

Health and safety

Pre-task:

Make a list of the places where you typically work or study (e.g. lab, computer room, lecture building, café) and list potential hazards or risks arising from working in these environments. Rate the risks according to danger and likelihood of accidents happening, with 1 representing the lowest and 3 the highest danger level.

Take a photo of the most dangerous hazards in each of your typical work environments.

Examples of hazards include:

- Tripping hazards like trailing cords, frayed carpet or boxes in walkways
- Hazardous substances for cleaning or in a laboratory process
- Noise, e.g. from machinery
- UV radiation and dangers of terrain when working outdoors
- Micro-organisms that may cause infection
- Sources of radiation
- Animals that could bite, kick, crush, or transmit disease
- People that could turn violent
- Sharp instruments, e.g. needles and blades
- Machinery with moving parts
- Large amounts of inflammable materials
- Fire escapes blocked or out of order



Image 1

Task 1:

Show your photos to your partner and describe the dangers you face in your daily work and study environment with the help of these photos, pointing out risks and hazards and possible accidents that could occur.

Discuss: What significance is given to health and safety issues at your universities? How are staff and students trained? Do you know about any actual accidents that happened? Etc.

My study room poses a lot of risks in the form of trailing cables, stacks of inflammable papers, no fire extinguisher ...

I rate the ... as the most/least dangerous place I work in, because ...

In the clinic/laboratory I could potentially be subjected to...

One should not underestimate the dangers in ..., due to ...

My lab/study/computer room bears the risk of ..., thanks to ...

Task 2:

Discuss with your partner which of the rooms and environments you have shown to one another is the most dangerous and needs the most urgent attention to improve its safety. Give reasons for your views. Then draw up a safety plan for that space.

Follow-up activity:

Sketch a campus crime story together in which a villain makes use of the safety hazards at your or your partner's university to defeat an opponent! One of you could make a plan of the traps to be set and the other could be planning to circumvent possible traps.

Sources

Image 1 https://en.wikipedia.org/wiki/Biosafety_cabinet#/media/File:Laminar_flow_hood_2.jpg