

Lesson At A Glance

Length	1 hour
Learning Objectives	<p>Students will:</p> <ul style="list-style-type: none"> • identify characteristics of the work environment • recognize the impact of unsafe work practices and the effects on life • assess the dangers associated with high risk activities • state a proactive attitude toward safety in the workplace
Teaching Strategies	<ul style="list-style-type: none"> • video presentation • in-class discussion • personal reflection • critical thinking • questioning
Equipment/Instructional Aids	<ul style="list-style-type: none"> • VCR / TV monitor • flipchart/whiteboard • “Safety and the Young Worker” video • Student Handouts (photocopy for class)
Assessment Strategy	<ul style="list-style-type: none"> • reflection activity • case study

Lesson Breakdown

10 min.	Introductory Activity - Safety on the Job
45 min.	Learning Activity - “Safety and the Young Worker” Video and Video Guide Activity
5 min.	Conclusion / Homework Assignment

Purpose

This module is designed to introduce students to the issues surrounding health and safety in the workplace and to help students become aware of their ability to affect the outcome of a potentially hazardous workplace situation.

Learning Objectives

Students will be able to:

- identify characteristics of the work environment
- recognize the impact of unsafe work practices and the effects on life
- assess the dangers associated with high risk activities
- state a proactive attitude toward safety in the workplace

Duration

1 hour

Instructional Materials



Order video by contacting Education Services at (604)233-4006 or 1-888-621-7233 (loc. 4006)

Video

1. Safety and the Young Worker (10 min.)

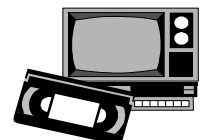
Student Handouts

(photocopy for students)

1. Safety and Young Worker Viewing Guide
2. Mel Camilli Profile

Equipment

1. VCR and TV
2. White board or flipchart and paper
3. Markers



Introduction - 10 min.

Comment

WCB statistics indicate more than 11,000 workplace injuries were reported in 2000 by workers between the ages of 15 and 24. That's 44 young workers injured every working day in B.C.

Job safety may not be something you think about; however, accidents can affect you for the rest of your life.

As a result, we will be thinking about potential worksites and that being safe on the job is an important aspect of maintaining and enjoying a long work career as well as a fulfilling life.

Discuss

What does a job represent to you?

What do you expect from a job?

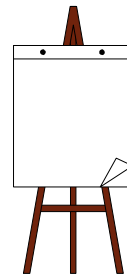
What do you hope to gain from working?



Record responses on whiteboard or flipchart.

Responses include:

- money
- self sufficiency
- prestige
- a lifestyle
- experience
- friends/network
- a career



Ask

How many of you have been hurt at work or know of someone who has had a workplace accident?

What are some injuries that could occur?

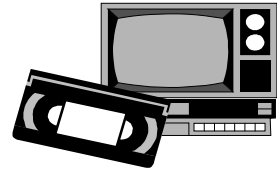
What are the consequences of a workplace injury?

Have students share their stories about a workplace injury.

Video Learning Activity - 45 min.

In this activity, students view a video involving safety and the young worker. They will respond to questions on a viewing worksheet, which will allow them to reflect on the consequences of unsafe work practices.

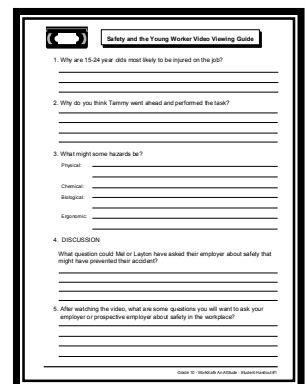
Safety & the Young Worker Video (10 min.)



Distribute Student Handout #1 to students.

Comment

We are now going to see a video produced by the WCB called, 'Safety and the Young Worker'. I will stop the video at certain points allowing you to think about and discuss the questions on this handout.



Safety and the Young Worker Video Viewing Guide

- Why are 15-24 year olds most likely to be injured on the job?

- Why do you think Tammy went ahead and performed the task?

- What might some hazards be?
Physical: _____
Chemical: _____
Biological: _____
Ergonomic: _____
- DISCUSSION
What question could Miller or Lepton have asked their employer about safety that might have prevented their accident?

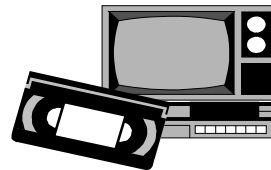
- After watching the video, what are some questions you will want to ask your employer or prospective employer about safety in the workplace?

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Video Learning Activity - continued

Review questions on handout with class.

Start Video



Pause (or stop) video at each pause sequence.



Discuss the handout questions at each of the pause sequences on the video. Have students write their thoughts on questions 1 to 3 on the handout.

Resume video. Pause or stop at final pause sequence at 7:00 on counter.

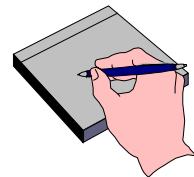
Introduce the video segment on Layton and Mel (injured workers). Their lives have been dramatically changed by workplace accidents. After viewing this video segment, you will pair up with a person and come up with a response to question 4 on the video viewing guide (Student Handout #1).



Video Learning Activity - continued

Finish watching video.

Pair up students and have them brainstorm the response to questions 4 and 5 on the handout.



Discuss

Have students share responses to questions 4 and 5 with class and discuss their responses.

Ask

How have the experiences of the people in these videos changed your attitude toward safety in the workplace?



List three things you would do to increase your safety level at work or at home.

Record student responses to questions above on flipchart or white board for reference.



Teacher's Answer Key
Student Handout #1



Safety and the Young Worker Video Viewing Guide

1. Why are 15-24 year olds most likely to be injured on the job?

- try too hard
- don't report unsafe conditions
- unfamiliar with workplace/machinery/equipment
- take risks
- insufficient training
- don't understand/recognize the dangers
- don't understand their rights and responsibilities



2. Why do you think Tammy went ahead and performed the task?

- unsure of her rights
- didn't want to appear foolish/unknowledgeable to her peers or boss
- overly self-confident
- enthusiasm for her job
- overly eager

3. What might some hazards be?

- physical electricity
 - excessive noise and vibration
 - excessive heat or cold
 - dust and fibers
 - being exposed to moving machinery parts
- chemical liquids (office supplies, cleaning products, paints, acids)
 - vapors and fumes (oxygen, acetylene, propane, carbon monoxide)
- biological unclean restrooms
 - improperly stored medical waste
 - mold, fungus, and mildew
 - bacteria and viruses
 - plants (poison ivy)
 - insect stings/animal bites
- ergonomic lighting
 - workstation layout
 - video display terminals
 - workplace surfaces
 - lifting
 - repetitive movements
 - posture

Teacher's Answer Key Student Handout #1



Safety and the Young Worker Video Viewing Guide

4. What question could Mel and Layton have asked their employers about safety that might have prevented their accident?
 - do I need to wear personal protective equipment?
 - what dangers might I anticipate while doing this job?
 - have I received the appropriate training required for this job?
 - is equipment checked and maintained on a regular basis?
 - who do I ask if I have questions concerning this job?

5. After watching the video, what is a question you will want to ask your employer about safety in the workplace?
 - random responses, depending on workplace experiences

Conclusion - 5 min.

Distribute Student Handout #2

Ask students to read and reflect on the Mel Camilli story as homework. Have them identify potential safety hazards around the home and be prepared to discuss findings in next class.

Student WorkSafe Program

I went through a tough year of computer training, because it was something my vocational school/teacher considered great for me to do. I've had it. I've been working at the WorkSafe Corporation for a long time as a computer programmer and analyst for the past few years. I design, build, and maintain the WSC's computer system. I really enjoy the job. It's some of the most mentally stimulating work I've ever done. It's a good career job. I've committed a lot of years to the most useful of my education that I got every day while studying.

I hang active outside of work and home. I've been playing wheelchair basketball and have been for the past few years. It's a great way to keep in shape. My intention has an intention to build an athletic wheelchair, powered by hand, with 48 gears. I got an idea for a month for a while. I recently got interested in a past hobby. We have a nice home in Dallas and we're planning a family. She says she that I can do what she likes to do.

My wife and I have done a lot of traveling. We've been to Hawaii, Los Angeles, Texas, Mexico, and spent our honeymoon in some great places. We plan to take a year off and go to Australia. We had great fun, but would definitely be easier without a wheelchair. I do get a tough working posture, especially on long drives. The work of the program on my bank today was. When I have my wife and I plan to get a couple of months -- more or less a school of finance -- and travel around North and South America.

Right now my life is very full and happy. I am really excited in a challenge, and plan to do all that's in my power to help them grow up as confident, hard-working adults. I'd like to tell you that it's a challenge, and maybe a little scary. I hope that I can be myself through to see my wheelchair used to go out.

Photo by: Michelle Alford - Student/Teacher

Comment

See It. Think It. Do It. Strategy can prevent accidents from happening.

