbox"/> Guess meaning of words from context</li> <li><input type="checkbox"/> Respond appropriately/correctly</li> </ul>		
<ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Task Achieved:</b> Student met all or most of the task requirements</li> <li><input type="checkbox"/> <b>Task Not Yet Achieved:</b> Student did not meet all or most of the task requirements</li> </ul>		
<p><b>Comments:</b></p>		



Name: \_\_\_\_\_

Date: \_\_\_\_\_

**Self-Reflection: Incident Report (Reading)**

**Task:** After you have completed the reading assessment, please take a few minutes to complete the self-reflection below.

1. I was able to read an incident report, understand details about an incident, and order events.

☐ Yes☐ No☐ Somewhat

Please give details about what you think you did well and what you would like to continue to work on.

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## **Complete an Incident Report – Writing Assessment**

### **Task:**

- Complete an incident report form and write a paragraph describing the workplace incident.

### **For instructor:**

- This is a two-part task. Students should use the information on the following pages to complete an incident report form
- After completing the form, students should write a short paragraph describing a workplace incident.
- Students should be instructed to write the paragraph in the past tense and report the accident in the first person. They should describe the setting, the lead up to the accident, and any injuries that may have resulted from the accident. They should use the video to guide them, but are free to add in an additional information.

### **YouTube Video Link:**

- [https://www.youtube.com/watch?v=viWTzg7W8\\_s](https://www.youtube.com/watch?v=viWTzg7W8_s)

### **Rubric**

- Rubric can be found after the task.

### **Self-Assessment:**

- Self-Assessment can be found after the rubric.

Name: \_\_\_\_\_

Date: \_\_\_\_\_

**Complete an Incident Report – Writing Assessment**

**Task - Part 1:** Use the information provided (notes and YouTube video) to complete an incident report form. You should pretend that you are the person in the video who had the accident.

**Workers Compensation Form (Modified)**

**Instructions:** Use the information provided to complete the form.

**EMPLOYER DETAILS**

Employer Name: \_\_\_\_\_

City: \_\_\_\_\_

Province: \_\_\_\_\_

Postal Code: \_\_\_\_\_

Phone Number: \_\_\_\_\_

Contact Name: \_\_\_\_\_

Contact Title: \_\_\_\_\_

Phone Number: \_\_\_\_\_

E-mail: \_\_\_\_\_

**WORKER DETAILS**

First Name: \_\_\_\_\_

Last Name: \_\_\_\_\_

Date of Birth (YYYY-MM-DD): \_\_\_\_\_

Mailing Address: \_\_\_\_\_

City: \_\_\_\_\_

Province: \_\_\_\_\_

Postal Code: \_\_\_\_\_

Phone Number: \_\_\_\_\_

SIN: \_\_\_\_\_

Gender: ☐ Male ☐ Female

Occupation: \_\_\_\_\_

Job Description (Complete sentences):  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Date Hired (YYYY-MM-DD): \_\_\_\_\_

Are you an apprentice? ☐ Yes ☐ No

Do you have personal coverage? ☐ Yes ☐ No

Are you a partner in the business? ☐ Yes ☐ No

### ACCIDENT DETAILS

Did the accident/injury develop over time? ☐ Yes ☐ No

Date of accident/injury: (YYYY-MM-DD) \_\_\_\_\_  
(HH:MM) \_\_\_\_\_ ☐ AM ☐ PM

Did your employer provide you with employment health benefits (dental, vision, prescription drugs) at the time of the accident? ☐ Yes ☐ No

Date accident/injury reported to employer (YYYY-MM-DD): \_\_\_\_\_

To whom was the accident reported?

Name: \_\_\_\_\_ Title: \_\_\_\_\_

Phone Number: \_\_\_\_\_

Is this a motor vehicle accident? ☐ Yes ☐ No ☐ Unknown

Is this a cardiac condition/injury? ☐ Yes ☐ No ☐ Unknown

Were your actions at the time of the accident/injury for the purpose of your employer's business? ☐ Yes ☐ No ☐ Unknown

Part of your regular work? ☐ Yes ☐ No ☐ Unknown

Did the accident occur on the employer's premises? ☐ Yes ☐ No ☐ Unknown

Location of accident: \_\_\_\_\_

City: \_\_\_\_\_ Province: \_\_\_\_\_

Country: \_\_\_\_\_ Postal Code: \_\_\_\_\_

When did you first seek medical treatment (YYYY-MM-DD)?

\_\_\_\_\_

Name and location of treating doctor and hospital:

\_\_\_\_\_

\_\_\_\_\_

Is there any further treatment required for this injury? ☐ Yes ☐ No ☐ Unknown

#### INJURY DETAILS

Part of Body: \_\_\_\_\_

Side of Body: \_\_\_\_\_

Nature of Injury: \_\_\_\_\_

Have you had a similar injury before? ☐ Yes ☐ No

#### RETURN TO WORK DETAILS

☐ I understand I have a legal obligation to co-operate with my employer and WCB in arranging my safe return to work after a workplace accident or illness. There are some exceptions, such as seasonal employers, subcontractors, and workers with personal coverage.

Have you missed work (hours or days) beyond the date of the accident? ☐ Yes ☐ No

Name (Print): \_\_\_\_\_

Signature: \_\_\_\_\_

Date: \_\_\_\_\_

**Provided Information – Please use this information to complete the form**

Note: The information below is not always written in the correct format. Please make sure to enter the information on the form correctly.

**Personal Information:****Wells, Darin**

236 6<sup>th</sup> Ave SE, Apartment 812  
Calgary AB T2P 1Z5

Sex: M      DOB: July 6, 1980

Eyes: Brown    Hair: Brown

Ht: 170 cm      Wt: 59 kg

**Job:** Construction Worker**Duties:** Drive a forklift, load building material, use tools**Work Hours:** 9 am – 6 pm (Monday to Friday)**Phone Number:** 4037762846**SIN:** 196534287**Started Work:** January 20, 2018**Workplace Benefits:** N/A**Employer:** Bow Valley Construction886 44<sup>th</sup> Street SE

t4s 6f7

5872539863

**Boss/Contact:** Min-Yu Kim (Manager)

5872539863 (ext. 372)

Minju.kim@bowvalleyconstruction.ca

**Accident Information:**

One week ago at 1 pm

Accident reporter to Manager immediately and occurred at Bow Valley Construction

Details available in the video

**Medical Treatment:**

1:30 pm: Foothills Hospital

2:15 pm: Dr. Michael Owens



3:00: Treatment – pick one or two injuries based on what is possible from the accident in the video

3:45:



At home: 1 week.  
Modified work: 5 weeks  
Follow-up: in 2 weeks





Name: \_\_\_\_\_

Date: \_\_\_\_\_

**Checklist:**

- ☐ I have indented my paragraph.
- ☐ Details are provided and organized in a logical way.
- ☐ I have used the past tense to describe the event.
- ☐ I have used the 1<sup>st</sup> person (I) to describe the event.
- ☐ My sentences all have subjects and verbs.
- ☐ I have used theme-specific vocabulary (workplace injuries).
- ☐ I have checked my spelling, punctuation, and capital letters.

**Rubric: Writing (Complete an Incident Report Form) – Getting Things Done**

<b>Name:</b>	<b>Date:</b>	<b>Task:</b> Complete an Incident Report Form
	<b>Your Score:</b> _____/15	<b>Task Success:</b> CLB5 = 11/15      CLB Level _____ CLB6 = 13/15
<p><b><i>Check the indicators of ability that the learner achieved:</i></b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Write full legal name</li> <li><input type="checkbox"/> Write complete address</li> <li><input type="checkbox"/> Write accurate SIN</li> <li><input type="checkbox"/> Write dates and times in requested format</li> <li><input type="checkbox"/> Write phone numbers in correct format</li> <li><input type="checkbox"/> Write job description</li> <li><input type="checkbox"/> Use appropriate job titles</li> <li><input type="checkbox"/> Accurate employer details</li> <li><input type="checkbox"/> Accurate worker details</li> <li><input type="checkbox"/> Accurate accident details</li> <li><input type="checkbox"/> Accurate injury details</li> <li><input type="checkbox"/> Use appropriate punctuation and capital letters</li> <li><input type="checkbox"/> Use appropriate spelling</li> <li><input type="checkbox"/> Write legibly</li> <li><input type="checkbox"/> Sign document</li> </ul>		
<ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Task Achieved:</b> Student met all or most of the task requirements</li> <li><input type="checkbox"/> <b>Task Not Yet Achieved:</b> Student did not meet all or most of the task requirements</li> </ul>		
<b>Comments:</b>          		

**Rubric: Writing (Incident Report Paragraph) – Getting Things Done**

<b>Name:</b>	<b>Date:</b>	<b>Task:</b> Write a short paragraph describing a workplace incident			
	<b>Your Score:</b> _____/20	<b>Task Success:</b> CLB5 = 14/20      CLB Level _____ CLB6 = 16/20			
<b>Analytic</b>		<b>Specifics</b>		<b>Rating</b>	
<b>Adequate paragraph formatting</b>				4    3    2    1	
<b>Content</b> Details are organized in a logical way. Appropriate amount of details				4    3    2    1	
<b>Vocabulary</b> Adequate range for task; Use of theme specific vocabulary				4    3    2    1	
<b>Grammar</b> Good control of simple structures; developing complex sentences (CLB6) Correct past tense forms				4    3    2    1	
<b>Mechanics</b> Adequate control of spelling, punctuation, and capitalization				4    3    2    1	
<b>Holistic:</b> <input type="checkbox"/> <b>Task Achieved:</b> Student met all or most of the task requirements <input type="checkbox"/> <b>Task Not Yet Achieved:</b> Student did not meet all or most of the task requirements					
<b>Comments:</b>					
4 = Achieved Easily      3 = Achieved With Some Effort      2 = Partially Achieved      1 = Not Achieved					

Name: \_\_\_\_\_

Date: \_\_\_\_\_

**Self-Reflection: Incident Reports & Workers Compensation (Writing)**

**Task:** After you have completed the writing assessment, please take a few minutes to complete the self-reflection below.

1. I was able to complete an incident report form using provided details and a video outlining the workplace incident.

- ☐ Yes
- ☐ No
- ☐ Somewhat

Please give details about what you think you did well and what you would like to continue to work with respect to completing an incident report form.

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2. I was able to write a paragraph and give details describing a workplace incident.

- ☐ Yes
- ☐ No
- ☐ Somewhat

Please give details about what you think you were able to do well in the paragraph writing assessment and what you would like to continue to work on.

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## **Introduction: Occupational Health and Safety & Occupational Injury Service**

### **Tasks:**

- Introduction to the sub-theme (PowerPoint Presentation)
- Goal-setting form for students

### **For instructor:**

- This sub-theme, within the module of Physical Hazards in the Workplace, focuses on gaining a better understanding of occupational health and safety and the role of occupational injury services.
- It includes a peer assessment task where students report a workplace safety violation to occupational health and safety.

### **PowerPoints:**

- **Introduction – Occupational Health and Safety & Occupational Injury Service** can be downloaded [here](#).

Name: \_\_\_\_\_

Date: \_\_\_\_\_

### Goals: Occupational Health and Safety & Occupational Injury Service

**Task:** After your instructor goes through the PowerPoint presentation in class, please complete the first (what you know) and the second (what do you want to know) parts of the table. You can complete the third part of the table after you finish the lesson.

<b>Know</b>	<b>Want to Know</b>	<b>Learned</b>
What do you think you <b>know</b> about Occupational Health and Safety & Occupational Injury Services?	What do you <b>want to know</b> about Occupational Health and Safety & Occupational Injury Services? <b>Please set three goals.</b>	What did you <b>learn</b> about Occupational Health and Safety & Occupational Injury Services?

## Leaving a Voicemail

### Tasks:

- Introduce/review how to leave a voicemail message with students.

### For instructor:

- Only external resources are available for this task.

### External Resources:

- See LINC 5-7 Classroom Activities Binder: Vol. 2 for various voicemail activities (pp. 382-3)
- [http://wiki.secteuretablissement.org/index.php/LINC\\_5-7\\_Classroom\\_Activities:\\_Volumes\\_1\\_&\\_2](http://wiki.secteuretablissement.org/index.php/LINC_5-7_Classroom_Activities:_Volumes_1_&_2)

## **Note-taking (Voicemail)**

### **Tasks:**

- Review how to take notes.
- Focus on how to take notes from voicemail messages.

### **For instructor:**

- Only external resources are available for this task.

### **External Resources:**

- See LINC 5-7 Classroom Activities Binder: Vol. 2 for various note-taking activities (pp. 384-385)
- [http://wiki.secteuretablissement.org/index.php/LINC\\_5-7\\_Classroom\\_Activities:\\_Volumes\\_1\\_&\\_2](http://wiki.secteuretablissement.org/index.php/LINC_5-7_Classroom_Activities:_Volumes_1_&_2)



## **OIS: An overview**

### **Task:**

- Listen to a short video from the Alberta Workers Compensation Board (WCB) about *Occupational Injury Services (OIS)*.

### **For instructor:**

- Students should listen to a short video and answer the questions provided on the handout.
- This would be a good activity to do during computer time as the students can work through the material at their own pace.

### **Answer Key:**

- Provided at the end of the task

### **Audio File Link:**

- <https://www.youtube.com/watch?v=ggqzOZ5iSKY&t=1s>

Name: \_\_\_\_\_

Date: \_\_\_\_\_

**OIS: An Overview**

**Task:** Listen to a short video from the Alberta Workers Compensation Board (WCB) and answer the following questions.

**Video:** <https://www.youtube.com/watch?v=ggqzOZ5iSKY&t=1s>

1. What does *OIS* stand for? \_\_\_\_\_

2. What people can use this program? \_\_\_\_\_

3. What service does *OIS* provide? \_\_\_\_\_

4. Describe the accident that was shown in the video. (Use complete sentences)

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5. Who did the employee talk to after he was injured? \_\_\_\_\_

6. What are 3 advantages of the employer calling the *OIS* clinic before taking the employee there?

a. \_\_\_\_\_

b. \_\_\_\_\_

c. \_\_\_\_\_

7. What should the employee sign when they get to the clinic? \_\_\_\_\_

8. What should the worker do while waiting?

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9. What should the employer do while they wait?

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10. What should the doctor complete?

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11. Who participated in the return to work case conference?

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12. True or False: In the return to work case conference they discuss a plan for the injured worker to go back to their job. \_\_\_\_\_

13. True or False: In the return to work case conference they discuss the details of the workers' injury. \_\_\_\_\_

14. True or False: Your OIS doctor will become your new family physician. \_\_\_\_\_

**ANSWER KEY**

1. What does *OIS* stand for? **Occupational Injury Service**
2. What people can use this program? **People who were hurt on the job**
3. What service does *OIS* provide? **It provides quick access to medical services at OIS clinics**
4. Describe the accident that was shown in the video. (Use complete sentences)  
**The man was moving boxes in the warehouse. He twisted the wrong way and he injured his back.**
5. Who did the employee talk to after he was injured? **His supervisor/the foreman**
6. What are 3 advantages of the employer calling the *OIS* clinic before taking the employee there?
  - a. **Time to prepare**
  - b. **A safety measure for the injured worker**
  - c. **Clinic knows the employer is aware of the injury**
7. What should the employee sign when they get to the clinic? **Consent form**
8. What should the worker do while waiting? **Complete a workers' report of injury form**
9. What should the employer do while they wait? **Complete a employers' report of injury form**
10. What should the doctor complete? **Work readiness report**
11. Who participated in the return to work case conference? **Doctor, worker, employer**
12. **True** or **False**: In the return to work case conference they discuss a plan for the injured worker to go back to their job.
13. **True** or **False**: In the return to work case conference they discuss the details of the workers' injury.
14. **True** or **False**: Your *OIS* doctor will become your new family physician.

## Modified Work

### Task:

- Listen to a short video from the Alberta Workers Compensation Board (WCB) about Modified Work.

### For instructor:

- Students should listen to a short video and answer the questions provided on the handout.
- This would be a good activity to do during computer time as the students can work through the material at their own pace.

### Answer Key:

- Provided at the end of the task

### Audio File Link:

- <https://www.youtube.com/watch?v=G3pMs8N1Mw>

Name: \_\_\_\_\_

Date: \_\_\_\_\_

**Modified Work**

**Task:** Listen to a short video from the Alberta Workers Compensation Board (WCB) on Modified Work and answer the following questions.

**Video:** ([https://www.youtube.com/watch?v= G3pMs8N1Mw](https://www.youtube.com/watch?v=G3pMs8N1Mw))

1. What is modified work?

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2. What part of your job can change with modified work? (4 answers)

a. \_\_\_\_\_

b. \_\_\_\_\_

c. \_\_\_\_\_

d. \_\_\_\_\_

3. Why is modified work good for you? (4 reasons)

a. \_\_\_\_\_

b. \_\_\_\_\_

c. \_\_\_\_\_

d. \_\_\_\_\_

4. Who should you talk to first if you are interested in creating a modified work plan?

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5. Who should be the second person you talk to?

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6. What should you do before you talk to this person?

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7. Who should you speak with to get approval for your plan?

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**ANSWER KEY**

1. What is modified work? **Staying at work, but doing something different to make it safe.**
2. What part of your job can change with modified work? (4 answers)  
**tasks**  
**workload**  
**worksite**  
**equipment you use**
3. Why is modified work good for you? (4 reasons)  
**Reduces your recovery time**  
**Lets you keep up your quality of life**  
**Job security**  
**Less stress**
4. Who should you talk to first if you are interested in creating a modified work plan?  
**WCB case manager**
5. Who should be the second person you talk to? **Employer**
6. What should you do before you talk to this person? **You should have some ideas about the work you can do.**
7. Who should you speak with to get approval for your plan? **Your doctor**



## **Report a Safety Violation**

### **Task:**

- Read about reporting an unsafe workplace situation and answer the following questions.

### **For instructor:**

- Students should read a short website from the Government of Alberta about report unsafe work and answer the questions provided on the handout.
- This would be a good activity to do during computer time as the students can work through the material at their own pace or the webpage can be printed and distributed in class.

### **Answer Key:**

- Provided at the end of the task

### **Webpage Link:**

- <https://www.alberta.ca/report-unsafe-work.aspx>

Name: \_\_\_\_\_

Date: \_\_\_\_\_

## Report a Safety Violation

**Task:** Read a webpage from the Government of Alberta on Reporting Unsafe Work and answer the following questions.

**Webpage:** <https://www.alberta.ca/report-unsafe-work.aspx>

1. What is the first step you should take if you feel your workplace is unsafe?

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2. If you are not happy after you have tried the first step, what should you do next?

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3. True or False: If you are not comfortable contacting OHS, your friend or family member can report a situation.

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4. True or False: You must leave your name and contact number for your complaint to be taken seriously by OHS.

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5. True or False: It is the responsibility of the worker to tell their supervisor about a workplace hazard.

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6. What are two specific rules that employees must follow?

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7. What are four things employers should do to protect the health and safety of their workers?

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8. What number should you call to reach the *OHS* Contact Centre from Calgary?

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**ANSWER KEY**

1. What is the first step you should take if you feel your workplace is unsafe?  
**You should tell your employer.**
2. If you are not happy after you have tried the first step, what should you do next?  
**You can take your problem to the health and safety committee or call OHS Contact Centre.**
3. **True** or **False**: If you are not comfortable contacting OHS, your friend or family member can report a situation.
4. **True** or **False**: You must leave your name and contact number for your complaint to be taken seriously by OHS.
5. **True** or **False**: It is the responsibility of the worker to tell their supervisor about a workplace hazard.
6. What are two specific rules that employees must follow?  
**Using safety equipment when doing certain kinds of jobs**  
**Putting on personal protective equipment**
7. What are four things employers should do to protect the health and safety of their workers?  
**Correct problems in a timely manner when unsafe work is reported**  
**Do a hazard/risk assessment**  
**Involve others in the hazard assessment (committee member or affected worker)**  
**Make sure all workers affected by the hazard are familiar with measures or procedures before the work begins**
8. What number should you call to reach the OHS Contact Centre from Calgary?  
**1-866-415-8690**

## **Voicemail Messages**

### **Task:**

- Listen to four voice mail messages and take detailed notes about the message.

### **For instructor:**

- Students should listen to the voicemail messages. They should write detailed notes about the messages. After they listen to each message 2 times (CLB 6) or 3 times (CLB 5), they can practice giving the messages to a partner.
- If student need to review note-taking, you can refer to the *Note-Taking (Voicemail)* task.

### **Audio File:**

- Audio File “Voicemail Messages” is available [HERE](#).

### **Transcript:**

#### **Voicemail 1:**

Hi Mr. Kaur. This is Jody Symonds calling from the warehouse. I wanted to let you know about an accident that recently occurred here. One of the warehouse workers slipped and fell on water spilled on the floor. There was no signage about the spill. He has a back injury and a possible concussion, and we called an ambulance to take him to the hospital. Please call me back at the warehouse if you would like more details. I'll be here until 5 pm.

#### **Voicemail 2:**

Hi. I don't feel comfortable leaving my name, but I work at ABC Company in downtown Edmonton. I'm not sure who I should talk to about this problem. I am a new hire and I am expected to work with chemicals daily. I have told my supervisor that I am not experienced working with the type of chemicals they use and that I would like training. She told me that everything is good and that I should just do my job. I want to make sure that I am working safely. Please call me back and if you have any suggestions for me, I would appreciate it. My callback number is (555) 371-5519. Thank you.

#### **Voicemail 3:**

Hey John. What's up? How are you doing? It's Daniel. I just wanted to tell you about my new job... it's super cool and I'm learning lots of new skills... the construction site I'm working on needs more workers and they provide lots of training. If you're still looking for a job, let me know and I can hook you up! Talk to you later. I'll give you a call back tomorrow.



Voicemail 4:

Good Morning Ms. Ritter. My name is Susan Park and I'm one of the new hires in the kitchen. You had mentioned at the safety meeting that we could contact you if we had any questions about workplace safety. I was wondering if someone would be able to review how to safely move boxes. I don't want to strain my back and I have never done this task before. I am free to meet anytime between 8 am and 5 pm. Please call me back at (403) 229-7726 to schedule a time. Thank you.

Name: \_\_\_\_\_

Date: \_\_\_\_\_

## VoiceMail Messages

**Task:** Listen to the four voicemail messages and take detailed notes. Give the messages to your partner and compare details.

VoiceMail #1	VoiceMail #2
Who is the call for? _____	Who is the call for? _____
Who is the call from? _____	Who is the call from? _____
Why are they calling? _____ _____ _____ _____ _____	Why are they calling? _____ _____ _____ _____ _____
Next Steps: <input type="checkbox"/> Call Back Ph. # or Ext. _____ <input type="checkbox"/> Will call you back <input type="checkbox"/> No information	Next Steps: <input type="checkbox"/> Call Back Ph. # or Ext. _____ <input type="checkbox"/> Will call you back <input type="checkbox"/> No information

Voicemail #3	Voicemail #4
Who is the call for? _____	Who is the call for? _____
Who is the call from? _____	Who is the call from? _____
Why are they calling? _____ _____ _____ _____ _____	Why are they calling? _____ _____ _____ _____ _____
Next Steps: <input type="checkbox"/> Call Back Ph. # or Ext. _____ <input type="checkbox"/> Will call you back <input type="checkbox"/> No information	Next Steps: <input type="checkbox"/> Call Back Ph. # or Ext. _____ <input type="checkbox"/> Will call you back <input type="checkbox"/> No information



## Leaving Voicemail Messages

### Task:

- Leave two voicemails (one informal and one formal) about physical hazards in the workplace.

### For instructor:

- Students should work with a partner to leave two voicemails (one informal and one formal) about physical hazards in the workplace.
- If student need to review leaving a voicemail message and the different components in a voicemail message, you can refer to the *Leaving a Voicemail* task.

Name: \_\_\_\_\_

Date: \_\_\_\_\_

## Leaving Voicemail Messages

**Task:** Leave two voicemails about physical hazards. Make sure to follow the instructions from the handout “Leaving a Voice Mail Message.”

**Message 1:** Should be a formal message to OHS (Occupational Health and Safety). Call OHS and leave an anonymous voicemail message. Be sure to include details about an unsafe physical hazard in your workplace.

**Message 2:** Should be a more informal message to your friend. You had a minor accident at work and would like to tell your friend about what happened. Leave a brief description of the incident and ask them to call you back.

## **OHS Voicemail – Peer Assessment**

### **Task:**

- Do a peer assessment with a classmate. You should leave a voicemail with Occupational Health and Safety (OHS) to report a workplace safety violation. Make sure to leave your name and contact number.

### **For instructor:**

- Students should work with a partner and leave a formal voicemail to OHS. One student will do the voicemail task and the other student will do the peer assessment.

## OHS Voicemail – Peer Assessment

**Instructions:** Use the checklist below to evaluate your partner’s voice mail message.

You should leave a voicemail with Occupational Health and Safety (OHS) to report a workplace safety violation. Make sure to leave your name and contact number.

Give positive feedback and suggestions for improvement. When you are finished upload the paper into Dropbox on D2L.

Your name: \_\_\_\_\_

Partner’s name: \_\_\_\_\_

<b>Feedback:</b>	<b>Formal Message</b>	<b>Informal Message</b>
My partner identified themselves (if applicable).	<input type="checkbox"/>	<input type="checkbox"/>
My partner said who the message was for.	<input type="checkbox"/>	<input type="checkbox"/>
My partner gave the date and time for the message.	<input type="checkbox"/>	<input type="checkbox"/>
My partner said the reason for the call.	<input type="checkbox"/>	<input type="checkbox"/>
My partner made a request.	<input type="checkbox"/>	<input type="checkbox"/>
My partner ended the call appropriately.	<input type="checkbox"/>	<input type="checkbox"/>
My partner used the correct level of formality.	<input type="checkbox"/>	<input type="checkbox"/>

Positive feedback (what did they do well):

What can they continue to work on:

Name: \_\_\_\_\_

Date: \_\_\_\_\_

**Self-Reflection: Occupational Health and Safety & Occupational Injury  
Service**

**Task:** After you have completed the peer assessment and the sub-module on Occupational Health and Safety & Occupational Injury Service, please take a few minutes to complete the self-reflection below.

1. I was able to successfully leave a voicemail message about a workplace safety issue.

- ☐ Yes
- ☐ No
- ☐ Somewhat

Please give details about what you think you did well and what you would like to continue to work on for voicemail mail messages.

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2. I have a better understanding of Occupational Health and Safety (OHS) and Occupational Injury Services (OIS)

- ☐ Yes
- ☐ No
- ☐ Somewhat

Please give details about what you think you understand well and what you would like to continue to work on.

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