

Purpose

In this lesson, students learn about the various risks associated with workplace violence.

British Columbia Planning 10 Curriculum Connections

Prescribed Learning Outcomes	Suggested Achievement Indicators
<p><i>It is expected that students will:</i></p> <ul style="list-style-type: none"> Analyse practices associated with work-related risk reduction and injury prevention 	<p><i>Students who have fully met the prescribed learning outcome are able to:</i></p> <ul style="list-style-type: none"> Create a list of factors that contribute to making workers and workplaces physically and emotionally safe (e.g., safety training programs, team building, harassment policies) Describe and discuss standard guidelines and procedures for reducing risk and injury in the workplace (e.g., following established safety guidelines such as those set out by the Workers' Compensation Board, knowing own abilities and limits, using safety and personal protective equipment, knowing where to go to address a problem) Propose strategies to minimize workplace hazards Apply hazard recognition, risk management, and effective communication skills in simulated workplace situations

Teaching Strategies

- Brainstorm
- Discussion
- Group design project

Suggested Time

- 1-2 hours, plus out-of-class time as required

Materials and Resources

- Student Handout 21: Hazard Alert—Chasing shoplifter results in injury*
- Student Handout 22: Safety Tips for Preventing Workplace Violence*

Assessment Strategies

- Assessment Tool 7: Workplace Violence*

Preparation

Print copies of the student handouts and review them before teaching the lesson. For student handout 21 (the Hazard Alert), you may choose to display this as an overhead or computer projection instead of distributing it to students.

Obtain at least one copy of each of the following resources, both downloadable in PDF form from WorkSafeBC.com:

- *Take Care: How to Develop and Implement a Workplace Violence Prevention Program*
- *Preventing Violence, Robbery, and Theft*



1. **Introduce** this lesson by explaining that violence in the workplace is a potential source of injury or even death for workers. Although most workers will never experience any form of workplace violence, recognizing the risks is an important strategy for all workers.
2. **Brainstorm** the types of work situations where workers might be exposed to the risk of violence. Guide the brainstorm to ensure the following factors are included:
 - Any work involving money transactions
 - Selling alcohol or tobacco
 - Providing security
 - Delivering social services
 - Any job involving working alone
3. Next, **ask** students to brainstorm the types of workplaces where young workers are most likely to be exposed to a risk of violence. Students' brainstorms should include:
 - Retail businesses (e.g., grocery stores, video stores, clothing stores, gas stations)
 - Restaurants
 - Community/recreation facilities
4. **Distribute** (or display) the Hazard Alert scenario from *Student Handout 21*, which outlines an actual case example of a worker being injured on the job due to an incident of violence. Discuss as a class. Ask students if they know or have heard of any other incidents of workplace violence.
5. **Distribute** *Student Handout 22*. Explain that the left-hand column contains a series of steps employers should take to minimize the risk of workplace violence. Have students work in pairs to identify the corresponding action, for each step, that workers can take to help ensure they remain safe on the job. Allow 5–10 minutes for them to complete the exercise, then bring the class back together to discuss. Remind them that, while it is the employer's responsibility to make the work environment as safe as possible, it is the employee's responsibility to pay attention and follow safety procedures, and to ask questions when anything is unclear.
6. **Divide** the class into small groups. Have each group select a particular type of workplace where violence could occur (e.g., grocery store, video store, clothing store, gas station, restaurant, recreation centre), and "design" an ideal safety environment for that workplace. Students may choose to create their designs as 3-D models, dioramas, posters, computer graphics, tableaux, etc. Their designs should be annotated in some way to explain each risk and corresponding safety feature.

Have copies of the two resources (*Take Care* and *Preventing Violence, Robbery, and Theft*) available for students to refer to as they conduct their work.
7. **Provide** an opportunity for students to share their completed designs with each other for questions and feedback.

8. **Conclude** the lesson by reminding students that the strategy for hazard control can be used in relation to all workplace risks, including cases of workplace violence:

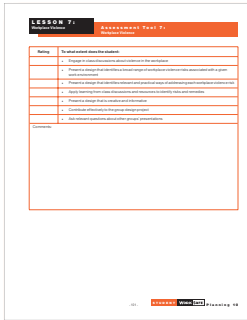
See it.



Think it.



Do it.



Assessment

- Use *Assessment Tool 7: Workplace Violence* to assess students' work in this lesson.

Extension

- Encourage students to share their safe work environment designs with relevant employers in the community.