

Notes for ToolBox Talk Leader

The second key concept you need to make sure everyone understands from Unit 1 is the idea that everyone's personal safety is a function of risk – the amount of energy, the amount of protection and the presence of “Critical Errors” alter that risk. Review workbook pages 7–11 for more information and examples on this concept.

Group questions to measure understanding and application of this concept:

1. How would you explain this concept to your family, friends, or work colleagues?
2. Where have you seen this pattern in the routine activities from your work or life experiences?
3. What routine activities in your life can become riskier with increased energy? (e.g. using a power saw versus a hand saw)
4. What routine activities in your life become safer with increased protection? (e.g. putting on safety glasses when using a power saw)
5. What routine activities in your life can become more dangerous through inattention?

Your Work/Department specific questions related to this concept:

Discuss each response as a group.

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Safety is a Function of Risk (review pages 7–11 in the Unit #1 Introduction & Overview Workbook)

There is a certain amount of risk (a probability of getting hurt a little or a lot) in almost everything we do. Often the amount of hazardous energy or the amount of protection determines the overall risk of the activity. The risk of any situation can also be dramatically increased if we make a “critical error” like not watching where we are going.

“Talk to kids about texting while walking.”

How would you explain this concept to your family, friends or work colleagues?

Where have you seen this pattern in the routine activities from your work or life experiences?

What routine activities in your life can become riskier with increased energy?

What routine activities in your life become safer with increased protection?

What routine activities in your life can become more dangerous through inattention?

Energy

Protection

Critical Errors