

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 provincial competition. Should competitors have further questions, they are welcome to contact Jeremy MacEachern at jmaceachern@wcb.pe.ca

(1) Hazard Identification

45 minutes, worth 36%
Essential Skills – 4, 6, and 7

What are competitors required to do for this activity?

- Each group of competitors (Group A and B) will have a set time slot in which to do their Hazard Identification.
- Competitors will be given a brief orientation to a mock workplace, and to the Hazard Identification activity.
- Once oriented to the activity, each competitor will be given 45 min to complete an inspection of the mock workplace, and to identify hazards. **No electronic devices of any kind are allowed during this activity.**
- Each competitor will be asked to identify **6 hazards**, and complete a hazard identification table, such as the one shown below:

Identified Hazard	Hazard Category	What could happen?	What needs to be done to control the hazard?
Tool with frayed electrical cord	Physical	Worker could get electrocuted	Tool needs to be removed from service and replaced with properly maintained tool
Poor housekeeping in shop – excessive sawdust on floor	Safety	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 correctly identifying the hazard
- Up to 1 mark for identifying the hazard category
- Up to 2 marks for correctly explaining why it is a hazard, or ***“what could happen.”***
- Up to 2 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 workplace.
- Talk to a member of the Joint Occupational Health and Safety Committee at their school or workplace.

(2) Hazard Control Search

90 minutes, worth 30%
Essential Skills – 2, 3, and 7

What are competitors required to do for this activity?

- Competitors will be given a brief orientation to the Hazard Control Search, and a booklet to be completed and handed in by the end of the 90-min time slot.
- Competitors will visit at least two other competition sites of their choosing. They will use these two sites to answer the assigned questions on hazard control (found in the booklet).
- Competitors will observe, listen, take notes, and ask questions in order to gather information on hazard control at the competition sites.
Note: Competitors should only ask questions at other competition sites when appropriate (i.e., do not be disruptive of other competitions/ competitors/ judges).
- Competitors will use the booklets to record both initial information gathered (notes, diagrams, etc.), as well as final responses to hazard control questions. Only final responses will be marked. Questions must be answered for each of the two sites visited.
- Competitors will be responsible for returning to the Workplace Safety competition site anytime within the 90-min time limit to complete and hand in their booklet.

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)
1. What are four hazards associated with this type of work?	4
2. What are three controls you observed at this competition site?	3
3. Provide a detailed written description of one of the controls you observed, explaining how it works to control the hazard.	4
4. Provide a detailed diagram of the control described in Question 3.	2

5. Which type of hazard control is described in Questions 3 and 4 (e.g., Engineering control, Administrative control, or PPE)?	1
6. List one challenge associated with the hazard control described in Questions 3, 4 & 5	1
Subtotal	15
Total (for 2 competition sites visited):	30

Example : Competition site observed is Welding

Question	Answer	Maximum Marks
1. What are four (4) hazards associated with this type of work?	Ergonomic (MSI), exposure to UV light, toxic fumes and gases, heat/ fire	4
2. What are three (3) controls you observed at this competition site?	Local exhaust ventilation, PPE, appropriate rest/breaks	3
3. Provide a detailed written description of one of the controls you observed, explaining how it works to control the hazard.	Local exhaust ventilation captures contaminants at, or very near, the source and exhausts them outside. It is used to provide a continuous supply of fresh outside air. It can maintain temperature and humidity at a comfortable level, reduces potential fire or explosion hazards, and removes or dilutes airborne contaminants. The system consists of a hood (also known as the air intake area), ductwork that is used to move air from one area to another, an air cleaner, an air mover (or fan) to bring in outside clean air and exhaust the indoor contaminated air, and a discharge stack to exhaust the contaminated air.	4
4. Provide a detailed diagram of the control described in Question 3.		2
5. Which type of hazard control is described in Questions 3 and 4? (Engineering control, Administrative control or PPE?)	Engineering	1
6. List one challenge associated with the hazard control described in Questions 3, 4 & 5.	If there is a buildup of contaminant in the system, particularly in the air cleaner, the system may not be as effective, and the worker may still be exposed to the contaminant.	1
		15

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):

- Workers Compensation Board of PEI website – <http://wcb.pe.ca/Workplace/Resources>
- Canadian Centre for Occupational Health and Safety – www.ccohs.ca
 - http://www.ccohs.ca/oshanswers/hsprograms/hazard_control.html
 - 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.)

Competitors may also wish to look at the list of other competition sites that will be at the Holland College Waterfront campus on the day of competition, and research some of the types of hazard controls that those competition sites are likely to have.

(3) OHS Presentation (Toolbox Talk)

90 minutes (Preparation) + 5-7 minutes (Delivery), worth 35%
Essential Skills – 2, 4, 5, 6, and 9

A Toolbox Talk (or Safety Share), is an informal meeting that focuses on safety topics such as workplace hazards and safe work practices. These meetings are normally conducted in person at the job site prior to starting a work shift.

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

- Competitors will be assigned – by random draw – a workplace safety topic (topics provided on Competition Day)
- Competitors will develop a 5-7 minute Toolbox Talk (presentation) around their topic
- Competitors will do an internet search of the topic. They will use a template (provided on Competition Day) to outline the key points to be communicated during the Toolbox Talk. This template will be part of the overall marking for the OHS Presentation.
- The Toolbox Talk will cover:
 - Introduction (definition of topic, relevance/importance, content to be covered)
 - Common hazards associated with topic (& what could happen as a result of the hazards)
 - P.E.I. OHS Regulations (*discuss at least 2 Regulations that relate to topic*)
 - Recommendations (best practices for eliminating or minimizing hazards)
 - Conclusion (summary of key points/take-aways)
- Competitors will have the use of computers only to research their presentations; the talk itself will be delivered without presentation software/ technology (i.e., no Powerpoint, Googleslides, etc.).
- At their scheduled time, each competitor will present their 5-7 min Toolbox Talk to the judge(s) and a subgroup of fellow competitors so that it simulates a supervisor or OHS professional giving a toolbox talk to a group of employees.

How will competitors be marked?

- Competitors will be marked on the structure and content of the presentation they develop (including the information provided on their Toolbox Talk template).
- Competitors will be marked on how well they are able to communicate the information they have prepared.
- See **Presentation Scoring Guide** information, below.

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	Completed Toolbox Talk template (including list of reputable sources)					0 sources listed = unsatisfactory/ needs improvement 1 source listed = satisfactory 2 sources listed = good 3+ sources listed = excellent *Sources must be <i>in addition to</i> the P.E.I. OHS Regulations
	Consulted the P.E.I. OHS Regulations (2 Regulations mentioned)					0 Regulations mentioned = unsatisfactory/ needs improvement 1 Regulation mentioned = satisfactory 2 Regulations mentioned = good/ excellent
Presentation Content	Introduction (defined topic/ importance of topic, content to be covered)					
	Outlined common hazards & what could happen					1 hazard/consequence mentioned = unsatisfactory/ needs improvement 2 hazards/consequences mentioned = satisfactory 3 hazards/consequences mentioned = good/ excellent
	Outlined recommendations/ best practices for eliminating or minimizing hazards					1 recommendation/best practice = unsatisfactory/ needs improvement 2 recommendations/best practices = satisfactory 3 recommendations/best practices = good/ excellent
	Presented information in a sequential and organized manner					
	Conclusion (summary, key points, take-aways)					
Delivery	Spoke clearly and projected well					
	Made eye contact and engaged with audience					
	Added content (statistics, personal stories, demonstrations, diagrams, other visual, etc.)					No added elements to enhance presentation content = unsatisfactory/ needs improvement One added element = satisfactory Two or more added elements = good/ excellent
Total						_____ / 100 pts [_____ / 34 pts]

What might competitors do to prepare for this activity?

To prepare for this activity, competitors may wish to:

- Familiarize themselves with Toolbox Talks/ Safety Shares by doing an internet search for examples
- Familiarize themselves with the [P.E.I. OHS Regulations](#) (follow link) & see attached Index (p.7-8)
- Practice carrying out online searches of various workplace safety topics (see attached Index for example topic areas)
- Practice developing a Toolbox Talk on a workplace safety topic, using the list of topics to be covered and/or scoring rubric (p.4-5)
- Explore some of the recognized, reputable OHS websites:
 - 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.)

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