

# Stopping unsafe acts

## Flash card activity

*This activity is a flash card game which exercises the target learners' understanding of stopping unsafe acts. Conduct this activity during a safety training. Bring with you the Stopping unsafe acts flash cards that contain questions for the target learners to answer. Each question has corresponding points depending on the level of difficulty. If the activity is intended for competition, the points will be used to determine the winner. The target learners should have read the brief or watched the animation before conducting the activity.*



**Objectives:** After completing this activity, the target learners should be able to

- Determine the correct actions and behaviours for stopping unsafe acts
- Realise the importance of stopping unsafe acts for a safe and caring environment

**Target learners:** All ranks – as many as possible should participate in this activity

**Duration:** 15-30 minutes

|     | TRAINING OFFICER  | TARGET LEARNERS  |
|-----|---|--|
| 1 / | <p>This activity can be conducted individually, in pairs, or in teams.</p> <p>Using the flash cards on pages 3 to 6, ask the questions to the target learners.</p>  | <p>Answer the questions in the flash cards.</p>  |
| 2 / | <p>Award the card to the individual or team who is able to answer the question correctly.</p> <p>If the card is not answered correctly, place the card at the bottom of the deck and draw a new card.</p> <p>Repeat the process until all flash cards have been answered correctly.</p>                                 | <p>Collect the cards you have answered correctly.</p>  |
| 3 / | <p>Tell the target learners that you will conclude the activity with an exchange of ideas on how to apply your learnings. Use the technique described in the box that follows.</p> <p>Recognise the target learners for their participation in the activity and reward the individual or team with the most points.</p> | <p>Share your learnings from the activity and join in an exchange of ideas on how to better your current day-to-day work based on what you have learned.</p> |

### **Applying what we have learned**

To ensure a deeper understanding of the topic, ask the target learners to reflect on how to use the learnings in their day-to-day work practices. Encourage them to share ideas on how to do this by asking questions like:

- What have we learned from this activity? What is new?
- How can we include these learnings in our day-to-day work?
- Is there something that we should do more or less of? Should we try out any new initiatives?
- What are the observable actions that we will introduce/change/try out?
- What can happen when we do so?

The trick is to keep probing to make the ideas more and more tangible, concrete, and observable. Ask “how” until the ideas are practical rather than stop at abstract ideas like “be more aware” or “keep safety in mind”.

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## Flash cards

**1 point**

Which statement is false?

- a. Every action affects its surroundings with a chain or ripple effect
- b. Stopping unsafe acts is a way of showing that you are reliable and responsible
- c. Safety tools and procedures always guarantee complete safety
- d. Stopping unsafe acts is an opportunity for guidance and knowledge-sharing

Answer: c

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**1 point**

When you stop unsafe acts, you promote a safety culture where \_\_\_\_\_.

- a. Everyone cares and feels responsible for each other's welfare
- b. The focus is on the mistake rather than on the solution
- c. The person involved is punished or humiliated
- d. Interruption is not accepted and respected

Answer: a

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**1 point**

Which is a barrier to stopping unsafe acts?

- a. Defensive reaction from the person being interrupted
- b. Power distance
- c. Low situational awareness
- d. All of the above

Answer: d

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**2 points**

Which behaviour is reflected in STOP?

- a. Disrespect
- b. Care
- c. Blaming
- d. All of the above

Answer: b

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**2 points**

**2 points**

Which key safety behaviour in Safety I's does STOP reflect?

- a. Integration
- b. Insight
- c. Intervention
- d. Innovation

Which STOP action do you exercise when you are being alert towards any signs of danger?

- a. See
- b. Talk
- c. Offer
- d. Persuade

Answer: c



Answer: a



**2 points**

Which STOP action do you exercise when you practice no blame culture?

- a. See
- b. Talk
- c. Offer
- d. Persuade

**2 points**

Which is likely to cause a defensive or angry reaction from the person being interrupted?

- a. Emphasising your good intentions
- b. Giving corrective feedback in a positive way
- c. Using 'I' language
- d. Focusing on the person's mistake

Answer: b



Answer: d



**2 points**

Your colleague uses bare hands in washing the alleyway wall with detergent. Which is the right way to approach your colleague?

- a. Say: "I'm sorry, but I have to interrupt you. Detergent is a very strong cleaner. It can irritate or damage your skin. I recommend that you use chemical gloves to protect your hands."
- b. Say: "Hey, you! Stop! Are you dumb? Don't you know that detergent is a very strong cleaner?"
- c. Depends on the rank of your colleague: letter a if the rank is higher than yours, letter b if the rank is lower than yours
- d. Ignore, you will not be hurt anyway

Answer: a



**2 points**

Which is the correct way of offering a safer alternative?

- a. Explain how the safer alternative can be good for all parties
- b. Say the safer alternative angrily and threaten the person involved
- c. Insist that the person involved apply the safer alternative without you giving the reason
- d. Do not give a safer alternative at all; let the person involved think of it themselves

Answer: a



**3 points**

You see the Third Officer working inside the freefall lifeboat. You notice that the maintenance lashing is not attached to prevent unintentional release of the boat. What should you do?

Answer: Ask him to go out and attach the lashing to prevent unintentional release of the boat



**2 points**

You are assisting the Electrician in dismantling the forward horn. You notice that his harness is not securely attached to the strong point. What should you do?

Answer: Ask him to stop and transfer his harness to the strong point to prevent him from falling



**3 points**

You and the Third Engineer are going to check the bunker samples. The Third Engineer immediately enters in the sample room to sort the sample bottles for disposal. What should you do?

Answer: Ask him to go out and ventilate the room first



**3 points**

You notice that the Oiler uses diesel oil as degreaser to clean the grease from his hands. Is it a safe act or unsafe act? And why?

Answer: Unsafe act; diesel is flammable and has carcinogens



**3 points**

During transfer of provision, you see the Messman carrying a lot of load that restricts his centre vision. What action should you do?

Answer: Tell him not to rush and use a pushcart

