

## **Toolbox Talk** — **Instructor Guide for Culinary Arts**

## Lockout **Topic Overview**

Workplace injuries can be caused by unexpected energization or start-up of machines or equipment, or a release of stored energy. The purpose of de-energization and lockout is to prevent the release of energy that could cause injury or death. A lockout is used to make sure that equipment is not accidentally or inadvertently turned on while workers are performing maintenance on it. Maintenance is any work performed to keep machinery or equipment clean and in safe operating condition, that includes cleaning, repairing, and lubricating the equipment, as well as clearing obstructions to the normal flow of material.

## Demonstration and **Discussion Topics**

Discuss the types of equipment in the kitchen that require lockout and the types of
lockout used, such as locks on plugs, retained keys, and circuit breaker tags.

- ☐ **Tour the kitchen** with the students, pointing out these hazards.
- ☐ **Distribute** the student handout.
- Discuss how injuries can occur by failing to lockout devices electrocution, burns, cuts, bruises, crushing, amputation and death.
- ☐ **Review** the safety tips.
- **Explain** what can be done in the workplace to minimize the risk of injuries from failing to lockout (e.g., written procedures, lockout clearly marked).

"Workplace injuries can be caused by unexpected energization or start-up of machines or equipment, or a release of stored energy."

- Make it real. Tell at least two stories of injuries from your experience, or use the following examples:
  - A 15 year old kitchen worker's left arm was pulled into a dough machine when they went to clean it. It had no lock-out mechanism. All the nerves, tendons and arteries in their arm were severed.
  - A chef was seriously wounded while cleaning a meat slicer that was not locked out. Another worker turned it on accidentally as they were wiping off counters and equipment.
- 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 or work on power 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, Spanish Chinese, Punjabi, and Vietnamese) 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

LOCKOUT ■ CAUSERIES SUR LA BOÎTE À OUTILS ■ KIILIQHIMANIQ ■ D< OCA C OCA