

# 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?



**CASE DETAIL****Job:** Vacuuming**Scene:** Inside a house, vacuuming a staircase

**We see:** A boy standing on the stairs, holding a canister vacuum in one hand and the hose in the other. The vacuum cord is between his feet. There is a stack of toys on the next step up. The boy is twisted around looking down the stairs but is stepping up to the next step.

**See It (Recognize)****Think It (Evaluate)****Do It (Control)**

**CASE DETAIL****Job:** Hallway monitor**Scene:** Hallway filled with people

**We see:** A school hallway with students moving about. Some are pushing, laughing on the stairs. One boy is reading his notes as he heads towards the stairs. A girl is opening a locker in the background. Two boys are passing a basketball back and forth and appear to be moving fast. A boy and a girl with “hall monitor” vests, carrying a clipboard stand talking to each other.

**See It (Recognize)****Think It (Evaluate)****Do It (Control)**

**CASE DETAIL****Job:** Create an art project**Scene:** An art classroom, middle school environment

**We see:** An art classroom with two tables, tall stools, groups of students crowded at each table, little room between stools or groups. The children are engaged in these activities: Table 1 - cutting cardboard with exacto knives, Table 2 - gluing cardboard together with a glue gun. The teacher is standing between the tables. On the shelf in the background are bottles of paint, scissors, paint thinner.

**See It (Recognize)****Think It (Evaluate)****Do It (Control)**

**CASE DETAIL****Job:** Paper delivery**Scene:** Urban scene - quiet street of family homes

**We see:** A girl walks down the sidewalk toward the gate. She carries a huge and obviously heavy stack of newspapers in a canvas bag carried over one shoulder. A dog is behind the fence, there are toys scattered across the sidewalk.

**See It (Recognize)****Think It (Evaluate)****Do It (Control)**

**CASE DETAIL****Job:** Baby-sitting**Scene:** Kitchen

**We see:** A woman, 12-year-old girl, and a baby, a stove, a cupboard under the sink holding cleaning supplies (bleach, etc.) with visible hazard symbols. The sink is full of suds. Girl stands beside the stove, holding a baby in one arm. She is listening to the child's mother, who is pointing to a long list labeled "Things To Do."

**See It (Recognize)****Think It (Evaluate)****Do It (Control)**

# Hazard Recognition Crossword Puzzle

Name: \_\_\_\_\_

## Clues:

### Across:

1. Whenever you work, make sure you are \_\_\_\_\_.
3. Some accidents happen because of unsafe \_\_\_\_\_.
4. Never begin a new job until you are properly \_\_\_\_\_.
6. The first step in "See It! Do It!" is to \_\_\_\_\_ the hazard.
9. \_\_\_\_\_ should be a top priority while you are working.

### Down:

2. The second step in hazard recognition.
5. While you are working, watch for possible \_\_\_\_\_.
6. If you can't remove a danger, try to \_\_\_\_\_ it as much as possible.
7. Not all hazards are \_\_\_\_\_ at first glance.
8. The third step in hazard recognition.

