

# C:\Users\krista.chiponski\Downloads\teamWork.pngKnowledge sharing activities

The in-person workshop and presentation have three key knowledge sharing activities that the facilitator can engage with participants on. The activities explore participants’ understanding of the health and safety information they are learning. Activities also center on Indigenous perspectives and cultural tools that improve learners’ responsiveness to information.

As the facilitator, you are responsible for the activities, set up and materials needed for these sections in the presentation. Below is a guide to help you prepare for successful knowledge sharing activity.

**Be sure to prepare in advance so that you know**

* how to run the activities, and
* where they come up in the workshop.

## Worker rights (activity #1)

**Description:** This activity tests participant knowledge of newly learned information on the rights of workers. Participants categorize the cards under the three worker’s right categories. The facilitator engages with participants on why they chose the card to be placed there.

**Learning styles engaged:** Visual and kinesthetic.

**Facilitator responsibilities**

* Print one copy of the worker’s rights cards facilitator cheat sheet and one set of the cards.
* Gather tape, sticky tack or push pins for presenting the information.
* Tape/tack the three rights cards (know, participate and refuse dangerous work) to a wall/board.
* Participants tape/tack the statement cards underneath the relevant right card and explain why it goes under that right.

**Participant outcome**

* Increased awareness of worker rights and how use them in the workplace.

### Worker rights facilitator cheat sheet (activity #1)

Some rights cards might fit in two places – if that happens make sure to have a conversation with participants and involve them.

|  |  |  |
| --- | --- | --- |
| **Right to know** | **Right to participate** | **Right to refuse dangerous work** |
| Employers must tell workers about hazards on the job. | Employers must involve workers in identifying hazards in the workplace. | Workers have the right to refuse a job that they believe is a serious or immediate danger to themselves or others. |
| Employers must train workers on how to perform work safely. | Employers must involve workers in the elimination or control of identified hazards. | You cannot be fired or lose pay for refusing dangerous work (disciplinary action). |
| Employers must label all hazardous materials using workplace hazardous materials information system (WHMIS). | In medium sized or bigger companies, workers can participate in a health and safety committee (HSC). |  |
| Employers must provide workers with safety data sheets (SDSs) for hazardous materials. | In smaller workplaces, workers can participate as a health and safety representative (HS representative). |  |
| Employers must have copies of the OHS laws available at the workplace. | Employers must involve workers in development, implementation and review of workplace violence and harassment prevention plans. |  |



Right to know



Right to participate



Right to refuse

dangerous work



Employers must tell workers about hazards on the job.



Employers must train workers on how to perform work safely.



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materials information system (WHMIS).



Employers must provide workers with safety data sheets (SDSs) for hazardous materials.



Employers must have copies of the OHS laws available at the workplace.



Employers must involve workers in identifying hazards in the workplace.



Employers must involve workers in the elimination or control of identified hazards.



In medium sized or bigger companies, workers can participate in health and safety committees (HSC).



In smaller workplaces, workers can participate as a health and safety representative (HS representative).



Employers must involve workers in development, implementation and review of workplace violence and harassment prevention plans.



Workers have the right to refuse work that they believe is a serious and immediate danger to themselves or others.



If a worker refuses dangerous work, the employer cannot lay off, suspend or fire the worker (disciplinary action).

## Spot the hazard (activity #2)

**Description:** This activity gives participants experience doing an informal, site-specific hazard assessment. All participants categorize potential hazards in the session room with colour-coded sticky notes representing the four hazard categories (physical, biological, chemical and psychosocial). After a few minutes, the facilitator goes around the room asking participants to describe what they classified as a hazard or potential hazard. The facilitator encourages discussion by also asking how they could eliminate or control the hazard.

The facilitator should reinforce the point of the activity.

* Participants just performed an informal, site-specific hazard assessment which is a practical and useful skill to know about.
* Hazard assessment and elimination and control must involve workers. Employers must inform and train workers about hazards that workers are exposed to at the work site.

**Learning style engaged:** Experiential.

**Facilitator responsibilities**

* Collect four sticky note pads, in different colours.
* Assign each pad to a hazard category.
* Print the hazard category templates below and place the assigned note pad on the template for participants to reference through the activity.
* **Do your own hazard assessment of the room** in advance so that you can spot some of the unlikely hazards.
* Create other hazards in the room for example print out images that could be potential hazards or set up scenarios that participants wouldn’t expect.
* Model the activity, encourage workshop participants to get creative.

**Participant outcome**

* Participate in identification and control, while exercising their right to participate.

Physical hazard

Assigned sticky note

Biological hazard

Assigned sticky note

Chemical hazard

Assigned sticky note

Psychosocial hazard

Assigned sticky note

## Miyo pimatisiwin creating healthy workers and workplaces (activity #3)

**Description:** This activity incorporates health and safety strategies through the teachings of the medicine wheel/sacred circle/sacred hoop. This activity focuses on the individual and how a worker can stay safe and healthy in the workplace using a culturally responsive tool. The goal is to fill up the medicine wheel with examples of what participant can do, both within and outside of a workplace to maintain well-being from a holistic and balanced perspective.

Use medicine wheel teachings, or your knowledge, to remind participants that not all medicine wheels look the same, or have the exact same teachings associated with them.

**Learning styles engaged:** Culturally safe and culturally informed approach.

**Facilitator responsibilities**

* Collect markers (black, yellow, red, grey and blue).
* Get a whiteboard, poster size sheet or flip chart, or make sure you have access to PowerPoint or Keynote.
* From the examples below, or your knowledge, draw the medicine wheel with four equal quadrants on your whiteboard, poster, flip chart, or electronically.
* You can also use the provided slide in the PowerPoint presentation.
* Print the facilitator cheat sheet.
* Add to it throughout the activity, to support better discussion with participants in future workshops.

**Participant outcomes**

* Participants create healthy and safe strategies for their workplace.



OR

### Miyo pimatisiwin creating healthy workers and workplaces facilitator cheat sheet (activity #3)

Start the conversation by providing examples in all four quadrants of the wheel. Record participant’s examples in the drawn circle. Below is a list to help you get started.

|  |  |  |  |
| --- | --- | --- | --- |
| **Spiritual** | **Mental** | **Physical** | **Emotional** |
| Participate in OHS discussions using a sharing circle. Bring ideas to your HSC/rep. | If your workplace has mental health supports know how to access them - speak to your HSC/rep.  | Use your work breaks to stay active. Walk, play sports, dance and workout.  | Seek positive peer support from co-workers and mentors who can help you problem solve. |
| Connect and learn from your community, Elders and Knowledge Keepers.  | Approach workplace concerns and issues using the seven sacred teachings that can help ground you. | Wear the right PPE for the job so that it can protect you from harm.  | Check-in with yourself, identify stressors in your workplace and talk about them with your supervisor.  |
| Attend cultural or religious events and places. Connect with the land. | Speak with your supervisor if you experience racism in the workplace and the negative impact to your mental health. | Prepare, cook and consume healthy or traditional foods and recipes. Hunt, trap, fish or harvest wild plants and berries. | Try to set your work schedule to allow for work-life balance, making time for the people and activities that keep you healthy. |
| Participate in ceremonies (pipe ceremonies, sweats, sun dances, etc.). | Incorporate workplace storytelling that helps with visualizing health and safety information, business goals and work projects. | Refrain from smoking, vaping, drinking, etc. Keep on track with medications and let your supervisor know if you are feeling unwell. | Connect with the people and community you work with by showing respect and reciprocity, sharing, eating and laughing.  |
| Pick traditional medicines.  | Journal your thoughts, reactions and feelings. Try to practice positive self-talk.  | Follow public health advice and orders that could affect your overall wellbeing. | Manage stress by smudging, breathing exercises, effective time management and setting priorities.  |