Discussion Leaders Guide Session
Hidden Hazards Analysis
Fire Hazards

1. Preparation

- Participants should have completed the basic hazards lesson before being trained in the hidden hazards.
- You will need a DVD player and a television.
- Review the **Tell**, **Ask** and **Review** portions of the Discussion Leaders Guide. You will be presenting the materials in *italic* to the group during these sections.
- Preview the video before you show it.
- Ensure that everyone attending the training can easily see and hear the video.
- Print the handouts prior to the training. Handouts for this session are the **Hidden Hazards Analysis Chart** and the **Preventing** for this topic.

Training Day

2. Introduce the Lesson

Controlling or eliminating hazards is the best way to prevent injuries. Some hazards are easy to spot, like a frayed electrical cord. However, what about those hazards that are not so obvious? Hidden hazards are hazards that are not obvious. Often they can be the result of an unsafe action or a response to an unexpected emergency.

Today we are going to identify hidden hazards associated with fire and how we should respond to a fire. Remember that fire requires three elements to start and spread; fuel, ignition and oxygen. Fuel sources are items such as; paper, wood and flammable liquids like gasoline. Ignition can come from a spark or other sources of heat. Fire needs oxygen. Removing one of the elements above will prevent a fire.

*In order to understand how to identify hidden hazards and what can be done to prevent them; we are going to use the **Hidden Hazards Analysis Chart** to guide you through the process.*

*Look at the handout titled **Hidden Hazards Analysis Chart**.*

In the first column "What Could go Wrong", we are going to list; what could go wrong at our workplace, what might cause a fire and what could go wrong when a fire starts. For example, you might list that a cigarette thrown into a trash can start a fire or that an employee trying to put out a grease fire by spraying water on it.

Think about what types of accidents or emergencies involving fire that have occurred here or at other places you have been or know about? What hidden hazards could result from the design or layout of the facility?

Take a few minutes to write down a few situations.

Note: You may want to break up into teams. Allow the participants a few minutes to work on the "What Could go Wrong" situations.

Let's watch the DVD now and see if there are any hidden hazards we may have missed.

3. **Start the DVD**

   - Select your language choice
   - Select scenario

4. **The DVD has paused**

5. **Encourage discussion**

   ASK:

   What was the hidden hazard in this scenario?
   Are there any other hidden hazards or emergencies that might have occurred?
   How would you put out a fire?
   What are some of the "What Could go Wrong" situations you have identified?
   What can we do to prevent a fire from happening?

Note: Allow time for groups to respond between questions. Consider writing responses down on a flip chart or in another format.

TELL:

Not all hazards pose the same risk of occurring. Some are more likely to occur than others are. For example; it is more likely a carelessly discarded cigarette could start a fire, than that the outside power line will unexpectedly fall and start a fire. Prioritizing hazards lets us know where we need to focus our safety efforts.

In the column "Chance it will Happen Here", fill in a number between one and five. A five means there is a high chance that the event you listed in the first column could happen here, and one is a low chance it could happen here.

Note: Allow the participants time to complete this step.

Since the goal of eliminating or reducing hazards is to reduce injuries, we need to look at the human impact or effect of each situation. Using the same one to five scale, fill in the "Human Impact" column. A five means there is high human impact and one means low human impact.

Note: Allow the participants time to complete this step.

The two columns added together is the total. The higher the number, the higher the risk of a hidden hazard.

ASK:

What are some of the possible situations that have the highest totals?

Note: Allow time for the groups to respond. Consider writing responses down on a flip chart or other format.

Before we proceed with the prevention portion of the analysis, let's watch the rest of the DVD.

6. Restart the DVD

7. Finish

Tell: *Look at your **Hidden Hazards Analysis Chart.** There is one more column to complete, "Prevention." What steps could we take to prevent the type of accident you described in "What Could go Wrong?" You can use the handout titled **Preventing** for suggestions.*

Note: Allow time for the group to complete the task. Consider writing responses down on a flip chart or other format.

Fires are preventable. If you see a fire and you are certain the fire is small enough for you to handle, use a fire extinguisher to put it out. When using a fire extinguisher remember the word PASS: P for pull the pin; A for aim low; S for squeeze the lever; S for sweep from side to side. If you think the fire is too big to handle or you do not know how to use a fire extinguisher, sound the fire alarm and begin the emergency evacuation. One last thing, if you see anyone suspicious in or around the facility let your supervisor know right away.

Note: Review your company's Emergency Evacuation plan.

Are there any questions?

Note: Be sure to collect the information from the **Hidden Hazards Analysis Chart**. You can do this by writing down the information during the lesson or by collecting the analysis forms at the end of the program. The information will be valuable for identifying where you need to put more safety emphasis.

Thanks for attending.