



SKILLS CANADA NB PROVINCIAL COMPETITION

CONTEST DESCRIPTION DOCUMENT	
Competition Date	Saturday April 16, 2016
Competition location	Sussex Regional High School
Trade Name	Workplace Safety
Level	Secondary

1. INTRODUCTION

1.1 Purpose of the Challenge.

To assess competitors' ability to perform occupational health and safety (OHS)-related tasks, including:

- Identifying hazards and recommending corrective action
- Displaying an understanding of hazard control
- Effectively communicating OHS information

1.2 Contest duration: 5 - 6 hours

This competition consists of three activities – hazard identification, hazard control search, and OHS presentation. Upon arrival at the competition, competitors will be assigned to Group A or B, and will receive a schedule for the day. A sample of the schedule follows:

SAMPLE COMPETITION SCHEDULE	
8:30 – 8:45	ORIENTATION
8:45 – 10:15	Group A – Hazard Identification Group B – Hazard Control Search
10:15 – 10:30	BREAK
10:30 – 12:00	Group A – Hazard Control Search Group B – Hazard Identification
12:00 – 12:30	LUNCH
12:30 – 1:15	Group A and B – Presentation Delivery
1:15 – 2:00	Competition wrap-up
2:00 – 4:00	Judging/Scoring
4:00/4:30	Awards Ceremony

1.3 Skills and knowledge to be tested.

- Core knowledge of OHS principles
- Ability to:
 - Identify and assess workplace hazards, and recommend corrective action
 - Recognize and discuss hazard controls
 - Effectively communicate OHS information

2. ESSENTIAL SKILLS

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 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 essential skills used in this competition include:

- 2 - Oral communication
- 4 - Continuous learning
- 5 - Reading text
- 6 - Writing
- 7 - Thinking
- 9 - Digital

3. CONTEST DESCRIPTION

3.1 Tasks to be performed:

1) Hazard Identification

45 minutes, worth 40%

Essential skills – 4, 6, and 7

Each competitor will inspect posters of mock workplaces for hazards and complete a written hazard assessment. Competitors will be asked to identify **8 hazards**, and for each, will be asked to identify:

- What could happen?
- What needs to be done to prevent injury?

NOTE: For more information, see Details Document (below)

2) Hazard Control Search

90 minutes, worth 30%

Essential Skills – 4, 5, 6, and 7

To gather information on hazard controls, competitors will visit other Skills Canada competition sites to observe competitors engaged in various trades and skills. Competitors may visit and observe at several sites, but must choose at least two of the observed trades for their online research on hazard controls. Questions may cover areas such as:

- Hazards associated with the trades they observed
- The nature of hazard controls associated with these types of workplaces (Elimination/Substitution, Engineering control, Administrative control, or PPE)
- Challenges associated with implementing hazard controls

When conducting observations of competition sites, competitors must respect the fact that a competition is underway and not disrupt or distract the facilitators or participants in any way.

NOTE: For more information, see Details Document.

3) OHS Presentation

5-7 minutes, worth 30%

Essential Skills – 2, 4, 5, 6, and 9

Each competitor will deliver a 5-7 minute presentation on an assigned OHS topic. Competitors will be judged on how well they organize and communicate key information, and will be scored on both content and delivery.

Presentations are to be in the form of a brief talk, supported by visuals that may include props, images/diagrams, posters, charts, or PowerPoint slides.

NOTE: For more information, see Details Document.

4. EQUIPMENT, MATERIAL, CLOTHING

4.1 Each competitor will bring or wear the following:

- CSA grade 1 safety boots or shoes
- Long pants covering the ankle

4.2 Equipment and material provided by the competition site:

- Personal protective equipment (PPE), excluding safety footwear that will be provided by competitors
- Clipboard and pens
- Display easel
- Laptop and digital projector
- Computer, internet access, pen and paper

5. SAFETY REQUIREMENTS

5.1 List of required PPE provided by competitors:

- CSA grade 1 safety boots or shoes

Note: Competitors will not be allowed to compete if the above items are not brought and used.

6. ASSESSMENT

6.1 Point breakdown

POINT BREAKDOWN	/100
Hazard Identification	40
Hazard Control Search	30
OHS Presentation	30

7. ADDITIONAL INFORMATION

7.1 Tied scores (No tied scores are allowed)

In the event of a tie for final standing, the tie will be broken in the following order:

- a) Hazard identification score
- b) Hazard control search score
- c) OHS presentation score
- d) Decision of the technical committee

7.2 Details Document

To help prepare for the competition, a Details Document has been developed (see below). Competitors are strongly urged to refer to this document.

8. CONTACT INFORMATION

Name	Email address/Phone number
Jessica MacDonald - WorkSafeNB	jessica.macdonald@ws-ts.nb.ca (506) 867-0632

Details Document

Workplace Safety Competition

This document was developed to provide participants with additional details they may need to prepare for the competition. For further information, competitors may contact Jessica MacDonald, jessica.macdonald@ws-tsnb.ca, chair of the Provincial Technical Committee.

1) Hazard identification

(45 minutes - worth 40 %)

Essential Skills – 4, 6, and 7

What are the components of this activity?

- Posters of mock workplaces.
- Hazard identification (sometimes referred to as a workplace inspection) of the mock workplaces.
- Identification of hazards that may be physical, chemical, biological, or ergonomic in nature.
- Identification of hazards that may include areas such 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 recommended corrective action(s).

What are competitors required to do for this activity?

- Competitors will be given a brief orientation of the activity.
- Each group of competitors will have a set time slot to do their hazard identification.
- Once oriented to the activity, each competitor will be given 45 minutes to complete their inspection of the mock workplace, identify **8 hazards** and complete the hazard identification table (see 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 8 marks) for identifying the hazard.
- Up to 2 marks (for a potential of 16 marks) for correctly explaining why it is a hazard, or ***“what could happen.”***
- Up to 2 marks (for a potential of 16 marks) for correctly describing ***“what needs to be done to control the hazard,”*** thus preventing injury.

What can competitors do to prepare for this activity?

To prepare for this activity competitors may:

- 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 health and safety committee at their school or workplace.

2) Hazard Control Search

(90 minutes – worth 30 %)

Essential Skills – 4, 5, 6, and 7

What are the components of this activity?

- The opportunity to observe other competitors demonstrating various trades and skills.
- Online research on the types of hazards (and their controls) associated with the trades chosen for the activity.
- Completion of assigned questions.

What are competitors required to do for this activity?

- Competitors will be given a brief orientation to the activity, and a booklet to complete and hand in by the end of 90-minute time slot.
- Competitors will leave the Workplace Safety competition site to visit other competition sites of their choice (at least, but not limited to, two).
- Competitors will observe the competition sites (**without disrupting the facilitators or competitors**) to gather information on hazard control.
- Competitors will then conduct online research at their designated computer terminal on the types of hazards and controls associated with the trades they observed.

- Competitors will use the given booklet to record both initial information gathered, as well as final responses to questions.
- Competitors will manage their own time in this activity, returning to the Workplace Safety site within the 90-minute time limit to complete and hand in their booklet.
- From the various competition sites visited, competitors will choose two on which to base their answers to the assigned questions. Answers can be a combination of information gathered through observation and online research. Questions will be similar to those shown below, and must be answered for each of the two sites visited:
 - What hazards are associated with this type of work?
 - What controls would you expect to see at this type of workplace?
 - Briefly describe one of the controls used in this type of workplace, explaining how it works to control the hazard.
 - Provide a detailed description (written and diagram) of one of the controls.
 - 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 of 2 sites)
What hazards are associated with this type of work?	3
What controls would you expect to see at this type of workplace?	3
Briefly describe one of the controls used in this type of workplace, explaining how it works to control the hazard.	2
Provide a detailed description (written and diagram) of one of the controls.	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
Total	30

What can competitors do to prepare for this activity?

To prepare for this activity competitors can explore some recognized OHS websites, such as:

- Provincial/territorial regulatory bodies (Ministries of Labour); look for websites that host interactive “Spot the hazard” activities.
- Provincial/territorial workers compensation boards - www.awcb.ca; look for websites that 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

(5-7 minute presentation - worth 30 %)

Essential Skills – 2, 4, 5, 6, and 9

What are the components of this activity?

- Research of an OHS topic and preparation of a 5-7 minute presentation in advance of the competition
- Delivery of the presentation in an effective and engaging manner

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

- Competitors will prepare a presentation, including relevant information, examples, visual aids, etc., on the following topic:
 - **The three basic rights of workers**
- Competitors will develop a 5-7 minute oral presentation on this topic, using visual supports of their choice:
 - Electronic (PowerPoint), saved to a USB key/jump drive
 - Poster board, images, props
 - A combination of the above
- Competitors will have the use of laptop computer and digital projector to display their presentation, as well as a table/easel to display their poster board, props, etc.
- At their scheduled time, each competitor will deliver their presentation in front of the judge(s) 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?

- On the structure and content of the presentation they develop
- On how well they are able to communicate their information

Presentation Scoring Guide

MacDonald, Jessica 2016-2-11 11:45 AM

Comment [1]: Took this out because it says the same thing a few lines up...

	Marking Criteria	Potential score
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? 	6
	Information/Sources used <ul style="list-style-type: none"> • Did competitor use/cite at least two reputable sources? 	4
	Visuals <ul style="list-style-type: none"> • Did visuals reflect care and attention? 	4
Delivery	Introduction <ul style="list-style-type: none"> • Did the competitor engage the audience right from the start with a dynamic introduction? 	3
	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, ○ and project well? 	8
	Conclusion <ul style="list-style-type: none"> • Did the competitor leave audience with a sense of closure? 	3
	Total	30

What can competitors do to prepare for this activity?

To prepare for this activity competitors can:

- Do an online search of the three basic rights of workers. Examples of reputable sources:
 - Provincial/territorial regulatory bodies (Ministries of Labour)
 - Provincial/territorial workers compensation boards – www.worksafenb.ca;
www.awcbc.org
 - Canadian Centre for Occupational Health and Safety – www.ccohs.ca
 - Canadian Society of Safety Engineering – www.csse.org

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