

Lesson At A Glance

Length	1 hour
Learning Objectives	<p>Students will:</p> <ul style="list-style-type: none"> • define hazard • evaluate hazardous situations to enact a proactive response • demonstrate a knowledge of basic workplace safety regulations by identifying hazards in the workplace
Teaching Strategies	<ul style="list-style-type: none"> • transparencies • catch phrases • cooperative groups • questioning • group presentations
Equipment/Instructional Aids	<ul style="list-style-type: none"> • overhead projector • flipchart/whiteboard • visual laminate cards (produce into overheads) • Student Handouts (photocopy for class)
Assessment Strategy	<ul style="list-style-type: none"> • group scenario activity • worksheet activity

Lesson Breakdown

15 min.	Introductory Activity - Define the word "hazard".
25 min.	Group Learning Activity - Hazard Recognition Scenarios
20 min.	Group Learning Activity - Work Experience Activities

Purpose

This module is designed to help the students become aware of their ability to affect the outcome of a potentially hazardous workplace situation and to develop the students' evaluation skills by assessing the dangers associated with high risk work activities

Learning Objectives

Students will be able to:

- define hazard
- evaluate hazardous situations to enact a proactive response
- demonstrate a knowledge of basic workplace safety regulations by identifying hazards in the workplace

Duration

1 hour

Instructional Materials

Visuals & Overheads

(optional: produce visuals into overheads)

1. Six Visual Laminate Cards (Hazard Recognition Scenarios)

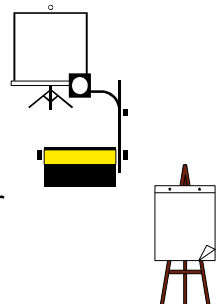
Student Handouts

(photocopy for students)

1. Hazard Recognition Activity Worksheet
2. Mark Ignores the Rules
3. Safe Work Practices

Equipment

1. Overhead Projector and screen
2. White board or flipchart and paper
3. Markers



Introduction - 15 min.

Discuss

Let's spend a few minutes discussing the homework assignment from the last lesson (Mel Camilli injured worker profile). What are some questions you think Mel could have asked prior to his accident?

- What are the hazards of the job?
- Have I received the proper training?
- Are safe work procedures being followed?
- Is the equipment regularly maintained and serviced?
- Am I wearing the appropriate personal protective equipment?

Introduce

This lesson is designed to establish a framework for dealing with hazardous situations at work.

Ask

How would you define the word "hazard"?



Suggested Response

A hazard is an action or situation that could cause injury or death.

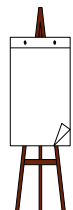
Ask

What are some hazards you can think of that were mentioned in our last class?

Record

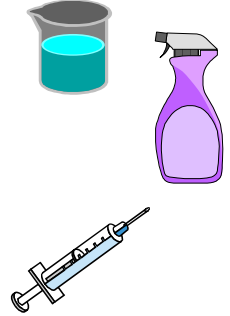
Write some of the responses on a flipchart or white board under four categories: Physical, chemical, ergonomic and biological.

Ask for various examples for each category of hazard.



Suggested Responses

- physical hazards (slipping/tripping hazards, unstable ladder, using saw without guard, dealing with violent customers)
- chemical hazards (unsafe handling of chemicals, improper use of chemical substance, prolonged exposure to fumes)
- ergonomic hazards (improper lifting, repetitive motions, overextending, long periods at computer)
- biological hazards (contact with needle stick, contact with bodily fluids)



Comment

Let's review the three steps to controlling a hazard.

Write steps on board:

Recognition
Evaluation
Control



Ask

Can you remember a simpler way of remembering these three steps?

Suggested Response

See it.



Think it.



Do it.



Comment

“See it. Think it. Do it.” will become the theme of this program and we are going to apply these elements in the next activity.

Group Learning Activity - 25 min.

Comment

Before we start the next activity, let's review the questions you can ask when analyzing a hazardous situation.

Discuss

See It. Questions to ask:

What is unsafe? How many unsafe acts or conditions can you find? What are the hazards?



Think It. Questions to ask:

Why is it a hazardous situation? What could happen? What is creating the hazard?



Do It. Questions to ask:

What could be done to prevent an accident from happening? What could minimize the risk? What could be done to eliminate or minimize the hazard?



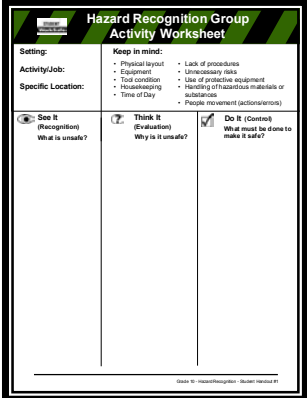
Group Learning Activity - continued

Divide class into groups of 5 - 6 students for this activity.

Distribute one Hazard Recognition Visual (#1-6) and Student Handout #1 to each group.

Have groups brainstorm ideas and answers to the questions on Student Handout #1.

Use the See it. Think it. Do it strategy



The image shows a worksheet titled "Hazard Recognition Group Activity Worksheet". It is divided into several sections for data collection and analysis. At the top, it lists "Setting:", "Activity/Job:", and "Specific Location:". To the right, under "Keep in mind:", there are two columns of bullet points: "Physical layout", "Equipment", "Tool condition", "Housekeeping", and "Time of Day" on the left; and "Lack of procedures", "Unnecessary tasks", "Use of protective equipment", "Handling of hazardous materials or substances", and "People movement (actions/reactions)" on the right. Below these are three main columns for the "See it. Think it. Do it" strategy. The first column is "See it (Recognition)" with the question "What is unsafe?". The second is "Think it (Evaluation)" with "Why is it unsafe?". The third is "Do it (Control)" with "What must be done to make it safe?". At the bottom right, there is a small reference number: "OSHA 309 - Hazard Recognition (Student Handout #1)".

Student Handout #1

Ask each group to present their findings to the class. If Visual sets were made into overhead transparencies, use the overheads during the group presentations.

Teacher's Answer Key - Hazard Recognition

Visual Set - Warehouse Worker on Ladder



See it

(how many unsafe acts or conditions can you find?)

- reaching too high to lift box
- worker has leg on second rung of ladder
- worker in unstable position
- box could be too heavy to lift
- forklift is behind worker



Think it

(ask yourself, "Why is this a hazardous situation?")

- worker could fall off ladder
- another worker may operate forklift
- box could fall onto worker
- worker could get back strain



Do it

(In this scenario, suggest how an accident can be prevented from happening)

- do not stand on the top 2 rungs of ladder
- ensure ladder is in correct and secure position
- use proper lifting techniques
- ensure forklift driver is aware of worker on ladder
- ask for assistance with heavy boxes, if required



Visual #1
O/H #1

Visual Set - Cashier



See it

(how many unsafe acts or conditions can you find?)

- reaching over stacked items
- overextending arms
- item may be too heavy for lifting
- items not stacked properly



Think it

(ask yourself, "Why is this a hazardous situation?")

- strained arms, shoulder or back from awkward lifting
- items could fall on worker if knocked over
- if glass items broken, worker could get cut
- grocery items could fall off edge



Do it

(In this scenario, suggest how an accident can be prevented from happening)

- do not overextend or twist body
- use proper lifting techniques
- ask for assistance in lifting heavy items
- use proper posture while working



Visual #2
O/H #1

Teacher's Answer Key - Hazard Recognition

Visual Set - Deep Fryer



See it

(how many unsafe acts or conditions can you find?)

- worker not paying attention to task
- kitchen items too close to deep fryer
- second worker could knock over hot items
- worker's hair not tied back



Think it

(ask yourself, "Why is this a hazardous situation?")

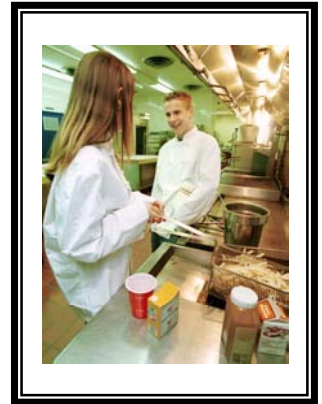
- hot oil could spat onto workers
- workers could get burned by hot oil or deep fryer
- kitchen items or utensils could fall into deep fryer
- worker's hair could get in the way



Do it

(In this scenario, suggest how an accident can be prevented from happening)

- pay attention to task
- remove items or utensils that are too close to deep fryer
- tie back hair
- ensure safe work procedures are followed for deep frying



Visual #3
O/H #3

Visual Set - Construction Worker



See it

(how many unsafe acts or conditions can you find?)

- wood items stacked in unstable position
- awkward lifting and handling of wood items
- extension cord across the work area
- worker not wearing safety gloves
- messy / cluttered area



Think it

(ask yourself, "Why is this a hazardous situation?")

- could get back injury from awkward lifting
- wood items or ladders could fall onto worker
- worker's hand could get cut or could get slivers
- worker could trip and fall on wood items on ground



Do it

(In this scenario, suggest how an accident can be prevented from happening)


- wear gloves
- use proper lifting techniques
- ensure path or walkway is clear
- move ladders and extension cord away from work area
- ask for assistance if required




Visual #4
O/H #4

Teacher's Answer Key - Hazard Recognition


Visual Set - Cleaning Grill

 **See it** (how many unsafe acts or conditions can you find?)

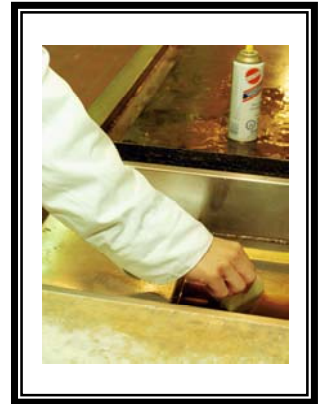
- grill could be hot
- cleaning sponge may not be appropriate
- long sleeve in the way
- aerosol can on top of possible hot oil

 **Think it** (ask yourself, "Why is this a hazardous situation?")

- flammable aerosol can could explode
- fingers could get burned from hot grill or oil
- long sleeve could get hot oil on it
- fingers could get burned from using small sponge

 **Do it** (In this scenario, suggest how an accident can be prevented from happening)

- remove aerosol can from hot area
- ensure proper apparel is worn (no wide sleeves or sleeves too long)
- ensure proper cleaning tools is used
- use safe work procedures for cleaning grill




Visual #5
O/H #5


Visual Set - Server

 **See it** (how many unsafe acts or conditions can you find?)

- overextending and awkward position
- glass items on tray unstable
- possible hot liquid in glassware
- reaching over another tray while trying to lift

 **Think it** (ask yourself, "Why is this a hazardous situation?")

- worker could get strained shoulder / neck from awkward position
- glass items from tray could fall and cut worker
- possible hot liquid from glasses could burn worker
- worker could fall from trying to balance tray

 **Do it** (In this scenario, suggest how an accident can be prevented from happening)

- remove possible items in the way (extra tray) before reaching for tray
- use proper lifting techniques
- ensure glassware is stable on tray
- ensure tray not too heavy for lifting off counter
- ask for assistance



Visual #6
O/H #6

Work Experience Learning Activity - 20 min.

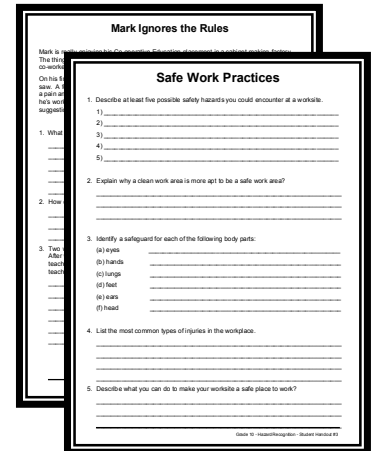
Comment

The next activity will give you an example of a situation you could face on a work experience.

Divide students into groups of 2.

Distribute Student Handout #2 and 3 to students.

Ask students to brainstorm responses to questions on the handouts and then have class discussions on the the answers. See the following pages for answer keys.



Mark Ignores the Rules - Answer Key

Mark is really enjoying his Co-Operative Education placement in a cabinet-making factory. The thing he likes best about the job is the friendly atmosphere - he gets along with his co-workers very well.

On his first day, Mark's supervisor instructs him on the proper use of the electrical bench saw. A few days later, Mark's buddy, Jim, tells him to ignore using the safety guard. "It's a pain and it slows you down" Jim tells Mark. Mark decides Jim is probably right since he's worked there longer and doesn't want to hurt Jim's feelings by ignoring his suggestion. Mark decides not to use the safety guard.

1. What are the possible consequences of Mark's decision?

- * **serious injury - finger or fingers could be cut off**
- * **reprimand from his supervisor - possible removal from placement**
- * **delay in completion of work experience assignment**
- * **possible removal from Co-Operative education program**

2. How could Mark have handled Jim's remark differently?

- * **Mark could tell Jim that he intends to follow the safety rules**
- * **Mark could tell Jim that he was trained and instructed to use the safety guard**
- * **Mark could not comment on the remark and follow the rules anyway**

3. Two weeks later, Mark's supervisor discovers Mark has been ignoring the safety rules. After warning Mark of the seriousness of this, he contacts his Co-Operative Education teacher to discuss a possible dismissal. What should the Co-Operative Education teacher do?

- * **remove Mark from placement immediately**
- * **remove Mark from placement if and when rules are ignored again**
- * **dismiss Mark from Co-Operative Education**

Safe Work Practices - Answer Key

1. Describe at least five possible safety hazards you could encounter at a worksite.
 - 1) **liquids spilled on floor**
 - 2) **hot objects**
 - 3) **lifting heavy objects improperly**
 - 4) **faulty equipment**
 - 5) **lack of training**

2. Explain why a clean work area is more apt to be a safe work area.
 - * **less likely for injury to occur**
 - * **debris will not get in the way of work**
 - * **tripping/slipping hazards**

3. Identify a safeguard for each of the following body parts.

(a) eyes	- safety goggles
(b) hands	- safety gloves
(c) lungs	- dust mask
(d) feet	- steel toed boots
(e) ears	- earplugs
(f) head	- hardhat

4. List the most common causes of injuries in the workplace.

Slips, trips and falls; improper lifting; overexertion; improper use of equipment; faulty equipment; improper storage or use of chemicals; falling objects, striking against objects; not using personal protective apparel

5. Describe what you can do to make your worksite a safe place to work?
 - * **follow all safety procedures, rules**
 - * **ensure you have adequate/proper training**
 - * **ask for assistance, if required**
 - * **use the See It, Think It, Do It strategy at the worksite**

Conclusion

Reflect on the hazard recognition activity and how they can affect the outcome of potentially hazardous workplace situations.

Review the See it. Think it. Do it strategy

