

Scenario Exercise

Read the scenario and complete the Hazard Recognition worksheet.

Act 1 - James walks into the art room to find Melissa's desk a mess. There is rubber glue string in a puddle, and an empty bottle standing with its cap off on the parcel table.

Act 2 - As you walk in the Art Room studying with friends, you step on water that has been spilled from a potted water jar. While talking to the teacher, you trip your head on a paint can left in the aisle.

Scene 1 - The class is preparing for a stage performance. They are practicing moving sets in the dark when two crew members collide heads on.

Scene 2 - John is helping stage lights using a straight ladder propped against the wall. He doesn't secure the ladder and notices being interrupted by a construction that needed more paint a heavy box moved.

Mechanics 1 - John packed up the car to remove the wheel and check the brake pads. The job was poorly planned and not insured.

Calculus 1 - James places a covered casserole dish out of a hot oven, takes off the oven mitts and then lifts the lid with his bare hands.

Calculus 2 - A belt uses the same cutting board for cutting raw chicken and salad toppings.

Calculus 3 - James drops a bottle of ketchup and quickly goes to get a mop to clean up the ketchup and broken glass.

Shop 1 - You notice that Jason is using a circular saw with no safety guard and a frayed extension cord.

1. Use the See It. Think It. Do It. Strategy

Have students apply the See it (recognize), Think it (evaluate), Do It (control) strategy to the scenarios on the following page.

Distribute the Hazard Recognition worksheet (following page) to the students.

Ask students to keep the following in mind:

- what unsafe conditions or acts are there
- what could happen as a result of the unsafe act or condition
- how must be done to eliminate or minimize the hazard

Name: _____ Date: _____

SCENARIO WORKSHEET

Scenario #	See It (what is unsafe?)	Think It (why is it unsafe?)	Do It (what must be done?)

Refer to Teacher's Answer Key to scenario exercise on the following pages.



See It!

Think It!

Do It!

Scenario Exercise

Read the scenario and complete the Hazard Recognition worksheet.

Art 1 - Jamie walks into the art room to find Melissa's desk a mess. There is spilled glue drying in a puddle, and an exacto knife standing with its point up in the pencil holder.

Art 2 - As you walk in the Art Room chatting with friends, you slip on water that has been spilt from a pottery water pot. While falling to the floor, you hit your head on a paint can left in the aisle.

Drama 1 - The class is preparing for a stage performance. They are practicing moving sets in the dark when two crew members collide head on.

Drama 2 - John is hanging stage lights using a straight ladder propped against the wall. He didn't secure the safety wire before being interrupted by a classmate that needed help to get a heavy box moved.

Mechanics 1 - John jacked up the car to remove the wheel and check the brake pads. The jack was poorly placed and not secured.

Cafeteria 1 - Janet picks a covered casserole dish out of a hot oven, takes off her oven mitts and then lifts the lid with her bare hands.

Cafeteria 2 - Albert uses the same cutting board for cutting raw chicken and salad fixings.




Cafeteria 3 - Jose drops a bottle of ketchup and quickly goes to get a mop to clean up the ketchup and broken glass.

Shop 1 - You notice that Jason is using a circular saw with no safety guard and a frayed electrical cord.




Name: _____

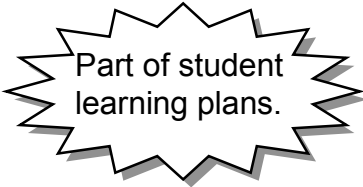
Date: _____

SCENARIO WORKSHEET

Scenario #	 See It (What is unsafe)	 Think It (Why is it unsafe?)	 Do It (What must be done?)

Hazard Recognition Scenarios - Answer Key

Scenario #	 See It (What is unsafe)	 Think It (Why is it unsafe?)	 Do It (What must be done?)
Art 1	<ul style="list-style-type: none"> • messy desk • spilled glue • knife blade pointing up 	<ul style="list-style-type: none"> • falling items from desks • glue fumes inhaled • glue on skin • could get cut by knife 	<ul style="list-style-type: none"> • clean up desk area and art room • clean up spilled glue • place knife blade down
Art 2	<ul style="list-style-type: none"> • busy classroom • cluttered areas • water on floor • inattention to tasks 	<ul style="list-style-type: none"> • could slip and fall • workers could bump into each other • pot could fall onto you 	<ul style="list-style-type: none"> • clean up water on floor • put paint can in storage • pay attention to tasks • follow safe work procedures
Drama 1	<ul style="list-style-type: none"> • moving sets in dark • equipment could fall onto workers • workers could bump into something or someone 	<ul style="list-style-type: none"> • workers could get injured • equipment could get damaged • set could get damaged 	<ul style="list-style-type: none"> • do not move set in the dark • ensure sufficient space for moving • follow safe work procedures
Drama 2	<ul style="list-style-type: none"> • John could fall off ladder • ladder could fall • light could fall on John 	<ul style="list-style-type: none"> • John could sustain injuries due to fall • ladder could break • John could get hit from falling light 	<ul style="list-style-type: none"> • ensure ladder is leaning properly • secure light before coming down from ladder • ask for assistance • follow safe work procedures
Mechanics 1	<ul style="list-style-type: none"> • oil on floor • oil on floor is unattended • roller cart left on oil 	<ul style="list-style-type: none"> • workers could slip on oil • roller cart left unattended • another worker could slip 	<ul style="list-style-type: none"> • ask worker to guard spilled oil area • clean up oil immediately • ensure you use oil pan • follow safe work procedures
Cafeteria 1	<ul style="list-style-type: none"> • casserole dish lid is hot • not using oven mitts • could drop lid of dish 	<ul style="list-style-type: none"> • burn to hands • lid could drop onto foot • could get cut by lid if glass lid falls 	<ul style="list-style-type: none"> • use oven mitts for picking up lid • ensure no holes in oven mitts • ensure hot items placed on hot pads
Cafeteria 2	<ul style="list-style-type: none"> • raw chicken on cutting board • salad placed on board with raw chicken 	<ul style="list-style-type: none"> • could get sick from eating salad • cutting board could be used again for food prep 	<ul style="list-style-type: none"> • wash cutting board with soap after cutting raw chicken • ensure you do not use a dirty cutting board • use clean utensils • follow safe work procedures
Cafeteria 3	<ul style="list-style-type: none"> • ketchup on floor • broken glass on floor 	<ul style="list-style-type: none"> • someone could slip and fall on ketchup • someone could fall and cut themselves on broken glass 	<ul style="list-style-type: none"> • assign another worker to ensure nobody comes near broken glass/ketchup • clean up asap • follow safe work procedures
Shop 1	<ul style="list-style-type: none"> • no safety guard • electrical cord frayed • Using push stick for wood 	<ul style="list-style-type: none"> • hands could get cut • electrical burn from cord 	<ul style="list-style-type: none"> • replace frayed cord • use safety guard on saw • follow safe work procedures



2. Research a Career

Have students research a 'career of interest' for:

- Industry hazards or worksite specific hazards
- Types of injuries/accidents related to job
- Equipment used in job
- Safe work practices or standards for job
- Personal protective equipment required for various aspects of the job
- Available safety training for job

Students to research library, internet, interview workers and employers in that field, contact and get materials from supporting associations, interview WCB Safety or Hygiene Officer.

Outcome could be a presentation, report or essay.

3. Take Three! - 3 Seconds for Safety



It is always difficult when you see a co-worker or peer doing something unsafe, e.g. not using their personal protective equipment, (goggles) or using an unsafe procedure to get the job done quicker.

What do you say without coming across like a know it all or goodie two shoes. Should you say something?

After an accident, we often hear co-workers say, “I saw that he/she was doing this, but I just didn’t know if I should say something. I thought he/she might think I was telling him/her how to do their job. I wish now I had said something.

How can we communicate without either party feeling embarrassed or defensive. ...Without words? Yes! This is where the signal ‘Take 3’ comes in. Using the 3 middle fingers, you can get the person’s attention and give the signal. For example: “Hey Bud” ...and show the Take 3 signal.



See It!



Think It!

Do It!