

Working in British Columbia Agriculture: Orientation Program

for Mexican Temporary Workers Employed in B.C.
under the SAWP (Seasonal Agricultural Worker Program)



Presenter's Guide



WORKING TO MAKE A DIFFERENCE

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Where Do I Start?

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Introduction

The “*Working in British Columbia Agriculture*” Orientation Program is 6-hour course designed to introduce prospective temporary farm workers to some of the issues and situations they might encounter when they come to work British Columbia. Although the overall goal of the course is to provide workers with the skills and attitudes they will need to recognize unsafe situations and communicate their health and safety concerns, the course will also introduce participants to some of the societal aspects of living and working in Canada, features that may be new or unfamiliar for them.

(For a full description of the course goals and specific learning outcomes, refer to the Program Objectives later in this guide.)

This guide has been designed to provide you, the course presenter, with everything you need to deliver the course.

Terms used throughout this course

B.C.	stands for the province of British Columbia; the abbreviation B.C. (or BC) is more commonly used in everyday conversation than the full name of the province.
participants	the prospective temporary farm workers taking this course
personal protective equipment	also known as PPE, refers to equipment each individual needs to do a job safely; examples of PPE that might be used in agricultural work include visibility vests, work gloves, hard hats, hearing protectors, and eye protectors
presenter	you, the person presenting this course
supervisor	in B.C. workplaces, the supervisor is the person immediately responsible for workers’ health and safety
WorkSafeBC	WorkSafeBC is the organization responsible for promoting workplace health and safety for all workers in British Columbia. (Information about the role of WorkSafeBC is found in Activity 5 of this course.)

Design of the course

Because many of the participants may have minimal levels of literacy, the course is designed using visual and oral strategies rather than on written ones. In particular, the course relies heavily on the use of photographs and drawings in both the PowerPoint presentations and the worksheets provided as part of this training package.

If some of your participants do have a higher level of literacy, a set of Supplemental Handouts is also included. To avoid embarrassing participants by asking about their literacy, it is recommended that you put these handouts on a table at the side or back of the classroom, and allow participants to take them if they want them.

The workshop activities are also designed to encourage as much involvement by the participants as possible (given the constraints of the time available). One of the overall goals of this course is to enable prospective workers to feel comfortable and confident about speaking up if they have any concerns about health and safety issues. You can model this allowing time for questions, and for participants to share their own experiences — particularly those related to farm work and health & safety.

The Workshop Activities

This course involves 12 activities that will take approximately 6.5 hours in total to conduct. Each activity is laid out with all the information you need to deliver the workshop. Specifically, each activity contains the following elements:

- ▶ approximate time required (in minutes)
- ▶ specific outcome addressed (numbers correspond to the Program Objectives, included later in this guide)
- ▶ materials required (particularly which PowerPoint presentation and which participant worksheets you will need)
- ▶ procedure steps
- ▶ PowerPoint speaker notes / script with thumbnails of PowerPoint slides (for activities that involve PowerPoints — see the next section, “Using PowerPoint Presentations”)
- ▶ “Key Messages” — summary of the most important points, provided at the end of each activity

For an at-a-glance listing of each activity — including time required, outcomes addressed, and PowerPoints and Worksheets needed — see the Program Outline on page 13.

Equipment and materials needed

For the whole course you will need:

- ▶ a copy of this Presenter’s Guide – you may find it helpful to put it in a binder for ease of use during the activities
- ▶ the PowerPoint presentations provided with this guide
- ▶ a computer with the PowerPoint presentations loaded
- ▶ a projector & screen, or a smartboard capable of connecting to your computer
- ▶ the Participants’ Worksheets, 1 copy per participant
- ▶ the Supplementary Handouts
- ▶ a set of name tags or name cards, 1 per participant + 1 for yourself
- ▶ pens or pencils, 1 per participant

Each workshop activity outlines the specific needs for that activity, particularly which PowerPoint presentations and participant worksheets you will need.




Using PowerPoint Presentations

Several of the activities in this program make use of PowerPoint presentations. These presentations have been designed to allow you to present as much information as possible in a visual format, without having to worry about participants' literacy levels.

In the workshop activities that use PowerPoint presentations, you'll find the following format (this example is from Activity 2):

This column shows a thumbnail image of what is showing on screen in the PowerPoint.

This column shows the slide number.

#	Thumbnail Image	Speaker Notes
1		<p>The images I'm going to show you are some scenes of agriculture and geography from around the world.</p>
2		<p>Here's how it works. I'm going to show you a series of pictures. You have the same pictures on your worksheet. For each one, think about whether or not you think the picture is something you'd see on a farm in B.C. If you think it is, you would put a checkmark under the B.C. flag next to the same picture on your worksheet. ↻ If you think you would not see this in B.C., put an X under the B.C. flag on your worksheet.</p> <p>Don't worry if you don't know the answer, just make your best guess.</p> <p>Any questions? [answer questions if participants have any] Ok, let's begin.</p>
3		<p>Here's the first picture again. Do you think this is something you'd see on a B.C. farm?</p>

These symbols indicate when a slide incorporates "animation" to make images appear or disappear. Each ↻ means to click the right arrow key on your computer once. (You will of course also need to click the right arrow key to advance to each new slide.)

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Additional tips for ensuring a smooth PowerPoint presentation include the following:

- ▶ Make sure all the PowerPoint presentations you will need are loaded onto the computer you will be using for the workshop.
- ▶ Set up the computer, projector, and screen ahead of time to make sure you have the optimum picture size, and so that all participants will be able to see the screen from their seats. Adjust the focus if necessary.

- ▶ If you are not familiar with using PowerPoint, you may want to practise the technical aspects before you start the workshop. For example:
 - To advance from one slide to the next, click the right arrow key ⇒ on your computer.
 - Some of the PowerPoint slides incorporate “animation,” where one or more of the images on each slide appears or disappears part of the slides (use of ↻ symbol in the speaker notes indicates when a slide is to be animated to reveal images/components incrementally)
- ▶ Practise both the technical aspects and your speech delivery so that you’re comfortable.

Tips and Tricks for Group Presentations

The following points may help you as you present the workshop activities:

- ▶ Read all the workshop activities thoroughly before you begin, and make sure you are completely familiar with all the course content.
- ▶ Make sure you have a watch or clock to keep track of the time. If you find yourself running short of time, you may need to cut out some of the procedure steps. If you do, just make sure that you deliver the “Key Messages” found at the end of each activity.
- ▶ Another way to save time if you need to is in those activities involving participant worksheets (e.g., activities 2, 4, and 5). You can omit the worksheet procedure, and instead have participants respond by raising their hands.
- ▶ The various workshop activities include time for participants to ask questions, and a concluding question and answer activity (Activity 11) is also provided as part of the training. You can prepare yourself for questions by reviewing the course materials and additional information (see “For More Information” on the next page), but there may still be questions you can’t answer. Do not attempt to guess in these situations, but be prepared to tell participants that you don’t know.
- ▶ If some of your participants seem reluctant to talk or ask questions, try dividing the class into small groups of 3-4 for discussion. Many people will feel more comfortable talking in smaller groups. After small group discussions, ask for one person from each group to share their responses with the larger group.
- ▶ If you determine that some or all of your participants do have a higher level of literacy than expected, refer them to the Supplemental Handouts (provided at the end of the Participant Worksheets section).
- ▶ If appropriate, you may want to make yourself available for more informal questions & discussions after the scheduled workshop time (e.g., over dinner or a drink). Many participants may feel more comfortable talking and sharing in a less formal environment.

Managing Presentation Anxiety

Does the thought of presenting to a group of people make you feel nervous? Do you get stomach butterflies, cold and clammy hands, a dry mouth and a pounding heart? This is a common experience and there are several effective coping strategies to manage the anxiety.

The week before

Plan and Prepare

- ▶ Take enough time to thoroughly prepare. Review and familiarize yourself with the material and presentation.
- ▶ Identify material that is essential and must be delivered, versus information that could be excluded if time becomes a factor. This ensures the key information is always delivered. (Refer to the “Key Messages” provided at the end of most of the activities for help in this.)
- ▶ How flexible is your presentation—is there time for discussion, questions, and unplanned interruptions?
- ▶ Confirm audio-visual equipment and develop your visual aids.

Practise

- ▶ Practice helps to reduce stress. Practise your presentation in front of a mirror, or for a co-worker, or record yourself and play it back.
- ▶ Re-work material until it flows.
- ▶ Develop effective non-verbal communication skills.
- ▶ Time your presentation, but remember that in the real thing, there may be questions and interruptions, so leave time to be flexible.

Be Positive

- ▶ Visualize success.
- ▶ Talk to yourself about what can go right, not what can go wrong.
- ▶ Remind yourself why you’re doing this: because you believe in the subject.

The hours before

- ▶ Arrive **at least** 30 minutes before the presentation to set up the room and equipment.
- ▶ Relax by breathing deeply, and contracting and relaxing leg and arm muscles.
- ▶ Greet participants as they arrive to promote a friendly and welcoming environment.

During the presentation

- ▶ Take a slow, deep breath and let it out gradually before beginning and during the presentation. It will appear to be a natural pause.
- ▶ If nervousness becomes overwhelming, admit it to your audience. They will empathize and your confidence will return.

For More Information

This Presenter's Guide has been designed to provide you with all the basic information you will need to conduct the training. However if you want more information on the topics of workplace health and safety, B.C. agriculture, and working in B.C., you may wish to consult some of the following sources. This information will be particularly useful if you find that participants have a lot of questions during the training.

Information in Spanish

WorkSafeBC — Spanish

<http://worksafebc.com/spanish/>

WelcomeBC (Government of British Columbia)

<http://www.welcomebc.ca/In-Your-Language/Spanish.aspx>

WelcomeB.C. — Information for Temporary Foreign Workers (Government of British Columbia)

http://www.welcomebc.ca/welcome_bc/media/Media-Gallery/docs/tfw_spanish.pdf

British Columbia Newcomer's Guide to Resources and Services (Government of British Columbia)

http://www.welcomebc.ca/welcome_bc/media/Media-Gallery/docs/service/publications_and_reports/publications/pdf/newcomers_guide_spanish.pdf

Service Canada (Government of Canada) — various topics

<http://www.servicecanada.gc.ca/ml/etrang-foreign/spa/tdm-toc-spa.shtml>

Information in English

WorkSafeBC

<http://worksafebc.com/>

Working in BC (Government of British Columbia) — various topics

<http://www.welcomebc.ca/Work/work-in-bc.aspx#UktAiMlrYow>

Services for Newcomers to Canada (Government of Canada) — various topics

<http://www.servicecanada.gc.ca/eng/audiences/newcomers/index.shtml>

The Seasonal Agricultural Workers Program (Government of Canada)

http://www.hrsdc.gc.ca/eng/jobs/foreign_workers/agriculture/seasonal/index.shtml

B.C. Farm Products A to Z (Government of British Columbia)

<http://www.agf.gov.bc.ca/aboutind/products/>

Workshop Activities



Program Outline

Activity	Page	Approx. Time (min)	Outcomes Addressed	PowerPoint	Worksheets and Handouts
1. Getting Started	15	20	n/a	n/a	n/a
2. Images of B.C.—Agriculture and Geography	16	30	A1	Presentation A: B.C. Agriculture and Geography	B.C. Agriculture and Geography
3. Packing for Work	28	20	A2, A4	Presentation B: Packing for Work	Packing for Work
4. B.C. Culture and Society	36	20	A5, A6	Presentation C: B.C. Culture and Society	B.C. Culture and Society
5. Roles and Relationships	43	35-40	A7, B1, B2, B3, B5, C4	PowerPoint Presentation D: Rights and Responsibilities	n/a
6. Workplace Hazards	54	75-90	C1, C2	PowerPoint Presentation E: Workplace Hazards PowerPoint Presentation F: Hazard Videos	Hazards and Solutions
7. Ask the Supervisor	63	10-15	C1, C4, C4, C5	PowerPoint Presentation G: Hazards and Solutions	n/a
8. Addressing the Language Barriers	66	15-20	B3, C4, C5	PowerPoint Presentation H: Signs and Warnings	n/a
9. Assessment and Closing	70	20-30	B6, C5	PowerPoint Presentation I: Evaluation Form	“Seguridad en el trabajo: Trabajadores Agrícolas” (brochure, printed copies provided) Evaluation Form

Activity 1: Getting Started

Approximate time:
20 minutes

Outcomes addressed:
n/a

What You'll Need

- ▶ name tags or name cards (one per participant + one for yourself)

Preparation

Set up the room so that participants can see you, and each, easily. Find out how many participants will be in attendance, and remove any extra chairs – this will prevent participants from spreading themselves out around the room. Put one name tag or name card and a pen or pencil at each place. It is recommended that you do not distribute any of the Worksheets at this time, as this might be intimidating for some participants.

Procedure

1. Begin by welcoming participants to the course. Introduce yourself and tell participants about your background.

Note: if this is your first time presenting to a group, you might want to tell participants this. Letting them know about your own level of nervousness might help any participants who are feeling anxious themselves.

2. Ask participants to introduce themselves, giving their name, where they're from, and what kind of farm work experience they have. Ask participants to write their names on their name cards/tags.
3. Ask participants if any of them have done farm work outside of Mexico. Do they know someone who has worked as a temporary farm worker before? Anyone who has worked in Canada? Anyone who has worked in B.C.? (If necessary, take this time to explain that "B.C." is the commonly used abbreviation for British Columbia.)

Explain that the purpose of this training session next 6 hours is to provide them with information that will help them as they get ready to work in B.C. The main focus of the course is on workplace health and safety, but they will also learn a bit about what living and working in B.C. might be like.

Emphasize that participant involvement is a very important part of this training. There will be various times throughout the activities where they will be expected to ask question and provide responses to scenarios. Not only is this a good way to help them learn, it's also a valuable way to prepare them for their work in B.C. agriculture, where they will be expected to speak up and ask questions about any health or safety concerns they have.

4. Take a few minutes to share any logistical details required, such as:
 - Break times
 - Location of washrooms
 - Emergency procedures, muster location, etc.

Activity 2: Images of B.C.—Agriculture and Geography

Approximate time:
30 minutes

Outcomes addressed:
A1

What You'll Need





- ▶ PowerPoint Presentation A
- ▶ Participant Worksheet: B.C. Agriculture and Geography (1 copy per participant)





Procedure

1. Ask participants to brainstorm what comes to mind when they think about the agriculture and geography of B.C.
2. Explain to participants that this activity will introduce them to some of the things they might see when they're working in B.C. agriculture.
3. Distribute the Worksheet to participants, and ensure that everyone has a pen or pencil. Assure participants that this is **not** a test, it's just a fun way to help them become familiar with some parts of B.C.
4. Begin PowerPoint Presentation A:





#	
1	<div data-bbox="215 1056 678 1402"></div> <p><i>The images I'm going to show you are some scenes of agriculture and geography from around the world.</i></p>

#		
2		<p><i>Here's how it works. I'm going to show you a series of pictures. You have the same pictures on your worksheet. For each one, think about whether or not you think the picture is something you'd see on a farm in B.C. If you think it is, you would put a checkmark under the B.C. flag next to the same picture on your worksheet. ☞☞If you think you would not see this in B.C., put an X under the B.C. flag on your worksheet. ☞</i></p> <p><i>Don't worry if you don't know the answer, just make your best guess.</i></p> <p><i>Any questions? [answer questions if participants have any] Ok, let's begin.</i></p>
3		<p><i>Here's the first picture again. Do you think this is something you'd see on a B.C. farm?</i></p>
4		<p><i>Here's the second picture. Is this something you'd see in B.C.?</i></p>
5		<p><i>What about this one?</i></p>




#		
6		<p><i>Is this B.C.?</i></p>
7		<p><i>Would you see this in B.C.?</i></p>
8		<p><i>Would you see this in B.C.?</i></p>
9		<p><i>What about this one?</i></p>

#		
10		<p><i>Is this B.C.?</i></p>
11		<p><i>Would you see this in B.C.?</i></p>
12		<p><i>What about this one?</i></p>
13		<p><i>Is this B.C.?</i></p>

#		
14		<p><i>What about this one?</i></p>
15		<p><i>Is this B.C.?</i></p>
16		<p><i>Would you see this in B.C.?</i></p>
17		<p><i>What about this one?</i></p>

#		
18		<i>Is this B.C.?</i>
19		<i>Would you see this in B.C.?</i>
20		<i>What about this one?</i>
21		<i>Is this B.C.?</i>


#		
22		<p><i>Would you see this in B.C.?</i></p>
23		<p><i>Ok, now let's see how you did. Let's look at the first picture again. How many of you thought this was a picture of B.C.?</i> [wait for participants to respond]</p> <p><i>And how many of you thought it wasn't a picture of B.C.?</i> [wait for participants to respond]</p> <p><i>This is a picture of B.C. It's a corn field. Some of you may be familiar with corn grown in Mexico, but it's also grown in many parts of B.C.</i></p> <p><i>Don't worry if you didn't guess correctly, this is just a fun exercise. But you might want to make notes on your worksheet to keep track of which images really are B.C., and which ones aren't.</i></p>
24		<p><i>Ok, let's try the next one. How many of you thought this was a picture of B.C.?</i> [wait for participants to respond]</p> <p><i>And how many of you thought it wasn't a picture of B.C.?</i> [wait for participants to respond]</p> <p><i>This one is not a picture of B.C. A lot of different fruits are grown in B.C., but not oranges.</i></p>
25		<p><i>What about this picture? ➡ Yes, these are dairy cows. You'd definitely see these in B.C.</i></p>

#		
26		<p><i>Is this a B.C. image? ➡ Yes, this is a vineyard, and these grapes are being grown for wine. A lot of areas in B.C. produce wine.</i></p>
27		<p><i>What about this picture? ➡ No, this is a polar bear. They live in the very northern parts of Canada, but not in B.C. You will not see a polar bear in B.C. unless you go to a zoo!</i></p>
28		<p><i>Would you see this in B.C.? ➡ Yes, this is a black bear, and you could definitely see this type of bear in many parts of B.C., particularly if you're working on a fruit or berry farm, which can attract bears. This bear cub might look cute and harmless, but its mother is probably nearby, and will attack you if she thinks her cub is threatened. Stay far away from bears of any size!</i></p>
29		<p><i>What about this picture? ➡ Yes, this is a poultry farm. You could definitely see this in B.C.</i></p>

#		
30		<p>How about this picture? ➡ This one is tricky. The crop growing here is tobacco, which is grown in other parts of Canada, but not B.C.</p>
31		<p>Is this a B.C. image? ➡ Yes, it is. Even though most parts of B.C. are too wet for rattlesnakes, some parts of B.C. have a desert-like climate, and you can find these snakes there. If you see a rattlesnake, stay away from it, and tell your work supervisor.</p>
32		<p>What about this picture? ➡ Yes, this machine is harvesting cranberries, which are a very big crop in parts of B.C.</p>
33		<p>Is this B.C.? ➡ No, this is a rice paddy somewhere in Asia. You won't see this kind of rice farming in B.C.</p>

#		
34		<p>Is this B.C.? ➡ No, although there are many spiders in B.C., even some dangerous ones, you would not see a tarantula in B.C.</p>
35		<p>Is this a B.C. image? ➡ Yes, there are many large ranches and cattle grazing lands in B.C.</p>
36		<p>Is this an image of B.C. farming? ➡ No, although it does get very cold in parts of B.C. in the winter, and you might even see some snow on the mountains even in summer, you won't see this kind of landscape where you're working.</p>
37		<p>Is this B.C.? ➡ Yes, you would see sheep farming in B.C.</p>

#		
38		<p>Is this B.C.? ➡ Yes, this is a blueberry farm. Blueberries are a very popular crop in B.C., and many Mexican workers will work on blueberry farms.</p>
39		<p>What about this image? ➡ Yes, many crops are either started or fully grown in greenhouses throughout B.C.</p>
40		<p>Is this B.C.? ➡ No, these are maple syrup trees. This type of farming happens in other parts of Canada, like Ontario and Quebec, but not in B.C.</p>
41		<p>What about this picture? ➡ Yes, cherry orchards are very common in parts of B.C.</p>

#		
42		<p><i>Is this B.C.? ☞ Yes, this is the kind of scene you might expect to see in some parts of B.C. Notice the snow on the mountain in the background. Even in the middle of summer when it's very warm on level ground, you might still see snow on the faraway mountains, and it can get very cold at night.</i></p>

5. Ask participants for any comments or questions about this activity. How well did they do in guessing which images were B.C. and which ones weren't? Were they surprised by anything they saw? Did these images of B.C. fit their expectations of what they thought Canada would look like?
6. Explain that later in the course they'll be doing a similar exercise involving some of the other aspects of B.C. culture and society, but first we're going to look more at B.C. agricultural products.

Key Messages

- ▶ B.C. has a very diverse physical geography.
- ▶ There are many different agricultural crops found throughout B.C.

Activity 3: Packing for Work

Approximate time:
20 minutes

Outcomes addressed:
A4


What You'll Need

- ▶ PowerPoint Presentation B
- ▶ Worksheet: Packing for Work





Procedure






1. Now that we've looked at some of the types of agriculture work that takes place in B.C., participants may have some ideas about the type of work they would like to do when they get to B.C. Ask for volunteers to take turns saying what type of work they hope to obtain. Continue around the room until everyone has had a chance.
2. Select one type of work (preferably one identified by a large number of participants), and ask participants to name some things that they should bring with them to make doing that kind of work more comfortable and safe. Continue for a few minutes until ideas are exhausted.
3. Distribute the Worksheet: Packing for Work.
4. Begin PowerPoint Presentation B:






#		
1		<p><i>This activity is like the one we did earlier with pictures of B.C. farming. This time, though, it's about packing for your trip to B.C. If you think this is a picture of something you would bring to B.C., put a checkmark under the picture of the suitcase on your worksheet. ↻ ↻ If you think you would not see this in B.C., put an X under suitcase on your worksheet. ↻</i></p>
2		<p><i>Ok, let's begin. Is this something you need to bring to B.C.?</i></p>





#		
3		<p><i>What about this? Do you need this for working in B.C.?</i></p>
4		<p><i>How about these?</i></p>
5		<p><i>Do you need to pack this for working in B.C.?</i></p>
6		<p><i>What about this?</i></p>
7		<p><i>Do you need to pack this for working in B.C.?</i></p>

<p># 8</p>		<p><i>What about these?</i></p>
<p>9</p>		<p><i>Do you need this for working in B.C.?</i></p>
<p>10</p>		<p><i>Do you need to pack this for working in B.C.?</i></p>
<p>11</p>		<p><i>What about these?</i></p>
<p>12</p>		<p><i>Do you need these?</i></p>

#		
13		<p><i>What about these?</i></p>
14		<p><i>Do you need to pack these?</i></p>
15		<p><i>What about these?</i></p>
16		<p><i>And here's the last picture. Do you need to pack these for working in B.C.?</i></p>
17		<p><i>Ok, let's see how you did. Here's the first image again.</i></p> <p><i>Is this something you'd need to go to B.C.? ➡ Yes, you definitely need your passport and other identification. You won't be able to get into Canada without your passport.</i></p> <p><i>There are rules about whether or not you'll be able to drive in B.C. with a Mexican driving licence, but even if you don't need it for driving, it's a good idea to have it with you for extra identification.</i></p>

<p>#</p> <p>18</p>		<p><i>What about this? Would you need to pack this? ➡ No, you shouldn't need to bring a visibility vest. If you need to use one as part of your work, your employer will provide you with one.</i></p>
<p>19</p>		<p><i>What about this? ➡ Yes, you should bring work boots or other sturdy footwear. They'll help protect your feet when you're working in rough terrain and for other farm activities.</i></p>
<p>20</p>		<p><i>What about this? Would you need to pack this? ➡ No, you shouldn't need to bring a hard hat. Not all agricultural jobs require a hard hat, and if you do need to use one as part of your work, your employer will provide you with one.</i></p>
<p>21</p>		<p><i>What about a rain jacket? ➡ Yes, you should definitely bring a rain jacket. Many parts of B.C. get a lot of rain, even in the summer time.</i></p>
<p>22</p>		<p><i>Do you need to pack this? ➡ No, you don't need a cooking pot. Cooking equipment or meals will be provided at your accommodation.</i></p>

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23		<p><i>What about these? Yes, you should bring any personal toiletries you'll need.</i></p>
24		<p><i>What about this? Yes, some kind of hat is good protection for your head when you're working out in the sun — although of course it doesn't have to be a baseball hat.</i></p>
25		<p><i>Do you need to pack this? No, a sombrero is not very practical for agricultural work — it's too big and could get caught easily. Other kinds of hats, like a baseball hat, are much more practical.</i></p>
26		<p><i>Do you need these? This one is tricky. Your employer should provide you with work gloves if you need them, but if you already have your own you might want to bring them.</i></p>
27		<p><i>What about this? This is another maybe. You definitely don't need it for work, but if you like baseball and have room to pack it, it's something fun to do during your time off.</i></p>

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28		<p><i>Would you need to pack this? ➡ No, you shouldn't need to bring hearing protection. Not all agricultural jobs need hearing protection, and if you do need to use it as part of your work, your employer will provide you with the proper type for the job.</i></p>
29		<p><i>What about a sunglasses? ➡ Yes, you should bring sunglasses if you have them.</i></p>
30		<p><i>What about rain boots? ➡ Yes, you should definitely bring rain boots if you have them. Many parts of B.C. get a lot of rain, even in the summer time.</i></p>
31		<p><i>What about prescription pills? Yes, if you take any regular medication, be sure to bring it, as well as your prescription to get refills if you need them.</i></p>

5. Tell participants that, if there's anything on their packing list that they don't already have, they should talk to their employer when they arrive in Canada. The employer or supervisor will help them make arrangements to buy anything they need.
4. Summarize:
 - Workers will need to bring any clothing and personal items they'd normally use while at home, as well as clothing for the weather in B.C. For winter work, this means warm clothing, boots, coats, hats, and gloves. For spring, summer, and fall work, this means clothing for anything from hot sun to rain.

- Any special clothing or equipment needed for safety on the job (e.g., visibility vests, hearing protection, eye protection, head protection) will be provided by the employer.

Key Messages

- ▶ The weather in B.C. is very different from that of Mexico, and you should be prepared for working in colder and wetter conditions than those you are used to.
- ▶ Special protective equipment like hearing protection and hard hats will be provided by the employer if you need it to do the job.

Activity 4: B.C. Culture and Society

Approximate time:
20 minutes



Outcomes addressed:
A5, A6

What You'll Need

- ▶ PowerPoint Presentation C: B.C. Culture and Society
- ▶ Worksheet: B.C. Culture and Society




Procedure

1. Explain that, for many temporary workers, living in a different culture can be as much or more of a challenge than the actual work required to do the job. This activity will introduce participants to some of the elements of B.C. society that might be new for them.
2. Begin with a very brief brainstorm: ask participants to name some words and images that come to mind when they think of "B.C." or "Canada."
3. Distribute the Worksheet: B.C. Culture and Society. Begin PowerPoint Presentation C:

#		
1		<p><i>This activity is like the first one about B.C. farming. This time, though, it includes some images of general B.C. society and culture. For each picture, if it's something you think you'd see in B.C., put a checkmark under the B.C. flag next to the same picture on your worksheet. ☞☞ If you think you would not see this in B.C., put an X under the B.C. flag on your worksheet. ☞</i></p> <p><i>Again, this is not a test, it's just a fun way to introduce you to some parts of B.C. culture. Ok? Let's begin.</i></p>
2		<p><i>Is this something you'd see in B.C.?</i></p>




3		<p><i>What about this one? Would you see this in B.C.?</i></p>
4		<p><i>Is this something you'd see in B.C.?</i></p>
5		<p><i>Would you see this in B.C.?</i></p>
6		<p><i>Is this something you'd see in B.C.?</i></p>

7		<p><i>What about this?</i></p>
8		<p><i>Is this something you'd see in B.C.?</i></p>
9		<p><i>What about this one? Would you see this in B.C.?</i></p>
10		<p><i>Is this something you'd see in B.C.?</i></p>

11		<p><i>What about this one? Would you see this in B.C.?</i></p>
12		<p><i>Is this something you'd see in B.C.?</i></p>
13		<p><i>Would you see this in B.C.?</i></p>
14		<p><i>Ok, let's see how you did. Let's go back to the first image. How many of you thought this might be something you'd see in B.C.?</i> <i>[wait for responses]</i> <i>And how many thought you wouldn't see this in B.C.?</i> <i>[wait for responses]</i> ☞ <i>The answer is yes, you could definitely see this in B.C. People of all ages in B.C. cycle for transportation, for exercise, or just for fun.</i></p>

15		<p>Now, what about this picture? Would you see this in B.C.? ➡ No, you should not see this. It is illegal to operate a cell phone while driving in B.C., unless the cell phone is connected to a hands-free device.</p>
16		<p>Would you see this in B.C.? ➡ The answer is yes, you could definitely see this in B.C. Canada is a multicultural country, and you can expect to see people of all races and colours. People of all cultures own farms in BC and work as farm supervisors.</p>
17		<p>Would you see this in B.C.? ➡ Yes, this is another part of B.C.'s multicultural society, where people of different cultures can be seen together. Canada is also a place where responsible social drinking is an accepted part of everyday life.</p>
21		<p>Would you see this in B.C.? ➡ Yes, you could see this. People of all religions and faiths are welcome in B.C. is another part of the diversity of B.C. society, and you might be working alongside people from a variety of religious and cultural backgrounds.</p>

16		<p>Would you see this in B.C.? ➡ Yes, this something you might see. B.C. is open to all types of families, including same-sex families. You might see same sex-couples displaying affection in public. All individuals and groups are entitled to the same respect in B.C. This right be respected includes you.</p>
19		<p>Would you see this in B.C.? ➡ This is a tricky one. You probably recognize these as the RCMP or “Mounties,” Canada’s national police force. However they only wear their red uniforms on special occasions. You’d likely only see this scene if you were at a parade or festival.</p>
18		<p>What about this? ➡ Yes, you should see this. B.C. laws require all drivers and passengers in motor vehicles to wear seat belts.</p>
17		<p>Would you see this in B.C.? ➡ No, you should not see this. Drinking alcohol while driving, or driving after drinking alcohol, is illegal in B.C.</p>

23		<p>Would you see this in B.C.? ➡ No, it is very unlikely you would see this. Canada does have an army, but they do not deploy tanks except in an emergency.</p>
24		<p>What about this? ➡ Yes, this is something you might see. Your accommodations when you are living in B.C. will likely have proper plumbing, but when you are working out in the fields this type of temporary toilet facility is more likely.</p>
25		<p>Would you see this in B.C.? ➡ No, you should not see this. It is illegal in B.C. to smoke in restaurants, stores, and other public places.</p>

- Ask participants for any comments or questions about this activity. How well did they do in guessing which images were B.C. and which ones weren't? Were they surprised by anything they saw? Did these images fit their expectations of what they thought B.C. would look like?

Key Messages

- ▶ B.C. is a very diverse society, and one that welcomes and respects people from all cultures and backgrounds.

Activity 5: Roles and Relationships

Approximate time:
45-90 minutes

Outcomes addressed:
A7, B1, B2, B3, B5, C3



What You'll Need




- ▶ PowerPoint Presentation D
- ▶ Supplemental Handout: Important Contact Information

Procedure

1. Introduce this activity by telling participants that you will be providing them with some brief information about how the employment system works in British Columbia, focusing especially on
 - Roles & relationships (for various government/regulatory agencies)
 - Rights & responsibilities (for workers, employers, and supervisors).

Explain that you will then follow this with an activity that involves looking at some situations and challenges that Mexican workers have in the past encountered when coming to Canada. This will help them be better prepared to deal confidently with any similar situations that they encounter. Then begin PowerPoint Presentation D. As you proceed, you can verify that participants are following you by looking for eye contact and watching for signs of restlessness.

#		
1		<p><i>When you work in British Columbia, Canada, the system will be different from what you are used to here in Mexico. So in order for you to understand how things work in B.C., I am going to spend a bit of time talking about how the workplace is organized in B.C. and about the relationships between workers, employers, and government agencies. I will also let you know where you can get help if you have difficulties or where you can go for more information.</i></p>
2		<p><i>Like Mexico, Canada has a federal system, with a national government that has national responsibilities and regional governments that have separate, regional responsibilities.</i></p> <p><i>There are 10 provinces and 3 northern territories in Canada.</i></p> <p><i>British Columbia ↻ is Canada's westernmost province.</i></p>

<p>3</p>		<p>The national government (Government of Canada) is responsible for</p> <ul style="list-style-type: none"> ➤ Foreign affairs ↻ ➤ Defence ↻ ➤ National transportation systems ↻ ➤ Citizenship and immigration ↻ and ➤ Criminal law ↻ ➤ ...among other things ... <p>The provincial government (Government of British Columbia) is responsible for</p> <ul style="list-style-type: none"> ➤ Health care delivery ↻ ➤ Education ↻ ➤ Labour and working conditions ↻ ➤ Natural resource management ↻ ➤ ...among other things ... <p>So, when you work in British Columbia, the rules set by the provincial government have an important effect on your workplace and work conditions.</p>
<p>4</p>		<p>When it comes to workplaces – in every industry, including agriculture – one of the provincial government’s top priorities is making sure workplaces are safe and healthy places to work. To do this, the province has created a special agency, WorkSafeBC, whose mandate is to serve both workers and employers, fairly and impartially.</p>
<p>5</p>		<p>WorkSafeBC helps ensure workplace health and safety in two important ways:</p> <ul style="list-style-type: none"> ➤ First, WorkSafeBC provides insurance for employers and appropriate compensation for workers, should someone be hurt on the job. ↻ Every year, employers pay premiums to WorkSafeBC for this insurance. The amount they pay is based in large part on their safety record (the better their record, the less they pay); so employers have a direct financial interest in making sure their workplace is safe and accident-free. ➤ Second, WorkSafeBC helps make and enforce reasonable, current rules for safe work practice. ↻ The rules are focused on injury prevention and apply to every industry in the province, including agriculture. They are quite specific, and cover situations such as working with machinery, working at elevation (height), and working with hazardous materials – in other words any situation where workers might be at risk of injury. WorkSafeBC safety officers will periodically visit worksites to check that safe practices are being followed and will advise employers on how to fix any problems they notice.

In B.C. the goal is to achieve a high level of safety in every workplace, so no worker is ever injured or killed on the job. And although the record is not yet perfect, the WorkSafeBC system works quite well, because **it balances the rights and responsibilities of both workers and employers:** ↻

AS A WORKER, ↻ you have the right to

- A safe working environment
- Proper information and training needed to carry out job tasks safely
- Supervision to make sure the job is done safely
- Appropriate personal protective equipment
- Participate in safety discussions, such as the workplace joint health and safety committee
- Refuse to do work that may endanger yourself or another worker

At the same time you have a responsibility to

- Pay attention to health and safety training
- Follow all health and safety procedures and use machinery and equipment properly
- Ask questions when information is unclear
- Wear your personal protective equipment and keep it in good condition
- Familiarize yourself with emergency procedures, location of fire extinguishers, emergency exits, etc.
- Report any perceived hazards on the job and any safety-related incidents or injuries



Meanwhile, **YOUR EMPLOYER** ↻ can rightfully expect you to:

- Fulfill all the responsibilities just listed
- Identify any physical or mental conditions that may impair your ability to perform your job safely
- Report any workplace hazards you notice or any safety-related incidents that occur

Your employer also has health and safety responsibilities, including the responsibility to provide

- Health and safety training for all job tasks
- A workplace health and safety policy (e.g., what to do in emergency situations)
- Health and safety information, displayed where all workers can see it
- The personal protective equipment you need (properly functioning)
- Warning of any hazards you might encounter and information on how to minimize the risks associated with those hazards
- Investigating unsafe conditions reported to them and ensuring that corrective action is taken without delay

*In addition to carrying out these employer responsibilities, your direct **SUPERVISORS** (that is, your employer or a designated field manager) are responsible for:*

- *Ensuring your health and safety*
- *Knowing the requirements that apply to the work being supervised and ensuring they are followed*

2. In connection with slide #6 (previous slide), which calls for a lot of explanation, use some follow-up questions to check participants' understanding before moving on. For example:
 - Ask various individual participants in turn if they can remember one of the worker responsibilities or one of the employer/supervisor responsibilities you mentioned.
 - Challenge participants to suggest which worker responsibility they think is most important and say why. This gives you a chance to re-emphasize the importance for them of being willing to speak up and ask questions whenever they don't understand something or worry that their safety might be at issue. Remind them that employers should welcome any chance to clarify safety procedures, since an accident (especially one that results in harm to a worker) will surely prove much more expensive than clarifying a work procedure.

3. To conclude this discussion and make a transition to the next part of this activity, revisit the reasons for covering all of this information:

- *I want to emphasize the importance that everyone attaches to your having a safe and injury-free job when you work abroad in British Columbia, Canada*
 - *Getting hurt or sick on the job is bad for you: it costs you time away from work and earning potential (even if WorkSafeBC is able to accept your claim for compensation) and there could be longer-term pain, suffering, and loss after you “recover”*
 - *Staying safe, healthy, and injury-free while you are in Canada is best for your employer and your fellow workers as well as for you (a win-win-win situation)*
- *I want to give you some of the information you need to solve some of the problems that you might encounter when you settle in to your job. We know from the experience of other workers who have done this type of work outside Mexico that unexpected situations sometimes arise that can generally be satisfactorily resolved if you know what to do, but that could also lead to unhappy outcomes if handled badly.*

As a partial illustration of these points, tell participants the story of the worker who paid a high price for neglecting to deal with a seemingly small problem. During the course of his work, he sustained a puncture wound. Although it hurt and bled somewhat, it soon stopped bleeding and he didn't bother telling anyone about it or seek treatment, thinking perhaps that he would lose pay or perhaps “look bad” if he admitted to making a mistake or took time away from his assigned task. The wound, however, became infected, and by the time he admitted to anyone that he had a problem he was having difficulty walking without pain, and the infection had become very serious. At that point he was taken to hospital, but due to a variety of complications, the doctors were unable to save his leg, and it had to be amputated. So he ended up returning home crippled, all because he failed to deal with a seemingly minor injury in a timely and appropriate way.

4. Move on by explaining that in a little while, you and your group will spend a bit more time talking about recognizing danger on the job and about some things they can think about to help them stay safe and injury free when doing agricultural work in Canada. First, though, you would like to look at a few more stories about “typical” situations that workers from Mexico might encounter. Explain that
 - For each story, you will invite participants to suggest what they would do if they were “in the shoes” of the worker who is featured

Again, remember our earlier discussion about roles and responsibilities of workers, employers, and supervisors. Your immediate supervisor will be your main source of direction and information about the job you are doing. You must report any health or safety concerns and any dangerous incidents to your supervisor.

7. WorkSafeBC ➡

Think back to our earlier discussion about the two roles of WorkSafeBC. If you are hurt on the job and it will cost you time away from work, **you must report it** to WorkSafeBC's claims department. You may receive compensation.

Also, if you have concerns about the safety of your working conditions or job assignments, and you cannot resolve them by speaking with your supervisor and the health & safety committee (if there is one), you can contact WorkSafeBC to find out.

Reporting is easy to do on the Internet (www.worksafebc.com) or by phone. There are toll-free numbers you can call for reporting an injury (1 888 967-5377) and for verifying the safety of your work situation (1-888 621-7233). Once again it is possible to use Spanish, but easiest if you can get help from someone with English language skills. **Remember, though, YOU must report your injury, as soon as possible. No one else can do it for you, and if you don't report, you won't be eligible for any compensation!**

8. your Mexican Consulate or the Ministry of Labour ➡

When you are in Canada, the Mexican Consulate is one of your most important resources. Whether it's a problem with your paperwork, your job posting, an emergency at home, or Canadian authorities, you can call upon the consulate for good advice or practical assistance in Spanish. Since the consulate is involved in helping arrange your work permit, they will understand your situation. To get maximum benefit from their services, consider signing an agreement that allows them to represent you in Canada, should you be forced to return home with unfinished business in British Columbia (e.g., a claim for financial compensation).

If you cannot reach the consulate and need immediate assistance, another alternative is the Ministry of Labour's toll-free help line, where Spanish-speaking operators can help you get relevant advice or accurate answers to your questions: 1 877 496 2003

9. the local medical clinic, hospital, or doctor ➡

Even if it's not an emergency, you may need to see a doctor while you are in B.C. If you don't speak English, you should try to get a fellow worker to go with you to help act as translator.



10. your group insurance package ➡



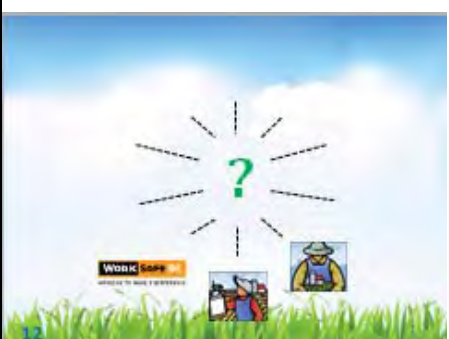
Although WorkSafeBC will cover you for injuries or health problems that occur due to your work, you could run into problems if you get sick or hurt during your time off work in the evenings or on break days. So, to protect you from having to suddenly pay big bills for hospital/doctor visits, medicines, or unexpected repatriation costs as a result, the Mexican Consulate has arranged for a group insurance plan that will cover all agricultural workers such as yourself. Depending on circumstances, it may even cover such costs in Mexico as well as in British Columbia. Since your Canadian employers contribute to the costs of the premiums, you aren't expected to pay extra for this. It's part of your labour contract.




- Once you have used slide #7 to introduce all the players in the worker support network, explain to participants that it is time to play a game that involves deciding which parts of their support network should be called upon in various situations. Beginning with slide #8 below, read out each scenario, one at a time. After reading each one, invite one or more of your participants to suggest which piece



of their support network should be called upon on to try and resolve the problem. Note that many situations could require the worker to call on more than one source of help. In this case, you could ask more than one participant to identify a 2nd or even 3rd course of action and then spend a bit of time discussing which order of priority might be important. Then continue through the slide to reveal the “answers” for that scenario.

This entire activity will be conducted orally. Try to involve as many participants as possible by calling upon each one at least once to contribute a suggestion.

#		
8		<p><i>You feel that the housing supplied by your employer is inadequate. There’s a plugged drain the single shower, men and women have to share the same shower, and there’s never enough water for more than 3 people, even though a crew of 9 is living there. Who should you contact for help?</i></p> <p>[Call on selected participants to give their responses.]</p> <ul style="list-style-type: none"> ☞ <i>The first person you should talk to is your supervisor. He or she is the main line of communication for anything to do with your employment, and your housing arrangements are part of your employment agreement.</i> ☞ <i>If your talk with your supervisor does not give you a satisfactory resolution, you may need to contact the Consulate. The Consulate in turn may need to involve local or provincial authorities that set and enforce standards for housing.</i>
9		<p><i>You are in town one evening after work to mail some letters home. You trip on a curb, and you think you have badly sprained or even broken your ankle. Who should you contact for help?</i></p> <p>[Call on selected participants to give their responses.]</p> <ul style="list-style-type: none"> ☞ <i>If you know where your local doctor or hospital is and can get there, that’s your best course of action. With this type of injury, you are likely to need transportation, and a taxicab is often your most cost-effective option.</i> ☞ <i>If other options are unavailable to you, you may need to contact 911 for help getting to a hospital.</i> ☞ <i>At some point, either at the hospital or after you have been treated, you will need to contact the insurer who provides your group insurance package so that your hospital treatment will be paid for (and your ambulance trip, if you can establish that it was truly needed and your only option). Note that you would not contact WorkSafeBC for this injury. Because it didn’t happen during work, this injury would not be covered by WorkSafeBC, but would be covered by your group insurance.</i> ☞ <i>You might also want to contact one of your co-workers. When you’re in pain it’s hard to remember what you’re supposed to do, and having a friend there will help you get through the situation.</i>

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10		<p><i>You are working as a fruit picker in an orchard. The ladder that you have been given to climb the cherry trees is in bad repair and looks like it could break at any time. Who should you contact?</i></p> <p>[Call on selected participants to give their responses.]</p> <ul style="list-style-type: none"> ➡ <i>Talk to either your employer or your supervisor about your concerns. Be specific, and show them what you think is unsafe. It is in your employer's and your supervisor's best interests to make sure their equipment is in good repair and to keep you safe.</i> ➡ <i>If the situation is not resolved by talking to either the employer or the supervisor, contact WorkSafeBC's Prevention Information Line.</i> <p><i>Remember, you always have the right to refuse to do unsafe work.</i></p>
11		<p><i>You are with some of your co-workers at a bar in town. The crowd is quite rowdy, and a fight breaks out next to you. The police are called, and you and your friends are arrested. Who should you contact?</i></p> <p>[Call on selected participants to give their responses.]</p> <ul style="list-style-type: none"> ➡ <i>You should contact the Mexican Consulate for help in dealing with B.C. and Canadian authorities, including the police.</i> ➡ <i>If you need immediate assistance, call the Consulate's emergency number, or the Ministry of Labour's toll-free line.</i> <p><i>Although it is legal to drink alcohol socially in Canada, excessive drinking that results in behaviour such as "drunk and disorderly" or drunk driving is against the law. The Mexican Consulate can help in making sure you are treated fairly, but if you break any laws while you are in Canada you can face a heavy fine, prison time, or be sent back to Mexico.</i></p>
12		<p><i>Your employer asks you to operate a tractor and spreader to apply manure to a field. You have not been trained on how to use this equipment, and you're worried that you might not be able to do the job safely. What should you do?</i></p> <p>[Call on selected participants to give their responses.]</p> <ul style="list-style-type: none"> ➡ <i>The first person to talk to is the employer who asked you to do the job. Your employer has an interest in keeping you safe, so is not deliberately trying to make you do unsafe work. He or she probably just doesn't know that you haven't been trained on this equipment.</i> ➡ <i>You should talk to your supervisor as well, since your supervisor is responsible for making sure that you have all the training you need to do the job safely.</i> ➡ <i>If the situation is not resolved by talking to either the employer or the supervisor, contact WorkSafeBC's Prevention Information Line.</i> <p><i>Remember, you always have the right to refuse to do unsafe work.</i></p>

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13		<p><i>You are working in a field when you get stung on the hand by a wasp. Your hand immediately begins to swell up. What should you do?</i></p> <p>[Call on selected participants to give their responses.]</p> <ul style="list-style-type: none"> ➤ <i>In a minor injury situation like this, you should report to both your supervisor and the First Aid attendant. Which one you report to first will depend on the specifics of the situation, such as who is closest and available.</i> ➤ <i>If the injury is serious enough that you expect to miss some work, you should also contact WorkSafeBC to file a claim. To be eligible for a claim you must report all workplace injuries as soon as possible, and within 24 hours for sure. We will talk more about claims a bit later.</i> <p><i>Remember that First Aid personnel are trained and qualified for dealing with workplace injuries. If you need more medical attention than they can provide, they will make sure you get it. In addition, if you don't report a work-related injury to First Aid, you might not be able to claim for the injury later. Even injuries that seem minor at first can become more complicated later.</i></p>
14		<p><i>One of your co-workers has been harassing you. At first it didn't seem like much, but the threats are getting worse and you are afraid for your safety. Who should you contact?</i></p> <p>[Call on selected participants to give their responses.]</p> <ul style="list-style-type: none"> ➤ <i>You should report the situation to your employer or your supervisor, since they are expected to ensure that workers in their workplace are not subjected to harassment or intimidation.</i> ➤ <i>If the situation persists or escalates, call 911 and report the situation to the police. The police are there to protect anyone who is in B.C., including visiting workers.</i>
15		<p><i>The owner of the dairy farm you are working on also operates a small sawmill at the edge of the farm property. One day he asks you and two of your co-workers to help him sort and load some lumber at the sawmill. What should you do?</i></p> <p>[Call on selected participants to give their responses.]</p> <ul style="list-style-type: none"> ➤ <i>Start by talking to the employer or supervisor, reminding them that you are employed specifically to do agricultural work. In fact, according to the terms of your visa, you are not permitted to do anything other than agricultural work.</i> ➤ <i>If the situation is not resolved by talking to the employer or supervisor, contact WorkSafeBC's Prevention Information Line. Remember, you always have the right to refuse to do unsafe work.</i>

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16		<p><i>It is your first day working on a new packing machine. Your supervisor explained to you once how to use it, but your English is not very strong and you're not sure if you understood everything. What should you do?</i></p> <p>[Call on selected participants to give their responses.]</p> <ul style="list-style-type: none"> ➡ <i>Tell your supervisor that you're not sure you understand how to use the machine properly. Your supervisor can explain things more clearly, perhaps by using a translator or a demonstration, or other method that doesn't rely on English language skills. Make sure you understand fully before attempting to do the job. An extra round of demonstration or explanation is less costly for your employer than damaged goods, damaged equipment, or an injured worker. And it is the supervisor's responsibility to make sure you are properly trained on all equipment so that you can use it safely.</i> <p><i>We will be talking more in a later activity about ways to overcome a language barrier.</i></p>
17		<p><i>A few days ago you cut your leg on piece of farm equipment. You had the injury treated by the First Aid attendant, but the injury is not healing quickly and now your leg is so sore that you don't think you can work. Who should you contact?</i></p> <p>[Call on selected participants to give their responses.]</p> <p><i>You will need to contact a number of people in this case.</i></p> <ul style="list-style-type: none"> ➡ <i>Contact your supervisor or employer to report the situation. In addition to dealing with the fact you can't work, your supervisor or employer needs to fill out the appropriate paperwork to report the incident to WorkSafeBC.</i> ➡ <i>Contact your doctor to assess the injury. In addition to treating the injury, you will need a doctor's report as part of your claim to WorkSafeBC.</i> ➡ <i>Call the WorkSafeBC Teleclaim line to file your claim. WorkSafeBC will make a decision as to how you will be compensated. Depending on the injury, your compensation may pay for your health care, your time off work, or both.</i> ➡ <i>If your English is not very strong, you may also want to get help from one of your English-speaking co-workers.</i>

6. Conclude by reassuring participants that most of them will never have to face any of these scenarios. Most people in B.C. work their entire working without any injury or serious incident.

Point out the Supplemental Handout — Important Contact Information. This handout contains a lot of the contact information covered in the activity, including the Mexican Consulate, emergency services, and WorkSafeBC. In addition, tell participants that they will be given additional contact information when they arrive in Canada.

Key Messages

- ▶ Workers, supervisors, and employers all have specific roles and responsibilities.
- ▶ Use your available support network to solve problems while you're in B.C.
- ▶ Only work-related health claims and injuries are covered by WorkSafeBC.
- ▶ If you are injured, take personal responsibility for reporting — to your First Aid attendant, your supervisor/employer, and WorkSafeBC, as appropriate. Just tell the truth, as simply and clearly as possible. Don't assume someone else can report for you. Your claims eligibility depends on timely and accurate personal reporting.

Activity 6: Workplace Hazards

Approximate time:
75-90 minutes

Outcomes addressed:
C1, C2

What You'll Need

- ▶ PowerPoint Presentation E: Workplace Hazards
- ▶ Handout: Workplace Hazards and Solutions
- ▶ PowerPoint Presentation F: Hazard Videos

Preparation

Copy the Workplace Hazards and Solutions handouts in preparation for the activity beginning in procedure step 5. You will need one image (a hazard or a solution) per participant.


If you have more than 14 participants, some hazard/solution pairs will need to be copied more than once. If you have an odd number of participants, you can participate in the activity yourself to make sure everyone has a pair.

Procedure

1. Begin by asking participants if they have ever seen an unsafe condition in an agricultural work situation that resulted in an injury, or had the potential to cause an injury. Allow a few minutes for discussion.
2. Explain that agricultural work can indeed be hazardous, but the key to remaining safe on the job is knowing what those hazards are and how to work safely around them. This activity will introduce some of the most common hazards, as well as what to do about them.

Emphasize that this activity is a general introduction only, designed to help participants become familiar with the types of hazards they may encounter. Workers will be given more extensive orientation and training about the specific hazards of their worksites when they get to B.C.

3. Begin PowerPoint Presentation E.

#		
1		<p><i>The images I'm going to show you are some scenes of agriculture work settings you might find in B.C. Some of these images will show situations where the workers, supervisors, and employers have followed safety procedures to minimize the risk of injury. In others, you will see workplace hazards that have not been addressed. In both types of images, try to identify the hazards or potential for injury.</i></p>

#

2



Here's the first one. What potential hazards do you see in this picture?

[Allow time for participants to suggest answers. Use questions such as the following to encourage responses.]

- *Why do you think all the workers have their hair tied back?*
- *What hazards do you think there might be when a lot of people are working inside with machinery?*

This image is an excellent example of how workplace hazards are being minimized. All the workers have their hair tied back or covered because loose hair and clothing can get caught in moving machinery, causing injury. If the machines are loud, the workers will also be wearing hearing protection, although you can't see it. Because the floor could get slippery, they are wearing shoes with good traction. The room is probably cold as well, to help keep the fruit fresh, which is why everyone is wearing sweaters or jackets.

Another potential hazard that's more difficult to see here is something called "repetitive strain." When you do the same kind of work over and over again for a long period of time, you put strain on certain muscles and joints. A good practice in this kind of work is to trade jobs every once in a while with a co-worker. Talk to your supervisor about this.

3



Now look at this picture. What hazards do you see?
[Allow time for participants to suggest answers.]

This image is an example of unsafe work practices. The worker is spraying some kind of pesticide or herbicide, which can be extremely toxic, and can cause severe health problems or even death. There are strict guidelines for chemical use in agricultural settings. If you are required to do this type of work, your supervisor or employer must train you in the correct work procedures. In addition, if you're doing work with pesticides, you need to wear the correct personal protection equipment, PPE, including protective clothing, a respirator, gloves, and eye protection.

There are some other hazards in this image. The way the worker is standing, he could easily trip over the cord. His posture is also awkward, and could result in an injury over time. And the person in the background should not be in the presence of chemical spraying unless he too is wearing the right PPE.

#		
4		<p><i>What potential hazards do you see here?</i></p> <p><i>This worker is working at a height, meaning there is potential for falling. The platform he is working on has a railing that will protect him from falling. There are different requirements for fall protection depending on the type of work you are doing and the type of elevated work platform you are on, such as a ladder, a barn loft, or a bucket lift. Sometimes it will be a railing like this, and other times it might be a fall protection harness. Your supervisor will train you in the type of fall protection required for the job.</i></p>
5		<p><i>What do you think the hazard is here?</i></p> <p><i>These workers are on their way to their worksite, and it's clear that the vehicle is overcrowded and they aren't wearing seatbelts. All people are required to wear seatbelts in all motor vehicles in B.C., including farm transportation.</i></p>
6		<p><i>What potential hazards do you see here?</i></p> <p><i>This is an example of bad lifting technique. Lifting a heavy object this way can cause serious back injury. The best way to lift a heavy object is to use lifting equipment, or lift with one of your co-workers. You can lift smaller object safely by using your legs instead of your back. Ask your supervisor to demonstrate the best technique.</i></p>
7		<p><i>What potential hazards do you see here?</i></p> <p><i>This is another example of the type of repetitive work that might cause muscle or joint injury over time. The carrier for the fruit is designed to minimize strain, but the best way to avoid injury is vary the type of work rather than do the same task over and over.</i></p> <p><i>Notice also that this worker is wearing a hat. This is a good idea for working outside in the sun. Even people who have worked in a hot climate before can suffer ill effects when working outside for long periods of time.</i></p>

#		
8		<p><i>What potential hazards can you see here?</i></p> <p><i>This worker is wearing all the right PPE to protect himself from injury. This includes a hard hat, hearing protection, eye protection, and work gloves. He will also have been trained in how to use the chainsaw safely. Your supervisor is responsible for making sure that you have the proper training for any tools or equipment you have to use on the job.</i></p>
9		<p><i>What potential hazards can you see here?</i></p> <p><i>The worker driving the forklift cannot see very easily, which is why there is someone else on the ground directing him. This is a very good safety practice for preventing injury.</i></p> <p><i>All the workers are also wearing high visibility vests, which makes it easy for everyone to see each other.</i></p>
10		<p><i>What potential hazards can you see here?</i></p> <p><i>This is an example of a worker using a pre-use safety check. This is a very important safety precaution for most types of machinery and equipment used in agricultural jobs. Using this kind of checklist helps the worker make sure everything is working properly to avoid an accident or injury. If you are required to use this kind of equipment on the job, your supervisor or employer will train you in how to check the equipment as well as how to use it safely.</i></p>
11		<p><i>What hazard do you see here?</i></p> <p><i>The way the worker has put the cutter in his pocket is unsafe, because he could easily cut his hand when he goes to grab the tool. Many workers are injured in this way every year.</i></p>

#

12



What hazard do you see here?

This is not actually a hazard, but a way to address hazards and prevent injuries. It's a crew talk or safety meeting, which is a very good way of communicating between the supervisor and the crew. In addition to it being an opportunity for the supervisor to tell workers about any new work-related hazards, it's also a time for workers to bring up any safety concerns they may have. Don't be afraid to talk to your supervisor or employer if you have questions or concerns about health and safety on the job. It's their responsibility to make sure workers are safe, just as it's your responsibility to speak up about safety issues.

4. Allow a few minutes for discussion and questions.
5. Explain that this next exercise will give them some practice in finding solutions to potential safety hazards. Distribute the handout images (see Preparation), one to each participant. Explain that some of them have images depicting a potential workplace hazard, while others have pictures showing a solution or fix to that hazard. Their objective is to mingle around the room, looking at each other's pictures, until they've found their hazard-solution pair. Some of the images they have already seen in the PowerPoint presentation, while others are new. The solution will not necessarily be the same person or exactly the same situation shown in the hazard image, so they need to focus on the hazard itself. Once they have found their partner, they should stay in their pairs until everyone is finished. There is one correct solution for each hazard given. (If there are any duplicates in the images, i.e., if there are more than 14 participants, inform participants of this.)

Make sure participants are clear about the task, then begin. Continue until everyone has found their partner (likely between 2 and 5 minutes, depending on the number of participants).

6. One pair at a time, have participants:
 - Show their images to the rest of the group
 - Explain why the hazard image is a health or safety concern
 - Explain why the solution image helps to minimize the risk of injury or illness

Use the following to help review and fill in any missing information.

Hazard



Solution



This is another example of a hazard relating to working at heights. The solution shows how the use of railing on the work platform protects the worker from falling. Another solution specific to the barn would be to install a guard rail across the open doorway to prevent workers from falling out.



This shows the hazard of travelling in the back of a pick-up truck. Not only is this dangerous, it's illegal. The solution shows everyone seated safely with their seatbelts done up.



As you might remember from the previous PowerPoint activity, this image shows pesticide spraying without the proper protective equipment. The solution shows the worker wearing protective clothing, hood, and gloves.

Hazard

Solution



This one is a bit tricky. It's a hazard because the worker is eating and drinking while still wearing his pesticide protection, and you can see some chemicals nearby. If you are working with or near pesticides or other chemicals, it's important to remove your PPE and wash your hands thoroughly before eating or drinking. If you don't, you can transfer the chemicals to your food and swallow them, which can cause serious health problems.



This first image is a hazard because of the worker riding on the back of the tractor, which is unsafe. The second image shows a worker wearing a helmet and a visibility vest, which is good safety practice.



This is another tricky one. The first image may or may not be a hazard, because we don't know what happened before — we don't know if the worker has been shown the proper procedure for this task. The second image, though, shows a supervisor training the worker in how to do the job safely and effectively. Good training is the best way to avoid safety problems.

Hazard	Solution
	


Drinking from a hose or irrigation pipe is potentially unsafe. Water used for irrigation is not necessarily safe for human consumption. When on the job, drink only from approved sources.

	
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This is another pesticide or chemical hazard. Where pesticides and other chemicals are stored, the location must be locked and have a sign indicating that pesticides are present. Only authorized personnel are permitted to enter.

7. Explain that next you are going to show a short video illustrating one of the most common causes of workplace injuries and health problems in agriculture.

Begin PowerPoint Presentation F.

#		
1	 A video thumbnail showing a group of people in a field, some wearing protective gear, engaged in agricultural work. The text "Video: Pesticide Safety" is overlaid at the top of the image.	<p><i>This video describes some of the hazards associated with the use of farm pesticides. ➡</i> <i>[after watching the video]</i></p> <p><i>Many of you will be working near pesticides or other chemicals while on the job in B.C. If you are required to work directly with pesticides, your supervisor or employer must train you in the correct work procedures and provide the correct PPE. However even if you are not working directly with the chemicals, you can still be exposed to their hazardous effects. If you experience any of the symptoms shown in the video, contact your First Aid attendant immediately.</i></p>

8. Conclude by emphasizing that:
- Every workplace will have different hazards depending on the type of work being done. Some workplace hazards may change from week to week or even day to day as the work routines change.
 - It is the responsibility of the employer to notify all workers of the potential hazards at the workplace, and to train them how to minimize the health and safety risks associated with those hazards.
 - It is the responsibility of the worker to follow workplace safe work procedures.
 - All workers in B.C. have the right to refuse unsafe work. If you see an unsafe situation, or have any questions about safety, talk to your supervisor. We will be focussing on the role of the supervisor next.
9. Ask participants if they have any questions.

Key Messages

- ▶ You will receive training on the specific health and safety hazards at your worksite when you begin your job.
- ▶ If you have any health or safety concerns about your work, talk to your supervisor.
- ▶ You have the right to refuse to do unsafe work.

Activity 7: Ask the Supervisor

Approximate time:
10-15 minutes


Outcomes addressed:
C1, C3, C4, C5




What You'll Need

- ▶ PowerPoint Presentation G

Procedure

1. Explain that, as we've discussed in the previous two activities, the supervisor is the worker's best source of information about workplace safety. A key skill for workers, then, is being able to ask the right questions.
2. Begin PowerPoint Presentation G:

#	
1	<div data-bbox="215 783 657 1119"></div> <div data-bbox="727 783 1481 1119"><p><i>We're going to look again at some of the hazard images we've seen earlier. This time, for each image, try to think of some questions you might ask your supervisor or employer about how to do the work safely.</i></p></div>

<p>#</p> <p>2</p>		<p><i>Here's the first one. What questions might you ask your supervisor if you were in this work situation?</i></p> <p>[Go around the room, asking each participant to suggest a question. If any respond with "I'd ask the same thing" (as another participant), remind them that when they are on the job they will have to ask questions themselves. At minimum they should try to ask the question in their own words.]</p> <p>[Sample questions could include the following. If participants don't suggest these, provide them yourself.]</p> <ul style="list-style-type: none"> ➤ <i>Do I have to wear a hairnet?</i> ➤ <i>I don't have any non-slip shoes, where can I get some?</i> ➤ <i>The machines are very loud, can I get some hearing protection?</i> ➤ <i>My hands are starting to get sore after doing the same work for hours at a time. Can I switch tasks with someone else for a while?</i> <p><i>There are also some questions that you should ask at any work site if the information hasn't been provided during your orientation. Examples of questions for any work site include:</i></p> <ul style="list-style-type: none"> ➤ <i>Who is my first aid attendant?</i> ➤ <i>What is the address of my worksite(s)?</i>
<p>3</p>		<p><i>What questions would you ask your supervisor here?</i></p> <p>[Sample questions could include the following:]</p> <ul style="list-style-type: none"> ➤ <i>I don't have hearing protection. Where can I get some?</i> ➤ <i>I don't have any leg protection or face protection. Where can I get some?</i> ➤ <i>How do I conduct a pre-use inspection on the chainsaw?</i>
<p>4</p>		<p><i>What about this situation. What questions might you ask here?</i></p> <p>[Sample questions could include the following:]</p> <ul style="list-style-type: none"> ➤ <i>Can you show me the right way to use these cutters?</i> ➤ <i>I didn't bring enough warm clothing. Can you tell me where I can buy some more?</i> ➤ <i>I find my back and arms get sore when I do this for a long period of time. Is there another way I can do this?</i> ➤ <i>Should I be wearing safety glasses for this job?</i>

Key Messages

- ▶ If you have any health or safety concerns about your work, talk to your supervisor.
- ▶ If you're unsure about anything, ask. Never feel embarrassed or afraid to speak up about safety.
- ▶ You have the right to refuse to do unsafe work.
- ▶ Don't let a language barrier stop you from asking safety questions. The next activity will talk about some ways to overcome a language barrier.
- ▶ If you feel your safety concerns are not being addressed, contact WorkSafeBC's prevention line: 1-888-621-7233.

Activity 8: Addressing Language Barriers

Approximate time:
15-20 minutes

Outcomes addressed:
B3, C4, C5

What You'll Need



- PowerPoint Presentation H





Procedure





1. Explain that, as we saw in the earlier activity about B.C. culture and society, there are many things about working and living in a different country that can be new and unfamiliar. But an even bigger concern for safety on the job is the language barrier. Most temporary farm workers do not read English fluently, so there is a potential for miscommunication when it comes to both verbal and written communication. Sometimes a language miscommunication is just mildly embarrassing, but it can also be a serious safety concern.

Although some farms and agriculture sites may have some signage in Spanish, workers shouldn't count on this.

2. Ask participants to suggest some strategies they can use if they're unclear about the language. Some examples could include:
 - Ask the supervisor to repeat the instruction more slowly.
 - Ask the supervisor to use diagrams, or to demonstrate a safety procedure.
 - Ask a co-worker who is more experienced or is more fluent in English.
3. Begin PowerPoint Presentation F:

#		
1		<p><i>We're going to review some of the signs and symbols you might encounter on a farm in B.C. Even if they are in English, many of these signs include symbols that can be understood in any language.</i></p>
2		<p><i>This symbol means flammable. If you see this on any chemicals, substances, or equipment, be sure not to expose it to open flames or high heat. In particular, this would not be a good place for a cigarette break!</i></p>

#		
3		<p>The first symbol means poisonous. The second symbol means other toxic effects. The third symbol means biological hazard. In all three cases, you'll have to use special precautions when working around any material labelled with one of these symbols. Precautions usually include wearing gloves, and making sure you remove your gloves and wash your hands thoroughly after handling the substance – particularly before you eat or drink anything. You might also have to wear a mask, eye protection, or other skin protection. Your supervisor will tell you about the proper precautions for these materials.</p>
4		<p>This symbol means corrosive. A corrosive substance can cause damage to skin and eyes. If you have to work with any substance displaying this symbol, you'll need to wear gloves, and you might require other personal protective equipment as well.</p>
5		<p>All these symbols mean electrical hazard. There is a danger of being electrocuted when working with equipment displaying these symbols. Your supervisor will tell you about specific precautions you need to take.</p>
6		<p>A sign like this means that an area has recently been sprayed with a pesticide. Not all signs will look the same, and the dangers associated with each chemical are different. Your supervisor will tell you about particular pesticide hazards at your workplace.</p>

<p>#</p> <p>7</p>		<p><i>This is general “Danger: Keep Out” sign. It could be used in all kinds of situations. The message is clear – keep out, unless your supervisor tells you a safe way to enter this area.</i></p>
<p>8</p>		<p><i>This is an example of a warning sign for a particular piece of equipment. You will be trained on any equipment you need to use as part of your job, including the specific dangers and hazards associated with that equipment, but these signs are a good reminder.</i></p>
<p>9</p>		<p><i>These are signs you might see on a first aid room or station. As we learned earlier, you should seek first aid treatment for any workplace injury, no matter how minor.</i></p>
<p>10</p>		<p><i>Sometimes you might see signs in Spanish, particular on farms that employ a lot of Mexican workers.</i></p>

4. Reiterate that if they are unsure, they should ask their supervisor. They should never feel embarrassed about not understanding an instruction or not knowing what a sign means.

Key Messages

- ▶ If you don't understand an instruction, ask.
- ▶ If you need to, ask a co-worker who is more experienced or is more fluent in English to help you communicate.

Activity 9: Assessment & Closing

Approximate time:
20-30 minutes

Outcomes addressed:
A7, B6, C5

What You'll Need

- ▶ “Seguridad en el trabajo: Trabajadores Agrícolas” (“Safety in the workplace: Agricultural Workers” — WorkSafeBC brochure, printed copies provided
- ▶ PowerPoint Presentation I: Evaluation Form
- ▶ Worksheet: Evaluation Form
- ▶ Supplemental Handouts

Preparation


Copy the Evaluation Form (1 copy per participant). Make copies of any of the Supplemental Handouts you think participants will want, and have these available as participants request them. You may wish also to have a copy of these handouts for yourself to assist in answer participants' questions.

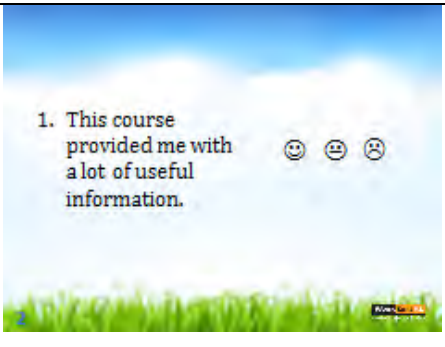
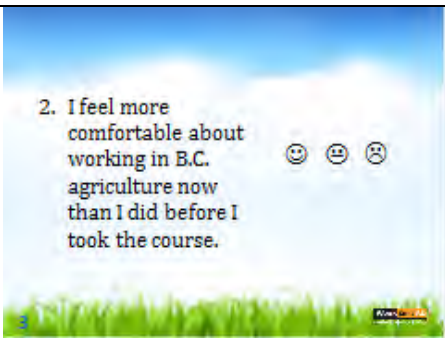

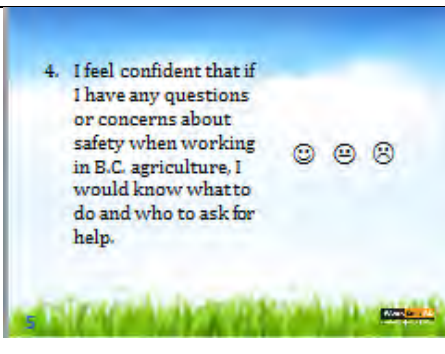
Procedure

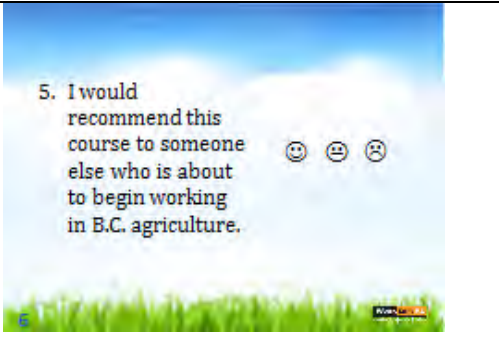
1. Use whatever time you have left to answer any outstanding questions participants may have. Distribute copies of the WorkSafeBC brochure about safety in agriculture work. Refer to additional existing translated and online resources dealing with matters such as
 - Details of safety-related processes (e.g., re exercising one's right to refuse work)
 - Getting paid (including payroll deductions), hours of work, and labour standards in B.C.

(Refer to the links provided in “For More Information” at the beginning of this resource, as well as the “For More Information” handout in the Supplemental Handouts, for assistance in answering general questions. For information specific to payroll details for temporary farm workers, refer to the supplemental handout “Wages and Benefits.”)

2. Explain to participants that this course is continuing to evolve, and that if they have any feedback it can be helpful to make the course better for future participants.
3. Distribute the Evaluation Form. Use PowerPoint Presentation G to walk participants through the form:

#	
1	<div data-bbox="215 1482 659 1814"></div> <div data-bbox="727 1482 1450 1793"><p><i>I'll read out each statement on the form. Next to each question on the evaluation form, you'll see 3 faces. The first face, the happy face, you would circle if you agree with the statement. The second face is neutral, you'd circle this if you're not sure or in between. The third face, the sad face, you would circle if you disagree with the statement.</i></p><p><i>This is not a test, and there are no right or wrong answers here. We just want to get your honest opinion.</i></p></div>

#		
2		<p><i>Here's the first statement: "This course provided me with a lot of useful information." If you agree with this, circle the first face, the happy face. If you're not sure, circle the neutral face in the middle. If you disagree, circle the sad face on the right.</i></p> <p>You may need to repeat each statement more than once.</p>
3		<p><i>Here's statement 2: "I feel more comfortable about working in BC agriculture now than I did before I took this course."</i></p> <p><i>Do you agree, are you not sure, or do you disagree with this statement?</i></p>
4		<p><i>Here's statement 3: "I feel that I know about my rights for working safely in BC agriculture."</i></p> <p><i>Do you agree, are you not sure, or do you disagree with this statement?</i></p>
5		<p><i>Here's the 4th statement: "I feel confident that if I have any questions or concerns about safety when working in BC agriculture, I would know what to do and who to ask for help."</i></p> <p><i>Do you agree, are you not sure, or do you disagree with this statement?</i></p>

#		
6		<p><i>And here's the last statement: "I would recommend this course to someone else who is about to begin working in BC agriculture."</i></p> <p><i>Do you agree, are you not sure, or do you disagree with this statement?</i></p>

3. Collect the completed evaluation forms. (Please submit the completed forms to your program manager at the Ministry of Labour.)
4. Point out the Supplemental Handouts that are available for anyone who want to take them.
5. Thank the participants for their time, and wish them good luck in their work in B.C.

Worksheets and Handouts



B.C. Agriculture and Geography



B.C.



Not B.C.













Packing for Work



Pack

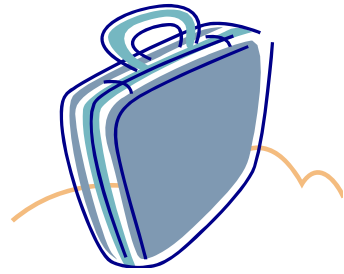


Don't Pack













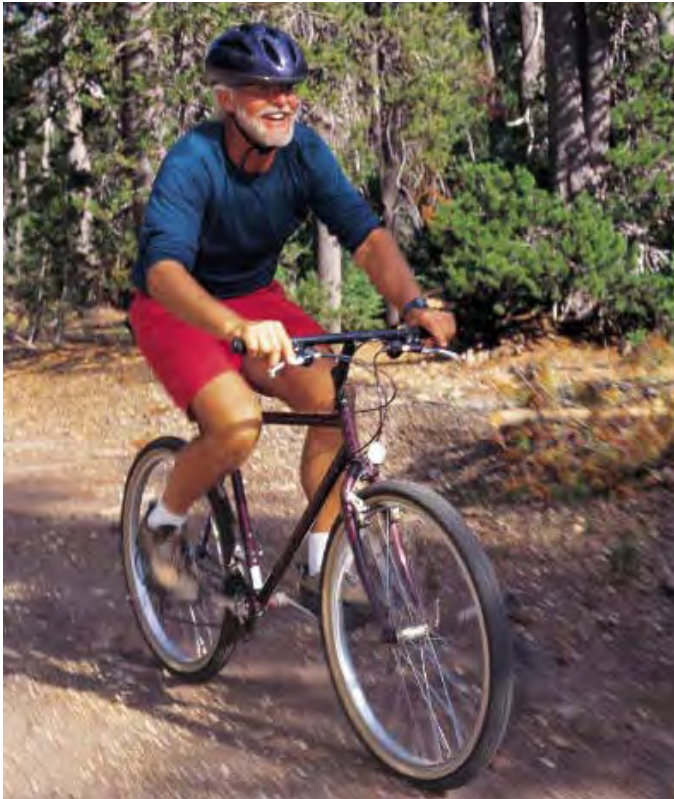
B.C. Culture and Society



B.C.



Not B.C.











Workplace Hazards and Solutions

These handouts are used in Activity 7. Copy the next 7 pages, and cut each sheet into individual images. You will need one image (a hazard or a solution) per participant. The hazards and solutions are correctly paired in the handout section, but you will need to distribute them in random order for the activity.

If you have more than 14 participants, some hazard/solution pairs will need to be copied more than once. If you have an odd number of participants, you can participate in the activity yourself so that every image has a pair. If you have fewer than 14 participants, omit the images later in this sequence.
















































Evaluation Form

1. This course provided me with a lot of useful information.			
2. I feel more comfortable about working in B.C. agriculture now than I did before I took this course.			
3. I feel that I know about my rights for working safely in B.C. agriculture.			
4. I feel confident that if I have any questions or concerns about safety when working in B.C. agriculture, I would know what to do and who to ask for help.			
5. I would recommend this course to someone else who is about to begin working in B.C. agriculture.			

Supplemental Handouts

You may wish to photocopy some or all of these handouts and have them available for participants to take if they want more information. These handouts include:

- ▶ For More Information – web site resources (all the web sites listed here are in Spanish)
- ▶ Rights and Responsibilities
- ▶ Wages and Benefits
- ▶ Hazard Symbols – information about some of the hazardous products workers might encounter in agricultural work settings
- ▶ Important Contact Information – how workers can get in touch with various agencies and support networks for help while they are in B.C.

For More Information

The following Spanish language web sites offer additional information about working in B.C. and workplace health and safety.

- ▶ WorkSafeBC — Spanish
<http://worksafebc.com/spanish/>
- ▶ WelcomeBC (Government of British Columbia)
<http://www.welcomebc.ca/In-Your-Language/Spanish.aspx>
- ▶ WelcomeB.C. — Information for Temporary Foreign Workers (Government of British Columbia)
http://www.welcomebc.ca/welcome_bc/media/Media-Gallery/docs/tfw_spanish.pdf
- ▶ British Columbia Newcomer's Guide to Resources and Services (Government of British Columbia)
http://www.welcomebc.ca/welcome_bc/media/Media-Gallery/docs/service/publications_and_reports/publications/pdf/newcomers_guide_spanish.pdf
- ▶ Service Canada (Government of Canada) — various topics
<http://www.servicecanada.gc.ca/ml/etrang-foreign/spa/tdm-toc-spa.shtml>

Rights and Responsibilities

<p><i>Worker Rights</i></p> <p>All workers in B.C. have the right to:</p> <ul style="list-style-type: none"> ▶ A safe working environment ▶ Proper health and safety information, instruction, and training ▶ Supervision to make sure the job is done safely ▶ Well-maintained and functioning personal protective equipment ▶ Right to refuse to do work that may endanger a worker's safety or put a worker's health at risk ▶ Right to participate in workplace health and safety committees and activities ▶ Refuse to do any work that might create an undue hazard to the health and safety of any person 	<p><i>Worker Responsibilities</i></p> <p>Workers in B.C. have the responsibility to:</p> <ul style="list-style-type: none"> ▶ Pay attention to health and safety training ▶ Follow all health and safety procedures ▶ Ask questions when information is unclear ▶ Always wear personal protective equipment and keep it in good condition ▶ Use machinery and equipment properly ▶ Familiarize themselves with emergency procedures, location of fire extinguishers, emergency exits, etc. ▶ Report any perceived hazards on the job to the supervisor
<p><i>Employer Rights</i></p> <ul style="list-style-type: none"> ▶ can expect workers to pay attention during health and safety training ▶ can expect workers to remember their training and follow health and safety principles at all times ▶ can expect workers to report any perceived hazards in the workplace ▶ can expect workers to wear their personal protective equipment at all times ▶ can expect workers to inform them about any physical or mental conditions that may impair their ability to perform their jobs safely 	<p><i>Employer Responsibilities</i></p> <ul style="list-style-type: none"> ▶ must provide health and safety orientation to all workers for general and specific tasks ▶ must develop a workplace health and safety policy ▶ must display health and safety information where all workers can see it ▶ must provide well-maintained and properly functioning personal protective equipment for all workers ▶ must alert workers to any hazards in the workplace and provide information on how to minimize the risks associated with those hazards
<p><i>Supervisor Rights and Responsibilities</i></p> <p>Supervisors have similar rights as other workers. Supervisors also have the responsibility to:</p> <ul style="list-style-type: none"> ▶ Ensure the health and safety of all workers under their direct supervision. ▶ Know the requirements that apply to the work being supervised and ensure that they are followed. ▶ Ensure that workers under their supervision are made aware of all health and safety hazards where they work. ▶ Ensure that the appropriate personal protective equipment and clothing are available, properly worn when required, and properly inspected and maintained. ▶ Investigate unsafe conditions reported to them and ensure that corrective action is taken without delay. 	

Wages and Benefits

(adapted from Human Resources and Skills Development Canada, Government of Canada)

The Employment Contract

The employment contract exists between the foreign worker and the employer. It provides details about the worker's job and conditions of employment, including the maximum number of hours of work per week, the wage rate for those hours, and the amount of money that will be deducted from the worker's pay. Deductions include, for example, Employment Insurance and Canada Pension Plan premiums, and Canadian income tax.

Wages

The employer must pay seasonal foreign workers one of the following three rates of pay, whichever one is **higher**:

- ▶ The provincial minimum wage
- ▶ The prevailing wage identified by the Government of Canada
- ▶ The same rate the employer pays Canadians for doing the same type of work

The employer must make additional payments for overtime.

Worker Expenses

The worker is required to pay some expenses; this will be written into the employment contract. The employer may deduct money to pay for:

- ▶ Employment Insurance premiums
- ▶ Canada Pension Plan premiums
- ▶ Canadian income tax
- ▶ The work authorization or work visa fee

Other deductions may also apply.

Canadian Income Tax

Seasonal agricultural workers from foreign countries who have regular and continuous employment in Canada are subject to tax deductions in the same way as Canadian residents. The amount deducted from a worker's wages is based on the amount earned.

Taking away and holding personal documents

Employers are **not** permitted to take away and keep workers' passports, medical cards, or other personal documents for any reason. If this occurs, workers should contact their government liaison officer immediately.

Hazard Symbols

These are the most common hazard symbols found in agricultural work situations.

Flammable



➤ Sustancias capaces de prenderse fuego

↳ acetona, alcohol isopropil, solvente

Stoddart

Poisonous



➤ Los materiales que causan un efecto tóxico serio e inmediato

↳ arsénico, cloruro de metileno,

formaldehído

Toxic



- Los materiales que causan otros efectos tóxicos
 - la irritación inmediata de ojos y piel
 - efectos crónicos de salud en los órganos del cuerpo el sistema nervioso o cardiovascular
- ↪ cancerígenos, (asbesto, sílice cristalino, benceno) sensibilizadores (metil metacrilato) embriotoxina (xileno)

Biohazard



- Los materiales biopeligrosos infecciosos
 - microorganismos dañinos
- ↪ Los que se clasifican en los grupos de riesgo II, III, o IV según los define el Consejo de Investigación Médica de Canadá
- ↪ Incluye los cultivos comerciales que contienen organismos infecciosos como VIH, Ébola, y Hepatitis B

Corrosive



➤ Los materiales cáusticos o ácidos que causan quemaduras en los ojos o la piel

↳ hidróxido de sodio, lejía, ácido
hidroclórico, ácido hidrofúrico

Important Contact Information

Mexican Consulate and Ministry of Labour

Consulado General de México



Tel: 604 682 7617
Consulado emergencias: 778 668 1242

Ministry of Labour



1-877-496-2003

WorkSafeBC

Claims



Prevention Information Line

1 888 621-7233

Contact the Prevention Information line to:

- ▶ Report an unsafe condition or situation in a workplace
- ▶ Request a worksite inspection consultation
- ▶ Get information about workplace health and safety issues
- ▶ Get information about the Occupational Health and Safety Regulation
- ▶ Report serious accident/incident or major chemical release

Call: 1 888 621-7233 toll-free within B.C.

To report after-hours safety and health emergencies, call 1 866 922-4357

Program Objectives



Course Goal

To help Mexican workers applying for employment in BC under the Seasonal Agricultural Worker Program:

- ▶ Form realistic expectations re working and living in BC and the personal preparations they will need to make
- ▶ Become aware of the worker protection system in BC, the assistance available to them for dealing with any health, safety, or other employment-related issues, and the practical or administrative steps they must assume responsibility for in order to obtain assistance
- ▶ Identify common health and safety hazards associated with agricultural employment in BC and the steps that they, their supervisors, and/or their employers should take to prevent and mitigate work-related injury or illness

Core Competencies	Specific Outcomes (related to the Core Competencies)
By the end of the program, participants should be able to	By the end of the program, participants should be able to
A Working and Living in B.C. <ul style="list-style-type: none"> • articulate realistic expectations re <ul style="list-style-type: none"> – working and living in B.C. – the personal preparations they will need to make (what to bring with them) 	A1 give examples of B.C. agricultural products whose production requires the assistance of seasonal agricultural workers (e.g., tree fruits, berries, greenhouse crops, livestock) A2 give examples of jobs available within the B.C. agricultural sector for seasonal workers A3 distinguish characteristics of B.C.’s physical geography and agriculture from characteristics associated with other parts of the world

Core Competencies By the end of the program, participants should be able to	Specific Outcomes (related to the Core Competencies) By the end of the program, participants should be able to
	<p>A4 relate the range of climatic conditions in various agricultural regions of B.C. to the clothing and personal products that workers in agriculture should possess</p> <p>A5 identify key differences between society in Mexico and society in Canada with respect to everyday activities, including</p> <ul style="list-style-type: none"> – operation of motor vehicles (e.g., seatbelt laws) – smoking – purchase and consumption of alcohol <p>A6 recognize key attributes of Canada’s population, including</p> <ul style="list-style-type: none"> – ethnic and cultural diversity – gender equality – religious tolerance – languages spoken – inclusion and legal protection for minorities <p>A7 demonstrate awareness of key administrative processes and systems associated with living and working in B.C., including those related to</p> <ul style="list-style-type: none"> – banking – payroll deductions
<p>B. The Worker Protection System in B.C.</p> <ul style="list-style-type: none"> • demonstrate awareness of <ul style="list-style-type: none"> – the worker protection system in B.C. – the assistance available to them for dealing with any health, safety, or other employment-related issues – the practical or administrative steps they must assume responsibility for in order to obtain assistance 	<p>B1 relate the potential needs of seasonal agricultural workers for support and assistance to the role and mandate of the following agencies:</p> <ul style="list-style-type: none"> – WorkSafeBC – Mexican consulate in B.C. – government of Canada – public health agencies (provincial) <p>B2 demonstrate awareness of the legal rights and responsibilities of B.C. employers, and supervisors with respect to seasonal agricultural workers’ health, safety, and working conditions, including provision of</p> <ul style="list-style-type: none"> – First Aid equipment and expertise – orientation, training, and information re work processes, workplace hazards, and safety procedures – suitable protective equipment for tasks where it is required – appropriate supervision and ongoing mechanisms for addressing health and safety issues (e.g., regular safety meetings/JHSC/designation of health and safety representatives) <p>B3 describe their own rights and responsibilities as seasonal agricultural workers, including those related to communicating with an employer or supervisor and refusing unsafe work</p> <p>B4 distinguish between systems for responding to work-related illness and injury and systems for addressing personal health issues</p>

Core Competencies By the end of the program, participants should be able to	Specific Outcomes (related to the Core Competencies) By the end of the program, participants should be able to
	B5 demonstrate awareness of the WorkSafeBC claims system, with reference to <ul style="list-style-type: none"> – the types of claims that are compensable – the requirements for establishing a claim and maintaining eligibility for compensation B6 recognize the various sources of further information available to them re the worker protection system and administrative processes and services associated with working in B.C.
C. Staying Safe on the Job <ul style="list-style-type: none"> • describe common health and safety hazards associated with agricultural employment in B.C. and the steps that they, their supervisors, and/or their employers should take to prevent and mitigate work-related injury or illness 	C1 recognize common hazards in agricultural work situations, including those related to <ul style="list-style-type: none"> – use of herbicides, pesticides, fertilizers, and other chemicals – environmental conditions (heat, cold, noise) – use of tractors, forklifts and other mobile equipment – work at elevation – lifting, carrying, and repetitive motion – transportation to and from work sites – mechanical equipment (PTO, sorting conveyors, cutting tools, etc.) – hygiene C2 identify harm-prevention systems and strategies for each of the common hazards in agricultural work situations, including <ul style="list-style-type: none"> – job-specific safety information, orientation, and training for workers – use of appropriate, situation-specific, personal protective equipment (seatbelts, work gloves, hearing protection, respirators and filters, steel-toed boots, fall-protection harnesses, high-visibility vests, rain gear, eye protection, etc.) – installation and use of properly maintained safety features on equipment (roll-over protection systems on mobile equipment, guarding and lock-out mechanisms on machinery, guard rails and fall-arrest systems on personnel lifts, etc.) – job and task rotation, plus regular opportunities for rest (breaks), hydration, and nutrition – hygiene practices (hand-washing, etc.)

Core Competencies By the end of the program, participants should be able to	Specific Outcomes (related to the Core Competencies) By the end of the program, participants should be able to
	<p>C3 demonstrate awareness of the possible adverse consequences of failure to</p> <ul style="list-style-type: none"> – recognize, interpret, and heed warning signage – communicate health-related concerns in timely fashion (ask questions, report to supervisor, report to first aid attendant, etc.) – apply common-sense, injury-prevention strategies and use protective equipment <p>C4 recognize the worker’s responsibility in relation to the harm-prevention systems and strategies associated with seasonal agricultural work</p> <p>C5 demonstrate a capacity to ask safety-related questions and obtain a needed preventive response in a work situation</p>