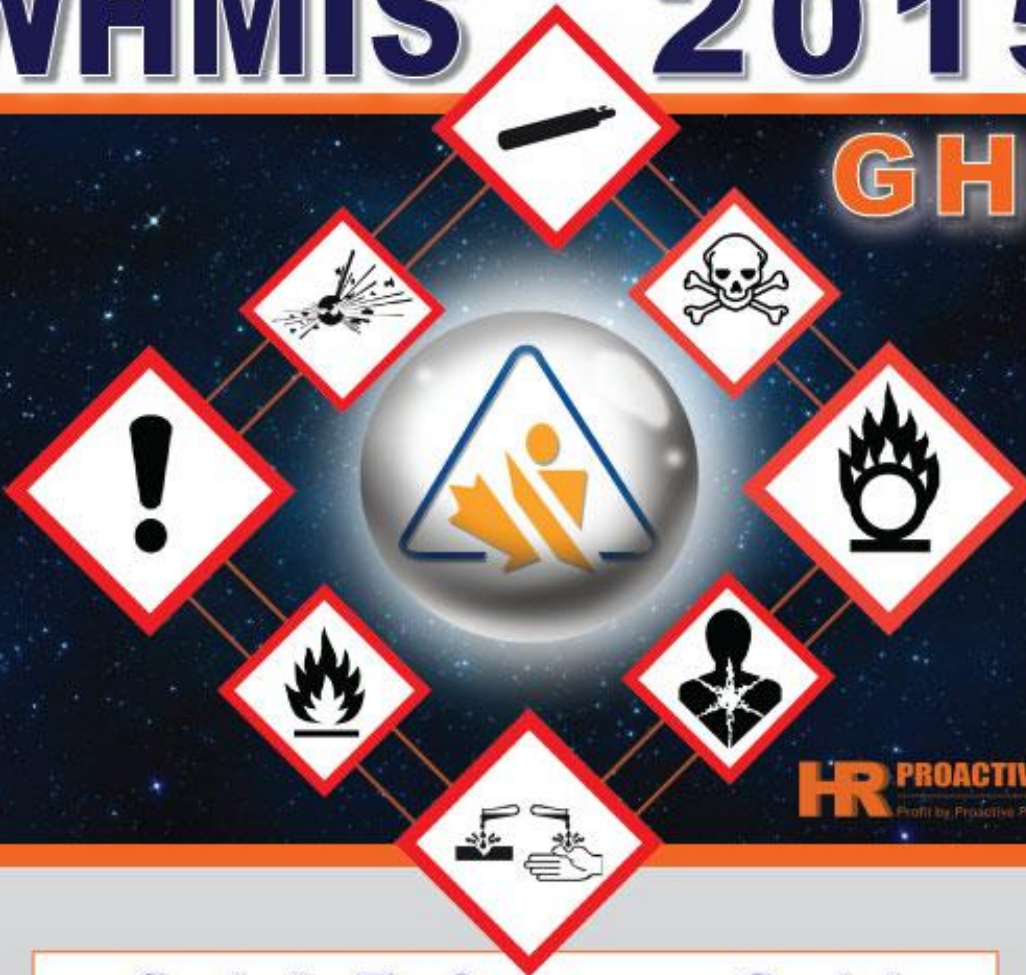


# WHMIS 2015 GHS

Leader Guide

# WHMIS 2015

## GHS



**HR PROACTIVE Inc.**  
Profit by Proactive Prevention™

### Quick Reference Guide



Flammable



Health Hazard



Toxic



Oxidizer



Corrosive



Irritant



Compressed Gas



Explosive



Biohazardous  
Infectious Materials

1-888-552-1155

[www.hrproactiveinc.com](http://www.hrproactiveinc.com)

## TABLE OF CONTENTS

<b>Workshop Overview</b> .....	<b>1</b>
Workshop Objectives .....	1
How to Use the Leader Guide .....	1
Workshop Design.....	1
Optional PowerPoint Presentation .....	2
How to Customize the Workshop .....	2
Guide Format and Intent .....	3
Workshop Activity Outline .....	4
Target Audience.....	5
<b>Workshop Preparation</b> .....	<b>5</b>
Contacting Participants .....	5
Location Requirements, Materials and Equipment.....	5
Preparation Checklist .....	7
Suggested Agendas.....	9
<b>Workshop Training Records</b> .....	<b>10</b>
<b>Measuring the Effectiveness of the Workshop</b> .....	<b>11</b>
Measuring Participants Learning During the Workshop Session .....	11
Using the Evaluation/Feedback Form .....	11
Measuring Participant Learning After the Workshop Session .....	11
<b>Workshop Facilitation Tips</b> .....	<b>12</b>
<b>Workshop Orientation</b> .....	<b>14</b>
Introduction.....	14
Icebreaker .....	14
Participant Expectations.....	14
Housekeeping .....	15
<b>Learning Objectives</b> .....	<b>16</b>

<b>Introduction to WHMIS 2015 GHS</b> .....	<b>17</b>
WHMIS Three Main Parts .....	18
Signal Words.....	19
<b>Labels</b> .....	<b>19</b>
Supplier Labels.....	20
Workplace Labels.....	22
<b>Safety Data Sheets (SDSs)</b> .....	<b>24</b>
SDS Sections.....	25
<b>Hazards</b> .....	<b>34</b>
Hazard Groups .....	34
Hazard Control.....	34
Personal Protective Equipment.....	34
Hazard Classifications (Classes and Categories).....	35
Pictograms .....	37
Hazard Classes .....	38
Consumer Product Symbols .....	46
<b>Rights and Responsibilities</b> .....	<b>60</b>
<b>Self-Check</b> .....	<b>62</b>
<b>Summary</b> .....	<b>67</b>
<b>Glossary of Terms</b> .....	<b>68</b>
<b>References</b> .....	<b>74</b>

## Workshop Overview

### Workshop Objectives

This guide presents a workshop design for education and training under Workplace Hazardous Materials Information System (WHMIS). The goal of the workshop is to give employees (participants) knowledge and information which they can understand and apply to protect their health and safety every day in the following areas:

- Workplace Hazardous Materials Information System (WHMIS)
- Labels - Supplier and Workplace
- Safety Data Sheets (SDSs)
- Health and Physical Hazards
- WHMIS Pictograms
- Rights and Responsibilities

### How to Use the Leader Guide

This guide is intended to be used by the workshop leader and should not be distributed to participants. It includes instructions for organizing and running a successful workshop.

It is recommended that the workshop leader become familiar with all material related to this workshop, including the Leader Guide, Participant Guide, PowerPoint and video DVD presentations. This guide is indexed so that the workshop leader can refer to corresponding material in the PowerPoint presentation and participant guide.

### Workshop Design

The workshop offers the following features:

- Experiential learning that concentrates on developing knowledge and abilities through the experiences of the participants;
- Practical techniques that can be used on the job;
- The encouragement of learning from the knowledge and experiences of the workshop leader and participants;
- A participant guide that provides reference material based on workshop concepts and techniques;
- A WHMIS 20-minute video DVD that can be shown as an introduction to, or to further emphasize workshop content; and



- A PowerPoint presentation that can be shown during the workshop and can be printed in handout format for participants to take away.

### **Optional PowerPoint Presentation**

To use the PowerPoint presentation included with this kit, you will need:

- A computer with PowerPoint or a PowerPoint viewer installed; and
- A projector connected to the computer being used for the training session.

*Note: It is important to test the functionality of your equipment before using the presentation to prevent delays.*

### **How to Customize the Workshop**

Customizing the workshop greatly enhances its value to participants. The following suggestions may be helpful:

- Before conducting the workshop, obtain information about the organization and the participants, their jobs and any specific product that they may encounter in the workplace;
- Consult colleagues about controlled products used in the workplace to build a larger base of knowledge and understanding of the topic as well as collect relevant examples;
- Customize the participant guide for the organization and the particular participants attending;
- Alter the workshop outline and/or timing to reflect the needs of the audience. Use examples to which the audience can relate; and
- If it seems useful and time permits, allow discussion to continue beyond the recommended time frame. Always remember to process each activity thoroughly as it is important that participants are able to fully experience each activity.

A short video can provide an additional form of learning and be an effective change of pace from the experiential learning on which the remainder of the workshop is based. It is suggested that the video DVD be inserted in Lesson 2.

The workshop can also be customized to include training on the employer's Health and Safety policy. This optional step is best done in Lesson 7.

There are two suggested agenda options outlined in the Suggested Agendas section of this guide which can be adjusted to suit the needs of the group and workshop leader.

## Guide Format and Intent

The workshop presented in this guide highlights the major areas of WHMIS in the workplace. The guide is divided into four parts:

Title	Description
Part I - Workshop Overview	Provides an overview of the workshop design, workshop preparation instructions, evaluations techniques and tips to facilitate the session.
Part II - Introduction to WHMIS Workshop Activities	Provides the following: <ul style="list-style-type: none"> <li>• Detailed instructions on how to conduct each of the workshop activities</li> <li>• All reference materials required to explain activities and to conduct lectures</li> <li>• WHMIS 20-minute video DVD</li> <li>• All associated participant handouts, and PowerPoint presentation</li> </ul>
Part III - Glossary of Terms	Provides a glossary of WHMIS terms.
Part IV - Participant Guide	Provides workshop reference materials for reproduction and distribution to participants.  <i>The PowerPoint slides included in this kit may be printed out as a handout. Select the option to print handouts and request 3 slides per page.</i>

Although the workshop is complete, the design is flexible and can be customized to various groups and time frames. Its primary focus is to provide an environment that promotes learning through experience and encourages the transfer of these experiences and knowledge to the job.

## Workshop Activity Outline

The workshop activities presented in Part II are divided into 8 lessons:

Lesson	Title	Description
1	Workshop Orientation	Sets out the framework of the workshop, discusses the workshop objectives and agenda, describes responsibilities, and provides an opportunity for an icebreaker or group activity and the participants to identify their workshop expectations.
2	Introduction to WHMIS 2015 GHS	Participants will gain a general overview of the Workplace Hazardous Materials Information System (WHMIS), the Globally Harmonized System for Classification and Labelling of Chemicals (GHS) and the main parts of WHMIS: Hazardous Material Container Labels, Safety Data Sheets, and Education.
3	Labels	Participants will examine the different types of labels: supplier labels and workplace labels and when they are to be used. Participants will have an opportunity to practice labelling and apply what they have learned.
4	Personal Protective Equipment	Participants will gain a general overview of what personal protective equipment (PPE) is and its purpose, and employers' responsibilities to ensure workers have, and are trained, on the applicable PPE to work safely.
5	Safety Data Sheets (SDSs)	Participants will learn the key information about a hazardous product through the review of a SDS that matches a product used in their work area.
6	Hazards	Participants will review the hazard groups, pictograms and hazard classes: health hazards, physical hazards, and environmental hazards. Precautions for safe handling and storage will be discussed.
7	Rights and Responsibilities	Participants will learn what the rights and responsibilities of employers, workers, and suppliers are under WHMIS.



8	Wrap-up and Evaluation	Provides an opportunity to summarize workshop contents and distribute handouts, quiz, including course evaluation sheet.
---	------------------------	--

### **Target Audience**

This workshop is intended for all employees who work with or near hazardous workplace materials. The course content within this workshop is a general overview of WHMIS and can be used for annual retraining of employees and for new hires. Ideal classroom size for Instructor-led training is no more than 25 participants.

### **Workshop Preparation**

#### **Contacting Participants**

Participants should be contacted well ahead of the scheduled workshop date and notified of the following:

- Workshop leader's name and position or trainer's name and professional history
- Workshop location
- Date(s) and times
- Workshop goals and objectives
- A brief outline of the topics to be covered

Participants should also be advised that the workshop is based on an experiential learning model and involves the group's active participation. They will be encouraged to work with new ideas and approaches and will be given an opportunity to practice what they have learned. (Refer to document - Workshop Details and Agenda)

#### **Location Requirements, Materials and Equipment**

It is important to choose a location that has access to the following:

- Ample wall space for posting group information
- Space that can accommodate a number of round tables and chairs
- Extra tables for workshop leader materials
- Refreshments
- Flipchart easel(s) and flipchart paper

- Laptop with media player
- Audio/visual equipment including overhead projector and PowerPoint projection system

All of the activities in Part II specify the materials that are required for each activity.

The Preparation Checklist on the following page lists the materials and equipment required for the workshop. Other equipment and materials not itemized may be necessary if the workshop leader alters the workshop design.

The workshop leader should arrive early to allow sufficient time for workshop preparation and set-up including checking materials, arranging the room and ensuring that equipment is functioning properly.

### Preparation Checklist

1. WHMIS 2015 (GHS) Leader Guide \_\_\_\_\_
2. Reproduced Participant Guide(s) \_\_\_\_\_
3. Pre-Post Assessment Quiz \_\_\_\_\_
4. Workshop Sign-in Sheet \_\_\_\_\_
5. Evaluation/Feedback Forms \_\_\_\_\_
6. WHMIS 2015 GHS video DVD (optional) \_\_\_\_\_
7. Safety Data Sheets (SDSs) (e.g., SDSs that match products used in the workplace or work area) \_\_\_\_\_
8. One (1) box with Workplace Personal Protective Equipment (PPE): gloves, safety glasses, goggles, apron, face shield, dust mask, safety vest, hard hat, earplugs, biohazard bag or container, hand sanitizer. (Any equipment missing from the above list that is used in your workplace; please add these items to the box before class) \_\_\_\_\_
9. First Aid Kit (optional) \_\_\_\_\_
10. Overheads/PowerPoint Presentation (optional) \_\_\_\_\_
11. Computer and projection system  
*If using PowerPoint presentation and/or video DVD. <sup>1</sup>* \_\_\_\_\_
12. Participant Name tags \_\_\_\_\_
13. Two or more newsprint flipcharts \_\_\_\_\_
14. At least one flipchart easel \_\_\_\_\_
15. Two packages of non-bleeding felt markers \_\_\_\_\_
16. Masking tape \_\_\_\_\_
17. Prepared flipcharts for activity instructions and workshop orientation \_\_\_\_\_

---

<sup>1</sup> Note that PowerPoint/DVD software or viewer/media player must be installed on the presentation computer.

- 18. A watch or clock for timing activities \_\_\_\_\_
- 19. Refreshments for breaks  
*(if appropriate)* \_\_\_\_\_
- 20. Water and glasses on tables \_\_\_\_\_

SAMPLE

## Suggested Agendas

### Option 1:

This material can be used as recurrent training, by showing the WHMIS video, handing out the participant guide and leading a group discussion with a question and answer period. You can then follow-up with the Post Assessment Quiz and correct with participants.

Estimated time: 1 – 1.5 hours.

### Option 2:

The material and activities are intended for a half-day workshop with one fifteen-minute break.

*Note: There are a number of Stop and Think Activities and Group Activities in this program and due to timing of the workshop, you may wish to have workshop participants complete a few activities after the session.*

The following agenda is provided as an example, and should be modified to fit the individual needs of the group. Participants should be provided with an agenda approximately one week prior to the workshop.

**WHMIS 2015 GHS**  
**September XX, 20XX**  
**Boardroom A, ABC Company**

(Half-Day Version)

Activity	Estimated Time Requirement
<b>Lesson 1</b> – Orientation	15 minutes
<b>Lesson 2</b> – Introduction to WHMIS 2015 GHS/Video or PowerPoint	35 minutes
<b>Lesson 3</b> – Labels	35 minutes
<b>Lesson 4</b> – Personal Protective Equipment	5 minutes
Break	15 minutes
<b>Lesson 5</b> – Safety Data Sheets	30 minutes

<b>Lesson 6</b> – Hazards	55 minutes
<b>Lesson 7</b> – Rights and Responsibilities	10 minutes
<b>Lesson 8</b> – Wrap-up, Quiz and Evaluation	15 minutes
<b>Total</b>	<b>3.5 hours</b>

## Workshop Training Records

Keeping accurate training records for each of your employees is an important part of your health and safety program. Proper recordkeeping will enable your company to pass third party audits or inspections. As part of an investigation or routine inspection, your provincial or territorial Labour Ministry or similar may request to see these records for proof of training, etc. Therefore, maintaining up-to-date training records for each employee is essential. Failure to comply or provide records can cause legal problems. You may also be audited by your customers, or other recognized organization. All of these organizations will expect your company's records to comply with their inspection criteria.

Training records also play an increasingly important part in helping you enable the effective running of your business or organization. This information can assist you with recruitment and training, performance reviews, and career advancement.

Training records should include at a minimum the following:

- Employee name, department;
- What training was provided for each competency level across each skill;
- When and where was this training, skill and knowledge provided;
- Proof and evidence of employee's competence level(s), including statements of compliance and sign-off sheets if required; and
- Copy of the completion certificate retained in the employee's file.

You will note that there are 2 options on the video menu, one of which includes a built-in quiz. For participants viewing the video independently if they get a quiz question wrong, they will be given the opportunity to reread the question and select the correct answer. At the end of the quiz participants will be given a Confirmation Number. This number is a set value and will not populate. For recording purposes, it is suggested you have the participant sign an acknowledgement slip, dated and authorized by the reporting supervisor confirming training occurred, filing the completed quiz (paper copy version), and/or by leading a discussion with the participant on the content covered in the training material and making note in their personnel file.



## Measuring the Effectiveness of the Workshop

### Measuring Participants Learning During the Workshop Session

Participant learning will be measured at the conclusion of the session and will be evaluated by peers and self.

### Using the Evaluation/Feedback Form

The Evaluation/Feedback Form measures participants' response to various elements of the workshop including workshop location, content, workshop leader, and activities.

### Measuring Participant Learning After the Workshop Session

While the Evaluation/Feedback Form gives participants an opportunity to comment on elements of the workshop, it does not provide the employer or the workshop leader with any indication of whether or not what has been learned is actually being applied in the workplace.

The following are some suggested ways in which the workshop leader and/or the employer can measure or evaluate the transfer of learning from the workshop to the workplace.

Transfer of learning can be measured by:

- Observation
- Follow-up interviews
- Questionnaires

Sources of the above information may include:

- Workshop participants
- Participants' supervisor(s)
- Persons who interact with workshop participants on the job

### Time Frame

The evaluation of transfer of learning to the workplace usually is completed six weeks to six months after the workshop.

## Workshop Facilitation Tips

A good workshop leader contributes both process and structure to group interactions. A workshop leader assists and enables the group by providing support in functioning effectively.

The following tips will help you prepare for and facilitate this session.

1. **Know the participants.** Gather as much information as you can about the participants and the organization.
2. **Stay neutral.** Focus on the process. Use questions and suggestions to offer ideas but do not impose opinions on the group.
3. **Active listening.** Use active listening skills to facilitate group participation.
4. **Paraphrase.** Use paraphrasing to clarify and reinforce ideas.
5. **Ask questions.** Effective questioning can invite participation, gather and probe for information. This is your most important tool.
6. **Provide participants with meaningful feedback.**
7. **Use a flipchart.** The flipchart is an effective tool for ensuring that participant ideas are documented completely and accurately.
8. **Keep time.** Time guidelines have been established for each lesson and activity. Enforcing time guidelines keeps the group focused.
9. **Redirect.** When you are asked a question, redirect it to another participant to get an answer. This stimulates group interaction.
10. **Clarify assumptions.** Participant assumptions should be understood and sometimes challenged by the group.
11. **Build on ideas.** Don't just record individual ideas; get participants to build on each other's comments and ideas so that the recorded points represent the collective thinking of the group.
12. **Have the group evaluate the process.** Tell the group how they look to you and ask them how they think they are doing. Have participants interpret their own and each other's actions as well as provide solutions to problems when necessary.
13. **Summarize.** Workshop leader summarize to start, revive and to end a discussion.
14. **Let the group decide whether to pursue sidetracks.** Let the group know when they are off track. They should decide whether to pursue the discussion or get back to the agenda (with consideration for timing).
15. **Use a parking lot.** Record questions and sidetracks for further discussion or other agendas on flipchart and post.

16. **Process each activity thoroughly.** It is important that participants are able to fully experience each activity.
17. **Practice, practice, practice!**

SAMPLE

## Workshop Orientation

Timing:  
15 Minutes

### Introduction

Workshop leader introduces self and provides a brief outline of his or her background.



### Icebreaker

#### Option 1:

Workshop leader asks participants to introduce themselves using an alliterative adjective such as, "I am jumpy Jane." The next person repeats the previous person's name and adds his/her own alliterative name.

The exercise continues with each person repeating each person's name that was said before until all participants have been introduced.

#### Option 2:

Workshop leader asks participants to say their name and the place they would most like to visit in the world. Other participants can then ask them what it is about that particular place that appeals.

---

### WORKSHOP LEADER NOTE

#### Ice Breaker for Workshops - Ground Rules:

- **Time it.** Workshop icebreakers are meant to introduce the workshop itself. They shouldn't be too short or over run. The length should be proportionate to the time allocated to the orientation session itself.
- **Be considerate.** Having a light hearted workshop icebreaker is fine. Ensure that no one feels awkward though. That would not set the tone well.
- **Keep dignity.** Make sure nothing compromises the dignity of anyone, particularly if participants don't know one another.

### Participant Expectations

Workshop leader asks each participant to state one expectation for the workshop. Responses are recorded on a flipchart and posted on the wall.

If one or more participants give the same response, the workshop leader places a checkmark beside the response.

### Housekeeping

Workshop leader gives participants information regarding breaks, lunch, washroom facilities and reminds participants that no cell phones are permitted during the session.

NOTES



A series of horizontal lines for taking notes. A large, light gray watermark reading 'SAMPLE' is diagonally oriented across the page, from the bottom left towards the top right.

## Learning Objectives

Slide  
1

Specifically, when you complete this training, you should be able to:

- Apply knowledge of the Workplace Hazardous Materials Information System (WHMIS) to your workplace.
- Describe the different requirements for supplier and workplace labels.
- Find information on the Safety Data Sheet (SDS) to use the product safely in your work area.
- Explain the health and safety hazards you may encounter.
- Identify the WHMIS pictograms and safety precautions to take when handling the product or material.
- Describe your rights and responsibilities as they relate to WHMIS legislation.



## Introduction to WHMIS 2015 GHS

Welcome to WHMIS 2015; short-form (acronym) for Workplace Hazardous Materials Information System. WHMIS is a Canada-wide system created by government, business and labour to protect the health and safety of everyone who works with or near *hazardous workplace materials*. WHMIS is enforced by the Labour Branch of Human Resources Development Canada for federal workplaces and by the provincial or territorial agencies responsible for occupational health and safety for most other workplaces. Health Canada is the government body responsible for making the required changes to the overall federal WHMIS-related laws.

Timing:  
35 Minutes



Slides  
2-5

Canada has aligned WHMIS with the Globally Harmonized System of Classification and Labelling of Chemicals (GHS). GHS was developed by the United Nations to establish globally a common set of rules for classifying hazardous products, labels, and a standard format for Safety Data Sheets or SDSs (formerly known as Material Safety Data Sheets or MSDSs). GHS does not replace WHMIS. Employers will need to comply with the new WHMIS 2015 requirements as there are some important changes from WHMIS 1988.

In February 2015, Canada amended the *Hazardous Products Act* and published the *Hazardous Products Regulations* in order to incorporate GHS into WHMIS.



**W**ORKPLACE  
**H**AZARDOUS  
**M**ATERIALS  
**I**NFORMATION  
**S**YSTEM

A *hazardous product* is the name given to a product, material or substance that is capable of posing significant risk to health, safety and property. The products meet one or more of the classification criteria of the *Hazardous Protection Act* and regulations. These products are regulated by WHMIS 2015 and fall into one or more hazard classes – each uniquely identified by a pictogram for quick recognition.

Slide  
6