

DATE	LOCATION
Thursday March 20, 2025	Building Trades Advancement College

TIME	TASK
8:30 am	Contest Orientation
9:00 am	Presentations
10:15 am	Break
10:30 am	Hazard Identification Activity
12:00 pm	Lunch
1:00 pm	Hazard Control Activity
3:00 pm	Break
3:15 pm	Wrap-up

1. Purpose of the Workplace Safety Competition

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

2. Criteria

The Workplace Safety Competition consists of 3 activities:

1. OHS Research and Presentation – preparing and delivering an OHS presentation to a panel of judges.
2. Hazard Identification – Inspecting a mock workplace to identify hazards.
3. Hazard Control – inspecting another competition area for examples of hazard control.

3. Number of Stations / Allocations

1. Classroom for OHS Presentations.
2. Classroom for mock workplace.
3. Access to observe the carpentry (secondary) competition.

4. Skills & Knowledge to be Tested

- 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.

5. Prerequisites

- Attend a public or private recognized secondary institute, or be enrolled in a registered home school program through the Nova Scotia Department of Education and Early Childhood Development (DOEECD);
- Be between 13 and 21 years of age on January 1 of the year of the Competition. Competitors are responsible for verifying this information, if requested.
- 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 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 or submitted by a parent or guardian if under the age of 19.

6. Equipment & Clothing

What will Be Supplied:

- Laptop, projector and screen
- Chart stands
- Clipboards, pens, pencils, and fillable forms
- Hard hat, safety glasses and hi-visibility vests

What competitors must supply:

- CSA Grade 1 safety boots or shoes (please advise Skills NS upon registration if competitor is unable to source a pair)
- Long pants covering the ankle

7. Evaluation & Judging Criteria

POINT BREAKDOWN	/ 100
Research & Presentation	20
Hazard Identification	40
Hazard Control	40
TOTAL	<u>100</u> / 100

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

- a) Hazard control score.
- b) Hazard identification score.
- c) Presentation score.

8. Additional Information

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

9. PTC Contact Information

Name	Employer	Email
Kerry McKeen	NS Dept Labour, Skills and Immigration	Kerry.mckeen@novascotia.ca
Joe Treen	Safety Services Nova Scotia	treen@safetyservicesns.ca
Corey MacLaren	Construction Safety Nova Scotia	cmaclaren@constructionsafetyns.ca
Boyd Bond	Farnell Packaging Ltd.	boydb@Farnell.ns.ca

Please see the following pages for the Details Document.

Details Document

This document will provide additional details regarding expectations for those competing in the workplace safety competition.

1. OHS Research and Presentation

(10 minutes - worth 20%)

Overview and components of this activity:

One method of communicating health and safety information is through written and oral communication.

The competitor will develop a presentation that lasts no less than 8 minutes and no longer than 12 minutes which will be delivered to the PTC judges.

Topic: Psychological Health and Safety in the workplace

- What does psychological health and safety mean in the workplace.
- What impact can psychological health and safety have on the workplace.
- What strategies can employers apply to address the hazard of psychological health and safety

Competitors will research the topic online and can use any of the following methods to deliver their presentation:

- Electronic (PowerPoint, Google Slides, 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 presentation in front of the judging panel. Presentations of less than 8 minutes or more than 12 minutes will result in a reduction of points.
 - Presentations should include a brief introduction, content around assigned topic, and a conclusion.

How will competitors be marked?

- Research (integrity of content and sources used): 7 points
- Presentation (format used, organization, visuals): 6 points
- Delivery of key points (professional, engaging, effective communication): 7 points

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 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):

<https://www.ccohs.ca/youngworkers/mental-health-at-work>

<https://constructionsafetyns.ca/what-is-psychological-safety/>

<https://constructionsafetyns.ca/legal-obligations-for-psychological-safety/>

https://constructionsafetyns.ca/videos/?fbclid=IwY2xjawGq1HZleHRuA2FlbQlxMQABHeelgwanGz3EvxrvDc5yT90kNC3rkopdtPKVWSOTuOeb8vVSjOEtZsej9g_aem_Xt-3Km3E0u6zYh8bZi-IWg

<https://www.ccohs.ca/healthyminds>

2. Hazard Identification

(1.5 Hours - worth 40%)

Overview and components of this activity:

A fundamental principle of Occupational Health and Safety is recognizing, assessing and controlling hazards in the workplace.

The Hazard Identification activity requires the competitor to demonstrate these skills by assessing and suggesting controls for hazards they identify in a mock workplace. For this activity, the competitors will be asked to:

Identify the hazards, and for each

- Define the hazard type (physical, biological, chemical, ergonomic, safety, psychological),
- Suggest the best “Hierarchy of Controls” (elimination, substitution, engineering, administrative, PPE)

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 be provided with a clipboard and pen /pencil and will be asked to complete a hazard identification form.
- Once oriented to the activity, each competitor will be given 1.5 hours to complete their inspection of the mock workplace.

- Each competitor will identify 10 hazards (i.e., physical, biological, chemical, ergonomic, safety, and psychological). Of the 10 hazards, competitors must use at least one of each hazard category.

How will competitors be marked?

For each hazard identified, the competitor will earn:

- Up to (4) points (for a potential of 40 points) for identifying the hazard, the hazard category, what needs to be done to control the hazard, and where does this type of control fit in the Hierarchy of Controls.

Example:



Identified Hazard (1.0 point)	Hazard Category (1.0 point)	Control Required (1 point)	Type of Control (1 point)	Score
Chemicals being handled without safety glasses/goggles	Chemical	Safety eye glasses/goggles	PPE	/4

What might competitors do to prepare for this activity?

To prepare for this activity competitors may wish to:

- Use this link to check out “What are examples of hazards?” and “What types of hazards are there?” [CCOHS: Hazard and Risk - General](#)
- Use this link [CCOHS: Effective Workplace Inspections](#) to check out “What type of hazards do we look for in a workplace?”
- Do an online search of Workplace Hazards
- Talk to parents/caregivers 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.
- Seek further information on hazard controls: [Hazard Control](#)

3. Hazard Control Search (2 hours – worth 40 %)

Overview and components of this activity:

Observing people at work and identifying hazards is one skill used by an OHS professional to assist in reducing / eliminating injury / illness in the workplace.

Identification of hierarchy of controls for controlling risks in the workplace are:

- Elimination/substitution
- Engineering control
- Administrative control
- Personal Protective Equipment (PPE)

What are competitors required to do for this activity?

In this section of the competition, competitors will be asked to observe a competition site selected by the PTC at the time of the competition.

- 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.
- Competitors will leave the Workplace Safety classroom and head out to visit the assigned competition area.
- Competitors will observe the competition and collect information which they will use to provide written answers to a series of questions found on the Hazard Control Activity Worksheet.
- Competitors will be asked to identify four (4) potential hazards, explain controls implemented to address the hazards and complete a risk assessment.
- Competitors will then take this information and develop a detailed safe work procedure on one of the tasks observed to control both hazards and risks at the competition site.

Competitors will be assigned questions on the worksheet 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?

How will competitors be marked?

- Identify 4 hazards: 4 points
- Explain how the controls will mitigate the 4 hazards: 4 points

- Complete a risk assessment: 16 points
- Develop a safe work procedure: 16 points

What might competitors do to prepare for this activity?

- Review websites referred to in Hazard Identification section
- Review what a risk assessment is at: [CCOHS: Hazard and Risk - Risk Assessment](#)
- Check out sample risk assessments online, e.g., [CCOHS: Hazard and Risk - Sample Risk Assessment Form](#)
- Review the “How do you establish safe work procedures” section found here: [CCOHS: Health and Safety Program - General Elements](#)

To assist with determining risk:

Table 1: Risk matrix

Probability	High			
	Med.			
	Low			
		Low	Med.	High
		Severity		

Severity ratings in this example represent:

High: major fracture, poisoning, significant loss of blood, serious head injury, or fatal disease

Medium: sprain, strain, localized burn, dermatitis, asthma, injury requiring days off work

Low: an injury that requires first aid only; short-term pain, irritation, or dizziness

Probability ratings in this example represent:

High: likely to be experienced once or twice a year by an individual

Medium: may be experienced once every five years by an individual

Low: may occur once during a working lifetime

Table 2: Risk Ratings

Description	Colour Code
Immediately Dangerous	
High Risk	
Medium Risk	
Low Risk	
Very Low Risk	

These risk ratings correspond to recommended actions such as:

Immediately dangerous: stop the process and implement controls

High risk: investigate the process and implement controls immediately

Medium risk: keep the process going; however, a control plan must be developed and should

be implemented as soon as possible

Low risk: keep the process going but monitor it regularly. A control plan should also be investigated

Very low risk: keep monitoring the process