



# TEACHING PRACTICES

## FOR PREVENTION SKILLS?



Observatoire  
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### ONE DEFINITION

In the context of vocational training, we can define prevention knowledge teaching practices as "the mobilization of theoretical knowledge, know-how and interpersonal skills to learn about the sources of occupational health and safety risks and the various means of prevention and OHS [occupational health and safety] regulation strategies for the preservation of one's health and that of others" (Castonguay, 2022, p. 78). These practices are aimed explicitly at student learning, whether they are carried out in or out of school, and include planning activities, teaching-learning activities and evaluation activities.

### WHAT IT'S FOR

Although the nature and extent of risks may vary from one vocational program to another, students and teachers are frequently in contact with hazards, both in workshops and laboratories and during on-the-job training. For these reasons, all teachers must prepare their students for the risks of their future professions and integrate prevention concepts into their practices. Teaching prevention is not an instinctive process. You have to know what it involves and how to do it. Above all, it's about protecting yourself and others, which can even save lives!



### IF WE JUST TALK ABOUT IT...

In concrete terms, the aim of teaching prevention practices (planning, intervention and evaluation) is to help students identify hazards and become aware of the risks present in their learning and working environments.

Prevention teaching practices include learning about preventive measures, i.e., the legal obligations, roles and responsibilities of the key OHS players, as well as the role of the employer responsibilities of key OHS players, means of prevention, and OHS resources. These practices also cover regulation strategies (control and follow-up measures), including analysis of the work environment and work organization.

Teachers mobilize three types of knowledge to teach prevention skills. Firstly, theoretical knowledge, which is defined as the body of knowledge acquired through study, as well as formalized and codified knowledge, i.e. that found in manuals, guides and laws.

Secondly, *savoir-faire*, i.e. knowledge of a practical nature demonstrated by the skills mobilized in a work context. Finally, there's *savoir-être*, defined as an individual's way of acting and reacting to OHS prevention.

This data sheet is based on the following research:  
Castonguay, R. (2022). *Pratiques d'enseignement des savoirs de prévention en formation professionnelle au secondaire au Québec* [master's thesis, Université de Sherbrooke]. <http://hdl.handle.net/11143/19332>

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## AND IF I WANTED TO INTEGRATE IT INTO MY PRACTICE ... ..

### Resources for integrating prevention knowledge into your planning :

Several resources are available for integrating prevention knowledge into the practices of vocational training teachers. To include the legislative framework for occupational health and safety in their planning, they can draw essentially on documents from the Commission des normes, de l'équité et de la santé et de la sécurité du travail (CNESST), available on the organization's website ([www.cnesst.gouv.qc.ca/en](http://www.cnesst.gouv.qc.ca/en)). When it comes to planning the teaching of work methods, skills and prevention strategies, curricula and reference documents from industry partners (including websites) are extremely useful. The experience and training of colleagues is also an important resource for planning the teaching of prevention skills.

### Bringing prevention knowledge to life in teaching:

Intervention practices are strongly influenced by the teaching strategies and didactic resources available. Thus, teaching-learning activities related to prevention knowledge should be short but frequent. In addition, intervention practices must encourage students to question and analyze situations, so that they can make sound decisions considering the tools and resources they possess. Ultimately, teachers must get students to think about the consequences of occupational injuries and dangerous situations, and not reduce them to mere executors of standards and rules. Finally, the teaching strategies used to impart preventive knowledge should encourage interaction and dialogue and be varied in order to foster a high degree of student engagement and thus make learning more meaningful and effective.

### Assessing prevention knowledge:

In conclusion, it can be difficult for teachers to recognize and assess their students' learning of preventive skills if there is little or no OHS-specific assessment. With this in mind, and with a view to developing the knowledge and skills associated with preventive knowledge, it is important that assessment be carried out throughout the student's training. It must be based on OHS-specific learning and not be limited to the application of a verdict rule. In this sense, preventive knowledge can be assessed on the basis of both diagnostic and learning-assistance assessments.

### Working together to ensure health and safety for all:

In any case, teaching prevention skills cannot be based solely on the will of teachers and requires significant collaboration from the community and all stakeholders if it is to have a positive impact on students' OHS, both their own and that of their peers.

For access to a wide range of resources and tools **for teaching prevention skills**, visit the *Interactive Journal of the Health, Safety and Well-being Committee of the Observatoire de la formation professionnelle*. This journal aims to support and promote health, safety and well-being in vocational training.

**Ultimately, it is through the integration and mobilization of prevention knowledge in the practices of vocational training teaching staff that the number of occupational injuries will be significantly reduced.**

## TO FIND OUT MORE ...

Castonguay, R. (2022). *Pratiques d'enseignement des savoirs de prévention en formation professionnelle au secondaire au Québec* [mémoire de maîtrise, Université de Sherbrooke]. <http://hdl.handle.net/11143/19332>

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Chatigny, C., Nadon-Vézina, L., Riel, J., Couture, V. et Hastey, P. (2012). *Analyse ergonomique de la santé et de la sécurité en centre de formation professionnelle* (n° R-756). [Rapport de recherche de l'IRSST]. Institut de recherche Robert-Sauvé en santé et sécurité du travail. <https://www.irsst.qc.ca/media/documents/PubIRSST/R-756.pdf?v=2022-02-16>

Lecours, A. (2017). *Étude du développement du comportement préventif au travail lors de l'apprentissage d'un métier dans une formation professionnelle* [thèse de doctorat, Université du Québec à Trois-Rivières]. <https://depot-e.uqtr.ca/id/eprint/8201/>



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