



**2015 PROVINCIAL SKILLS COMPETITION  
École Secondaire Népisiguit, Bathurst, NB**

**SCOPE DOCUMENT  
WORKPLACE SAFETY**

**Date: April 18, 2015**

**Level: Secondary**

**1. CONTEST INTRODUCTION**

Occupational Health and Safety (OHS) concerns itself with the health and safety of workers by considering the relationship between employees, their work environment, the work carried out, the materials used, the equipment used, and the impact each has on workplace health and safety. A successful occupational health and safety program requires that hazards are recognized early and effectively controlled so as to prevent illness or injury.

**1.1 Purpose of the Challenge**

To assess competitors' ability to perform OHS-related duties, including:

- Assessing hazards in the workplace
- Communicating OHS information to others
- Acquiring, through research, new knowledge of OHS topics

**1.2 Duration of contest**

This competition consists of three activities. The three activities are:

1. Hazard Assessment: 30 minutes
2. OHS Presentation: 6-8 minutes
3. OHS Research: 30 minutes

At the competition orientation, each competitor will receive a schedule, indicating the time they are to do each activity.

## 2. THE IMPORTANCE OF ESSENTIAL SKILLS FOR CAREERS IN THE SKILLED TRADES AND TECHNOLOGY

SCC is currently working with Employment and Social Development Canada (ESDC) in order to bring awareness to the importance of Essential Skills that are absolutely crucial for success in the workforce. This is part of an ongoing initiative that requires the integration and identification of Essential Skills in contest descriptions, projects, and project documents. Essential skills are used in nearly every job and at different levels of complexity. They provide the foundation for learning all other skills and enable people to evolve with their jobs and adapt to workplace change. Good Essential Skills means you will understand and remember concepts introduced in technical training. The level of Essential Skills required for most trades is as high or higher than it is for many office jobs.

The following 9 skills have been identified and validated as key essential skills for the workplace in the legend below:

*<sup>1</sup>Numeracy, <sup>2</sup>Oral Communication, <sup>3</sup>Working with Others, <sup>4</sup>Continuous Learning, <sup>5</sup>Reading Text, <sup>6</sup>Writing, <sup>7</sup>Thinking, <sup>8</sup>Document Use, <sup>9</sup>Digital*

These essential skills have been identified in section 2.1 of your Contest Description. The top three Essential Skills for your competition area have been identified on your **Details Document** (attached).

### 2.1 Skills and Knowledge to be tested.

- Core knowledge of OHS principles
- Ability to:
  - Identify and assess workplace hazards and to recommend corrective action<sup>6,7</sup>
  - Prepare in advance and communicate health and safety information to others<sup>2</sup>, in the form of a presentation
  - Research health and safety topics using electronic media<sup>7,9</sup>

*Essential Skills - <sup>2</sup>Oral Communication, <sup>6</sup>Writing, <sup>7</sup>Thinking, <sup>9</sup>Digital*

## 3. CONTEST DESCRIPTION

### 3.1 Tasks that will be performed during the contest

#### a) Hazard Assessment

30 minutes, worth 50%

**Part 1:** Each competitor will inspect three posters of mock workplaces for hazards. The hazards may include the following:

Hazard	Example
Physical	Uneven floor, missing safety guard
Chemical	Leaking container, hazardous materials spill
Biological	Used needles, blood
Ergonomic	Awkward postures, repetitive motion tasks

Each competitor will complete a written hazard assessment of the mock workplaces identifying **15 hazards**, and for each hazard identify the following:

- What could happen?
- What needs to be done to control the hazard?

**Part 2:** Each competitor will be asked to find **3 safe work practices**, and for each, identify the potential injury that is being prevented.

**Note:** For more information, see **Details Document** (attached).

#### b) OHS Presentation

6-8 minutes, worth 30%

Each competitor will deliver a 6-8 minute OHS presentation, researched and prepared in advance of coming to the competition.

Helpful hint: To prepare for the presentation, competitors will likely spend between 4 to 6 hours conducting research and developing their presentation.

The presentation topic is as follows:

***Discuss the hazards and injuries associated with the food service industry.***

Competitors will be judged on how well they organize and communicate the key points of the above topic, and will be scored on both content and delivery.

Competitors are asked to use visual aids (posters, pictures, diagrams, props) but **no electronic devices**.

**Note:** For more information, see **Details Document** (attached).

#### c) OHS Research

30 minutes, worth 20%

Each competitor will be assigned a research topic and will have 30 minutes to answer three OHS questions related to the assigned topic.

Competitors will be judged on their ability to use electronic resources at hand (computer and internet access provided) to find and summarize basic information on the assigned topic.

To prepare for this part of the competition, competitors may wish to review OHS websites, including, but not limited to the following:

- WorkSafeNB: [www.worksafenb.ca](http://www.worksafenb.ca); [www.youthsafenb.ca](http://www.youthsafenb.ca)
- Canadian Centre for Occupational Health and Safety [www.ccohs.ca](http://www.ccohs.ca)
- Canadian Society of Safety Engineering [www.ccse.org](http://www.ccse.org)
- Websites of provincial/territorial regulatory bodies
- Young worker provincial/territorial websites
- Websites of provincial/territorial OHS associations and organizations

**Note:** For more information, see **Details Document** (attached).

#### 4. EQUIPMENT, MATERIAL, CLOTHING

##### 4.1 Equipment and material provided by Skills/Compétences NB:

- Clip board and pens for the Hazard Assessment
- Display easel (OHS Presentation)
- Computer, internet access, pen and paper for the OHS Research

##### 4.2 Equipment and material provided by the competitor:

- Materials required for the OHS Presentation

#### 5. ASSESSMENT

##### 5.1 Point breakdown

POINT BREAKDOWN	/100
Hazard Assessment	50
OHS Presentation	30
OHS Research	20

#### 6. ADDITIONAL INFORMATION

##### 6.1 Tie (No ties allowed)

In the event of a tie, the competitor with the highest score in Hazard Assessment will be declared the winner. If a second tie occurs, the

competitor with the highest score in the OHS Presentation will be declared the winner.

## 6.2 Competition rules

Please refer to the competition rules for the Skills Canada NB Competition.

## 7. CONTACT INFORMATION

Name	Email address/Phone number
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## Details Document Workplace Safety

The purpose of this document is to provide competitors with the additional details they need in order to prepare successfully for each of the three activities of the competition.

Top three Essential Skills for this competition area: <sup>5</sup>*Reading Text*, <sup>7</sup>*Thinking*, <sup>8</sup>*Document Use*

### 1) Hazard Assessment

(30 minutes – worth 50%)

#### ***What will this activity look like?***

- This activity requires the competitor to complete a hazard assessment (also called a workplace inspection) of a mock workplace displayed on posters (total of three posters).
- Hazards may include such aspects as housekeeping, hazardous materials, ergonomics, personal protective equipment, unsafe equipment, first-aid, and signage.
- Safe work practices may include any indications that safe work practices are being followed (example, the presence of cautionary signage).

#### ***What will competitors be doing for this part of the competition?***

- Each competitor will be given a brief orientation of the activity.
- Once oriented to the activity, each competitor will be given 30 minutes to complete Part 1 and Part 2 of the activity.

**Part 1** – Each competitor will identify **15 hazards (5 per poster)**, and complete a hazard assessment form, such as the one shown below:

Identified Hazard (1 point)	What could happen? (1 point)	What needs to be done to control the hazard? (1 point)
Tool with frayed electrical cord	Worker could get electrocuted	Cord needs to be repaired or tool 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, thereby getting injured by the fall or by the tool he may be exposed to.	Sawdust needs to be swept up, and shop tidied regularly

**Part 2** – Each competitor will identify **3 safe work practices (1 per poster)**, and complete a table, such as the one shown below:

Identified Safe Work Practice (1 point)	What potential injury is being prevented by the safe work practice? (1 point)
MSDS updated and in a location that is clearly identified	Should any emergency occur with chemicals in this workplace, the information to deal with it correctly is available, and easy to find.
Display of posters on safe lifting techniques	Workers are trained and reminded regularly to lift safely, thus preventing back injuries which can be caused by improper lifting techniques.

***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](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.

**2) OHS Presentation**

(6-8 minutes - worth 30%)

***What will this activity look like?***

- This activity requires each competitor to deliver a 6-8 minute presentation, developed in advance of the competition, on the food service scenario and question found below.
- Presentations must be delivered through a **non-electronic** format; there will be a display stand available for the competitors to use, if they wish.

***What will competitors be doing for this part of the competition?***

- Prior to coming to the competition each competitor will review the scenario provided below, and will research and develop a 6-8 minute presentation which answers the question based on the scenario below.

### ***OHS Presentation Scenario***

You are employed at *The Neighbourhood Deli*, and work 12 hours/week. You work 2 hours on Friday, eight hours on Saturday, and 2 hours on Sunday.

Your assigned responsibilities include: cleaning the floors in the food prep area, washing customer dishes in the dishwasher, cleaning staff toilets, stacking boxes on shelves, cutting slices of ham and cheese to put into the food display cabinet, heating and serving soup, and feeding buns into the conveyor toaster.

Staff is permitted to have one deli meal per shift.

**What are the primary hazards you would encounter in this workplace and what are the injuries associated with each?**

- At their scheduled time, each competitor will deliver (**non-electronically**) their 6-8 minute presentation before judges and a group of co-competitors.
- At the 7-minute mark, competitors will be given a 1-minute warning to allow them to finish up within the allotted 8 minutes. At the 9-minute mark, competitors will be stopped.
- Competitors are asked to include visual aids such as posters, charts, photos, brochures, and props (but nothing requiring electronic devices) to support the information they present.
- Presentations should include an introduction, content which addresses the assigned question, and a conclusion. See **Presentation Scoring Guide** below.

#### ***How will competitors be marked?***

- Competitors will be marked on how well they have researched the assigned topic, and answered the question (See **Presentation Scoring Guide** below for specifics).
- Competitors will be marked on how well they are able to communicate the information they have prepared (See **Presentation Scoring Guide** below for specifics).

## Presentation Scoring Guide

MARKING CRITERIA	POTENTIAL SCORE
<b>Introduction:</b> Was the introduction strong, informative, and engaging?	3
<b>Content:</b> Did the competitor list at least <b>seven</b> hazards, including several types (physical, chemical, biological and ergonomic), and the injuries associated with each?	14
<b>Visual Aids:</b> Were visual aids attractive, accurate, used effectively, and used with confidence?	4
<b>Conclusion:</b> Did the conclusion restate the importance of the topic, give a sense of closure, and leave a favourable impression with the audience?	3
<b>Delivery:</b> Did the presenter act with professionalism, engage with the audience, and project well?	6
<b>Total</b>	30

### ***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](http://www.ccohs.com/oshanswers/hsprograms/hazard_risk.html) to check out “What are examples of hazards?” and “What types of hazards are there?”
- Do an online search of “hazards in the food service industry.”
- As this competition takes place in the midst of many other competitions, noise from the surrounding area will be an issue. Competitors may wish to practice delivering their presentations in an environment where noise and other distractions are present.

### **3) OHS Research**

(30 minutes - worth 20%)

#### ***What will this activity look like?***

- Competitors will have 30 minutes of access to a computer and internet, which they will use to research and answer three questions on a topic assigned at the start of their allotted time.

- The purpose of this activity is to encourage competitors to gain some familiarity with trusted sources of OHS information, and to gain confidence in using basic research skills to increase their understanding of OHS topics.

**What will competitors be doing for this part of the competition?**

- Competitors will be asked to do an online search of a health and safety topic - revealed at the time of the competition - and provide written answers, as well as the source of information, to the following questions:
  - Provide a basic definition of the topic.
  - Briefly discuss two OHS challenges associated with this topic.
  - What occupation(s) might require someone to be knowledgeable about this topic?
- Sample answers for questions are found in the table below:

<b>Topic: Confined Space</b>		
<b>Question</b>	<b>Answer</b>	<b>Source</b>
<i>Provide a basic definition of the topic.</i>	<p>“Confined Space” means a fully or partially enclosed space,</p> <p>(a) That is neither designed nor constructed for continuous human occupancy, and</p> <p>(b) In which atmospheric hazards may occur because of its construction, location or contents or because of work that is done in it.</p>	<a href="http://www.labour.gov.on.ca/english/hs/pubs/confined/cs_4.php">http://www.labour.gov.on.ca/english/hs/pubs/confined/cs_4.php</a>
<i>Briefly discuss two OHS challenges associated with this topic.</i>	<p>1. Air quality – There may be insufficient oxygen for the worker to breathe</p> <p>2. Limited entrance/exit may make it difficult for worker to get out quickly should there be a flood or a collapse</p>	CCOHS <a href="http://www.ccohs.ca">www.ccohs.ca</a>
<i>What occupation(s) might require someone to be knowledgeable about this topic?</i>	Farmers, maintenance workers, boiler tenders, underground utility workers, welders	OSHA <a href="http://www.osha.gov">www.osha.gov</a>

- The topic assigned for this activity will be an OHS-related topic, such as any of the following:
  - Confined Space
  - Work-related MSDSs
  - Material Handling
  - Lockout Tag-out
  - Working Alone

***How will competitors be marked?***

For each of the 3 questions answered, competitor will be awarded 0 – 5 marks, depending on the level of understanding of the topic the competitor was able to reach, as outlined in the following table:

Marks	Depth of answer
0 – 2 marks	No answer, or incorrect answer, indicating that the competitor was unable to uncover information that would lead to an accurate understanding of topic
3 – 4 marks	Answer indicates that competitor has found information that allows him/her a beginning understanding of related terms and topics
5 marks	Answer indicates that competitor was able to find good sources of information and was building a good, basic understanding of the scope of the topic and related topics

***What might competitors do to prepare for this activity?***

To prepare for this activity competitors may wish to “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):

- WorkSafeNB: [www.worksafenb.ca](http://www.worksafenb.ca); [www.youthsafenb.ca](http://www.youthsafenb.ca)
- Provincial/territorial regulatory bodies (Ministries of Labour)
- Provincial/territorial workers compensation boards - [www.awcb.ca](http://www.awcb.ca)
- Canadian Centre for Occupational Health and Safety – [www.ccohs.ca](http://www.ccohs.ca)
- Canadian Society of Safety Engineering – [www.csse.org](http://www.csse.org)
- Associations for specific occupations (construction associations, electrical associations, etc.)