

Lesson At A Glance

Length	1 hour
Learning Objectives	<p>Students will:</p> <ul style="list-style-type: none"> • identify unsafe behaviors in the workplace • describe the consequences of unsafe behaviors in the workplace
Teaching Strategies	<ul style="list-style-type: none"> • video • cooperative groups • questioning • group presentations
Equipment/Instructional Aids	<ul style="list-style-type: none"> • flipchart or whiteboard • Student Handouts (photocopy for class) • VCR / TV • “Sticky Situations” video (order from WCB if not included in your package)
Assessment Strategy	<ul style="list-style-type: none"> • video worksheet activity • group presentation

Lesson Breakdown

20 min.	Introductory Activity - “Sticky Situations” Video
25 min.	Group Learning Activity - “Sticky Situations” Exercise
15 min.	Learning Activity - Safe Behaviors

Purpose

This module is designed to help students identify unsafe behaviors and how they contribute to an unsafe workplace situation.

Learning Objectives

Students will be able to:

- identify unsafe behaviors in the workplace
- describe the consequences of unsafe behaviors in the workplace

Duration

1 hour

Instructional Materials

Video

1. "Sticky Situations" Video



For a copy of the video,
contact the Student
WorkSafe Program at
(604)276-3100 or 1-888-
621-7233

Student Handouts

(photocopy for students)

1. Sticky Situations Group Activity
2. Safe Behaviors

Equipment

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



Introduction - 20 min.

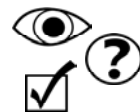
Note to Teacher - Video Summary

The owners and employees at the Zone are too busy preparing for a waiter race and designing new T-shirts to devote the time required to provide job safety training for their employees. As well, Todd finds himself in a sticky situation when he accepts invitations to the school dance by both Amber and Melissa. Todd is preoccupied with having to deal with the conflict and is not paying attention to working safely on the job.



Comment

We are going to watch a video called “Sticky Situations”. The characters in the video include Jai, Todd, Amber and Brad. The video shows how work safety takes a backseat to personal conflicts. After the video, you will be asked to identify how four of the characters (Jai, Todd, Amber and Brad) contributed to creating an unsafe working environment.



Show video “Sticky Situations” (14:25 minutes).



Sticky Situations Learning Activity - 25 min.

Divide students into groups of 2 or 3 for this activity.

Distribute Student Handout #1 to groups.

Ask groups to brainstorm a list of the unsafe behaviors of Jai, Todd, Amber and Brad at The Zone in **Part 1** of the handout. Have the students stop after completing Part 1 of the handout.

Facilitate group activities. Have students share some of their responses with the class.

Record the responses on a white board or flipchart under each of the characters.

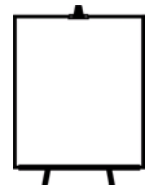
Ask students to remain in their groups and complete **Part 2** of the handout. Have groups brainstorm what unsafe conditions or situations resulted from each of the unsafe behaviors from Part 1 of the Student Handout.

Have groups to share their findings with class. Teacher’s Answer Key on the following page.

Part 1



Sticky Situations - Group Activity	
In Part 1, describe for each character the behaviors which contributed to creating an unsafe working environment at The Zone. In Part 2, describe the unsafe condition as a result of the behavior.	
PART 1 - Behavior	PART 2 - Unsafe Condition
Jai	
Todd	
Brad	
Amber	



Part 2



Sticky Situations - Group Activity	
In Part 1, describe for each character the behaviors which contributed to creating an unsafe working environment at The Zone. In Part 2, describe the unsafe condition as a result of the behavior.	
PART 1 - Behavior	PART 2 - Unsafe Condition
Jai	
Todd	
Brad	
Amber	

Teacher's Answer Key

PART 1 - Behavior

PART 2 - Unsafe Condition

<p><u>Jai</u></p> <ul style="list-style-type: none"> ▪ eavesdropping on Todd's conversation with Melissa and Amber ▪ putting pressure on Todd to speak to Amber re the dance ▪ putting finger in the dough mixer while Todd is about to operate mixer ▪ practicing for the waiter race instead of helping out in the kitchen 	<ul style="list-style-type: none"> ▪ focussing on Todd and not paying attention to his own tasks ▪ Jai's finger could have sustained injury from the mixer ▪ added work for Amber and Todd in the kitchen while Jai is out practicing for race
<p><u>Todd</u></p> <ul style="list-style-type: none"> ▪ planning social events during working ▪ trying to deal with personal conflicts while working ▪ performing job tasks without proper training ▪ using a cleaner without knowing what it is ▪ storing a heavy bag of flour on top of a cupboard ▪ putting the fondue fuel beside the deep fryer 	<ul style="list-style-type: none"> ▪ not focussing work - inattention ▪ not following safe work procedures for hazardous substance ▪ heavy bag of flour could fall on someone or could cause strain/sprain while being brought down ▪ fondue fuel could fall into hot oil creating fire
<p><u>Brad</u></p> <ul style="list-style-type: none"> ▪ putting off cleaning of the kitchen ▪ giving priority to the waiter race ▪ leaving to pick up t-shirts for the waiter race ▪ storing the box of t-shirts beside the fondue fuel (and beside deep fryer) ▪ puts off reviewing WCB safety regulations until after the waiter race 	<ul style="list-style-type: none"> ▪ kitchen is messy and cluttered ▪ lack of training and instruction to workers ▪ no direction given when needed as Brad is too busy preparing for race ▪ employees feel neglected ▪ safe work procedures not followed or enforced
<p><u>Amber</u></p> <ul style="list-style-type: none"> ▪ planning social activities during work ▪ working with Todd while she is angry at him ▪ telling Todd to use the wrong cleaner (insect spray) ▪ grabs a t-shirt from box and knocks fondue fuel closer to edge of counter where deep fryer is ▪ talking to Todd while he is trying to carry bag of flour down off shelf 	<ul style="list-style-type: none"> ▪ not paying attention to job tasks ▪ not helping out co-workers ▪ hostile work environment ▪ using wrong cleaning substance ▪ fondue fuel about to fall into deep fryer causing fire ▪ distracting Todd while he is working

Learning Activity - 15 min.

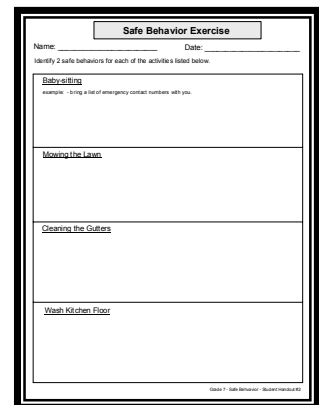
Comment

The previous exercise showed how unsafe behaviors lead to unsafe conditions or situations at the Zone.

We are now going to do an exercise to identify safe behaviors at home, school in the community.

Distribute Student Handout #2 and have students identify 2 safe behaviors for each of the activities.

Ask students to brainstorm ideas and record responses on the Student Handout.



The image shows a student handout titled "Safe Behavior Exercise". It includes a header with "Name: _____" and "Date: _____". Below the header, it says "Identify 2 safe behaviors for each of the activities listed below." There are four sections, each with a title and a blank space for writing: "Baby-sitting" (with an example: "Bring a list of emergency contact numbers with you."), "Mowing the Lawn", "Cleaning the Gutters", and "Wash Kitchen Floor". At the bottom right, there is a small copyright notice: "Grade 7 - Safe Behaviors - Student Handout #2".

Review each of the activities and have students share their findings with the class.

See the following page for Teacher's Answer Key.



Teacher's Answer Key

Baby-sitting

(example): - bring a list of emergency contact numbers with you.

- ensure you know how to contact child's parents in case of emergency
- do not open door for anyone
- ensure you know where the young child is all the time
- do not let young children play with sharp or potentially dangerous objects
- do not wear headphones (can't hear the child crying for help)

Mowing the Lawn

- follow safe work procedures for using lawn mower
- wear long pants and long sleeved shirt
- wear eye protection and hearing protection
- use proper pushing and pulling techniques when mowing

Cleaning the Gutters

- do not overextend when reaching to clean
- wear proper protective gear (safety eyewear, overalls, gloves)
- if on ladder, do not step on top 2 rungs of ladder
- ask for assistance, if required
- do not reach too far (could fall)
- follow safe procedures if using cleaners/chemicals

Wash Kitchen Floor

- use proper floor mop
- read information on hazardous cleaning substances before use
- do not stay in bending position for too long
- wear rubber shoes so you don't slip
- ensure water isn't too hot (in case of burn)
- wear protective clothing (gloves, long pants)

Conclusion

Conclude / Reflect

Let's reflect on how the unsafe behaviors at the Zone contributed to unsafe workplace conditions.

Remember, use the Hazard Recognition strategy to ensure a safe workplace. See It (what behavior is unsafe), Think It (what can happen as a result of the behavior), Do It (how can you change the behavior).

