

Student WorkSafe 10-12 Independent Learning Guide



Student Worksafe 10-12

Independent Learning Guide

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Introduction

Welcome to the Independent Learning Guide for Student WorkSafe 10-12. This resource is designed to help you address BC secondary school learning outcomes related to workplace safety for the following courses:

- Planning 10
- Graduation Transitions 10-12
- Ministry-Authorized Work Experience 12
- Secondary School Apprenticeship

If you're working on your own as part of a self-directed learning plan or a distance education course, this resource is for you. The various activities you'll find here provide opportunities for you to think critically about workplace safety, and to relate workplace safety concepts to other areas of your life – at school, at home, and in the community.

Student WorkSafe: Key Messages

- You have a right to be safe on the job, and you have a responsibility to play an active part in job safety.
- All jobs have potential safety hazards, but those hazards can always be minimized or eliminated.
- Effective communication plays an important role in staying safe on the job.
- Learning is a process that will continue throughout your working years.
- Workplace safety skills and knowledge can apply to other areas of life, and safety skills learned in other areas can apply to workplace settings.

Why Student WorkSafe matters

Young workers are highly vulnerable to workplace injuries.

- On average, 27 young workers are injured every day in B.C.
- On average, 7 young workers are permanently disabled each week in B.C.
- Young males, in particular, face a 48 percent higher risk of injury than the overall working population.

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- Workers are at the greatest risk of being seriously injured during their first six months on the job.
 - Approximately 20 percent of the injuries and fatalities to young workers occur during the first month on the job.

WorkSafeBC is committed to reducing the number of injuries and fatalities among young workers in the province. We know that focusing on young workers does make a difference: thanks to improved awareness, better technology, and more focused training, today's injury rate for young male workers is a quarter of what it was three decades ago.

Before You Begin

Although this is a resource for self-directed learning, you will still need to consult with a teacher advisor or counsellor to make sure that

- Your work is consistent with your education goals
- You provide the appropriate assessment evidence to show that you have met the prescribed learning outcomes

How to use this resource

The activities in this guide are designed to let you select your areas of focus and work through the materials depending on your educational needs.

In addition to this guide, you'll need access to the various resources supplied at the Student Resource Page: www2.WorkSafeBC.com/students. This page has links to online, print, and video resources that support the various activities in this guide.

Choosing Activities

To ensure that you have adequately addressed the required learning, you should aim to complete all of the activities that correspond to the course you are taking.

| Activity | Course Connections | page |
|-----------------------------------|--|------|
| You and the Working World | <ul style="list-style-type: none"> • Planning 10 • Graduation Transitions 10–12 • Ministry-Authorized Work Experience 12 • Secondary School Apprenticeship | 4 |
| Lost Youth | <ul style="list-style-type: none"> • Planning 10 | 4 |
| Rights and Responsibilities | <ul style="list-style-type: none"> • Planning 10 • Secondary School Apprenticeship • Ministry-Authorized Work Experience 12 | 5 |
| Effective Workplace Communication | <ul style="list-style-type: none"> • Planning 10 • Ministry-Authorized Work Experience 12 | 6 |
| Young Worker Training | <ul style="list-style-type: none"> • Planning 10 • Secondary School Apprenticeship • Ministry-Authorized Work Experience 12 | 7 |
| Be a Survivor | <ul style="list-style-type: none"> • Planning 10 • Secondary School Apprenticeship • Ministry-Authorized Work Experience 12 | 8 |
| Spot the Hazard | <ul style="list-style-type: none"> • Planning 10 • Ministry-Authorized Work Experience 12 | 9 |
| Search the Regulation | <ul style="list-style-type: none"> • Planning 10 | 10 |
| Know Your PPE | <ul style="list-style-type: none"> • Planning 10 • Secondary School Apprenticeship • Ministry-Authorized Work Experience 12 | 11 |
| WorkSafe for Life | <ul style="list-style-type: none"> • Planning 10 • Graduation Transitions 10–12 <p>(This activity has additional curriculum linkages to applied skills, arts education, and physical education courses, depending on the area of focus you choose. See the activity for more information.)</p> | 12 |

Activities

You and the Working World

Take five to ten minutes to complete the questionnaire, *You and the Working World*, found at the Student Resource Page. This survey is designed to start you thinking about the topic of workplace safety, and the answers you give here will help you select your areas of focus for the rest of the activities in this resource.

Once you have completed the survey, refer to *You and the Working World – Analyzing the Results*, found in the Additional Resources section at the end of this guide.

You may also want to meet with your teacher advisor or counsellor for further debrief on some of these issues.

Lost Youth

In this activity you will be watching a video that tells the stories of four young workers who were all injured on the job.

View the 17 minute video, *Lost Youth*, available on the Student Resource Page. Note that some scenes in the video contain graphic re-enactments of workplace injuries; feel free to turn away or close your eyes if these scenes make you uncomfortable.

After you have watched the video read the following statements, which are all quotations from the film:

- You get the job that you think you can do, and I knew I could do the job.
- I wanted everyone there to be surprised with how good and efficient I worked.
- If someone told me they wanted something done, there was no way I was going to say no.
- I wanted to impress everyone. I wanted to show them I could do everything they could.

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- It seemed unsafe, but I felt that was an inherent part of the risk of any job. I felt that the things I did that were dangerous were just part of the job.
 - I had seen so many guys do it, I had done it a few times myself, and I didn't see anything wrong with it.
 - Make sure you know what kind of training you need. Know your rights, know what is required of you and what is required of your employer.
 - If you don't know a machine, and they expect you to use it, just say no. Say, "I will not touch that machine until you train me to use it."

Select one or more statements, and write a brief response explaining what that statement means to you in the context of what you saw in the video.

You can extend this activity by also writing about the following:

- Which of the four stories made the most impact on you, and why?
- Were there any facts in the video that surprised you?
- How have lives changed for the young workers in the video and their families? How would your life change if you suffered a similar workplace injury?

Rights and Responsibilities

Rights and Responsibilities for New and Young Workers is an online activity that introduces you to your workplace rights and responsibilities.

It should take you approximately 20 minutes to complete this self-directed activity, including the quiz at the end.

Because the issue of rights and responsibilities is so central to workplace safety, you should aim to get 100 percent on the quiz. If you don't, keep trying until you are able to answer all the questions correctly.

Effective Workplace Communication

Effective communication, as you probably already know, is important in many aspects of life. Effective communication in the workplace

- Is two way – involves asking the right questions and listening to the answers
- Uses open-ended questions where appropriate
- Involves rephrasing or repeating the question if you don't get the answer you need at first

As you learned earlier, workers have the right to information, instruction, and training about safe work procedures and how to recognize hazards on the job. The law requires that all workers be trained about any workplace hazards. Workers also have a responsibility to play an active part in that training: you are required to listen and watch attentively, and to ask questions if you don't understand.

Select one of the four workplace incident scenarios depicted in the *Lost Youth* video. Now think about what might have happened **before** the incident, and how proper training and questioning could have prevented the incident. Create a comic strip, video storyboard, or other representation to show how a training session between the worker and supervisor might look.

If you are having difficulty thinking of questions that you might use, consider any of the following:

- Who is my immediate supervisor?
- Should I be wearing safety glasses for this job?
- It seems very loud in here. Do I need hearing protection?
- I've been shown two different ways to use this (tool/equipment). Which is the correct way?
- How do I conduct a pre-use inspection on this (piece of equipment)?
- Can you show me the right way to use (tool)?
- Where is the emergency shut-off for this (piece of equipment)?
- Who is my first aid attendant?

-
- I find my back and arms get sore when I do this for a long period of time. Is there another way I can do this?
 - My hands are starting to get sore after doing the same work for hours at a time. Can I switch tasks with someone else for a while?
 - I don't have any non-slip shoes. Where can I get some?

Alternatively, instead of using one of the scenarios from the video, you can create your own scenario depicting a workplace setting related to your own work interests.

Young Worker Training

The Student Resource Page has a series of videos under the heading of *New and Young Worker: They're Worth Your Attention*. These videos show what some workplaces across the province are doing to tailor their training and orientation specifically to young workers. The videos show workplaces in the following sectors:

- Construction/road building
- Forestry/silviculture
- Manufacturing/transportation
- Hospitality/retail

Select and view one or more of these videos, based on your work interests. For the workplace you selected, write a brief summary, focusing on

- The specific workplace practices aimed at new and young workers
- Why these practices are a good idea
- How these practices could be applied to another work setting

Be a Survivor

Can you guess the most common workplace hazards for young workers? According to WorkSafeBC, the most common causes of accidents and injuries for young people on the job are

- Lifting objects when working as retail clerks and shipper-receivers
- Falling from ladders, scaffolding, or other raised platforms
- Using knives in food service or retail
- Working with hot substances or equipment in restaurants
- Driving or riding in vehicles, and working near mobile equipment
- Using food slicers in restaurants or supermarkets
- Working near any equipment or machinery when it's in operation

In any workplace setting, safety hazards generally fall into the following categories:

- Physical hazards – accidents or physical trauma from falling, slipping/tripping, being struck, being caught in machinery, being cut, or being burned. Injuries can include bruising, broken bones, cuts and gashes, and burns.
- Chemical hazards – exposure to unsafe chemicals in liquid, gas, or solid form. Injuries can include burns, asphyxiation, rashes, or illness.
- Ergonomic hazards – improper lifting, repetitive motions, or overextending. Injuries can include sprains and strains of any joint or muscle, as well as repetitive strain injuries such as carpal tunnel syndrome.
- Biological hazards – exposure to bacteria, viruses, parasites, moulds, and other hazardous life forms. Injuries can include diseases and poisoning.
- Natural environment hazards – exposure to cold, heat, sun, or water. Injuries can include heat stress, hypothermia, frostbite, sunburn, and drowning.

The risk of injury can be even greater when the hazards are combined with situations such as working in a confined space, or working alone or in isolation.

Think about the type of work you have done in the past or are hoping to do in the future. What hazards might you face? What about the

young workers portrayed in the *Lost Youth* video – what types of hazards did they face? Are these consistent with the top hazards?

Next, read the pamphlet, *Be a Survivor*, which features useful tips and information about worker safety. Select three pieces of information from the pamphlet that you feel are most relevant to you and your own current or future working situations. Write a brief paragraph or two about why you think these are the most important and relevant facts to highlight. Alternatively, you may choose to create an oral or multimedia presentation to communicate your findings.

Spot the Hazard

All jobs have potential safety hazards, but those hazards can always be minimized or eliminated. Some general guidelines for minimizing risk that that can be used in most work settings include the following:

- Keep workspace clear and uncluttered
- Follow safe lifting procedures
- Wear appropriate protective equipment
- Pay attention
- Follow all safety procedures
- Ask for help if required

The Hazard Recognition exercise (available in the “Questionnaires and worksheets” section of the Student Resource Page) contains a series of photographs depicting potential workplace hazards. Select two to four of these images, based on your work interests, and for each identify:

- The hazards you see
- Things a worker, supervisor, or employer could do to prevent those hazards

When you are done, compare your responses with the answer key provided in the "Additional Resources" section of this guide.

If you want to extend your learning, additional “What’s wrong with this photo?” challenges are available online at the WorkSafeBC website: www2.worksafebc.com/Publications/Multimedia/Photos.asp.

Search the Regulation

All workplaces are governed by the Occupational Health and Safety Regulation, which outlines the legal safety requirements that must be met. The Regulation is long and complex, and it is not expected that anyone – including supervisors or employers – will have it memorized. However supervisors and employers **must** comply with all the relevant requirements, and need to be able to access the latest information.

In addition, as a worker, you should take an active role in your own safety by knowing how to access regulatory information related to your job. The best tool for doing so is the online OHS Regulation, which can be found at the WorkSafeBC website.

To introduce you to the Regulation and how to find specific information, complete the Search the Regulation activity (available in the “Questionnaires and worksheets” section of the Student Resource Page).

Once you have completed the worksheet, compare your responses to the answer key for the worksheet is provided at the end of this module.

Remember that the OHS Regulation is only the starting point for health and safety. Every piece of equipment has its own safety guidelines, and every workplace has safe work procedures for specific work tasks. It’s up to employers to train workers on safe work procedures, and it’s up to workers to understand and follow those procedures.

Know Your Personal Protective Equipment (PPE)

Various jobs make use of personal protective equipment, or PPE, to help minimize the risk of injury for specific types of work. Categories of PPE include the following:

- Eye and face protection (e.g., safety glasses, face shields)
- Hearing protection
- Head protection (e.g., hard hat)
- Hand protection (e.g., safety gloves)
- Foot protection (e.g., steel-toed boots)
- Breathing protection (e.g., dust mask, respirator)
- Visibility enhancement (e.g., visibility vest, wearable lights)

Whenever you are required to use PPE on the job, your employer or supervisor must train you in how to use it properly.

While most PPE is supplied by the employer (as required by the Regulation), it is your responsibility to provide your own basic work clothing including

- Footwear (including non-slip or steel-toed shoes or boots if required for the job)
- Clothing for the elements (hot, cold, sun protection)
- Work gloves
- Hard hat/head protection

However, you should feel free to ask your employer where to purchase such items, and what brands or varieties are best for the work. In addition, some employers may have items available to borrow or purchase at cost (particularly work gloves and hard hats).

Think about the type of work you might be doing, and identify one piece of PPE you'd need for that job. The various resources on the Student Resource Page will give you some information, as will the OHS Regulation (www2.worksafebc.com/Publications/OHSRegulation/Home.asp), and the WorkSafeBC PPE information page (www2.worksafebc.com/Topics/PPE/Home.asp).

For your selected equipment, create a model, poster, or informational profile that highlights

- The purpose of the PPE (i.e., the injury it is designed to prevent)
- How to wear/use it, clean it, and store it
- Any Regulations for use

WorkSafe for Life

Once you get into the habit of thinking about workplace safety, it becomes second nature to apply this awareness to other areas of your life.

In this project, you will research and create an activity (e.g., informational videos, presentations, workshops) to orient others to specific safety concepts in school, home, and community contexts.

Although you can choose any topic you wish, you may wish to focus on areas that correspond to classes you are currently taking or planning to take in the future, such as:

- Technology education – topics such as safe tool use
- Foods (home economics) – topics such as knife safety, stove and hot surface safety
- Music – topics such as hearing loss prevention, repetitive strain injuries
- Visual arts – topics such as safe use of materials and tools
- Dance, drama, physical education – topics such as safe movement, protective equipment

You can also choose to highlight safety issues in relation to other school or out-of-school topics and activities such as:

- Sports and physical activities
- Ergonomics for computer use at school and home
- Home and community use of pesticides and herbicides
- Home repair and renovation projects
- Bullying and harassment
- Driving

Depending on what topic you choose, your project may also address curriculum outcomes for other subject areas, such as applied skills, arts education, or physical education. Talk to your teacher advisor or counsellor about this.

Next, choose what format you will use for your project. For example, you may choose to

- Create an informational video, podcast, website, slide show, poster, or drama
- Stage an event such as a flash mob or mock incident
- Organize and lead a workshop for other high school students
- Organize and lead a safety event for elementary school students
- Create a science fair entry

To begin your work, review the various informational resources related to your topic found at the Student Resource Page.

You will want to consult with your teacher advisor or counsellor about this project, particularly in terms of

- Facilitating delivery of any presentations you want to make
- Co-ordinating with any other students who might be addressing similar topics
- Determining how your work will be assessed

Additional Resources

You and the Working World – Analyzing the Results

Once you have completed the questionnaire, use the following key to help make sense of your answers.

| | |
|---|--|
| <p>1. Have you ever had a paid job or work experience placement with an employer?</p> <p><input type="checkbox"/> Yes</p> <p><input type="checkbox"/> No</p> <p>(If you answered “yes,” please go to question 2. If you answered “no,” please jump directly to question 9.)</p> | <p>If you have never had a paid job or work experience before, that’s okay. The knowledge you will gain as you work through the activities in this program will provide you with the information you need to stay safe on the job.</p> |
| <p>2. How would you describe the training or orientation you received when you started the job? (Choose one response only.)</p> <p><input type="checkbox"/> Orientation was extensive, thorough, and formal (i.e., an organized session lasting an hour or longer).</p> <p><input type="checkbox"/> Orientation was thorough and clear, but informal (i.e., things explained as typical work situations arose).</p> <p><input type="checkbox"/> Orientation and training were haphazard (i.e., only some things were explained).</p> <p><input type="checkbox"/> I do not remember receiving any orientation or training.</p> | <p>If you’ve received satisfactory job training in the past, great! Your employers were doing their job, making sure you stay safe on the job.</p> <p>If you received little or no orientation, this program will help you learn what type of training you should have had. If you still are working at the same job, consider speaking with your employer about the type of safety orientation they could and should be providing.</p> |
| <p>3. Which of the following most closely describes your opinions about your orientation and training? (Choose one response only.)</p> <p><input type="checkbox"/> Very good coverage of what I needed to know: material all seemed worthwhile and necessary</p> <p><input type="checkbox"/> Felt like “overkill”: too much to absorb and not all of it really necessary</p> <p><input type="checkbox"/> Not very thorough: left out lots of things I had to discover later</p> <p><input type="checkbox"/> Somewhat confusing: left me feeling overwhelmed by the demands of the situation</p> <p><input type="checkbox"/> Not much to it, but no matter, as the job requirements seemed self-evident</p> <p><input type="checkbox"/> It was completely inadequate or non-existent</p> | <p>Although it may sometimes feel tedious or a waste of time, workplace orientation and training are always essential. There are a lot of things to learn on a new job, but you can’t take shortcuts by skipping over safety training. If you can come up with clear and constructive suggestions for how to improve the safety training offered to new workers, your supervisor or employer should appreciate your input and initiative.</p> |

| | |
|---|---|
| <p>4. Who provided most of your orientation and training? (Choose one response only.)</p> <ul style="list-style-type: none"> <input type="checkbox"/> The person to whom I reported (i.e., boss or supervisor) <input type="checkbox"/> An experienced co-worker <input type="checkbox"/> No one specific person <input type="checkbox"/> I received no meaningful orientation or training | <p>Safety training can be delivered by your employer, a supervisor, or an experienced co-worker who has been designated to provide orientation and mentoring. What's important is to have training that covers all risks and hazards associated with your job and working environment and to have opportunities for you to ask follow-up questions as situations or issues arise.</p> |
| <p>5. Which of the following topics were covered as part of your orientation and training? (Choose all that apply.)</p> <ul style="list-style-type: none"> <input type="checkbox"/> Terms and conditions of employment <input type="checkbox"/> Location of (access to) facilities, equipment, and supplies <input type="checkbox"/> Person(s) to speak to about questions or concerns <input type="checkbox"/> Procedures for carrying out assigned job tasks <input type="checkbox"/> Safety hazards of the job <input type="checkbox"/> Workplace health and safety rules and procedures, and reasons for those rules and procedures <input type="checkbox"/> Emergency procedures and first aid facilities <input type="checkbox"/> None of the above | <p>All of these items should be included in a workplace orientation and training program. If you do not receive all of this information and are currently working, it's never too late to ask.</p> |
| <p>6. How much opportunity for interaction did you have with your supervisor or employer during your day-to-day work? (Choose one response only.)</p> <ul style="list-style-type: none"> <input type="checkbox"/> Constant (we worked together, most of the time) <input type="checkbox"/> Frequent (at least six or seven times a day, usually) <input type="checkbox"/> Occasional (three or four times a day, usually) <input type="checkbox"/> Very little (twice a day, or less) | <p>Your supervisor or employer should always be available to you if you have questions about work processes, especially related to safety.</p> <p>Many young people who are relatively new to the workforce are extremely eager to do a good job and impress "the boss." Even if your supervisor or employer is busy, it is their responsibility to make sure you stay safe on the job.</p> |
| <p>7. How easy was it for you to approach your supervisor with questions and concerns related to your work? (Choose one response only.)</p> <ul style="list-style-type: none"> <input type="checkbox"/> Very easy (she/he always took time to speak with me and would respond to anything I raised) <input type="checkbox"/> Fairly easy (I might have to wait to raise questions or receive answers to questions I asked, but I never felt uncomfortable raising work issues) <input type="checkbox"/> Sometimes challenging (I sometimes felt unwilling to say anything that might make me seem stupid, uncooperative, or difficult) <input type="checkbox"/> Quite difficult (he/she was often not around) | <p>It's in your employer's best interest, too. Aside from caring about their workforce, accidents and mistakes that are caused by improper work practices cost the company time and money.</p> <p>Never feel like you're wasting your boss's time if you have questions about safety.</p> |

| | |
|--|--|
| <p>8. Did you ever witness or experience a situation where someone was or might have been seriously hurt at work?</p> <p><input type="checkbox"/> No</p> <p><input type="checkbox"/> Yes (Briefly describe what happened.)</p> | <p>If you haven't witnessed such situations, that's great.</p> <p>If you have, think about what occurred. Was there something happening at the workplace that could have been done differently to prevent the incident? Was the incident used as a workplace learning exercise to try to avoid similar accidents in the future?</p> <p>Keep this in mind as you work through the various workplace scenarios in this resource.</p> |
| <p>9. What types of work might you be interested in pursuing as your next/first job? (Please give only your first, most likely option.)</p> | <p>There are multiple opportunities throughout this program to select activities based on your specific job interests. You aren't bound by this choice, but keep it in mind as you progress through the activities.</p> |
| <p>10. What kinds of safety risks do you think there might be in that job? (Can you realistically imagine how someone might get hurt doing that job?)</p> | <p>If you have never had a paid job or work experience before, that's okay. The knowledge you gain as you work through the activities in this program will provide you with the information you need to stay safe on the job.</p> |

Search the Regulation – Answer Key

Correct answers are in red.

| Question | Regulation # |
|--|--------------|
| 1. If you believe a work procedure or tool to be unsafe, what must you do? a. refuse to do the procedure or use the tool b. communicate your concerns with your supervisor c. both a. AND b. d. either a. OR b. | 3.12 (3) |
| 2. True or False: Your employer is required to provide you with appropriate safety footwear. T F | 8.2 (1)(b) |
| 3. True or False: Other than regular clothing, work gloves, and safety footwear and headgear, your employer is required to provide you with any appropriate personal protective equipment you need to do your job, at no cost to you. T F | 8.2 (2) |
| 4. What is the maximum noise level for worker exposure? a. 85 dBA Lex daily or 140 dBC peak sound level b. 85 dBA Lex daily or 150 dBC peak sound level c. 75 dBA Lex daily or 100 dBC peak sound level d. 75 dBA Lex daily or 85 dBC peak sound level | 7.2 |
| 5. Although working under the influence is not recommended in any workplace, the Regulation does not have any provisions that specifically prohibit you from working or from being at work if your ability to work is affected by alcohol, drugs, or other substances. T F | 4.20 (1) |

| Question | Regulation # |
|--|--------------|
| <p>6. If you travel in a worker transportation vehicle as part of your job, your employer must ensure that</p> <ul style="list-style-type: none"> a. reasonable measures are taken to evaluate road, weather and traffic conditions to ensure the safe transit of the workers b. an inspection of the worker transportation vehicle has been conducted by a qualified person before first use on a work shift c. any defect which might affect the safety of workers is corrected before the vehicle is used d. a. and c. only e. a., b., and c. | 17.2 |
| <p>7. The maximum height at which you can work without using fall protection is six metres. T F</p> | 11.2 (a) |
| <p>8. What is the minimum age for the designated first aid attendant required at all workplaces?</p> <ul style="list-style-type: none"> a. 15 b. 16 c. 18 d. 19 e. 21 | 3.15 |
| <p>9. If you will be required to work alone or in isolation, your employer must develop and implement a written procedure for checking on your well-being. T F</p> | 4.21 |
| <p>10. Unless circumstances or space requirements dictate otherwise, how far away from the work area must traffic control persons be positioned?</p> <ul style="list-style-type: none"> a. at least 5 metres b. at least 18 metres c. at least 25 metres d. at least 30 metres e. at least 45 metres | 18.8 |

Hazard Recognition – Answer Key

Your responses to the hazard recognition images may not be exactly the same, but they should include at least some of the following.

Warehouse worker

Hazards

- Worker is reaching too high to lift box
- Worker has leg on second rung of ladder and is in an unstable position – could fall off ladder
- Box could be too heavy to lift
- Box could fall onto worker
- Forklift is behind worker – another worker may start operating the forklift

Prevention

- Don't stand on the top two rungs of ladder
- Ensure ladder is in correct and secure position
- Use proper lifting techniques
- Ensure forklift driver is aware of worker on ladder
- Ask for assistance with heavy boxes, if required



Cashier

Hazards

- Worker is reaching over stacked items and overextending arms – could strain arms, shoulder, or back from awkward lifting
- Item may be too heavy for lifting
- Items not stacked properly
- Items could fall on worker if knocked over
- If glass items broken, worker could get cut

Prevention

- Do not overextend or twist body
- Use proper lifting techniques
- Ask for assistance in lifting heavy items
- Use proper posture while working





Deep fryer

Hazards

- Worker is not paying attention to task
- Kitchen items are too close to deep fryer – could fall into fryer causing hot oil to splash up
- Second worker could knock over hot items
- Worker's hair not tied back, could get in the way

Prevention

- Pay attention to task
- Remove items or utensils that are too close to deep fryer
- Tie back hair
- Ensure safe work procedures are followed for deep frying



Construction worker

Hazards

- Wood items are stacked in unstable position – items or ladders could fall onto worker
- Awkward lifting and handling of wood items by worker – worker could get back injury from awkward lifting
- Extension cord lies across the work area – tripping hazard
- Worker not wearing safety gloves – hand could get cuts or slivers
- Messy/cluttered area

Prevention

- Wear work gloves
- Use proper lifting techniques
- Ensure path or walkway is clear
- Move ladders and extension cord away from work area
- Ask for assistance if required

Cook assistant

Hazards

- Grill could be hot
- Cleaning sponge is small, worker's fingers could get burned
- Flammable aerosol can could explode from heat
- Worker's fingers could get burned from hot grill or oil
- Worker's long sleeve could get hot oil on it

Prevention

- Remove aerosol can from hot area
- Wear proper clothing (no wide sleeves or sleeves too long)
- Use proper cleaning tools
- Use safe work procedures for cleaning grill



Kitchen worker

Hazards

- Worker cannot see where she is going
- Boxes lying on floor – slipping/tripping hazard
- Box could be too heavy for worker
- Worker could bump into another worker
- Worker could fall onto hot stove top

Prevention

- Remove debris/boxes lying on floor
- Do not walk without seeing pathway
- Be aware of other workers working around you
- Get assistance with carrying box
- Use handcart to move box
- Ensure nothing is in pathway
- Use proper lifting/carrying techniques





Woodworker

Hazards

- Hand is too close to blade
- Extra wood pieces in the way of work
- Broom leaning on work table, could fall
- Extension cord behind worker – tripping hazard
- General mess in shop
- No guard on saw
- Loose jewellery and clothing on worker – could get caught in machinery

Prevention

- Keep fingers at least 8 cm from saw blade
- Ensure there is no clutter around saw area
- Move broom away from table saw
- Have guard on saw
- Ensure safe work procedures are followed for working on saw
- Clean up work area
- Do not wear loose jewellery or clothing while working on saw



Supermarket worker

Hazards

- Lifting heavy box in awkward position – could cause back strain injury
- Lifting box with box cutter in hand – potential for cutting
- Turning while lifting – could strain back
- Improper footwear – slipping/tripping hazard
- Repetitive lifting of boxes
- Cart could move throwing worker off balance

Prevention

- Use proper lifting techniques
- Do not turn body while lifting
- Do not lift boxes with box cutter in hand
- Wear proper footwear
- Position cart so it can't move
- Get assistance if boxes are too heavy

Mechanic

Hazards

- Worker not wearing face mask or safety glasses – potential eye or face injury from flying debris or dust
- Distracted by other person
- Other person sitting on unstable stack of tires, could fall onto worker

Prevention

- Wear proper personal protective equipment (dust mask, safety eyewear)
- Move tires away from car
- Do not sit on stack of tires
- Clean up work area
- Pay attention to task



Server and busperson

Hazards

- Potential collision (resulting in cuts from broken glass or burns from hot liquid)
- Server holding tray in unstable position (over shoulder)
- Server and busperson cannot see each other coming around corner, potential collision
- Busperson not paying attention to potential oncoming traffic
- Server could lose balance

Prevention

- Both workers need to pay attention for oncoming traffic
- Mirror could be installed so that workers can see oncoming traffic
- Use proper technique for carrying tray
- Use both hands for carrying tray
- Proceed cautiously around corner



Farm animal handling

Hazards

- The hay is stored improperly and represents a fire hazard
- Tools and bucket are potential tripping hazards
- Horse is not secured



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- The worker's body position is an ergonomic hazard
 - Syringes lying on floor are both a biohazard and a puncture hazard
 - Potential biological hazards when working around animals or animal waste
 - Worker appears to be working alone

Prevention

- Keep work area uncluttered and free of tripping hazards
- Store hay and other flammable materials safely
- Dispose of biological waste safely
- This type of work would be better done with a second worker restraining the animal
- Follow ergonomic practices to avoid MSIs
- Wear PPE and follow proper procedures to avoid biological hazard when working with animals
- Make sure there's a communication plan for workers working alone



Landscaping

Hazards

- Wearing sandals could result in a severe injury when using equipment such as a lawnmower
- Safety cones not in use
- Improper and unsafe ladder use, could result in fall
- Lawnmower controls are hidden and cannot be accessed quickly in the case of an emergency
- Tools and equipment not secured, creating a tripping hazard
- One worker texting while in a hazardous area

Prevention

- Wear proper footwear and clothing for the job
- Keep workspace clear and uncluttered
- Pay attention at all time while on the job, particularly around hazards such as machinery or falling hazards
- Use all equipment as directed – do not use tools or equipment for purposes they were not designed for

Spa

Hazards

- Potential chemical hazards to both worker and customer
- Coffee cup is near chemical hazards
- Workspace is very cluttered, potential tripping hazard
- Liquids stored in a way that spills are likely to occur
- Potentially flammable liquids are too close to electrical equipment

Prevention

- Wear/use PPE such as gloves, mask/respiratory protection, and eye protection when working around chemicals
- Keep food and drinking water away from chemical hazards
- Keep workspace clear and uncluttered
- Handle and store liquids properly



Forklift

Hazards

- Workers not paying attention to moving equipment
- Not all workers are wearing high-visibility apparel
- Forklift is operating outside designated area; markings on floor are unclear
- Forklift operator is not wearing seatbelt, and has parts of his body outside the forklift
- Cup of coffee on forklift is a spill/slipping hazard
- Load on forklift is trailing debris that could snag on equipment or cause other workers to trip

Prevention

- Wear high visibility clothing when working in or around moving equipment
- Pay attention at all times when working in or around moving equipment
- Follow all safe work procedures for hazardous equipment such as forklifts
- Keep equipment properly maintained and clutter-free





Room attendant

Hazards

- Poorly maintained equipment (e.g., broken wheel, taped together cart, taped electrical cord) is a potential hazard
- Cleaning supplies improperly labelled and stored
- Potential biohazards from blood on sheets and syringe on table
- Over-reaching could cause a strain
- Tripping hazards from electrical cord across doorway and food tray on floor

Prevention

- Keep all equipment and tools in proper working condition
- Ensure all cleaning products and chemicals are properly labeled
- Follow ergonomic guidelines for work that requires bending or lifting
- Follow proper procedures for handling biohazards such as blood and syringes
- Keep workspaces and walkways clear and uncluttered



Traffic

Hazards

- Traffic control equipment (cones, signage, etc.) not set up properly
- Workers are out of sightlines, behind vehicles, and do not appear to be paying attention to their jobs
- One worker is texting/distracted, and is not wearing any high visibility clothing

Prevention

- Pay attention at all time when working around any moving equipment, including motor vehicles
- Do not text or engage in other distracted behaviour when working in or around motor vehicles
- Wear high visibility clothing when working in or around motor vehicles

