



TEST PROJECT/ PROJET D'ÉPREUVE

WORKPLACE SAFETY

SECURITE SUR LE LIEU DE TRAVAIL

SECONDARY
NIVEAU SECONDAIRE

Details Document

92 – Workplace Safety/Secondary

The purpose of this document is to provide competitors with the additional details they may need to prepare for the competition. Should competitors have further questions, they are welcome to contact Peter Fleming, pfleming@svsd.ca, chair of the National Technical Committee for Workplace Safety.

1) Hazard Identification

(45 minutes - worth 36 marks, 36%)

What are the components of this activity? ^{7, 8}

- A mock workplace set-up to simulate a workplace, or several different work activities within a workplace
- Hazard identification (sometimes referred to as a workplace inspection) of a mock workplace
- Competitor access to the mock workplace only at their scheduled time.
- Identification of hazards that are physical, chemical, biological, ergonomic or psychosocial in nature
- Identification of hazards that may include, but are not limited to, such aspects as housekeeping, hazardous materials, personal protective equipment, unsafe equipment, first-aid, and signage
- Completion of a table naming the hazard, describing the potential injury associated with the hazard, and suggesting the appropriate corrective action

What are competitors required to do for this activity?

- Each competitor will be given a brief orientation to the mock workplace and to the activity.
- Competitors will have a set time slot in which to do their hazard identification activity.
- Each competitor will be given a clipboard and pen, and will be asked to complete a hazard identification table.
- Once oriented to the activity, each competitor will be given 45 minutes to complete their inspection of the mock workplace and to complete the hazard identification table.
- Each competitor will identify **12 hazards**, and complete a hazard identification table, such as the one shown below⁸:

Identified Hazard	What could happen?	What needs to be done to control the hazard?
Tool with frayed electrical cord	Worker could get electrocuted	Cord needs to be removed from service and replaced with properly maintained tool
Poor housekeeping in shop – excessive sawdust on floor	Worker could slip, and fall into path of tools in operation. Worker could be injured by the fall or by the tool they may be exposed to.	Sawdust needs to be swept up, and shop tidied regularly

How will competitors be marked?

For each hazard identified, the competitor will earn:

- Up to 1 mark (for a potential of 12 marks) for correctly explaining why it is a hazard, or **“what could happen.”**
- Up to 2 marks (for a potential of 24 marks) for correctly describing, **“what needs to be done to control the hazard,”** thus preventing injury.

What might competitors do to prepare for this activity?

To prepare for this activity, competitors may wish to:

- Use this link http://www.ccohs.com/oshanswers/hsprograms/hazard_risk.html to check out “What are examples of hazards?” and “What types of hazards are there?”
- Use this link <http://www.ccohs.ca/oshanswers/prevention/effectiv.html> to check out “What type of hazards do we look for in a workplace?”
- Do an online search of “workplace hazards.”
- Talk to parents and other experienced workers about hazards in their workplaces.
- Talk to a member of the Joint Occupational Health and Safety Committee at their school or workplace.

Essential Skills – ⁷Thinking (Critical Thinking), ⁸Document Use

2) Hazard Control Search

(3 hours – worth 64 marks, 32%)

What are the components of this activity?

- The opportunity to witness other competitors demonstrating various trades and skills
- Self-directed visits to competition sites to gather information on hazard control
- Information gathering through observation, listening, and asking questions
- Evaluation of information to complete assigned questions
- Completion of assigned questions

What are competitors required to do for this activity?

- Competitors are to report to Workplace Safety site at assigned time.
- Competitors will be given a brief orientation to activity (including a floor plan of the National competition site), and a booklet to be completed and handed in by end of 3-hour time slot⁷.
- Competitors will leave Workplace Safety site and visit other competition sites pre-determined by the NTC (at least, but not limited to, four).
- Competitors will observe, listen, take notes, and ask questions (their own questions) to gather information on hazard control².
- Competitors will use booklets to record both initial information gathered (i.e. notes, lists, diagrams, etc.), as well as final responses to questions⁸.

- Competitors will manage their own time in this activity, returning to the Workplace Safety site anytime within the 3-hour time limit to complete and hand in their booklet.
- From the various competition sites pre-determined by the NTC, competitors will choose four competition sites on which to base their answers to the assigned questions. Questions will be similar to those shown below and must be answered for each of the four sites visited:
 - What hazards are associated with this type of work?
 - What controls have you observed in place at this competition site?
 - Briefly describe one of the controls in place, explaining how it works to control the hazard.
 - Provide a detailed description (written and/or diagram) of one of the controls observed.
 - Which type of hazard control is represented by the one described above – elimination/substitution, engineering control, administrative control, or PPE?

Essential Skills – ²Oral Communication, ⁷Thinking (Job Task Planning and Organizing), ⁸Document Use

How will competitors be marked?

- Competitors will be marked on their ability to gather information on hazard control, as demonstrated in the written answers they provide in their booklets.
- Marks will be awarded on the completeness of their answers, as follows:

Question	Potential Score (for each site)	
What hazards are associated with this type of work?	3	
What controls have you observed in place at this competition site?	3	
Briefly describe one of the controls in place, explaining how it works to control the hazard.	2	
Provide a detailed description (written and diagram) of one of the controls observed.	5	
Which type of hazard control is represented by the one described above – elimination/substitution, engineering control, administrative control, or PPE?	2	
Sub Total	15	60
Bonus Question #1 (disclosed at competition)		2
Bonus Question #2 (disclosed at competition)		2
Total		64

What might competitors do to prepare for this activity?

To prepare for this activity, competitors may wish to learn about hazard control by exploring some of the recognized OHS websites. Such websites include (but are not limited to):

- Provincial/territorial regulatory bodies (i.e. Ministries of Labour, OHS Division); look for websites which host interactive “Spot the hazard” activities
- Provincial/territorial worker’s compensation boards – e.g. www.awcb.ca; look for websites which host interactive “Spot the hazard” activities
- Canadian Centre for Occupational Health and Safety – www.ccohs.ca
 - http://www.ccohs.com/oshanswers/hsprograms/hazard_risk.html
- Canadian Society of Safety Engineering – www.csse.org
- Associations for specific occupations (e.g. construction associations, electrical associations, etc.)

3) OHS Presentation²

(4 hours - worth 32 marks, 32%)

What are the components of this activity?

- Research of an OHS topic (assigned by random draw at the competition) to determine what information should be included to give someone a basic knowledge of the topic
- Development of a dynamic and informative 6 to 8-minute electronic presentation
- Delivery of information in an effective and engaging manner

What are competitors required to do for this part of the competition?

- Competitors will choose - by random draw – from a list of topics prepared by the NTC and provided on competition day.
- Competitors will use their own laptop computer to do an internet search of their topic (assigned by random draw; see above), outlining key points to be communicated.⁹
- Competitors will consult the legislation for their own province/territory to refer to the legislation related to their topic.⁷
- Competitors will develop a 6 to 8-minute electronic presentation of their topic, including whatever text and visuals they feel may help to communicate the basic relevant information.
- At their scheduled time, competitors will use their own laptop computer to deliver their presentation to judges and co-competitors.²
- Presentations should include a brief introduction, content around assigned topic, and a conclusion. See **Presentation Scoring Guide** below.

How will competitors be marked?

- Competitors will be marked on how they make use of time given for researching the topic and preparing the presentation (see **Presentation Scoring Guide, Research** for specifics).
- Competitors will be marked on the structure and content of the presentation they develop (see **Presentation Scoring Guide, Presentation Content** for specifics).
- Competitors will be marked on how well they can communicate the information they have prepared (see **Presentation Scoring Guide, Presentation Delivery** for specifics).

Essential Skills – ²Oral Communication. ⁷Thinking (Finding Information), ⁹Digital

Presentation Scoring Guide

		1 – 3 UNSATISFACTORY/NEEDS IMPROVEMENT	4 - 6 SATISFACTORY		7 – 9 GOOD	10 EXCELLENT
		1 - 3	4 - 6	7 - 9	10	COMMENTS
Research	Demonstrated interest in and engagement with research process					
	Used allotted time efficiently					
	Consulted reputable sources					
	Consulted their own provincial/territorial legislation for inclusion in their presentation					
Presentation Content	Included introduction					
	Outlined content to be covered					
	Included key points for assigned topic					
	Presented information in a sequential and organized manner					
	Included a summary/conclusion					
	Used slides/visuals which were attractive and added value to overall quality of the presentation					
Presentation Delivery	Engaged audience with a dynamic introduction					
	Spoke clearly and projected well					
	Made eye contact and engaged with the audience					
	Used enthusiasm and/or humour					
	Used slides/visuals with ease and to good effect					
	Left audience with a sense of closure					
Additional Comments:						

What might competitors do to prepare for this activity?

To prepare for this activity, competitors may wish to:

- Practice developing short presentations on a variety of topics to choose the electronic format with which they feel most comfortable
- Practice carrying out online searches of various topics/terms, and explore some of the recognized OHS websites. Such websites include (but are not limited to):
 - Provincial/territorial regulatory bodies (i.e. Ministries of Labour, OHS Division)
 - Provincial/territorial worker's compensation boards – e.g. www.awcbc.ca
 - Canadian Centre for Occupational Health and Safety – www.ccohs.ca
 - Canadian Society of Safety Engineering – www.csse.org
 - Associations for specific occupations (e.g. construction associations, electrical associations, etc.)