health & safety
HEALTH, SAFETY AND WELFARE AT WORK

This module aims, through the medium of discussion, worksheets, exercises and information, to:

1. create an awareness of the importance of safety in the work environment;

2. help students recognise hazards in working environments;

3. create an opportunity for students to appreciate the importance of safe working practices;

4. know the rights and responsibilities of employees and employers;

5. understand some of the terminology relating to health and safety;

6. understand basic safety legislation and the role of the Health and Safety Authority;

7. elicit questions and stimulate discussions

8. provide an opportunity to develop personal skills
Resources

Congress
31/32 Parnell Square, Dublin 2
Tel: 8897777 http://www.ictu.ie

The Health and Safety Authority has a variety of leaflets and booklets which could be a useful addition to working on this module.
10 Hogan Place, Dublin 2. Tel: 6620400 http://www.has.ie/osh

There are also a number of regional offices.

The Health Promotion Unit can provide a wide range of information on issues such as smoking, lifting posture, eyesight, hearing and other health issues. The unit can be contacted at
The Department of Health and Children,
Harcourt House, Dublin 2.
Tel: 6354000 http://www.doh.ie e-mail queries: health.irlgov.ie
or
Irish Cancer Society – Health Promotion Section
Tel: 6681855
or
Irish Heart Foundation, 4 Clyde Road, Dublin 4
Tel: 6685001 http://www.irishheartfoundation.ie

Also available on C.D. (Safety Health and Welfare at Work) from
The National Parents Council Post-Primary,
Marino Institute of Education,
Griffith Avenue,
Dublin 9
Tel: 8570522

Some of the tasks outlined in this module and the worksheets provided could be used as material for a Health and Safety Awareness Day at the school.

• Parents could, if given adequate notice, provide examples of safety booklets and safety statements for discussion and use in the classroom.
Safety Health and Welfare at Work Act 1989

At the end of a working day a person should be able to enjoy a full, active, social and family life.

The most important law to protect workers is the Safety Health and Welfare at Work Act 1989. This Act is an important piece of legislation that refers to everybody in paid employment including the employer, self-employed and employees. The main purpose of the law is to make work safe.

The Act requires consultation with the workforce on matters of Safety, Health and Welfare.

Employers must ensure a safety representative is appointed from the workforce. In consultation with employees, the employer must publish the name or names of people with responsibility for safety and health in the workplace. S/he must also prepare a Safety Statement in consultation with employees. The Safety Statement must include identification of workplace hazards, dangers and risks, plus regulations for the safe operation of equipment machinery. Employers must ensure that equipment is safe and workable. Employees are obliged to avoid causing injury to themselves or others. Employees are required to report dangers in the workplace to the employer and make use of clothing and equipment provided for health and safety reasons. All workplaces are required to have an anti-bullying policy as part of their Safety Statement. Procedures should be clearly laid out and consistently implemented.

Ireland’s laws on health and safety are administered and enforced by The Health and Safety Authority.
The Irish Times 31/12/98

**Concern as accidents at work account for 66 deaths in year**

**By Tim O’Brien**

Sixty-six people were reported killed at work during 1998, a 40 per cent increase on 1997, according to figures issued by the Health and Safety Authority (HSA) yesterday. The highest number of deaths, 27, was in the farming sector. There were 22 in the construction industry and six in the fishing industry. Manufacturing accounted for two deaths.

Of the 66 people killed, 31 were self-employed.

The HSA point out that the figures for the self-employed indicated that it was difficult for the authority to send a message to people about “the duty of care to themselves”.

The figures were just the tip of the iceberg in terms of the total number of accidents and occasions of ill-health at work, according to the director-general of the HSA, Mr Tom Walsh.

He described the 27 deaths in the farming industry, including six children, as completely unacceptable. The causes of the farm deaths were the obvious ones, he said: for example, eight deaths were from transport equipment, five from falling objects, three deaths caused by animals and three from machinery.

Mr Walsh said that the authority would continue its random inspections, which he acknowledged would reach only a limited number of farms. The HSA’s view was that farm bodies such as Teagasc should make a renewed effort to advise farmers on safety.

He said that the authority welcomed the recent proposals from the Minister for the Marine, Dr Woods, to improve safety in the fishing sector.

A total of 17 deaths occurred in the mainstream construction sector, of which eight resulted from falls from heights. Other fatalities involved collapsing walls, burial in trenches and transport accidents. A further five died in construction maintenance work, three from falls and two in accidents involving machinery.

According to Mr Walsh, the fact that there were no deaths in the construction in the Dublin area, compared to nine in the previous two years, was “a glimmer of hope”.

Next year, he said, the authority would continue to meet representatives of the industries concerned and produce advisory literature for employers and workers.

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The Irish Independent 30/12/98

**Death toll in the workplace rises by 40pc**

**By Aideen Sheehan**

There has been a 40pc rise in workplace deaths this year, reversing the downward trend of previous years, the Health and Safety Authority (HSA) revealed yesterday.

Sixty-six people died in the workplace this year, 55 of them in the high-risk sectors of farming, fishing and construction. This compared with 48 deaths in 1997 and was the highest level since 1995 and the second highest in the last seven years.

The stark figures were only the tip of the iceberg however as many others were injured or became ill through work, said Tom Walsh, Director General of the HSA.

The grim tally raised questions about whether employers were losing sight of their legal and moral obligations to keep people safe and healthy at work, he said.

“Are employers and workers themselves taking chances in the booming economy? Are deadlines and work targets too tight to allow jobs to be finished safely?”

It was “completely unacceptable” that in farming alone 27 people, including six children, had been killed this year, almost double the 15 who died in 1997, said Mr Walsh.

The causes of death on farms had been very obvious and unavoidable, with eight deaths from transport equipment such as tractors, five from falling objects and three caused by animals.

**CONSTRUCTION**

Seventeen deaths took place in construction in 1998, eight of them involving falls from heights while others were caused by collapsing walls, trenches and transport accidents. The fact that no workers died in construction this year, compared with nine the previous two years, showed what could be done when industry shouldered a greater responsibility, Mr Walsh said.

The authority would keep a very high level of vigilance in the capital next year because so much of the building boom has concentrated there, but industry chiefs on small scale developments must also wake up to their responsibilities, he said.

**ENFORCE**

Six people died in the fishing industry and the authority welcomed measures by the Marine Minister to improve safety in this sector.

However, as 31 of those killed were self-employed it was difficult to enforce safety standards, Mr Walsh said.

“The self-employed must undertake every job as carefully as if their lives depended on it,” he added.

The authority will publish guidelines on health and safety problems posed by the millennium bug early next year.
Group discussion

How many people were reported killed at work in 1989?

Who issues figures on accidents and deaths at work?

Who is responsible at national level for health and safety.

How many accidents occurred in farming?

How many accidents occurred in the construction industry?

How many people died in the fishing industry?

How many self-employed workers were affected?

What are the problems faced by the self-employed?

Summarise Mr Walsh’s comments.

What is your reaction to this information?

Can you list the three high-risk sectors for accidents?

Assignment.

Find out about more recent examples of accidents and injuries in local and national newspapers. For an update on accidents and injuries at work visit the Health and Safety Authority Website at http://www.has.ie/osh
Each year approximately 17,000 people are injured at work. Injuries cause pain, suffering and loss to employers and employees. Most accidents can be predicted and can usually be prevented. There are laws to protect your health and safety at work and you must also take care to obey the safety at work regulations. Employers have a responsibility to look after their own and their employers safety by providing a safe place to work in and a safe way to get in and out of a building.

The Safety, Health and Welfare at work Act 1989 requires all employers to prepare safety statements in writing for their work placement. A safety statement is a very important document. By writing up a safety statement you can check out possible accidents and put in place ways of preventing them.

To write up a safety statement, employer and employees must identify any hazards i.e. anything that could potentially cause harm in the workplace.

Hazards can be divided into categories such as physical, chemical, human, biological and transport. Hazards can also be described as high risk, medium risk, or low risk.
Arrange the following list of hazards in the workplace in the appropriate categories

<table>
<thead>
<tr>
<th>Chemical Hazards</th>
<th>Physical Hazards</th>
<th>Human Hazards</th>
<th>Biological Hazards</th>
<th>Transport Hazards</th>
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**List of Hazards**

Bright light from a photocopier; ultra violet light from a sunbed; excess heat; excess cold; microwaves; X-rays; noise; fungi; bacteria; viruses; parasites; farmer’s lung; lubricants; paints; glues; asbestos cement; drugs; aerosols; alcohol; fork lifts; trucks; cranes; hoists; elevators; violence; stabbing; robbery; aggression; verbal abuse; shooting; bullying.

What would you regard as a high-risk hazard?
Are there some workplaces which have a higher risk of some hazards than others?
Assignment

Prepare a Safety Statement

Divide into groups.
With assistance from teacher/tutor draw up a Safety Statement for one or a number of departments in the school building, depending on time constraints.

Each group could take a particular section or all students could focus on one department, for example, the Home Economics Department.

Provide each student with a sample Safety Statement and request them to complete it. Alternatively, students could design their own Safety Statement.

Questions that need to be asked are:

Are there any physical hazards?
Are there any chemical hazards?
Are there any human hazards?
Are there any biological hazards?
Are there any movement hazards?
### Safety Statement

This Safety Statement is our programme in writing to highlight the importance of health and safety in ______________________ (Name of classroom or department). We want to protect ourselves from accidents and injury while at school. We promise to be safety conscious, act responsibly, follow instructions and accept directions when given. We will check and revise this statement regularly.

<table>
<thead>
<tr>
<th>Examples of Hazards</th>
<th>Risk of Injury is</th>
<th>We need to do the following to avoid accidents and injuries</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ex: faulty socket</td>
<td>Ex: Electric shock</td>
<td>Ex: Report the fault</td>
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<tr>
<td>horseplay</td>
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<td>bullying</td>
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<td>litter</td>
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Signed: ________________________________

Class group: ________________________________

Teacher/Tutor signature: ________________________________

Date: ________
Guidelines for Safe Practice at Work

The main duties of employers towards health and safety in the workplace are as follows:

• Ensure, as far as it is reasonably practicable, the health safety and welfare at work of all employees

• Identify hazards to safety and health and provide a safe and healthy place to work in

• Eliminate bullying/harassment in the workplace

• Proper guards must be fitted to dangerous machinery

• Establish safe work practices

• Machines must be serviced regularly and kept in good working order

• Provide personal protective equipment where necessary

• Machines and chemicals must be used, stored and transported safely

• Provide as much advice, information, training and supervision as is possible to ensure health and safety of employees

• Employer must provide safe entrances and exits

• Employer must provide a written safety statement and bring it to the notice of all employees

• Adequate lighting and ventilation and heating at 16°C must be provided

• Toilets and washrooms must also be provided

• The employer must ensure that the firm’s activities do not place the health and safety of visitors at risk from dust, chemicals, noise, fumes and fire.
Guidelines for Safe Practice at work.

As an employee:

• Treat any training you receive seriously - it is there to protect you!
• Do not undertake tasks you have not been properly trained to do.
• Take reasonable care to avoid injury to oneself and others
• Avoid horseplay or inappropriate use of equipment
• Do not use equipment that you have not been trained to use
• Follow the regulations that apply in your workplace
• Stop and think!
• Ask questions!
• Report anything that could be potentially dangerous
• Co-operate to make your workplace safe
• Make proper use of personal protective equipment
• Behave in a sensible responsible manner
• Do not engage in bullying or harassment at any time
• Do not misuse or abuse anything that would make your workplace unsafe for your colleagues
• Make proper use of all machinery tools and substances

If your work isn’t safe speak immediately to your supervisor, the safety representative or a union representative.

If there is no action, call the Health and Safety Authority in confidence. They will provide advice, information and prompt action
Smoking in the workplace

Read the following information.

Many people spend a large part of their working lives working with others in a working environment.

Can you give some examples of working environments?

Most workers nowadays want their homes and their workplaces as free as possible from health risks and hazards. It is now acknowledged that smoking and passive smoking is a significant health risk, therefore a smoke free atmosphere is now the norm for most people.

It is important that you know and understand the reasons for smoke free policies in any organisation you may work in as a student or an employee. There may be a ban on smoking or a partial ban on smoking for a number of reasons.

• Health reasons
• Fire safety
• Hygiene
• Legislation
• Product image reasons
• The organisation itself is a promoter of health
• Dealing with the public
• Positive image to customers or the market in general
Imagine you are given responsibility for deciding on a non-smoking policy in your workplace. A number of colleagues have volunteered to work on a committee with you to implement a fair and reasonable policy in the workplace.

You and your colleagues have different opinions and attitudes to smoking and your task is to come up with an agreement regarding a non-smoking policy in the workplace, which is acceptable to everyone and obeys the present legislation.

Your place of work is a retail store. There is a brisk trade in leisurewear such as tracksuits and shirts and kits for various teams are sold in the shop. The company logo places an emphasis on health and fitness and sponsors various sports events. The main area of the company is floor space to sell the product, there are individual offices, a meeting room, a small canteen and rest area, toilets and washing facilities, fitting rooms, a small display area assigned to the sporting events and personalities that the company sponsors. There is an open area to the front of the store for parking and there is a small landscaped area near the entrance to the building where there is limited seating.

There are 14 people working in the company, 6 who are smokers. Two are very heavy smokers and have on several occasions tried to stop, the other 4 need to smoke at break times and lunch breaks. They are not particularly interested in stopping and feel they need to smoke when they have their breaks.

Another four people on the staff used to smoke but have stopped for various reasons and range from having given up smoking twenty years ago to just a few months ago. One worker, a non-smoker, is pregnant, one is a severe asthmatic and one worker, who is nearing retirement, is prone to respiratory problems.

Your task is to set out a non-smoking policy for the retail store and the people working there.
Divide your class group into groups of four. The four people are a manager, a safety representative, a union representative and a sales assistant. Of the four people one is asthmatic, another is pregnant, one is a heavy smoker and another is a non-smoker! You may also appoint an extra person as a neutral observer to take notes and report back to the main group.

**Your brief is to set out a no-smoking policy for the store. You must suggest four proposals that your group would like to put forward.**

**Time**

The meeting is held at lunch hour so you have approximately 30 minutes to come up with some suggestions. The staff may wish to continue discussions at a number of meetings and this will have to be agreed.

**Possible discussion points or agenda for the meeting:**

**You must decide:**

- What type of smoking ban would be fairest to the staff.
- Should there be a ban on smoking in all areas or in certain areas?
- Should people be allowed to smoke in the canteen or on the seats outside the entrance?
- At certain times and restricted to certain areas?
- What rules for (a) the shop floor (b) shared offices?
- What rules for meetings and in the meeting room?
- What rules for (a) corridors (b) lifts (c) toilets (d) washing areas?
- What impression might smoking give to customers, especially if the company's logo is emphasising health and fitness?
- How would you offer support for people who want to stop?
- Would you hand out information from various organisations such as the Irish Heart Foundation, the Irish Cancer Society the Health Promotion Unit? (Addresses and Websites are at the beginning of this module)
• How would you deal with people who broke the rules or ignored the rules?
• How would you go about finding out everyone’s view, opinions and suggestions?
• What guidelines or signs would you suggest for visitors to the premises?
• Should the view of non-smokers take priority?

Discussion or Debate

In the interests of everyone’s health there should be a total ban on smoking in all workplaces.

Do you agree or disagree?
## Working in a Shop

Many young people work part-time in shops and stores. Customer safety is very important, and so too is the safety of people working in the workplace.

Here is a list of hazards that workers need to be alert of while working in a shop, store or supermarket or similar workplace.

After each hazard:

(a) Describe a possible injury or accident that could occur  
(b) Suggest one way the accident or injury could be prevented.

<table>
<thead>
<tr>
<th></th>
<th>Accident</th>
<th>Prevention</th>
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<tbody>
<tr>
<td>Wet floors pools of water:</td>
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<td>Mats on floors:</td>
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<td>Water:</td>
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<td>Fruit:</td>
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<td>Steps/stairs:</td>
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<td>Containers of oil:</td>
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<td>Boxes left around:</td>
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<td>Cigarettes:</td>
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<td>Cooking facilities left on:</td>
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<td>Vandalism and robbery:</td>
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<td>Heavy loads:</td>
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<td>Objects falling or dropping:</td>
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<td>Meat slicers:</td>
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<td>Rotisseries:</td>
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<td>Sharp knives:</td>
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<td>Steam / hot water:</td>
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<td>Cold rooms:</td>
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<td>Changing bulbs, loose wires, faulty sockets:</td>
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<td>Christmas lights:</td>
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<td>Signs:</td>
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<td>Cleaners, chemicals, paints and glues:</td>
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<td>Handbags:</td>
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Working on a Farm

Did you know that over 30% of accidents on farms involve children and young people? Study the list that follows, each item listed is very familiar on a farm and anyone working on a farm or visiting a farm could have access to all or some of the items and animals listed.

Using the list name some hazards one could expect on a farm.

What accidents could happen? What injuries could occur?

- Pesticides
- Sheep dips
- Weedkillers
- Fertilisers
- Silage
- Slurry pits
- Tractors, trailers
- Other vehicles
- Farm buildings
- Hay sheds
- Bales of straw
- Cattle crushes
- Bulls
- Sick animals
- Calving cows
- Dogs
- Ladders
- Roofs
- Wet ground
- Gates
- Mouldy fodder and feedstuffs
Group work

In groups of four, work out some advice and information you would give to someone visiting a farm.

Your primary aim is to ensure that the visitor has a pleasant and safe visit to the farm.

Write a funny and entertaining story or poem about life on a farm, pointing out as many dangers as possible that the farmer may meet in a day’s work.
Working on a Construction Site

Did you know that over 100,000 people are employed in construction in Ireland and, as you read this, the figure is rising.

Some points to note!

• Safety equipment and helmets **do** prevent injury and death
• The first week on site is the most dangerous
• Accidents are more frequent at the end of the day
• Small building jobs are the most risky
• Trainers and runners are not suitable footwear on site

Hazards on a Construction Site

Read the following handout and in pairs answer the questions

1. Ladders- how could accidents occur? __________________________________________

2. Lifting – what are the dangers? ____________________________________________

3. Roofs – what are the dangers? ____________________________________________

4. Transport – dumper trucks, cranes etc – what must workers watch for? __________

5. Scaffolding – what are the dangers? _________________________________________

6. Power tools – what is the greatest risk to workers using them? __________________

7. Excavation work – what are the dangers when digging holes, trenches, foundations etc?

8. Electricity – what could happen and how? ____________________________________

9. Dust, paint, asbestos, welding cements – what are the risks? ___________________
Using your answers from the previous questions try and identify at least twelve (12) common hazards for workers on a construction site.

Imagine you have been elected safety officer on site.

- What advice would you give to a young person about to start work on the site?
- What rules would you put in place to ensure the safety of everyone on site?
- What guidelines and instructions would you give to visitors to the site?
- What would be your biggest concerns on a day to day basis?
- What protective clothing would workers need to wear at all times?
- What would you say or do to a worker who consistently refused to wear a hard hat or proper boots?

Prepare a safety statement outlining the hazards and the steps needed to ensure safety on the site.

Design one poster with a specific warning.

Print up one rule which all workers and visitors should observe.

Make a simple safety rulebook, which could be given to employees on a construction site.

Students may be able to get a copy of a rulebook from a parent working in an organisation and this could be used to get the project started.

Students could also make a simple booklet for a retail store, a laboratory or any other work area they may have visited on work experience.
Personal Protective Equipment

Personal Protective Equipment is used to protect people against hazards that are unavoidable. P. P. E. should only be worn or held if the hazards cannot be eliminated, minimised, isolated or a barring on entry to the hazard zone made. Employers are required to issue protective equipment by law.

P. P. E. should be the last line of defence against risks. True [ ] False [ ]

There are disadvantages to wearing P. P. E.

- It only protects the wearer from the risks.
- It can restrict movement and mobility.
- It can restrict breathing and visibility.
- It can cause skin irritation and discomfort to parts of the body such as the ears.
P. P. E. is worn when the body is exposed to risks. Some of these risks are as follows:

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<thead>
<tr>
<th>Physical Risks</th>
<th>Mechanical Risks</th>
<th>Chemical Risks</th>
<th>Biological Risks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Falls / blows / cuts</td>
<td>Slipping</td>
<td>Thermal</td>
<td>Aerosols</td>
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<td>Heat / fire</td>
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<td>Cold</td>
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<td>Harmful viruses</td>
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<td>Radiation</td>
<td>Noise</td>
<td>Gases/vapours</td>
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<td>Stabs / grazes</td>
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<td>*</td>
<td>*</td>
<td>*</td>
<td>Splashes/spurts</td>
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<td>*</td>
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<td>*</td>
<td>Fumes</td>
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<tr>
<td>Mist</td>
<td>Liquids</td>
<td>Immersion</td>
<td>Harmful bacteria</td>
</tr>
<tr>
<td>*</td>
<td>*</td>
<td>*</td>
<td>Dust</td>
</tr>
<tr>
<td>Vibration</td>
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</tbody>
</table>

Put the following list of risks into the different categories:

- Falls / blows / cuts
- Slipping
- Thermal
- Aerosols
- Heat / fire
- Cold
- Harmful viruses
- Electrical
- Radiation
- Noise
- Gases/vapours
- Stabs / grazes
- Splashes/spurts
- Fumes
- Mist
- Liquids
- Immersion
- Harmful bacteria
- Dust
- Vibration

Can you make a list of workers who might need Personal Protective Equipment working with the above mentioned risks.

**Here are examples of protective equipment**

- Helmets
- Foot protection
- Eye and face protection
- Body arms and hands protection
- Metal mesh gloves
- Weather proof clothing
- Respirators
- Breathing apparatus
- Safety harness
- Ear protection
- Bullet proof jackets
- Life jackets
- Reflective clothing
- Boots, glasses, face shields
- Aprons, gloves
## Protective Equipment.

Match a worker with Protective Equipment

<table>
<thead>
<tr>
<th>Worker</th>
<th>Type of Protective Equipment needed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Welder</td>
<td></td>
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<tr>
<td>Boner</td>
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<tr>
<td>Workers in a deep-freeze room</td>
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<tr>
<td>Fisherman/woman</td>
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<tr>
<td>Landscape gardener/farmer</td>
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<tr>
<td>Fire-fighter</td>
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<tr>
<td>Spray painter</td>
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<tr>
<td>Pneumatic drill worker</td>
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<tr>
<td>Refrigeration plant worker</td>
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<tr>
<td>Saw milling operator</td>
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<tr>
<td>Mast erector</td>
<td></td>
</tr>
<tr>
<td>Surgeon</td>
<td></td>
</tr>
<tr>
<td>Detective Garda</td>
<td></td>
</tr>
<tr>
<td>Ground staff at an airport</td>
<td></td>
</tr>
<tr>
<td>Life boat rescuer</td>
<td></td>
</tr>
<tr>
<td>Nurse taking blood</td>
<td></td>
</tr>
<tr>
<td>Cleaner using toxic cleaning materials</td>
<td></td>
</tr>
<tr>
<td>Scaffolder</td>
<td></td>
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<tr>
<td>Excavator and earthworkers</td>
<td></td>
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<tr>
<td>Shipbuilder</td>
<td></td>
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<tr>
<td>Roofer</td>
<td></td>
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<tr>
<td>Miners</td>
<td></td>
</tr>
<tr>
<td>Civil engineers</td>
<td></td>
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<tr>
<td>Furnace worker</td>
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</tbody>
</table>

Finally can you give other examples?
Safety Signs

Safety signs provide important information in the workplace. They are used to draw your attention quickly to objects and situations capable of causing hazards for you at work.

Four colours are used:

- **Red** for prohibition and fire equipment (signs are usually disc shaped)

- **Yellow** for caution (signs shaped as triangles)

- **Green** for positive action (signs are usually rectangles or squares)

- **Blue** for mandatory (signs are disc shaped)

**Note for Teacher/Tutor**

Three colour versions of a number of safety signs are provided. Teacher/tutor could:

- introduce students to the different signs and guide them through the information provided;
- use handouts to help students recognise the signs;
- ask students to write correct word provided at the bottom of handout under each sign to reinforce the information;
- ask students to look out for warning signs around them on the streets, building sites, school, shops, household goods etc.
BLUE SAFETY SIGNS: MANDATORY

Match the correct sign with the correct warning in words

1. Eye protection must be worn
2. Safety helmet must be worn
3. Ear protection must be worn
4. Respiratory Equipment must be used
5. Safety boots must be worn
6. Safety overalls must be worn
7. Face protection must be worn
8. Safety gloves must be worn
9. General Mandatory Sign

Make a list of places where you would see these signs

Teacher/Tutor

If you want students to work out signs for themselves, fold over before copying or displaying

1. Eye protection must be worn 2. Safety helmet must be worn 4. Ear protection must be worn 5. Respiratory Equipment must be used 7. Safety boots must be worn 8. Safety gloves must be worn 6. Safety overalls must be worn 9. Face protection must be worn 3. General Mandatory Sign
Match the correct sign with the correct warning in words


Make a list of places where you would see these signs

Teacher/Tutor
If you want students to work out signs for themselves, fold over before copying or displaying

Match the correct sign with the correct warning in words

1. Flammable matter 12. Strong magnetic field
2. General danger 9. Danger, electricity
3. Toxic matter 6. Laser beam
5. Radioactive matter 10. Oxidant material

Make a list of places where you would see these signs

*Teacher/Tutor*
If you want students to work out signs for themselves, fold over before copying or displaying

1. Flammable matter 12. Strong magnetic field
2. General danger 9. Danger, electricity
3. Toxic matter 6. Laser beam
5. Radioactive matter 11. Non-ionising radiation
8. Beware, industrial trucks 5. Radioactive matter
### Match the definition with the correct word

**The second one is done for you!**

<p>| | | | | | | | | | | | |</p>
<table>
<thead>
<tr>
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<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Hazard</td>
<td>A</td>
<td>Numbness in arms, tingling or pain in fingers and wrists while working long hours at a keyboard.</td>
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<td></td>
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<tr>
<td>2</td>
<td>Exposure</td>
<td>B</td>
<td>Cancer producing substance.</td>
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<tr>
<td>3</td>
<td>Risk</td>
<td>C</td>
<td>Wears away or destroys gradually</td>
<td></td>
<td></td>
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<td></td>
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<tr>
<td>4</td>
<td>Accident</td>
<td>D</td>
<td>Irritating or inflammatory to the skin.</td>
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<td></td>
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<tr>
<td>5</td>
<td>Ergonomics</td>
<td>E</td>
<td>An event unexpected that causes injury or damage.</td>
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<td></td>
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<td></td>
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<tr>
<td>6</td>
<td>Toxic</td>
<td>F</td>
<td>The technology of fitting the workplace to suit the requirements of the people who work there.</td>
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<td></td>
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<td></td>
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<tr>
<td>7</td>
<td>Carcinogenic</td>
<td>G</td>
<td>Causes physical discomfort to the body internally or externally.</td>
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<td></td>
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<td></td>
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<tr>
<td>8</td>
<td>Corrosive</td>
<td>H</td>
<td>Responsible for implementing the law and protecting the health of the public.</td>
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<tr>
<td>9</td>
<td>E. H. O.</td>
<td>I</td>
<td>Anything that could cause harm.</td>
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<td></td>
<td></td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>10</td>
<td>Dermatitic</td>
<td>J</td>
<td>Caused by poison, poisonous</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>Irritant</td>
<td>K</td>
<td>Leaving a person unprotected.</td>
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<td></td>
<td></td>
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<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>R. S. I.</td>
<td>L</td>
<td>Expose to the chance of injury, ill-health or other dangers.</td>
<td></td>
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</tbody>
</table>
Quiz on Safety and Health and Welfare at Work

The Health and Safety Authority provides information and advice to employers and employees and self-employed on all aspects of workplace health and safety. The Safety, Health and Welfare Act was passed by Government in 1989.

<table>
<thead>
<tr>
<th>Tick true or false to the following statements</th>
<th>True</th>
<th>False</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 The ideal temperature for working in is 16°C</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2 An employer in the workplace must provide adequate eating facilities.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3 An employer in the workplace must provide clean toilets and washing facilities.</td>
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<td></td>
</tr>
<tr>
<td>4 Cold rooms must open from the inside.</td>
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<tr>
<td>5 In 1998, 66 people were killed in accidents in the workplace.</td>
<td></td>
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<tr>
<td>6 High risk sectors for accidents at work are farming, construction, and fishing</td>
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<tr>
<td>7 The Health Safety and Welfare at Work Act requires all employers to prepare a safety statement in writing for their workplace.</td>
<td></td>
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</tr>
<tr>
<td>8 The Health and Safety Authority looks after the wages and salaries of workers in the workplace.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9 Mandatory warning signs are round in shape and are blue and white.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10 Emergency signs are green and white and usually rectangular in shape.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>11 A hazard is anything which potentially can cause harm; such as ill-health, injury or damage to property</td>
<td></td>
<td></td>
</tr>
<tr>
<td>12 Hydrogen Sulphide (sewer gas) has a smell similar to rotten eggs.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>13 Tinnitus is a disease caused by over exposure to tin.</td>
<td></td>
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</tr>
<tr>
<td>14 A person working in a confined space such as a tank, and deprived of oxygen for more than four minutes is likely to suffer brain damage.</td>
<td></td>
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</tr>
<tr>
<td>15 It is acceptable to wear soft shoes on a building site.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>16 Never transfer chemicals into lemonade or beer bottles.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>17 An accident is an unplanned event, which may result in injury or death.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>18 Hygeia is the name of the Greek Goddess of Health.</td>
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<tr>
<td>19 Most accidents in construction involve trips, slips and falls.</td>
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</tr>
<tr>
<td>20 P.P.E. should be the last line of defence against risks.</td>
<td></td>
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</tr>
</tbody>
</table>
Crossword

Clues Across

1. Another word for cancer causing substances (13)
2. Protects ears from noise (7)
3. Loss of balance caused by something in your way (4)
4. The best place to control noise (6)
5. Where dermatitis occurs (4)
6. Safety boots protect these! (4)
7. Every workplace must have one of these (3)
8. Capable of catching fire easily (9)
9. If in doubt, its the best way to get information (3)
10. An unplanned or unwanted event (8)
11. A dangerous substance found in brake pads and ceilings (8)
12. Easy to step on! (4)
13. A type of P.P.E. (7)
14. A widespread and common hazard (5)
15. We need this to recover from noise (7)
16. Chips and hot oil in this - be careful (3)
17. A layer in the stratosphere, protects from radiation (5)
18. The likelihood, great or small, that someone could be harmed (4)
19. Can be a dangerous odourless material (3)
20. Anything that can potentially cause harm (6)
21. A place to dump solid material - a waiter might expect one too! (3)
22. Consult for further information on health and safety (3)
23. Do not wear loose and hanging near machines (3)

Clues Down

2. A dangerous substance found in brake pads and ceilings (8)
3. Easy to step on! (4)
4. A type of P.P.E. (7)
5. A widespread and common hazard (5)
6. We need this to recover from noise (7)
7. Chips and hot oil in this - be careful (3)
8. A layer in the stratosphere, protects from radiation (5)
9. The likelihood, great or small, that someone could be harmed (4)
10. Can be a dangerous odourless material (3)
11. Anything that can potentially cause harm (6)
12. A place to dump solid material - a waiter might expect one too! (3)
13. Consult for further information on health and safety (3)
14. Do not wear loose and hanging near machines (3)
Environmental Health Officers

There are approximately 250 officers responsible for implementing the majority of Irish legislation relating to the environment and the effects of environmental hazards on the health of the public.

EHOS check for:

- **Pollutants** such as lead, nitrogen oxides, carbon monoxide, smoke and sulphur dioxide.

- **The quality of bathing water**: beaches, swimming pools, jacuzzis.

- **The quality of drinking water** - all results of the monitoring are available to the public.

- **Accommodation** - they carry out building surveys to check if houses and flats are fit for human habitation. They check for fire safety, electrical safety, dampness, overcrowding, ventilation etc.

- **Food safety** - They must ensure that all food and drink offered for sale to the public is fit for human consumption. They check food manufacturing and retail premises and offer advice. They investigate cases of food poisoning and food borne illnesses and also consumer complaints.

EHOS ensure food is adequately labelled and ingredients and additives are labelled as required by the law. EHOs police public areas where smoking is prohibited by law. They determine the environmental impact of new industrial developments in an area at the planning stage. They check and control burial grounds. They ensure public decency is upheld. They check port health and monitor port traffic for possible breaches in the law. They check hygiene and safety at rock concerts and other public gatherings. They provide hygiene advice and training.

The Environmental Health Officers Association is at 9 Aston Quay, Dublin 2. They may be able to give the name of someone who would talk to a group about environmental health issues. Make sure to plan your talk well in advance and think out questions that you would like discussed.

Talk to your guidance teacher about qualifications and training needed to become an Environmental Health Officer.
Discussion

Environmental Health Officers may have visited your local area over the last few years. Can you suggest possible checks that they may have carried out in your local area.

Make a list of things you would like checked in your local area by an Environmental Health Officer.
Group Activities

1. Study the fire drill instructions in your school.
   Make sure you know the exits and exit routes.
   What colour are the signs for exits and exit routes?

2. Practise making an emergency phone call for an ambulance, the gardaí, the fire brigade.
   Would you know the telephone numbers?
   What would you do?
   Draw a diagram of three fire-fighting signs. Don’t forget to use the right colour!

3. Find out the work of the Safety Representative in your school.
   With their permission, set out a series of questions you would like to ask him/her.

4. Choose three of your teachers and interview them about safety in their departments.
   What are the main hazards for students and teachers?
Case Study 1

Accident on a Construction Site

On a building site a young worker was walking across the roof of a multi-storey building which was under construction. The roof was to have a skylight designed to give natural light to the stairwell. It was a concrete roof and an opening had been left where the skylight would later be fitted.

Safe working practice in such situations would involve placing timber over this opening, nailing it down and writing HOLE in red paint. This was not done on this occasion. When rain water from the roof began to pour into the stairwell a young worker was asked to spread a layer of plastic across the roof to keep out the rain. Another young worker could see that the roof was covered in plastic and assumed that it was safe. When he stepped on to the opening, he fell to his death.

In groups of four discuss the following questions:

• Who was responsible for this accident?

• How could it have been avoided?

• How do you think the worker who spread the plastic felt?
Case Study 2

Safety in the Office

A large city centre office contains work areas on the ground floor and the first floor. A tearoom and canteen is located on the ground floor.

A practice developed where staff working on the first floor would bring tea or coffee upstairs to consume at their desks. On the day of the accident a person unknown spilled tea or coffee on the upper steps of the stairs. A young female staff member slipped on these steps and fell to the bottom of the stairs injuring her back severely.

- Who was responsible for this accident?
- Could the accident have been avoided?
- How?

In groups of four imagine you are a group of workers in the company.

- Who do you think the person unknown might be?
- What questions would you want to ask?
- What recommendations would you make for the future?
- Why is it that workers are not using the tea room and canteen?
- What do you think the employer’s response might be?
Case Study 3

Tidying up

A young person on work experience in a large computer company was sent to the storeroom to tidy it up.

There were a number of containers stacked in the storeroom, some with warning labels on them.

The containers stored oils, paints, general cleaning materials, hydrochloric acid, caustic soda and cyanide.

A number of containers that have been previously opened are left on the floor of the storeroom.

Discussion

What are the possible hazards for the young person working in the storeroom?

**Hints: skin; poison; inhalation.**

What questions should the young person ask before tidying up or moving the containers?

What questions might s/he need to ask others? Who could s/he ask?

Is protective clothing or special equipment needed in this situation?

How in your opinion could the student approach this task?
Case Study 4

Doire, a 17-year-old student, worked as a lounge assistant in a pub. A couple of her friends worked there too.

As part of her work Doire was required to bring food to and from the cold room.

One day her workmates locked Doire into the cold room and left her there for 2 hours. This was a common practice, especially for new employees.

She was wearing light clothing, a short sleeved shirt and a skirt. In the end another worker opened the door and let Doire out. While she was locked in the cold room Doire ate some apple pie and her workmates thought this was very funny and ridiculed her as a result.

Doire left the job later that day and did not return to it again.

Discussion

How do you think Doire felt?

What safety measures could have ensured that this did not happen?

What would you do if you saw this happening?

What would you do if someone tried to do this to you?

Do you think Doire was right to leave?

What do you think should happen to the people who did this?
Health and Safety in the Food and Catering Industry

Many young people are employed in the food and catering industry, often on a temporary or part time basis. Hygiene and safety in the food industry is extremely important and irresponsible behaviour can have huge implications such as prosecution, instant dismissal, food poisoning and even death. Personal hygiene is a very important indicator of a young person’s suitability to work in the food and catering industry. Good personal hygiene also prevents dermatitis - a difficult and troublesome skin condition caused by improper handling and use of cleaners and chemicals.

John and Sarah are interested in working in the food catering industry. John wants to be a chef and Sarah hopes to set up her own business organising events for companies and other organisations. Both students opted to participate in work experience in a large catering company. Sarah and John had an appointment to meet the Health and Safety Manager on the first morning they were due to start their work experience. She briefed them about:

- developing a safety conscious attitude
- personal hygiene
- proper dress code
- food contamination and foreign bodies
- bacteria and food poisoning
- customer relations.

Both John and Sarah had taken particular care of their appearance and personal hygiene before they arrived at their placement. The Health and Safety Manager requested them to read the dress code carefully. John wore a very small stud in his nose and his jeans were clean and neat. He also wore his high quality trainers. He had a small cut on index finger which had almost healed.

Sarah wore earrings. She used hair clips to hold back her long hair and she wore several rings on her hands. She had long nails, which she took very special care of and polished them the previous evening.

Sarah and John had to make a number of changes to their dress and appearance before starting work experience.

Read the dress code on the next page to find out the changes they need to make.
DRESS CODE

Read a copy of the Dress Code that the Health and Safety Manager gave to Sarah and John and complete the exercises that follow.

Uniform
The company believes that the appearance of all staff is very important. You will be provided with uniform, safety shoes and a name badge on commencement of employment and it is company policy that all staff wear a uniform. Each employee must sign when they receive their uniform. These uniforms remain the property of the company at all times, and should be returned when you leave the employment of the company. The maintenance of the uniform is your responsibility, and you should ensure that it is kept in good condition and is presentable at all times. Uniforms may not be worn outside of working hours. Should you mislay your uniform, you will be responsible for its replacement.

In order to comply with safety and hygiene regulations, the following standards will apply to all staff.

Male Dress Code Policy
- Hair: Well groomed and short.
- Uniform: The current corporate uniform should be adhered to at all times.
- Shoes: All members of staff must wear safety shoes.
- Socks: Black or navy socks - only when wearing dark trousers.
- Facial: Clean - aftershave is not permitted.
- Jewellery: Wedding rings only.
- Nails: Short and clean.
- Name badges: Must be worn by all staff.

Female Dress Code Policy
- Hair: Well groomed. Hairnets must be worn at all times.
- Uniform: The current corporate uniform must be worn at all times.
- Shoes: All members of staff must wear safety shoes.
- Tights: Tights should be neutral / flesh coloured.
- Socks: Coloured tights are not allowed. Socks black or navy.
- Makeup: Keep it simple and subtle. Perfume is not permitted.
- Jewellery: Weddings rings only.
- Nails: Short and clean. Nail varnish is not permitted.
- Name badges: Must be worn by all staff.
Personal Hygiene

As you are working in the food and service industry, your appearance and personal hygiene are of vital importance, both from a safety and personal point of view. Personal hygiene is your responsibility. As well as wearing your correct uniform each day, any illnesses, skin diseases, stomach trouble, eye, ear, nose or throat infections must be reported to your manager. Certain illnesses will require a doctor’s certificate stating that you are fit to return to work. All cuts, burns and abrasions must be covered. Food is easily contaminated, so you must wash your hands regularly throughout the day. Smoking is forbidden in food areas and may be prohibited on some sites.

Work for you to do!

• Read the Dress Code carefully. What, in your opinion, are the most important points made in the Code?

• Make a list of the changes to their dress and appearance that John and Sarah must make before working in the company.

• Proper food handling is a priority with the company. Can you explain why this is so?

Did you know that food poisoning is a killer?

Many of the people killed by food poisoning are elderly and young people can suffer for up to 72 hours with sickness before recovering.

Can you explain why it is very important for hospitals, nursing homes, crèches and restaurants to have high standards of food hygiene and safety?
Golden Rules for handling food.

John and Sarah were given a list of ‘golden rules’ when handling food. Using the words provided make out a list of guidelines when handling food. Your Home Economics teacher can help you check that they are correct.

Water proof dressings - The rule is:
Infections - The rule is:
Head covering - The rule is:
No smoking - The rule is:
Wash hands - The rule is:
Do not touch! - The rule is:
Clean equipment - The rule is:
De-frosting - The rule is:
Cooked food - The rule is:
Danger zone - The rule is:
Temperature/degrees C - The rule is:
Wiping cloths - The rule is:
Spillages - The rule is:
Disposal of waste - The rule is:
Animals - The rule is:
Food contamination - The rule is:
Foreign bodies - The rule is:
Pause for a moment a listen to all the sounds you can hear - those nearby and those further away.
Many people through ignorance, recklessness and carelessness have permanently damaged their hearing and deeply regret this loss.

Sandra and Liam were mad about music. They both learned to play guitar and as soon as they could afford it, they purchased electric guitars with amplifiers. They played them as loud as they possibly could without offending the neighbours too much. Two of their friends who also sang and played often joined them. They practised and played as often as they could. Sandra worked as an apprentice fitter in a large, noisy engineering company and Liam was a trainee chef in a large hotel. Soon they felt confident enough to start their own band. Sandra and Liam's parents allowed them the use of their garage where they practised and played and dreamed of being rich and famous some day.

When Sandra was not playing her guitar she loved to go to discos and, if she had the money, rock concerts. She stayed as close as possible to the stage and the huge amplifiers so that she could really see and hear what was happening. Liam was not very interested in discos or concerts and rarely went. Sandra and Liam and their two friends were thrilled when they were asked to play a few gigs and as a result began to establish a name for themselves and eventually had a slot on a regular popular national T.V. programme.

Enquiries and bookings began to filter in for some local events but to Sandra's dismay and discomfort she began to have difficulty hearing the music unless the sound was up to full volume. She also experienced a ringing sensation in her ears, which was diagnosed as tinnitus. She had suffered permanent damage to her hearing. Over a period of two years her hearing was permanently damaged and she also realised that her career choice, if the band did not work out (she was an apprentice fitter) was no longer possible. Sandra also lost much of her confidence and was constantly straining to hear and understand what her friends and others were saying.

Liam too came to realise that his hearing was also impaired. An audiogram revealed that his ability to detect sound at different frequencies had dis-improved. His plans to be a chef were also affected.
Study the following chart.

What level of decibels (approximately) were Sandra and Liam exposed to?

<table>
<thead>
<tr>
<th>Source</th>
<th>Intensity in decibels</th>
</tr>
</thead>
<tbody>
<tr>
<td>Army rifle (undefended ears)</td>
<td>160 decibels</td>
</tr>
<tr>
<td>Passenger jet plane at 30 metres.</td>
<td>150 decibels</td>
</tr>
<tr>
<td>Disco close to loudspeaker</td>
<td>120 decibels</td>
</tr>
<tr>
<td>Pneumatic drill (unprotected ears)</td>
<td>115 decibels</td>
</tr>
<tr>
<td>Very noisy factory</td>
<td>100 decibels</td>
</tr>
<tr>
<td>Symphony orchestra (peak)</td>
<td>100 decibels</td>
</tr>
<tr>
<td>Motorcycle at 8 metres</td>
<td>90 decibels</td>
</tr>
<tr>
<td>Hi-fi stereo equipment</td>
<td>80 decibels</td>
</tr>
<tr>
<td>Loud conversation</td>
<td>70 decibels</td>
</tr>
<tr>
<td>Light traffic at 30 metres</td>
<td>50 decibels</td>
</tr>
</tbody>
</table>

Did you know?

- If you work where noise is measured at more than 85 decibels you are advised to wear ear protection.

- Noise measured at over 90 decibels can seriously damage your hearing.

- If your colleague in the work place has to shout loudly for you to hear him or her then it is likely that your hearing will be damaged.

- Forty of every hundred workers who have worked all their lives at high noise levels (90 decibels) will at the age of 65 years find it difficult to hear other people talking. Some will even be deaf!

- Prolonged exposure over 90 decibels can lead to permanent tinnitus and deafness. It is recommended that 85 decibels and lower are safe but prolonged exposure at lower levels may also be harmful.
Make a list of workers who are susceptible to noise-induced deafness –

That is where the delicate hair cells in the inner ear (the cochlea) are permanently or temporarily damaged by constant loud vibrations.

1. 
2. 
3. 
4. 
5. 
6. 
7. 
8. 
9. 
10. 

Read the story about Sandra and Liam again and in groups of 3 or 4 discuss and answer the questions that follow.

What levels of noise were Sandra and Liam exposed to?

Explain how Sandra was exposed to more noise than Liam.

Were they above the legal limit for work when they played their gigs?

Sandra’s deafness is incurable and could have been prevented.

What should she have done?

How could Liam have protected his hearing?

How did their damaged hearing affect their personal lives and their futures?

Perhaps you know of people in a similar situation right now. What would you say to them?

Do you protect your hearing?

If your hearing is impaired how might it affect your future?
Find out more about

The cochlea
Decibels.

Did you know that all workers who are exposed to 85 decibels or more are entitled to have a hearing test at their employer’s expense. This test must include a special test of hearing called ‘Audiometry’. This test must be carried out in suitable quiet conditions with specified equipment, by a person properly trained to do the test.

Student project.

Is there a Safety Representative in your school?

• Make a list of questions that you as a group would like to ask the Safety Representative.

• Elect two people in your group to interview him or her.

• Give the questions to the Safety Representative and make an appointment to meet him or her at a suitable time.

• Report back to your group what you learned.

Student project

Do you have a part time job?

Do you know who the Safety Representative is at your workplace?

• Compile a list of questions that you would like to ask and at a convenient time.

• Interview the Safety Representative in your place of work and report back to your group what you learned.
Group Work

Safety Meeting in Progress!

Bridget Souhan owns and manages a garage and shop in a midlands town. She employs three mechanics full-time and two sales assistants to run the shop and supervise the petrol pumps. She also employs three students from the local post primary schools on a part time basis. The shop and petrol pumps are open late and supply groceries, newspapers, coal, briquettes and gas. Two other men work part-time at the garage: John repairs punctures and Brian helps with the lifting and loading of fuel. Brian also keeps an eye on the electronically operated car wash and provides assistance where necessary.

Break into group of five people representing the staff of Bridget Souhan’s garage.

Out of the group, appoint two people to observe without interrupting, take notes and report back at the end of the meeting. They are outside observers and do not get involved in the actual meeting.

The group must

(a) Appoint a safety representative. Why is it important to have a safety representative?

(b) Identify hazards dangers and risks. Make a list and decide hazards that must be given priority.

(c) Prepare a simple safety statement on how to improve safety and health and welfare in the shop and garage.

(d) Agree on one safety slogan that could be written up in poster style in the garage for customers to see.
The Effects of Accidents

Accidents affect:

- The person who has the accident
- The organisation where the accident happened
- The people or person directly responsible
- Working team or group
- The country, the government and the taxpayer.

Here is a list of the effects of accidents on people, organisations and the country.

- Pain and suffering
- Loss of earnings
- Extra expense
- Disability / Inability to work
- Unable to take up leisure activities
- Lowering of self-esteem
- Has to depend on friends and family
- Loss of a trained skilled experienced worker
- Time lost by the worker
- Time lost by others out of sympathy or curiosity
- Time lost due to discussions and meetings as a result of an accident
- Time lost by people investigating the accident
- Damage to materials or equipment
- Replacement of materials or equipment
- Insurance costs
- Legal action
- Loss of contracts or reputation.
- Worry and stress
- Recriminations
- Guilt
- Extra work - training, writing reports, meetings
- Loss of credibility, reputation or status
- Shock
- Anxiety
- Fear
- Anger
- Personal grief
- Low morale
- Effects on work rate and motivation
- Social welfare expense
- Hospital and health care
- Working days lost
- Disability pensions, death benefits and compensation.
- Lives deeply affected and requiring counselling and support
The Effects of Accidents

Using the information on the previous page fill in the following.

Make a list of ways accidents affect the person

1. 
2. 
3. 
4. 
5. 

Make a list of ways accidents affect an organisation.

1. 
2. 
3. 
4. 
5. 

Make a list of ways accidents affect the person directly responsible.

1. 
2. 
3. 
4. 
5.
Make a list of ways accidents affect a team or group of workers.

1. 
2. 
3. 
4. 
5. 

Make a list of the costs of accidents to the taxpayer and the country.

1. 
2. 
3. 
4. 
5.
On day one, when you start your work experience, you should find out:

- The way out of the building
- Who is responsible for first aid?
- How can you get to them?
- Where is the nearest fire alarm point?
- Where is your fire assembly point or assembly point?
- What the fire alarm sounds like
- The meanings of all safety notices in your work area
- Who is the Safety Representative for your department

- Draw a diagram of an emergency exit/escape route. What colour should it be?
- Draw a diagram of a First Aid post. What colour should it be?

If you are unsure or need more information contact:
Health and Safety Authority at http://www.hsa.ie/osh
Tel: 01 614 7010
A New Employee in the Workplace

In-groups of two or three or on your own imagine you were given the task of introducing a new employee to the workplace. As well as describing the type of work that s/he will be doing, you must also provide advice and information on health, safety and welfare.

Write up a simple one-page information sheet outlining the main points on safety and health that a new employee should know about.
What would be your priorities and why?

What four warning signs do you feel should be displayed prominently in the workplace.
Draw a diagram of each one.

1

2

3

4
Complete this section carefully

The six most important things I learned about health and safety are:
1. __________________________________________
2. __________________________________________
3. __________________________________________
4. __________________________________________
5. __________________________________________
6. __________________________________________

Well done! You have spent some time reading discussing and learning about health and safety:

1. Make a list of four activities that you participated in:
   Debate, discussion, interviews, survey, and group work
   Describe what you did.

2. Describe an action plan that you had to carry out for one activity while working on this topic.

   Fill in the following statements. While working on this topic
   I learned __________________________________________
   I learned __________________________________________
   I learned __________________________________________
   I learned __________________________________________
   I learned __________________________________________

4. List four skills/talents/qualities that you were able to improve on while working on this module.

5. Name three things that you would like to improve on or learn more about.

6. How much time did you spend working on this topic?

7. How would you rate your level of work having completed the topic
   Good [ ] very good [ ] excellent [ ]