

<b>DATE</b> Friday April 28, 2023	<b>LOCATION</b> NSCC Akerley Campus
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**Schedule**

Time	Task
8:30 am	Contest orientation
9:00 am - 10:30 am	Competitors work on a <i>rotational schedule</i> to complete three (3) activities: Hazard Identification – inspecting a <i>retail</i> “Mock Workplace”. (45 min)
10:30 am - 10:45 am	Morning Break
10:45 am - Noon	Hazard Control in <i>Carpentry</i> competition area (1 hour)
12:00 am - 1:00 pm	Lunch Break
1:00 pm - 2:00 pm	Workplace Safety Presentation - preparing and delivering an OHS presentation to the judging panel on <i>“First Responders, Mental Health”</i> . (10 min)
2:00 pm – 3:00 pm	Competition wrap-up meeting

**Purpose of the Contest**

To assess competitors understanding of Occupational Health and Safety (OHS) and ability to perform OHS related tasks including, identifying hazards, displaying an understanding of hazard control, and effectively communicating OHS information.

**Criteria**

The competition consists of three (3) activities:

1. Hazard Identification - inspecting a retail “Mock Workplace”
2. Hazard Control Search - visiting *Carpentry* competition site to find examples of hazard control
3. OHS Presentation - preparing and delivering an OHS presentation to the judging panel on *“First Responders, Mental Health”*.

### **Number of Stations / Allocations**

There are (6) competitor spaces available

### **Skills & Knowledge to be Evaluated**

- Core knowledge of OHS principles
- Ability to identify and assess workplace hazards, and recommend corrective actions
- Ability to recognize and discuss hazard controls
- Ability to effectively communicate OHS information
- **Skills for Success:** Numeracy, communication, collaboration, reading, writing, creativity & innovation, digital, adaptability, and problem solving

### **Prerequisites**

#### Contest Specific Prerequisites

- Knowledge of WHMIS, Fire Safety, and the Occupational Health and Safety Act of the Province of Nova Scotia is an asset
- Review of Hazard Assessment methodology at [www.ccohs.ca](http://www.ccohs.ca) is an asset

#### SCNS Prerequisites

- Attend a public or private secondary institute
- Be between 13 and 21 years of age on January 1 of the year of the competition
- Have been earning junior or senior high school credits any time during the current academic year (September to June)
- Be registered as a competitor with Skills Canada – Nova Scotia
- Possess a Canadian citizenship or landed immigrant status and be a resident of Nova Scotia. Competitors are responsible for verifying this information if requested
- Have completed and submitted a signed release form by a parent or guardian, if under the age of 19.

### **Equipment & Clothing**

#### What Will Be Supplied

- Laptop, projector, and screen for presentation
- Chart stands for presentations
- Clipboards, pens, pencils, and fillable forms
- Hard hats, safety glasses and high-visibility vests

What Competitors Must Supply

1. CSA Grade 1 Safety Boots or Shoes. Advise Skills NS upon registration if competitors are unable to source a pair.
2. Long pants covering the ankle

**Evaluation & Judging Criteria**

Point Breakdown /100

Hazard Identification	36 points
Hazard Control Search	32 points
OHS Presentation	32 points

Ties are not permitted. In the event of a tie for medal standings, the tie will be broken in the following order:

- a) Hazard Identification Score
- b) Presentation Score
- c) Hazard Control Search Score
- d) Decision of the Provincial Technical Committee

**PTC Contact Information**

<b>Name</b>	<b>Employer</b>	<b>Email</b>
Kim MacKenzie	Labour, Skills, and Immigration	kim.mackenzie@novascotia.ca
Kerry McKeen	Labour, Skills, and Immigration	kerry.mckeen@novascotia.ca
Joe Treen	Safety Services Nova Scotia	treen@safetyservicesns.ca

Please contact Provincial Technical Committee (PTC) for questions and support:

**Please see the following pages below for the “Details Document”**

**Details Document**

The purpose of this document is to provide competitors with additional details to help support and prepare for the competition. Should competitors have further questions, they are welcome to contact members of the Provincial Technical Committee (PTC).

**1. Hazard Identification**

(45 minutes - worth 36 marks, 36%)

**What are the components of this activity?**

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- A mock workplace is set up to simulate a workplace, or several different work activities within a workplace
- Hazard identification (sometimes referred to as a workplace inspection) of a mock workplace
- Competitors have access to the mock workplace only at their scheduled time
- Identification of hazards that are safety, physical, chemical, biological, psychosocial, or ergonomic in nature
- Identification of hazards that may include such aspects as housekeeping, hazardous materials, personal protective equipment, unsafe equipment, first-aid, and signage
- Completion of a form naming the hazard, describing the potential injury associated with the hazard, and suggesting the appropriate corrective action

**What are competitors required to do for this activity?**

- Each competitor will be given a brief orientation to the mock workplace, prior to completing the activity
- Each competitor will have a set time slot in which to do their hazard identification
- Each competitor will be given a clipboard and pen /pencil and will be asked to complete a hazard identification table form.
- Once oriented to the activity, each competitor will be given 45 minutes to complete their inspection of the mock workplace.
- Each competitor will identify 8-10 hazards, and complete a hazard identification table, such as the one shown below

Hazard Identification	What could happen?	What needs to be done to control the hazard?
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Tool with frayed electrical cord	Worker could get electrocuted	The tool/cord needs to be removed from use and replaced with a properly maintained tool or replace it with a cordless power tool
Poor housekeeping in the shop – excessive sawdust on floor	<p>Worker could slip and fall into the path of tools in operation</p> <p>Worker could be injured by the fall or by the tool they may be exposed to</p>	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 one (1) mark (for a potential of 12 marks) for correctly explaining why it is a hazard, or “What could happen.”
- Up to two (2) marks (for a potential of 24 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](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 Occupational Health and Safety Committee at their school or workplace.

**2. Hazard Control Search**

(1 hour – worth 32 marks, 32%)

**What are the components of this activity?**

- The opportunity to witness other competitors demonstrating various trades and skills
- Self-directed visit to *Carpentry* competition area to gather information on hazard control
- Information gathering through observation, listening, and asking questions
- Evaluation of information in order to complete assigned questions
- Identification of hierarchy of controls for controlling risks in the workplace

- Elimination/substitution
- Engineering control
- Administrative control
- Personal Protective Equipment (PPE)
- Completion of assigned questions.

**What are competitors required to do for this activity?**

- Competitors are to report to the Workplace Safety classroom at their assigned time where they will be given a brief orientation to the activity and a booklet to be completed and handed in by end of one (1) hour time slot
- Competitors will leave the Workplace Safety classroom and head out to visit the assigned *Carpentry* competition area
- Competitors will observe, listen, take notes, and ask their own questions in order to gather information on hazard control
- Competitors will use booklets to record both initial information gathered (notes, lists, diagrams, etc.), as well as their final responses to questions
- Competitors will be assigned questions in the booklet similar to the ones below:
  - What hazards are associated with this type of work?
  - What controls have you observed in place at this competition site?
  - Briefly describe one of the controls in place, explaining how it works to control the hazard.
  - Provide a detailed description (written and diagram) of one of the controls observed.
  - Which type of hazard control is represented by the one described above –elimination / substitution, engineering control, administrative control, or PPE?
- Competitors will manage their own time in this activity, returning to the Workplace Safety classroom anytime within the one (1) hour 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
- Marks will be awarded on the completeness of their answers, as follows:

Question	Potential Score
What hazards are associated with this type of work?	6
What controls have you observed in place at this competition area?	6
Briefly describe one of the controls in place, explaining how it controls the hazard.	6

Provide a detailed description (written and diagram) of one of the controls observed.	10
Which type of hazard control is represented by the one described above? Elimination/substitution, engineering control, administrative control, or PPE?	4
<b>Total</b>	<b>32</b>

**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):

- Provincial / territorial regulatory bodies; look for websites that host interactive “Spot the hazard” activities (example Work Safe BC)
- Provincial / territorial workers compensation boards - [www.awcbc.ca](http://www.awcbc.ca) look for websites that host interactive “Spot the hazard” activities
- Canadian Centre for Occupational Health and Safety – [www.ccohs.ca](http://www.ccohs.ca) or [http://www.ccohs.com/oshanswers/hsprograms/hazard\\_risk.html](http://www.ccohs.com/oshanswers/hsprograms/hazard_risk.html)
- Canadian Society of Safety Engineering – [www.csse.org](http://www.csse.org)
- Associations for specific occupations (construction associations, electrical associations, etc.)

**3. OHS Presentation**

(10 minutes - worth 32 marks, 32%)

**Prepare a safety presentation prior to the competition**

Research on an OHS topic.

**The topic for the 2023 competition is “First Responders, Mental Health”**

In the past few years, there has been increased discussion around first responders and the mental health issues they face stemming from the trauma and stress they experience on the job.

**Consider the following in your presentation:**

1. What type of distressing situations are first responders exposed to while on the job?
2. What type of daily workplace stressors can impact first responders?
3. What symptoms of a mental health condition can first responders experience?
4. What statistics and/or facts are associated with mental health in first responders?
5. The workplace, and its culture, can play a significant role in how workers respond to challenges. What can the workplace do to have a positive impact on individuals’ well-being?

6. What barriers in the workplace can have a negative effect on mental health and well-being in the workplace?

**Develop a dynamic and informative 10-minute presentation**

Deliver information in an effective and engaging manner:

- Competitors will research the topic online and provide their sources to the judges
- Competitors will develop a ten-minute presentation around the assigned topic of “First Responders, Mental Health”, using a format of their choice:
  - Electronic (PowerPoint, Prezi, etc.)
  - Spoken, with hand-written / drawn visual aids
  - A combination of electronic and hand-written / drawn visuals
- At their scheduled time, each competitor will deliver their ten-minute presentation in front of the judging panel
- Presentations should include a brief introduction, content around assigned topic and a conclusion. *See ‘Presentation Scoring Guide’* below.

**How will competitors be marked?**

**Please see ‘Presentation Scoring Guide’ below for specifics.**

- Competitors will be marked on how they make use of the time given for researching the topic and preparing the presentation
- Competitors will be marked on the structure and content of the presentation they develop
- Competitors will be marked on how well they are able to communicate the information they have prepared.



### Presentation Scoring Guide

	Marking Criteria	Potential score
<b>Research</b>	<b>Engagement with process</b> <ul style="list-style-type: none"> <li>• Provided website sources to the judges.</li> </ul>	2
	<b>Integrity of Content</b> <ul style="list-style-type: none"> <li>• The judges will verify the content of the presentation by looking at the websites provided.</li> </ul>	4
	<b>Sources used</b> <ul style="list-style-type: none"> <li>• Did competitor consult at least two reputable sources?</li> </ul>	4
<b>Presentation</b>	<b>Format used</b> <ul style="list-style-type: none"> <li>• Was the format chosen for the presentation appropriate?</li> </ul>	2
	<b>Organization of Content</b> <ul style="list-style-type: none"> <li>• Did the competitor make good choices about what key points to include in presentation?</li> <li>• Was there a logical sequence around presentation of key points?</li> </ul>	4
	<b>Visuals</b> <ul style="list-style-type: none"> <li>• Did visuals reflect care and attention?</li> <li>• Were visuals attractive and effective?</li> </ul>	4
<b>Delivery</b>	<b>Introduction</b> <ul style="list-style-type: none"> <li>• Did the competitor engage the audience right from the start with a dynamic introduction?</li> </ul>	2
	<b>Delivery of key points</b> <ul style="list-style-type: none"> <li>• Did the competitor:               <ul style="list-style-type: none"> <li>○ act with professionalism,</li> <li>○ engage with the audience,</li> <li>○ effectively communicate key points,</li> <li>○ and project well?</li> </ul> </li> </ul>	8
	<b>Conclusion</b> <ul style="list-style-type: none"> <li>• Did the competitor leave audience with a sense of closure?</li> </ul>	2
	<b>Total</b>	<b>32</b>

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

To prepare for this activity competitors may want to:

- Practice developing short presentations on a variety of topics in order to choose the format with which they feel most comfortable
- 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):
  - Provincial / territorial regulatory bodies
  - Provincial / territorial worker’s compensation boards – [www.awcbc.ca](http://www.awcbc.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)

Other websites include but are not limited to:

<https://www.firstrespondersmentalhealthns.com/>

<https://www.psychiatrictimes.com/view/first-responders-and-mental-health-when-heroes-need-rescuing>

<https://www.samhsa.gov/sites/default/files/dtac/supplementalresearchbulletin-firstresponders-may2018.pdf>

[https://www.suicideinfo.ca/local\\_resource/first-responders-trauma-intervention-suicide-prevention/](https://www.suicideinfo.ca/local_resource/first-responders-trauma-intervention-suicide-prevention/)

<https://www.blueline.ca/eighty-five-per-cent-of-first-responders-face-mental-health-challenge-university-of-phoenix-5298/>