





*“Workplace injuries can be caused by unexpected energization start-up of machines or equipment, as well as release of stored energy.”*

- Make it real.** Tell at least two stories of injuries from your experience, or use the following examples:
  - A worker was testing a fan belt when another worker started the car (key left in ignition). Two of the worker’s fingers were amputated by the fan.
  - A worker was killed when he was caught under a vehicle when a hoist (not locked out) was lowered.
- Discuss** the attitude that “it won’t happen to me”. Remind them that an injury can and will happen if they take shortcuts or are careless.
- Emphasize** that there are different lockout procedures for different types of equipment – students should never operate power, hydraulic, or pneumatic equipment if they don’t know the procedure for lockout.
- Instruct** the students to identify and report any safety concerns about lockout.
- Encourage them to **ASK** questions.
- Answer** any questions or concerns they might have.
- Set a good example** by working safely at all times.

## Resources

- Lockout (available in English, Chinese, Punjabi, Spanish, and Vietnamese)**  
[www.worksafebc.com/publications/health\\_and\\_safety/by\\_topic/assets/pdf/lockout.pdf](http://www.worksafebc.com/publications/health_and_safety/by_topic/assets/pdf/lockout.pdf)
- Lockout/Tagout Standard**  
[www.ehs.utoronto.ca/Assets/ehs3/documents/LockoutStd.pdf](http://www.ehs.utoronto.ca/Assets/ehs3/documents/LockoutStd.pdf)

VERROUILLAGE ET ÉTIQUETAGE ■ LOCKOUT ■ KIILUTIYANGIT/NAUNAIYUTILIK ■ ກັງ ລັອກ/ອະເມດເດັດເຮັດ ດຣາດເຮັດ