

TEST PROJECT
PROJET D'ÉPREUVE

WORKPLACE SAFETY SÉCURITÉ SUR LE LIEU DE TRAVAIL

SECONDARY
NIVEAU SECONDAIRE

CONTINUOUS LEARNING



FORMATION CONTINUE

DIGITAL



COMPÉTENCES NUMÉRIQUES

DOCUMENT USE



UTILISATION DE DOCUMENTS

NUMERACY



CALCUL

ORAL COMMUNICATION



COMMUNICATION ORALE

READING TEXT



LECTURE

WORKING WITH OTHERS



TRAVAIL D'ÉQUIPE

WRITING



RÉDACTION

THINKING



CAPACITÉ DE RAISONNEMENT

Details Document 92 – Workplace Safety/Secondary

The purpose of this document is to provide competitors with the additional details they may need in order to prepare for the competition. Should competitors have further questions, they are welcome to contact Natalie Thivierge, nataliethivierge@gmail.com, chair of the National Technical Committee.

1) Hazard Identification

(45 minutes - worth 36 marks, 36 %)

What are the components of this activity?

- 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, or ergonomic in nature
- Identification of hazards that may include 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.
- Each competitor will have a set time slot in which to do their hazard identification.
- 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 below:

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.

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 in order 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 slot.
- Competitors will leave Workplace Safety site and head out to visit other competition sites of their choice (at least, but not limited to, four).
- Competitors will observe, listen, take notes, and ask questions (their own questions) in order to gather information on hazard control.
- Competitors will use booklets to record both initial information gathered (notes, lists, diagrams, etc.), as well as final responses to questions.
- 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 visited, competitors will choose four 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 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?

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 (Ministries of Labour); look for websites which host interactive “Spot the hazard” activities
- Provincial/territorial workers compensation boards - 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 (construction associations, electrical associations, etc.)

3) OHS Presentation

(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 key information to be communicated
- Development of a dynamic and informative five-minute 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 provided on competition day.
- Competitors will do a brief Internet search of topic, outlining key points to be communicated (bearing in mind that the length of time they will have for their presentation is only 5 minutes).
- Competitors will develop a five-minute presentation around their topic, using a format of their choice:
 - Electronic (Power Point, Prezi, etc)
 - Spoken, with hand-written/drawn visual aids
 - A combination of electronic and hand-written/drawn visuals
- Competitors will have the use of laptop computers on which to prepare their presentations and from which to deliver their presentations. Art supplies (felt pens, Bristol board, glue sticks, etc.) will also be made available for competitor use.
- At their scheduled time, each competitor will deliver their five-minute presentation in front of judges and other competitors.
- 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** for specifics).
- Competitors will be marked on how well they are able to communicate the information they have prepared (see **Presentation Scoring Guide, Delivery** for specifics).

Presentation Scoring Guide

	Marking Criteria	Potential score
Research	Engagement with process <ul style="list-style-type: none"> Did competitor demonstrate interest and enthusiasm for research process? 	2
	Time management <ul style="list-style-type: none"> Did competitor make good use of work time? Was the competitor able to satisfactorily complete assignment in time given? 	4
	Sources used <ul style="list-style-type: none"> Did competitor consult at least two reputable sources? 	4
Presentation	Format used <ul style="list-style-type: none"> Was the format chosen for the presentation appropriate? 	2
	Organization of Content <ul style="list-style-type: none"> Did the competitor make good choices about what key points to include in presentation? Was there a logical sequence around presentation of key points? 	4
	Visuals <ul style="list-style-type: none"> Did visuals reflect care and attention? Were visuals attractive and effective? 	4
Delivery	Introduction <ul style="list-style-type: none"> Did the competitor engage the audience right from the start with a dynamic introduction? 	2
	Delivery of key points <ul style="list-style-type: none"> Did the competitor: <ul style="list-style-type: none"> Act with professionalism, Engage with the audience, Effectively communicate key points, Speak clearly 	8
	Conclusion <ul style="list-style-type: none"> Did the competitor leave audience with a sense of closure? 	2
	Total	32

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 in order to choose the 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 (Ministries of Labour)
 - Provincial/territorial workers compensation boards – 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 (construction associations, electrical associations, etc.)