

Lesson At A Glance

Length	60 minutes
Learning Objectives	Students will: <ul style="list-style-type: none">• identify general and immediate type hazards• understand how eliminating or controlling hazards can help prevent injuries
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 and screen• overhead transparencies (produce from visual cards)• flipchart/whiteboard• visual laminate cards• Student Handouts (photocopy for students in class)
Assessment Strategy	<ul style="list-style-type: none">• brainstorming activity (scenarios)• presentation• case studies

Purpose

This module is designed to help students become aware of general and immediate type hazards in their everyday chores, tasks and activities.

Learning Objectives

Students will be able to:

- identify general and immediate type hazards
- understand how eliminating or controlling hazards can help prevent injuries

Duration

60 minutes

Instructional Materials

Visuals & Overheads

(optional: produce visuals into overheads)

1. Six Hazard Recognition Visual Laminate Cards

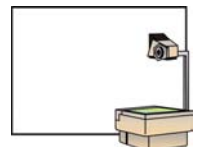
Student Handouts

(photocopy for students)

1. Hazard Recognition Questions
2. Hazard Recognition Activity Worksheets (#2-7)
3. Object Brainstorm Worksheet

Equipment

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



Note to Teacher

This module is designed to focus on the general or common type safety hazards that students may be exposed to in their everyday chores, tasks and activities. By focusing on these activities, students will learn how to recognize hazards and make their play and work safer. Students will develop the skills they need to recognize, evaluate and control hazards.

Common type hazards often include things or people that are in our immediate surroundings.

These types of hazards often are the result of:

- their own unsafe actions
- unsafe actions of others
- unsafe movement
- unsafe amount of space
- unsafe objects or equipment
- incorrect use of objects or equipment
- unsafe procedures or processes

Introduction

Discuss

Eliminating or minimizing the hazards will help prevent injuries when you play or when you do chores. The 3 steps to follow for recognizing a hazard are:

Introduction - continued

Discuss

See It (recognize)

What is unsafe? Do you see any unsafe behaviors or conditions? Can you think of some hazards that you cannot see or are not obvious? Who is at risk of getting injured?



Think It (evaluate)

What could happen? What kind of injury could happen (long term or band-aid)? Is someone doing something that should not be done?



Do It (control)

What could be done to remove a danger or risk? Or reduce the danger or risk? What could the parent, teacher, supervisor do to make the situation safer?



Learning Activity




Comment

In this activity, we are going to practice the three steps to hazard recognition.




Divide students into groups of 4 or 5.

Distribute Student Handout #1 (Hazard Recognition Questions) to groups. Then distribute to each group one visual laminate and one Student Handout Worksheet (#2 to 7) that corresponds with the visual laminate

Ask groups to study the visual laminate and answer the questions on Student Handout #1. All questions may not apply to the case studies. Have groups record their answers to the questions on their Student Handout worksheet.

HAZARD RECOGNITION ACTIVITY		See It, Think It, Do It! Questions
See It (Recognize)  What work is being done? Do you see some obvious hazards? Who is at risk? Can you think of some hazards that are not visible or obvious? Do you see any unsafe behaviour? Do you see any unsafe conditions or objects in the environment? What are the signals that something may become a hazard?	Think It (Evaluate)  What kind of accident or injury could happen here? (e.g. Serious injury? Band-aid injury? Long-term injury?) Is someone doing something in an unsafe way? Is someone not doing something that should be done? What training or preparation do these people need to do their job safely? What equipment do these people need to do their job safely? Are there any pressures that might make these people do their work in an unsafe way? (e.g. Time, supervisors, teacher demands, peer pressure)	Do It (Control)  What could be done to remove a danger or risk? What could be done to reduce the risk, if it can't be removed? How should people change their behaviour or attitudes? What could the teacher, parent, supervisor, friend) do to make the job safer? What would you do? How would you do it? Who would you need to talk to?

Student Handout #1

Grade 5 HAZARD RECOGNITION ACTIVITY Case Study Home 1	
CASE DETAIL Job: Cooking Dinner Scene: Kitchen We see: The oven door is open and a boy is bending over to pull out a pizza while he is on the cordless phone at the same time. The boy is using a long, trailing dish towel to protect his hand from the heat.	
See It (Recognize) 	Think It (Evaluate) 
Do It (Control) 	




Student Handouts #2-7

Learning Activity - continued

Facilitate group activity.

Ask one student from each group to present their answers to the class. Have the student read aloud the details of the case study to class before answers are presented. Teacher's answer keys on following page.

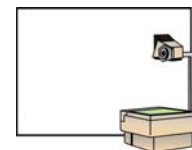


Grade 5	HAZARD RECOGNITION ACTIVITY	Case Study Home 1
CASE DETAIL Job: Cooking Dinner Scene: Kitchen		
We see: The oven door is open and a boy is bending over to pull out a pizza while he is on the cordless phone at the same time. The boy is using a long, trailing dish towel to protect his hand from the heat.		
See It (Recognize) 	Think It (Evaluate) 	Do It (Control) 

Case 1 - Hazard Control 1 (Home) - Student Worksheet

Note:

If overhead transparencies were made of the visuals, display the appropriate overhead for each group presentation.



Teacher's Answer Key - Hazard Recognition

Visual Set - Home 1 - Cooking Dinner



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

- talking on phone
- pizza is hot
- oven door open and hot
- using tea towel to take pizza out



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

- can drop phone
- can drop pizza and get burned
- can get burned by pizza
- tea towel can catch on fire



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

- use oven mitts instead of tea towel
- pay attention to task (do not talk on phone)
- pull oven grill out before picking up pizza
- ask for help from adult



Visual #1
O/H #1

Visual Set - Home 2 - Moving Lawn



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

- is mower unplugged
- no gloves, long pants or shoes
- mower cord tangled
- lifting heavy lawn mower



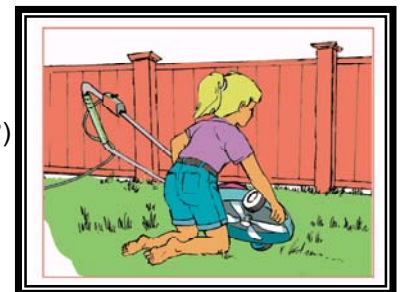
Think it (ask yourself, "Why is this a hazardous situation?")

- hands/fingers could get cut or amputated by mower blades
- possible tripping from tangled electrical cord
- objects could fly into eyes or onto bare legs or feet
- could step on broken objects with bare feet
- could get back strain from lifting heavy mower



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


- unplug mower
- wear safety eyewear, gloves, long pants and shoes
- use proper lifting techniques for lifting heavy objects
- ask for help
- use safe work procedures for cleaning lawn mower





Visual #2
O/H #2

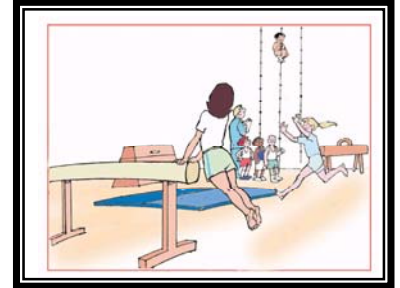
Teacher's Answer Key - Hazard Recognition

Visual Set - School 1 - Gymnastics

-  **See it** (how many unsafe acts or conditions can you find?)
- no spotter on beam or mat
 - no supervision
 - student could fall off beam
 - equipment too close together


-  **Think it** (ask yourself, "Why is this a hazardous situation?")
- student could get hurt on beam or mat
 - students could collide
 - possible strain from overexertion
 - students may not be following safe procedures


-  **Do it** (In this scenario, suggest how an accident can be prevented from happening)
- have spotters at every station
 - more space between equipment
 - ensure supervision
 - follow safe procedures




Visual #3
O/H #3

Visual Set - School 2 - Moving Boxes

-  **See it** (how many unsafe acts or conditions can you find?)
- lifting and carrying heavy boxes
 - students with boxes could bump into girls
 - boxes could drop onto boys and girls
 - girls not paying attention to oncoming boys

-  **Think it** (ask yourself, "Why is this a hazardous situation?")
- boxes could fall onto girls causing injuries
 - back strain/sprain from carrying boxes
 - boys could drop boxes onto themselves
 - boys could bump into girls causing injuries

-  **Do it** (In this scenario, suggest how an accident can be prevented from happening)
- use proper lifting and carrying techniques
 - ensure walkway/pathway is clear and visible
 - have another student guide the boys path
 - ask for assistance with heavy objects
 - use cart or dolly for moving boxes



Visual #4
O/H #5

Teacher's Answer Key - Hazard Recognition

Visual Set - Community 1 - Biking Riding



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

- car backing out of driveway
- girl on bike about to drive past driveway
- girl not looking at car backing out
- no protective safety gear (helmet)



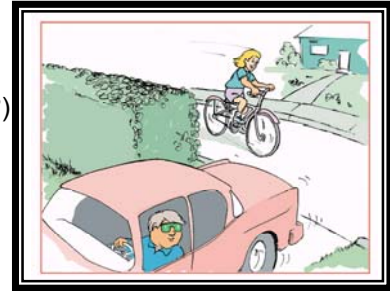
Think it (ask yourself, "Why is this a hazardous situation?")

- girl on bike could get hit by car - severe injuries
- girl could riding too fast - could fall
- falling off bike - scrap/cut/bruising injuries



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

- slow down - stop at driveway
- wear protective gear such as helmet and pads
- ride cautiously
- ensure full attention to surroundings while riding



Visual #5
O/H #5

Visual Set - Community 2 - Skateboarding



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

- boarding off curb onto traffic
- no protective gear (knee pads, helmets)
- dangling clothing
- barrel used for ramp



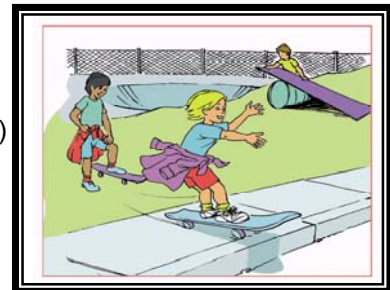
Think it (ask yourself, "Why is this a hazardous situation?")

- could get hit by car
- could trip over dangling clothing
- barrel could roll - ramp could collapse or move
- falling while skateboarding - scraps/bruises/head injury



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

- wear protective gear while skateboarding
- do not board off curb onto street with traffic
- use proper ramp
- stay inside playground park area
- wear or take off clothing



Visual #6
O/H #6

Object Brainstorm Learning Activity

Divide students into groups of 4.

Distribute Student Handout #8 to groups. Hand out an object to each group. If the object is too large to move, point it out in the classroom.

The worksheet is titled "Object Brainstorm - Hazard Recognition & Evaluation". It includes fields for "Name", "Date", and "Group Members". The main content is divided into four quadrants by a central box labeled "Our Object is:". The top-left quadrant asks "How many different accidents or injuries could this object cause?". The top-right quadrant asks "What if the object was in the wrong place?". The bottom-left quadrant asks "What if a person used the object incorrectly?". The bottom-right quadrant asks "What if the object is not in good working condition?".

Ask groups to discuss their object and brainstorm answers to these worksheet questions:

- How many different injuries or accidents could happen because of this object?
- What if it were in the wrong place?
- What if the person used it incorrectly?
- What if it were not in good working order?

Stress that deliberate injuries are not included in the list. Groups to record all their ideas on handout.

Assign one student from each group to present responses to another group (or to class).

If time permits, groups can trade papers and on the back of the paper, write control ideas to reduce or remove the hazards lists.

Conclusion

Conclude / Reflect

Review with students the following 3 steps to determine how to control a hazard:



See it. - Identify the hazards. What is unsafe?



Think It. - Evaluate the hazard. What could happen?



Do It. - Provide solutions to control or eliminate the hazard.