

Green Industries

OVERALL EXPECTATIONS:

By the end of this course, students will:

- D1.** demonstrate an understanding of and apply safe working practices as they relate to the green industries.

Specific Expectations:

- D1.1** identify the personal protective clothing and equipment needed to perform various green industry tasks safely, and use as required to ensure their own and others' safety in the work environment (e.g., eye and ear protection; hand, head, and foot protection; sun protection; equipment guards);
- D1.2** demonstrate an understanding of environmental and site-related hazards (e.g., land conditions; weather conditions; crew competence and organization; presence of utility lines, glass structures, hanging limbs, chicots) and apply appropriate safety measures for avoiding them (e.g., roping off an area, setting up caution signs, removing hazards, implementing traffic control measures);
- D1.3** demonstrate an understanding of and apply safe procedures for using and maintaining materials, tools, and equipment (e.g., avoid moving parts and pinch points; perform a circle check of vehicles and equipment; check condition of materials, hydraulic systems, and protective equipment; check oil and fuel levels);
- D1.4** demonstrate an understanding of and apply safe procedures for handling plants and/or animals (e.g., dethorning plants, using ergonomic lifting techniques or devices, using hand protection, securing loads correctly for transport, understanding animal perception, avoiding actions that startle animals, using chutes and restraining devices);
- D1.5** identify potentially hazardous situations in the workplace by conducting and documenting personal and workplace safety audits;
- D1.6** identify sources of information about workplace hazards and how to avoid them (e.g., Workplace Hazardous Materials Information System [WHMIS], Passport to Safety);
- D1.7** outline and comply with legislation for protecting the health and safety of workers in the green industries (e.g., Occupational Health and Safety Act, local by-laws, fire prevention regulations).

Technological Safety Checklist

Green Industries	Comments
<ul style="list-style-type: none">• Sufficient and appropriate personal protective equipment (PPE) such as safety glasses, ear protection or latex gloves for handling chemicals is available for all students.• PPE is in good condition (e.g., safety glass lenses are not scratched or deformed).• Safety glasses are stored in an organized fashion (i.e., not left randomly in a bin).• All materials or chemicals that are stored in secondary containers are clearly identified, as per WHMIS requirements.• Appropriate safety posters or notices that remind students of the use of PPE, health and safety regulations, possible hazards, or safeguards and precautions are prominently displayed.• Good housekeeping practices are evident, e.g., the facility is well-organized, there are no trip hazards, exits are clearly marked and clear of obstructions, the facility is clean and inviting, etc.• Aprons or shop coats are clean and organized so the students are encouraged to wear them.• Students and the instructor are dressed appropriately for working safely (e.g., closed-toe shoes, sleeves are not rolled up, no rings or loose jewelry).	

Green Industries: Sample Student Safety Passport

Student's Name _____ Class and Year _____

Equipment	Date Competency Display	Student Signature	Teacher Signature
<p>The student can safely assess if electric, battery and pneumatic powered tools are in proper working condition and safe to use if:</p> <ul style="list-style-type: none"> • the tool is disconnected from power source and switched "OFF" before assessing condition • cords, lines and hoses are free of frays or bulges • moving parts are properly lubricated • the air compressor is set to an appropriate pressure for tool being used • cutting tools are properly sharpened. 			
<p>The student can demonstrate an understanding of and apply safe procedures for:</p> <ul style="list-style-type: none"> • using and maintaining materials, tools and equipment • checking the condition of materials, hydraulic systems and protective equipment • checking oil and fuel levels. 			
<p>The student is able to assess the safety of a ladder by identifying the following:</p> <ul style="list-style-type: none"> • missing or loose steps or rungs • damaged or worn non-slip feet • loose nails, screws, bolts or nuts. • loose or faulty spreaders, locks and other metal parts in poor repair • rot, decay or warped rails in wooden ladders • cracks and exposed fiberglass in fiberglass ladders • cracked, split, worn or broken rails, braces, steps or rungs • sharp edges on rails and rungs • rough or splintered surfaces • corrosion, rust, oxidation and excessive wear, especially on treads • distortion by sighting along the rails • missing identification labels. 			

Equipment	Date Competency Display	Student Signature	Teacher Signature
The student can determine when to use an extension ladder instead of a step ladder.			
The student is able to properly set up a ladder, keeping the 4:1 ratio and ensuring that at least 1 metre of the ladder extends beyond the upper platform on which the ladder rests.			
Lawn mowers			
Tampers			
Garden tractors			
Roto tillers			
Leaf Blower			
Mulcher			
Wood Chipper			
Hedge Trimmer			
Line Trimmer			
Power Sprayer			
Chain Saw			
Hand Truck or Dolly			
Wheel Barrow			
Rakes (The students ensures that the rakes do not pose a trip hazard.)			