

# Details Document: 2019 Workplace Safety Competition

**This competition has 2 parts; please read carefully and ensure you prepare for both!**

Part 1 – Site Inspections

Part 2 – Toolbox Talk to Young Workers

The purpose of this document is to provide competitors with the additional details they need to prepare successfully for the two activities of the B.C. provincial competition.

## Part 1 – Site Inspection & Competition Floor Inspection

(60 minutes total: 30 min. for mock site, 30 min. for competition floor– worth 50 marks, 50% of score)

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

- This activity requires the competitor to complete an inspection at a mock workplace set up for this purpose.
- The setting of the workplace will be a **residential construction site**.
- Competitors are given access to the mock workplace only at their scheduled time.
- The mock workplace will be designed to include numerous hazards which the competitor will seek to identify.
- Clues will be available throughout the mock workplace to assist with the inspection.
- Hazards/conditions may include such aspects as housekeeping, hazardous materials, ergonomics, personal protective equipment, unsafe equipment, first-aid, signage, impairment, and the worker (represented by a prop mannequin).
- Following the mock workplace inspection, competitors will be chaperoned through the Tradex competition floor, observing 3 select competitions for **safe** work procedures or conditions.

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

- Each competitor will be given a brief orientation to the mock workplace and to the activity.
- Each competitor will have their own inspection time slot (max 2 competitors per time slot).
- Once oriented to the activity, competitors may not ask questions nor discuss their inspection with anyone else. Each competitor will have 60 minutes to complete the inspection activities.

### **Hazard Identification**

Each competitor will identify **10 hazards or conditions** at the job site with an inspection form. An example is shown below (and a copy of the complete form available at the end of this document).

<b>What is the hazard or condition identified during the inspection (2 point)</b>	<b>What needs to be done to control the hazard or condition and ensure that it does not reoccur? (2 points)</b>
<b>Example:</b>  <b>Tool with frayed cord</b>	<b>Deficient tools must be removed from service and replaced with properly functioning ones.</b>  <b>A regular tool inspection program must be implemented.</b>

For each **hazard or condition** identified, the competitor will earn:

- Up to 2 marks (for a potential of 20) for correctly identifying a hazard or condition
- Up to 2 marks (for a potential of 20) for correctly describing how to control the hazard or condition (*i.e. what needs to be done to prevent the hazard or condition from re-occurring or causing an accident in the future?*)
- Consider the hierarchy of controls when describing the control method.

## Safe Work Practices/Conditions Identification

Each competitor will identify **5 safe work procedures or conditions from a combination of 3 select SkillsBC competition booths and** complete the assessment form. An example is shown below (and a copy of the complete form available at the end of this document).

### Safe condition or work procedure identified (2 points)

**Example: Worker on ladder maintaining 3 points of contact at all times.**

- Competitors will be chaperoned from booth to booth in groups of two for 30 minutes by a Workplace Safety Competition volunteer.
- Competitors may choose to identify all 5 safe procedures or conditions at one competition booth but are encouraged to identify at least one safe work procedure or condition from each of the 3 stations.

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

To prepare for this activity, competitors may wish to use these links for research:

- [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”
- <http://www.ccohs.ca/oshanswers/prevention/effectiv.html> to check out “What type of hazards do we look for in a workplace?”
- Information of workplace inspections: <https://www.worksafebc.com/en/health-safety/create-manage/workplace-inspections>
- Information on control measures: <https://www.worksafebc.com/en/health-safety/hazards-exposures>
- Information on the hierarchy of controls: <https://www.worksafebc.com/en/health-safety/create-manage/managing-risk/controlling-risks>
- To get an idea of what hazards to look for on a construction try out some of the “[What’s Wrong with This Photo](#)” exercises: [Scaffold-Ladder Safety](#), [Construction Storage](#), [Scaffolding](#), [Construction Safety](#) and [Chemical Safety](#).
- Check out the Construction portal on WorkSafeBC: <https://www.worksafebc.com/en/health-safety/industries/construction>

## Part 2 – Tool Box Talk

(5-10 minutes – worth 50 marks, 50% of score)

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

- This activity requires each competitor to deliver a 5 to 10-minute presentation, developed in advance of the competition, on one of the topics found below.
- Presentations may **not** be delivered electronically (i.e. PowerPoint, Google Slides, Prezi and Keynote are not allowed). Competitors are encouraged to use visual aids/props to make their presentations dynamic (this may include posters, charts, photos, brochures or other props). There will be a table available for competitors to use, if they wish, along with a flip chart and pens.
- **Competitors should assume the audience is a group of young workers new to the job.**

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

Prior to coming to the competition, each competitor will have researched and prepared a 5 to 10 minute presentation on one of the topics below.

1. Environmental exposures ie. Sun, heat, cold exposures
2. Fatigue and impairment
3. Health and Safety Rights and Responsibilities
4. Workplace bullying and harassment

At the start of day orientation, each competitor will be given a presentation time. Competitors must be ready to deliver their presentations promptly at their designated times.

Presentations on the chosen topic should address the following:

- Explain the topic, providing a basic definition and noting typical workplace issues/injuries associated with the topic.
- Outline how injuries associated with the topic can be prevented.

Competitors will be judged on their ability to:

- Motivate and engage a young worker audience
- Clearly explain the selected topic
- Deliver a health and safety message

Note: Competitors may speak generally about one of the topics (for example, the kind of activities that can lead to back injuries and what can be done to prevent back injuries), or choose to discuss one of the topics within the context of a specific industry (i.e. back injuries in construction).

- At their scheduled time, each competitor will deliver their 5-10 minute presentation before judges and a group of co-competitors.
- At the 9-minute mark, competitors will be given a 1-minute warning to allow them to finish up within the allotted 10-minute maximum. At the 10-minute mark, competitors will be stopped.
- Presentations should include an introduction, content which addresses the chosen topic, and a conclusion. See **Presentation Scoring Guide**.

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

- Competitors will be marked on how well they have researched the topic and prepared their presentation.
- Competitors will be marked on how well they are able to communicate the information they have prepared (See [Tool Box Talk Rubric for scoring specifics](#))

**Presentation Scoring Guide**

Marking Criteria	Potential Score
<b>Introduction:</b> Was the introduction strong, informative, and engaging?	5
<b>Content Knowledge:</b> Did the competitor explain the topic; note typical workplaces issues/injuries associated with the topic, and outline how injuries associated the topic can be prevented?	15
<b>Visuals:</b> Were visual aids appropriate, attractive, accurate, and used effectively and with confidence?	5
<b>Conclusion:</b> Did the conclusion restate the importance of the topic, give a sense of closure, and leave a favorable impression with the audience?	5
<b>Delivery:</b> Did the presenter act with professionalism, project well, and engage and effectively target a young worker audience? Was the presentation within the time frame?	10
<b>Audience:</b> Was the material aimed specifically at a young worker audience?	10
<b>Total</b>	/50

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

- [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?”
- <https://www.worksafebc.com/en/health-safety/education-training-certification/young-new-worker/6-minute-safety-talks> to see sample safety talks designed for young workers.
- Search “toolbox meetings” at [www.worksafebc.com](http://www.worksafebc.com) to see a range of toolbox meeting guides.

*Note: As this competition takes place in the midst of many other competitions, noise from the surrounding area may be an issue. Competitors may wish to practice delivering their presentations in an environment where noise and other distractions are present.*

# Workplace Safety 2018 Inspection Form

**Part 1.** Each competitor will identify, on the table below, 10 hazards or conditions that are depicted by the mock workplace and describe what changes need to be put into place to control the hazard. (40 marks total)

What is the hazard or condition? (2 points)	What needs to be done to control the hazard or condition? (2 points)
<b>Example:</b>  <b>Tool with frayed cord</b>	<b>A regular tool inspection program must be implemented.</b>  <b>Deficient tools must be removed from service and replaced with properly functioning ones.</b>
1.	
2.	
3.	
4.	

5.	
6.	
7.	
8.	
9.	
10.	

**Part 2** – Each competitor will identify **5 safe work conditions or procedures at the 3 selected Skills BC competition areas** and complete the table below. 10 marks total.

**Safe condition or work procedure identified (2 points each)**

**Example: Worker on ladder maintaining 3 points of contact at all times.**

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

## Skills Canada BC Provincial Competition Work Place Safety – Tool Box Talk Rubric

	5	4	3	0	Points
Introduction (x1)	Student captivatingly set the scene and scope of talk	Student gave a clear introduction and outlined scope of talk	Student's introduction stated topic but did not provide direction	Introduction did not engage audience nor give direction of talk	/5
Content Knowledge (x3)	Student demonstrated full knowledge with explanations and elaboration.	Student was at ease with content, but failed to elaborate.	Student was uncomfortable with information	Student did not have a grasp of information.	/15
Visuals (x1)	Student used visuals to reinforce presentation. Visuals were creative and accurate	Visuals related to text and presentation.	Student occasionally used visuals that somewhat supported presentation.	Student did not use visuals.	/5
Conclusion (x1)	Student summarized and clearly restates importance of talk	Student summarized main point of talk	Student summary was brief and did not cover all of the main points of talk	Student did not summarize talk or abruptly ended talk	

					/5
Delivery (x2)	Student used a clear voice and correct, precise pronunciation of terms.	Student's voice was clear. Student pronounced most words correctly.	Student incorrectly pronounced terms, and at times was difficult to hear.	Student mumbled, incorrectly pronounced terms, and spoke too quietly for all of the presentation	/10
Audience (x2)	Student made specific reference to young workers and directed the talk to new workers with creative, youth oriented references.	Student made strong references to young workers	Student made a passing reference to young workers or alluded to a young worker audience.	Student made no references or specific direction to young workers.	/10
					/50