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**Lesson At A Glance**

<b>Length</b>	45 - 60 minutes
<b>Learning Objectives</b>	Students will: <ul style="list-style-type: none"><li>• identify the 3 steps to hazard recognition</li><li>• understand how eliminating or controlling hazards can help prevent injuries</li></ul>
<b>Teaching Strategies</b>	<ul style="list-style-type: none"><li>• transparencies</li><li>• catch phrases</li><li>• cooperative groups</li><li>• questioning</li><li>• group presentations</li></ul>
<b>Equipment/Instructional Aids</b>	<ul style="list-style-type: none"><li>• overhead projector</li><li>• flipchart/whiteboard</li><li>• visual laminate cards</li><li>• Student Handouts (photocopy for class)</li></ul>
<b>Assessment Strategy</b>	<ul style="list-style-type: none"><li>• brainstorming activity (scenarios)</li><li>• presentation</li><li>• case studies</li></ul>

## **Purpose**

This module is designed to help students understand the three steps to Hazard Recognition.

## **Learning Objectives**

Students will be able to:

- identify the three steps to hazard recognition
- understand how eliminating or controlling hazards can help prevent injuries

## **Duration**

**45 - 60 minutes**

## **Instructional Materials**

### **Visuals & Overheads**

(optional: produce visuals into overheads)

1. Six Hazard Recognition Visual Laminate Cards

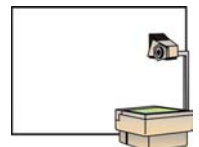
### **Student Handouts**

(photocopy for students)

1. Hazard Recognition Questions
2. Hazard Recognition Activity Worksheet
3. Hazard Recognition Crossword Puzzle

### **Equipment**

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



## Note to Teacher

When we think about hazards, the first things that come to mind are items that we can “see” that could obviously hurt us. This often includes things or people that are in our immediate surroundings.

The objective of this module is to enable the students to apply the principles of hazard recognition to everyday chores, tasks and activities that they are involved in. The activity included in this module will help the students work through the questions associated with hazard recognition. The questions are designed to reinforce the students’ thinking processes to begin independently monitoring the safety of their own environment and actions.

## Introduction

### Ask

What does the word “hazard” mean to you?



### Suggested Response

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

### Ask

Can you think of some activities that you have done where you have been hurt?

**Introduction - continued**

**Suggested Responses**

- falling off your bike
- touching a hot dish or plate
- tripping and falling over something while running
- bumping into an object

**Discuss**

Eliminating or minimizing hazards will help prevent injuries.  
The 3 steps to follow for recognizing a hazard are:

**See It** (recognize)

What is unsafe? Do you see any unsafe behaviors or conditions?



**Think It** (evaluate)

What could happen? What kind of injury could happen (long term or band-aid)?



**Do It** (control)

What could be done to remove 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
<p><b>See It (Recognize)</b> </p> <p>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?</p>	<p><b>Think It (Evaluate)</b> </p> <p>What kind of accident or injury could happen here? (e.g. Serious injury? Bandaid 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)</p>	<p><b>Do It (Control)</b> </p> <p>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?</p>

Student Handout #1

Grade 6	HAZARD RECOGNITION ACTIVITY	Case Study Home 1
<p><b>CASE DETAIL:</b> Job: Farm helper      Scene: Barnyard, in the winter - mounds of snow and ice, small outbuildings and barn</p>		
<p><b>We see:</b> A girl is carrying a large, full and heavy pail toward a small outbuilding. She has to use both hands and carry the pail in front of her. On the other side of the picture a boy is scattering hay with a pitchfork. Both wear rubber boots but no hats or gloves.</p>		
<p><b>See It (Recognize)</b> </p>	<p><b>Think It (Evaluate)</b> </p>	<p><b>Do It (Control)</b> </p>

Student Handouts #2-7

**Learning Activity - continued**

**Facilitate** group activity.

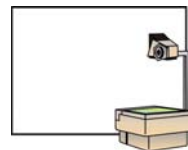
**Ask** one student from each group to present their answers to the class. Have the student read aloud the details of the case study to class before answers are presented. Teacher's answer key on following page.



Grade 6		HAZARD RECOGNITION ACTIVITY		Case Study Home 1
CASE DETAIL		Job: Farm helper	Scene: Barnyard, in the winter - mounds of snow and ice, small outbuildings and barn	
We see: A girl is carrying a large, full and heavy pail toward a small outbuilding. She has to use both hands and carry the pail in front of her. On the other side of the picture a boy is scattering hay with a pitchfork. Both wear rubber boots but no hats or gloves.				
See It (Recognize)		Think It (Evaluate)		Do It (Control)
				<input checked="" type="checkbox"/>

**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 - Farm Helper



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

- pail is too heavy
- ice is slippery
- using pitchfork
- very cold temperature



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

- back/shoulder strain from carrying pail
- could slip and fall on ice and/or pitchfork
- could get chilled from exposure to cold

Visual #1  
O/H #1



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

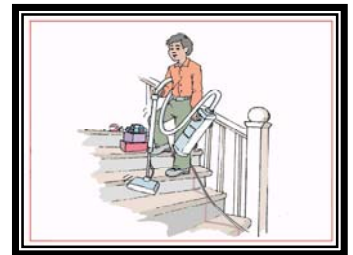
- use pitchfork properly
- use salt to remove snow from paths
- wear appropriate footwear and clothing for temperature
- walk and work carefully in snow

### Visual Set - Home 2 - Vacuuming



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

- vacuum cord is wrapped around one leg
- toys on stairs
- vacuum is heavy



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

- could trip on cord
- could fall down stairs
- could trip on toys
- toys could be knocked down the stairs
- back/shoulder strain from carrying vacuum

Visual #2  
O/H #2



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

- remove toys from stairs before vacuuming
- ensure cord is clear of feet/legs
- rest vacuum on floor or stairs while vacuuming
- ask for help if vacuum is too heavy

**Teacher's Answer Key - Hazard Recognition**

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**Visual Set - School 1 - Hallway Monitor**



**See it**

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

- crowded hallway
- pushing/shoving near stairs
- ball being thrown
- students not paying attention
- books falling



**Think it**

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

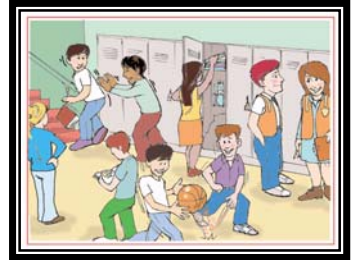
- students could fall down stairs
- students could get hit by ball
- ball or books could hit students' head



**Do it**

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

- do not play ball in hallway
- no pushing/shoving (especially near stairs)
- pay attention to hallway activities
- no horseplay



Visual #3  
O/H #3

**Visual Set - School 2 - Create Art Project**



**See it**

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

- exacto knives
- glue guns
- paint and chemicals on shelves
- students are crowded



**Think it**

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

- students could get cut
- exposure to chemicals and substances in glue
- students could knock each other



**Do it**

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

- train students to properly use tools
- proper instruction and use of chemicals and paints
- spread students out
- no horseplay
- follow safe work procedures



Visual #4  
O/H #5

Teacher's Answer Key - Hazard Recognition

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Visual Set - Community 1 - Paper Delivery



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

- unfamiliar dog
- toys on sidewalk
- heavy paper sack



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

- dog could attack and bite girl
- shoulder strain from carrying heavy paper sack
- could trip and fall on toys



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

- be aware of dog
- may not want to enter yard
- use a wagon or dolly to carry newspapers
- move toys away from sidewalk path



Visual #5  
O/H #5

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Visual Set - Community 2 - Baby-sitting



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

- chemicals/poisons accessible - close to floor
- crawling baby can reach poisons
- extra chores may distract from watching baby
- baby may be unattended while doing chores



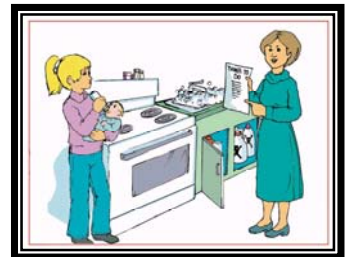
**Think it** (ask yourself, "Why is this a hazardous situation?")

- baby could get into poisons and chemicals
- babysitter has pressure of chores and watching over baby
- risk of injury while doing chores



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

- move poisons and chemicals to a safe place
- discuss with parent if too many chores
- ensure access to emergency contact numbers
- follow safe procedures in house
- ask questions if unsure of babysitting procedures
- ensure baby is in safe, secured place before starting tasks



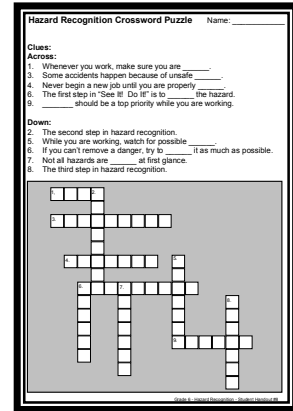
Visual #6  
O/H #6

**Crossword Puzzle Learning Activity**

**Distribute Student Handout #8 to students.**

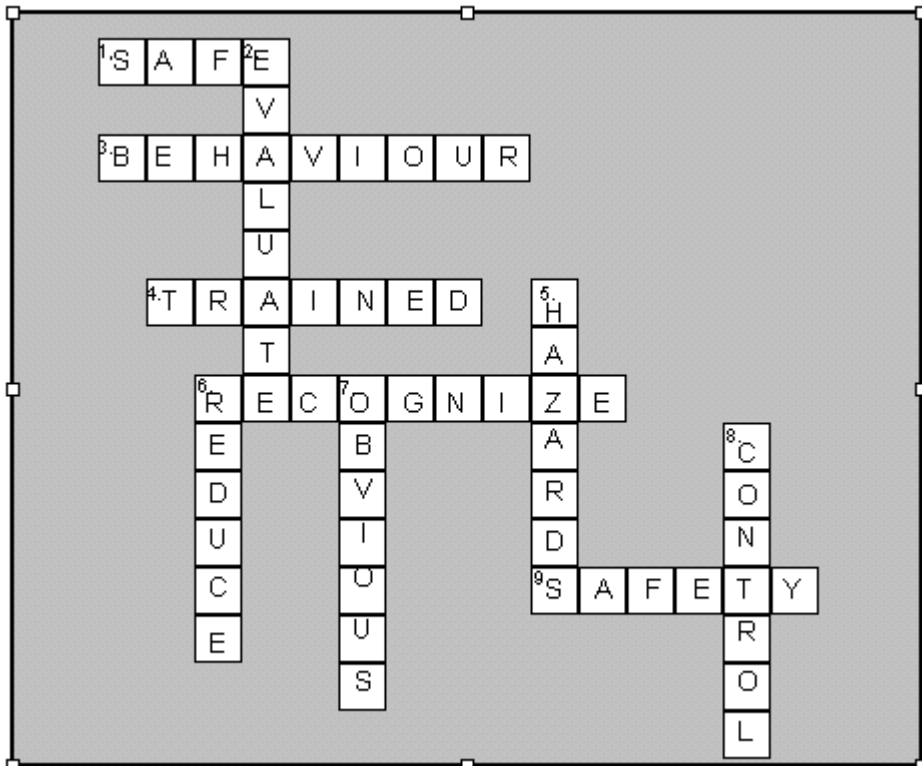
**Ask** students to complete the Hazard Recognition Crossword puzzle.

See answer key below.



**Hazard Recognition Crossword  
Puzzle**

**Teacher's  
Answer Key**



**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.