

1. Name That Hazard Game

Using the format of the Case Studies, i.e. job, scene and case details, have students create as many case studies as they can.

Photocopy Student Handout #1 and 2 for students. Use Student Handout #1 (blank case study worksheet) for this activity. Distribute Student Handout #2 (See It, Think It, Do It Questions) for reference.

Note: Students should be familiar with the steps of See It, Think It, Do It, and how these steps apply to the case studies.

Divide students into teams of 4-6 per team. Each team draws a slip of paper with a synopsis of a hazard scenario.

Option A - One or two students must role play or pantomime the scenario while the others in the team shout out possible hazards involved in the scene. One team member records all the suggestions.

Option B - One team member reads the scenario aloud and team has a limited time to discuss and record all possible hazards.

Scoring: One point is awarded for each reasonable hazard named.

Teams take turns for a specified time or until scenarios are used up.

Bonus Points: A bonus round is then played where teams earn extra points by calling out ways to control the hazard(s) they or another team have listed.

Student Handout #1

Student Handout #2

2. Job Hazards

Have students work through principles of Hazard Recognition using **See It, Think it, Do It** questions applied to jobs, chores or tasks that they do.

Have students use Student Handout #3 for this activity.

The worksheet is titled "Job Hazard Recognition" and includes fields for Name and Date. It is divided into four sections: "Work:" (What is your job? What tools or actions will you use to do the job? Who is working with you? What is each person responsible for?), "See It!" (What could be a danger or a risk when doing this task? What are the hazards? How could someone be hurt? Think of both probable and possible outcomes.), "Think It!" (What can you do to keep yourself safe? What equipment and training do you need? Is there a hazard you have no control over that you will need help with?), and "Do It!" (What is the plan to stay safe? How can you prevent injury? Who do you need to talk to? List your steps: 1., 2., 3.). At the bottom, there is a "Self Assessment" section with checkboxes for "I made a good evaluation" (good/OK/incomplete) and "I followed through on my hazard control ideas" (good/OK/incomplete).

3. There's Been An Accident

Use an accident that can occur in the classroom or at school and use Student Handouts #4 and 5 to investigate the details of the accident.

Have students work in pairs to brainstorm to complete the handouts.

Some examples of accidents would be:

- A student is asked to bring a box of t-shirts from a high shelf in the cloakroom to the teacher. The student lifts the box off the shelf but the box ends up falling onto the student's face.
- A student on the playground falls off the top of the slide after several students are playing tag on the slide.

The worksheet is titled "THERE'S BEEN AN ACCIDENT!" and includes fields for Name and Date. It asks "What happened? Who, what, when, where, why, how?". It has a section "See It (Recognize the Hazard)" with a checklist of 4 items. Below that is "Do It (Control the Hazard)" with a checked box and a question "What could be changed so that the same accident won't happen to someone else?". Other sections include "Who needs to do something? What should they do?", "When will it be done?", and "What could do to prevent another accident like this at school or home?".

3. There's Been An Accident - continued

Emphasize that this is not to look for who can be blamed for the accident but to look for all the things or actions that contributed to the accident so that these can be eliminated and thus preventing this accident from reoccurring.

**Remember: No Blame!
Focus on Prevention!**

4. Write a Limerick

Give students a framework for a limerick. Students can compose limericks about accident-prone persons of their own invention or attempt to describe an actual incident or accident.

Example:

There once was a teacher from Squires
Who plugged in a cord with loose wires.
She lit up the dark
And her hair still shoots sparks
That supercharged teacher from Squires.

B. Kolbus



5. Letter Writing

- (a) Students write letters to the editor of the local paper about a community event or location that they consider hazardous, asking for specific changes.
- (b) Students write letters to manufacturers of products they consider unsafe. Where applicable they could offer solution ideas and state their reasons why the manufacturer should consider making their suggested changes.



6. Adult Interview

Distribute Student Handout #6 to students.

Have students interview a familiar adult regarding a workplace accident, using the what, where, when, why, how format.

Name _____	Date _____
Adult Interview	
Interview Questions:	
1. What accidents have your parents or other familiar adults seen at work?	
2. What happened?	
3. Who was involved?	
4. Where and when did it happen?	
5. Why did it happen?	
7. How were things changed to prevent another accident?	
<small>Grade 6 Student Instructional Strategy - Student Handout #6</small>	