­­­****

**M5 Lesson 5: Work Safety Part 4 – Hazard Recognition**

Core Competencies:

|  |  |  |
| --- | --- | --- |
| * Communication
 | * Thinking
 | * Personal & Social
 |

Big Ideas:

* Lifelong learning fosters career-life opportunities.

Curricular Competencies:

* Demonstrate inclusive, respectful, and safe interactions in diverse career-life environments
* Practice effective strategies for healthy school/work/life balance

In this lesson, we will discuss the most common hazards for young workers. According to Worksafe BC, 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:

1. **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.
2. **Chemical hazards:** exposure to unsafe chemicals in liquid, gas or solid form. Injuries include burns, asphyxiation, rashes or illness.
3. **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.
4. **Biological hazards:**exposure to bacteria, viruses, parasites, molds, and other hazardous life forms. Injuries can include diseases and poisoning.
5. **Natural environment hazards:**exposure to cold, heat, sun, or water. Injuries can include heat stress, hypothermia, frostbite, sunburn and drowning.
6. **Psychosocial hazards:**stress, workplace violence, bullying, shift work, or distractions. Any of these situations can lead to an accident and cause injuries.

The risk of injury can be even greater when the hazards are combined with situations such as working alone or in isolation, working in a confined space, or if the worker is fatigued, distracted, or impaired by drugs or alcohol.

Think about the type of work or volunteer experiences you have had 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?

Assignment

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

* Keep workplace clear and uncluttered
* Follow safe lifting procedures
* Wear appropriate protective equipment
* Pay attention
* Follow all safety procedures
* Ask for help if needed

The hazard recognition exercise contains a series of photographs depicting potential workplace hazards. Select three images based on your own work interests and identify the hazards you see, and the things a worker, supervisor or employer can do to prevent the hazards.

Instructions:

1. Click the following link: <https://www.worksafebc.com/en/health-safety/education-training-certification/young-new-worker/student-worksafe/student-resources>

2. Scroll down the page until you see the following:



3. Choose three of the job titles to study. Each .pdf has a chart that you can fill in to list the hazards you see, and things that should be done to eliminate the hazards. You are welcome to use the chart or make one of your own. Return to the last lesson for help with hazard recognition.

4. When you have completed three of the jobs, upload your assignment into your Grade 10 myBlueprint eportfolio, as well as submitting it here.

As an option, you can give each set of partners or group a different one to study, and then go through them all as a class.

Assessment