

Lesson At A Glance

Length	1 hour
Learning Objectives	Students will: <ul style="list-style-type: none">• identify transferable safety skills• evaluate hazardous situations and propose strategies to avoid or eliminate the unsafe situations• describe the factors that relate to injury prevention
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• flipchart/whiteboard• visual laminate cards• Student Handouts (photocopy for class)
Assessment Strategy	<ul style="list-style-type: none">• brainstorming activity (scenarios)• presentation• case studies

Lesson Breakdown

15 min.	Introductory Activity - What is Work?
20 min.	Learning Activity - Venn Diagrams
25 min.	Group Learning Activity - Hazard Recognition

Purpose

This module is designed to help students understand that safety is a transferable skill.

Learning Objectives

Students will be able to:

- identify transferable safety skills
- evaluate hazardous situations and propose strategies to avoid or eliminate the unsafe situations
- describe factors that relate to injury prevention

Duration

1 hour

Instructional Materials

Visuals & Overheads

(optional: produce visuals into overheads)

1. Jobs Students Do
2. Six Hazard Recognition Visual Laminates

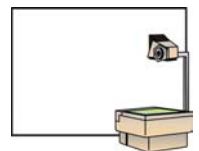
Student Handouts

(photocopy for students)

1. Job Safety Equipment
2. Venn Diagram
3. Venn Diagram Answer key
4. Hazard Recognition Activity

Equipment

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



Note to Teacher

This lesson reviews the principles of hazard recognition. This theme is deliberately repeated in each grade level to reinforce the principles of hazard recognition.

Grade 7 students are typically between 11 and 13 years old and are either in an elementary, middle or secondary school. As such, we hope that this resource has found a common ground with Grade 7 students.

Grade 7 students are at a time when they are becoming more independent and are encouraged to take leadership roles. However, peer pressure and belonging to the group for some students can outweigh their common sense.

Providing thinking frames that include problem solving skills to evaluate the hazard and decision-making skills to eliminate or control the hazard will help to make safety a transferable skill.

Introduction - 15 min.

Ask

What does “work” mean to you?

What are some jobs or tasks that you have performed in school, at home or in the community? Include sport and leisure activities, volunteer work and chores around the home.

Display Overhead #1 - Jobs Student Do - to record the student’s answers to the above. See the following page for answers.

Jobs Students Do		
AT HOME	AT SCHOOL	IN THE COMMUNITY

Introduction - continued

Answer
Key

Jobs Students Do

AT HOME	AT SCHOOL	IN THE COMMUNITY
Mow the lawn Clean gutters Wash floors Wash windows Put up Christmas lights Change light bulbs Do dishes Cook	Crossing guard Make art projects Use computers Play sports Play in band	Mow the lawn Deliver papers Play baseball Ride horses Baby-sit

Distribute Student Handout #1 to students. Have students transfer 5 - 6 of the tasks, jobs or activities onto Student Handout #1 under the “Jobs/Activities” column.

Ask students to brainstorm a list of safety equipment or procedures that would be associated with each job, task or activity.

JOBS & SAFETY EQUIPMENT	
Name: _____	Date: _____
Jobs/Activities	Protective Safety Equipment

Ask students to share some of their findings with the class. See next page for examples.



Introduction - continued

JOBS/SAFETY EQUIPMENT	
Name: _____	Date: _____
Jobs/Activities	Protective Safety Equipment
Lawn Mowing	<ul style="list-style-type: none"> ▪ Goggles when using the edger ▪ Good footwear ▪ Proper electrical cords ▪ Safe use of gas and oil ▪ storage of materials
Baseball	<ul style="list-style-type: none"> ▪ Helmet ▪ Glove ▪ Procedures, i.e. - stay behind fence
Art Project	<ul style="list-style-type: none"> ▪ Proper procedures for carrying and handling scissors glue, paints, etc.

Venn Diagram Learning Activity - 20 min.

Comment

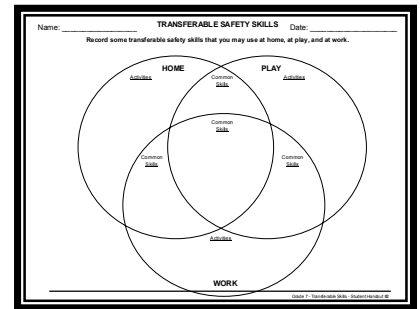
We are now going to look at how these common or transferable skills overlap and how they are the same skills that are important in the workplace.

Venn Diagram Learning Activity - continued

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

Distribute Student Handout #2 to groups.

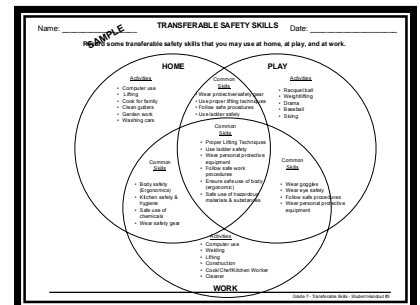
Ask students to complete the Venn Diagram. Suggest to students to use some of the activities, tasks and jobs mentioned in the earlier discussions for this Venn Diagram.



Facilitate groups to ensure that common skills are identified for the selected activities.

Ask students to present some of the common skills they found in their Venn diagrams that are transferable to the workplace.

Distribute Student Handout #3 (Answer Key) to students.



Hazard Recognition Learning Activity - 25 min.

Comment




In this group activity, you will practice the three steps to controlling a hazard. These 3 steps are important factors that relate to preventing injuries in the workplace.

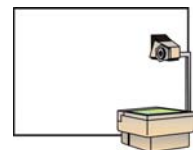
Divide class into groups of 4-6 students.

Distribute one Hazard Recognition Visual (#1-6) and Student Handout #4 to each group. Have students brainstorm ideas and answers to the questions on handout.

See it (What is Unsafe?). Think it (What is making the situation unsafe?). Do it (What can be done to eliminate or minimize the hazard?).

Ask each group present their findings to the class.
Optional: Use the hazard recognition overheads (made up from Visuals #1-6).

Hazard Recognition Activity		Date:
Setting:	Keep in mind: <ul style="list-style-type: none"> Physical layout Equipment Foot condition Housekeeping Time of Day 	<ul style="list-style-type: none"> Lack of procedures Unnecessary risks Use of protective equipment Handling of hazardous materials or substances People movement (actions/terrors)
Activity/Job:		
Specific Location:		
See it  What is unsafe? What unsafe act or condition can you see?	Think it  Why is it unsafe? What is making the unsafe act or condition?	Do it  What can be done to eliminate the hazard or how could an injury or accident be prevented?



Teacher's Answer Key - Hazard Recognition

Visual Set - Babysitters



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

- babysitters not paying attention to baby
- one babysitter has walkman on
- blanket is over baby's head
- baby could roll over onto floor



Visual #1
O/H #2



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

- baby could suffocate
- baby could roll off pillows
- volume on walkman may be too high



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

- babysitters should pay attention
- babysitters should ensure that baby cannot roll off
- place baby on floor or in crib
- ensure baby's breathing zone is clear
- ensure that you can hear baby crying

Visual Set - Taking out Garbage



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

- gloves in jacket pocket
- needle in garbage can
- unknown hazardous substances
- paint spray can and rollers exposed
- possible jagged tin cans
- possible paint smell



Visual #2
O/H #3



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

- worker could get cut from sharp items
- worker could get poked by needle (HIV, bacteria, etc.)
- worker could smell paint fumes
- flammable can could explode
- exposure to unknown chemicals and substances



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

- wear gloves
- provide separate container for glass and sharp items
- follow safe work procedures for unknown harmful substances
- ensure proper footwear is worn
- separate paper items

Teacher's Answer Key - Hazard Recognition

Visual Set - Delivering Papers



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

- delivery boy not wearing helmet
- bike is too small
- delivery boy should wear hi- vis vest
- overloaded with newspapers
- tires looks flat



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

- possible fall from bike (head injuries)
- back injury or strain
- delivery boy could get hit by car if not paying attention



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

- delivery boy should wear helmet and hi-vis vest
- bike tires should be pre-checked
- do not overload shoulder bag with newspapers
- use proper size bike
- do not twist body when throwing papers



Visual #3
O/H #4

Visual Set - Kitchen Workers



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

- kitchen workers fooling around (horseplay)
- one worker on edge of counter
- girl's hair not tied back
- liquid is unmarked (possibly unknown substance)
- aerosol can in hot area
- worker about to pick up hot pot



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

- worker may slip and fall off counter
- hair could fall into food
- hands could get burned
- unknown substances could get sprayed into food
- aerosol can could explode



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

- eliminate horseplay - worker should pay attention
- remove aerosol can from heated area
- follow safe work procedures
- tie back hair
- use oven mitts or pot holders for picking up pot



Visual #4
O/H #5

Teacher's Answer Key - Hazard Recognition

Visual Set - Band



See it

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

- band players not wearing ear plugs
- unknown volume on instruments
- general clutter in area
- electrical cords in front of band players



Visual #5
O/H #6



Think it

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

- possible hearing loss
- tripping hazard with electrical cords and equipment
- possible back strain from poor posture



Do it

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

- wear hearing protection
 - clean up area
 - move electrical cords out of walkway
 - band players should have proper posture and take breaks from prolonged sitting
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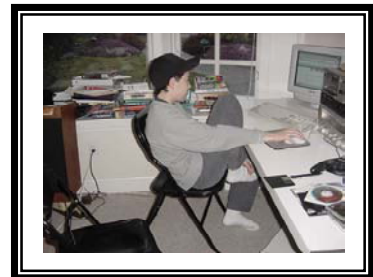
Visual Set - Computer Work



See it

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

- poor posture
- arms stretching out
- poor ergonomic chair
- leg is resting against hard table
- electrical cords behind chair



Visual #6
O/H #7



Think it

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

- could get back/arm strain
- could get leg cramps
- arms could get strained from constant stretching out
- trip from electrical cords



Do it

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

- use ergonomic chair and workstation
- use proper posture
- follow ergonomic procedures for sitting at computer workstation
- tidy up work area

Conclusion

Conclude / Reflect

Students will use the following 3 steps to determine how to control the hazard. These 3 steps are important factors in preventing injuries.



See it. - Identify the hazards. Identify class safety rule that was broken.



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



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