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| **TEXAS CTE LESSON PLAN**  [www.txcte.org](http://www.txcte.org) | |
| **Lesson Identification and TEKS Addressed** | |
| **Career Cluster** | Human Services |
| **Course Name** | Practicum in Human Services |
| **Lesson/Unit Title** | Emergency Procedures at the Workplace |
| **TEKS Student Expectations** | **130.280.** **(c) Knowledge and Skills**  (6) The student determines a healthy environment that inspires client confidence in services provided. The student is expected to:  (E) Discuss and employ procedures necessary to provide emergency aid for workplace accidents  (F) Explore components of a disaster and emergency response plan and use when directed |
| **Basic Direct Teach Lesson**  (Includes Special Education Modifications/Accommodations and  one English Language Proficiency Standards (ELPS) Strategy) | |
| **Instructional Objectives** | **Students will:**   * Learn and demonstrate first aid and cardiopulmonary resuscitation skills with a skilled professional * Display knowledge of response techniques in creating a plan for workplace emergencies * Review OSHA guidelines |
| **Rationale** | It is essential to establish a physically and psychologically healthy environment for clients, employers, and employees. Sometimes unforeseen circumstances such as man-made and natural disasters do occur in the workplace. It is vital to establish, maintain and practice contingency plans and protocols. In preparation for careers in the field of Human Services, this lesson will provide an excellent opportunity to better understand emergency and disaster protocols. |
| **Duration of Lesson** | Three 45-minute class periods |
| **Word Wall/Key Vocabulary**  *(ELPS c1a, c, f; c2b; c3a, b, d; c4c; c5b) PDAS II (5)* | **Accidents:** An undesirable or unfortunate happening that occurs unintentionally and usually results in harm, injury, damage, or loss; casualty; mishap  **Cardiopulmonary Resuscitation (CPR):** An emergency procedure for manually preserving brain function until further measures can be started to restore spontaneous blood circulation and breathing in a person who is in cardiac arrest  **Disaster:** Something (such as a flood, tornado, fire, plane crash) that happens suddenly and causes much suffering or loss to many people  **Emergency:** An unforeseen event that can cause harm to people or property  **First aid:** Treatment given to an injured or suddenly ill person before professional medical care arrives  **Hazard:** A situation that could result in an accident or an emergency  **Occupational Safety and Health Administration (OSHA):** Assure safe and healthful working conditions for working men and women by setting and enforcing standards and by providing training, outreach, education, and assistance  **Procedures:** A series of actions that are done in a certain way or order: an established or accepted way of doing something  **Protocol:** A system of rules that explain the correct conduct and procedures to be followed in formal situations |
| **Materials/Specialized Equipment Needed** | **Equipment:**   * Computer with projector for PowerPoint presentation * Computers with Internet access (be sure to follow district guidelines)   **Materials:**   * Colored pencils/crayons * Markers * Poster boards   **Supplies:**   * Disaster supplies kit to include:   + Gallon of water   + A three-day supply of non-perishable food   + Battery-powered or hand crank radio   + Cell phone with chargers, inverter or solar charger   + Dust mask to help filter contaminated air and plastic sheeting and duct tape to keep shelter-in-place   + Extra batteries   + First aid kit   + Flashlight and extra batteries   + Local maps and U.S. Atlas   + Manual can opener for food   + Moist towelettes, garbage bags and plastic ties for personal sanitation   + Whistle to signal for help   + Wrench or pliers to turn off utilities * Emergency manual * Exit escape route * Fire extinguisher   **Other appropriate lessons**  Safety Guidelines – Practicum in Hospitality Services Practicum in Hospitality ServicesCPR and First Aid Guidelines Child Development  **Prior to lesson:**   * Make prior arrangements with the school nurse, physical education instructor, or other certified CPR instructor to demonstrate basic first aid and CPR skills (see Guided Practice). Investigate the possibility of having your student’s CPR certified. A small fee may be required. * The American Red Cross offers a Babysitting Training Online Course. It will take students four hours to complete. They must pass a final exam with an 80 or better to receive a printable diploma. The cost is $25.00. For additional information visit:<http://www.redcross.org/take-a-class/program-highlights/babysitting-caregiving> * Copies of all handouts   **PowerPoint:**   * Emergency Procedures at the Workplace   **Technology:**   * Free iPad App:   + Federal Emergency Management Agency (FEMA)<https://itunes.apple.com/us/app/fema/id474807486?mt=8>   + First Aid by American Red Cross<https://itunes.apple.com/us/app/first-aid-by-american-red/id529160691?mt=8> * Infographic:   + How Americans Use Social Tools in Emergencies<http://a1881.g.akamai.net/7/1881/26640/v0001/redcross.download.akamai.com/26640/PollData/SM-Data-Infographic.jpg> * TEDx Talk:   + Jake Wood: A new mission for veterans — disaster relief After fighting overseas, 92 percent of American veterans say they want to continue their service. Meanwhile, one after another, natural disasters continue to wreak havoc worldwide. What do these two challenges have in common? <https://www.ted.com/talks/jake_wood_a_new_mission_for_veterans_disaster_relief>   **YouTube:**   * Exit Routes, Emergency Action Plans, Fire Prevention Plans, and Fire Protection Monthly Employee Training courtesy of Federal Safety Solutions, LLC<https://youtu.be/GYoUWKhKQdI>   Official 2012 Hands-Only CPR Instructional Video Learn how to perform CPR in this 60-second video showing Hands-Only CPR in action<http://youtu.be/zSgmledxFe8>  **Graphic Organizers:**   * Note-taking Emergency Procedures at the Workplace   **Handouts:**   * Anticipation Guide – Emergency Procedures at the Workplace * Emergency/Disaster Response Techniques Project * (Key) Anticipation Guide – Emergency Procedures at the Workplace * Rubric for Emergency/Disaster Response Techniques Project   **Images:**   * Infographic – FCS Career (Example) |
| **Anticipatory Set**  (May include pre-assessment for prior knowledge) | Display as many of the lesson-related supplies (see Materials or Specialized Equipment Needed) as you have available on a table in front of the room. Supplies can include:   * Disaster supplies kit to include:   + Gallon of water   + A three-day supply of non-perishable food   + Battery-powered or hand crank radio   + Cell phone with chargers, inverter or solar charger   + Dust mask to help filter contaminated air and plastic sheeting and duct tape to keep shelter-in-place   + Extra batteries   + First aid kit   + Flashlight and extra batteries   + Local maps and U.S. Atlas   + Manual can opener for food   + Moist towelettes, garbage bags and plastic ties for personal sanitation   + Whistle to signal for help   + Wrench or pliers to turn off utilities * Emergency manual * Exit escape route * Fire extinguisher   **Script:**  Look at the items on the table. How do the items relate to emergency procedures at the workplace?  Allow time for class discussion.  Distribute the Anticipation Guide – Emergency Procedures at the Workplace handout prior to viewing the PowerPoint. Prior to the start of this lesson, the students will read each statement and place a check mark by each statement they THINK is true. After they have answered each statement, students are to put the handout away for later use during Lesson Closure. |
| **Direct Instruction \*** | Note to teacher: Prior to beginning this lesson, review, preview and select the appropriate multimedia for your classes.  Introduce objectives, terms, and definitions.  Distribute the handout Note-taking Emergency Procedures at the Workplace. Teacher will determine the notes to be recorded by students. Inform students that they will be expected to take notes and participate in discussions while viewing the slide presentation.  Introduce and discuss the PowerPoint Emergency Procedures at the Workplace. Allow time for questions, answers, and classroom discussion.  Use appropriate notes from Presentation Notes for Emergency Procedures at the Workplace for discussion.  Using the Note-taking Emergency Procedures at the Workplace handout, students will have an opportunity to reflect upon, review and respond to the information pertaining to the PowerPoint. They will write a summary of topics or statements which reflect the information from the lesson:   * Discuss the topic * Write down your thoughts * Make a real-world connection to the lesson * How is this going to help you in a career in Human Services?   Allow for questions and answers to check for understanding.  Videos included in slide presentation:   * Exit Routes, Emergency Action Plans, Fire Prevention Plans, and Fire Protection Monthly Employee Training courtesy of Federal Safety Solutions, LLC<https://youtu.be/GYoUWKhKQdI> * Official 2012 Hands-Only CPR Instructional Video Learn how to perform CPR in this 60-second video showing Hands-Only CPR in action<http://youtu.be/zSgmledxFe8>   *Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:*   * checking for understanding * providing a copy of the slide presentation * allowing students to make illustrations instead of writing out information |
| **Guided Practice \*** | Review basic CPR steps and basic first aid with students. Students will learn basic first aid and cardiopulmonary resuscitation skills from a certified CPR instructor such as the school nurse, physical education instructor, or local health care provider.  *Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:*   * encouraging participation * providing extra time for assignments * reducing assignment |
| **Independent Practice/Laboratory Experience/Differentiated Activities \*** | Divide class into groups of three.  Read the following scenario:  Your team has been accepted into an internship program at a local business in the Human Services Career Pathway. The manager who is your mentor has requested that your team create a poster or infographic that focuses on creating a plan or set of procedures to respond to emergencies/disasters.  Distribute Emergency/Disaster Response Techniques Project handout. Instruct groups to think of effective response techniques to deal with specific types of emergencies/disasters. Students will choose a business in the Human Services Career Pathways that will be the focus of their project. You may opt to assign each group one of the following:   * Chemical emergency * Civil disturbances * Earthquake * Fire * Flood * Hurricane * Medical emergency * Power outage * Terrorism * Thunderstorm * Tornado * Tsunami * Volcano eruptions * Wildfire * Winter storm * Workplace violence resulting in bodily harm and trauma   Students will incorporate their information on a poster board or infographic. Projects must include:   * A clear focus on effective response techniques for a specific emergency/disaster * Five technology-based methods such as social media that can be used to respond to an emergency/disaster * An evacuation plans * Steps/procedures for keeping everyone safe during an emergency/disaster   Information is required to be retrieved from reliable sources. If a computer lab is available, encourage your students to create an Infographic for the project. Poster boards may also be used for the assignment.  Piktochart® Easy-to-use free infographic creator<http://piktochart.com/>  An example of an infographic made on Piktochart® is available: Infographic – FCS Career (Example). Project will be presented during Lesson Closure.  Distribute and review Rubric for Emergency/Disaster Response Techniques Project prior to the start of the assignment so that students are aware of assessment procedures.  Keep students focused and on task. Provide assistance if needed.  *Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:*   * extending “wait time” * providing praise and encouragement |
| **Lesson Closure** | Review terms, definitions, and lesson objectives.  Students will present their projects. Allow time for questions and discussion.  Re-distribute the graphic organizer Anticipation Guide – Emergency Procedures at the Workplace used in the Anticipatory Set and allow students to revisit each statement. Allow students to re-read each statement and place a check mark by statements they know are true. They should also provide information that proves other statements are not true. (Key) Anticipation Guide – Emergency Procedures at the Workplace has been provided for your use.  As a class, compare the two sets of answers. |
| **Summative/End of Lesson Assessment \*** | Projects will be presented in class and assessed with Rubric for Emergency/Disaster Response Techniques Project.  *Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:*   * grading according to work done * shortened, simplified instructions |
| **References/Resources/**  **Teacher Preparation** | **Images:**   * Photos obtained through a license with Shutterstock.com®.   **Websites:**   * American Red Cross Is your business or organization prepared for emergency? If you’re like most of us, the answer is no, you’re not as prepared as you would like to be. It can be difficult to know where to begin – and where to go from there.<http://www.redcross.org/prepare/location/workplace> * Federal Emergency Management Agency (FEMA) FEMA’s mission is to support our citizens and first responders to ensure that as a nation we work together to build, sustain, and improve our capability to prepare for, protect against, respond to, recover from, and mitigate all hazards.<http://www.fema.gov> * Occupational Health and Safety Administration with the Occupational Safety and Health Act of 1970, Congress created the Occupational Safety and Health Administration (OSHA) to assure safe and healthful working conditions for working men and women by setting and enforcing standards and by providing training, outreach, education, and assistance. <http://www.osha.gov/index.html> * United States Department of Labor How to Plan for Workplace Emergencies and Evacuations<https://www.osha.gov/Publications/osha3088.html>   **YouTube:**   * Exit Routes, Emergency Action Plans, Fire Prevention Plans, and Fire Protection Monthly Employee Training courtesy of Federal Safety Solutions, LLC<https://youtu.be/GYoUWKhKQdI> * Official 2012 Hands-Only CPR Instructional Video Learn how to perform CPR in this 60-second video showing Hands-Only CPR in action<http://youtu.be/zSgmledxFe8> |
| **Additional Required Components** | |
| **English Language Proficiency Standards (ELPS) Strategies** | * Word wall * Draw visual representation of terms on word wall * Add terms and definitions to personal dictionary * Check for understanding * Have students repeat instructions |
| **College and Career Readiness Connection[[1]](#footnote-1)** |  |
| **Recommended Strategies** | |
| **Reading Strategies** | Current Events Assign students to read about emergency procedures at the workplace. Information can be found in newspaper articles, magazines, journals, and online print. Suggestions:   * Evacuation Elements<https://www.osha.gov/SLTC/etools/evacuation/evac.html> * Prepare Your Workplace<http://www.redcross.org/prepare/location/workplace> * Reporting Emergencies<https://www.osha.gov/SLTC/etools/evacuation/reporting.html> |
| **Quotes** | Be prepared… the meaning of the motto is that a scout must prepare himself by previous thinking out and practicing how to act on any accident or emergency so that he is never taken by surprise. **-Robert Baden-Powell**  What I learned from 9/11 that is really important, first and foremost, you have to motivate all the workers and understand that they’ve left their families to help clean up a pretty awful situation. Every time you have an emergency management situation, it’s all about teamwork. **-Joseph J. Lhota**  Our role is to develop techniques that allow us to provide emergency life-saving procedures to injured patients in an extreme, remote environment without the presence of a physician. **-Chris Hadfield** |
| **Writing Strategies**  **Journal Entries + 1 Additional Writing Strategy** | **Journal Entries:**   * I can be prepared for an emergency/disaster at the workplace by \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. * It is essential to establish a physically and psychologically healthy environment for clients, employers, and employees because \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. * A workplace emergency or disaster is a/an \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.   **Writing Strategy:**  RAFT (Role/ Audience/Format/Topic) writing strategy:   * Role: Owner of a business * Audience: Employees * Format: Memo * Topic: The importance of emergency procedures at the workplace |
| **Communication**  **90 Second Speech Topics** | * Emergency supply kits are important to have on hand because \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. * Businesses need to establish, maintain, and practice contingency plans and protocols because \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. * The best way is to prepare to respond to an emergency is \_\_\_\_\_\_\_\_\_\_\_. |
| **Other Essential Lesson Components** | |
| **Enrichment Activity**  (e.g., homework assignment) | * Develop scenarios of natural disasters which include the challenge of a disabled person confronting a disaster in the workplace. Divide the class into groups and have each group determine an action plan for the scenario they are given, including evacuation from the work site and any pertinent health issues of the worker in the scenario. A review of school emergency policies may be a good place to start.   **TED Talks:**  TEDx is a program of local, self-organized events that bring people together to share a TED-like experience. At a TEDx event, TEDTalks videos and live speakers combine to spark deep discussion and connection in a small group. These local, self-organized events are branded TEDx, where x = independently organized TED event.  The video below is related to this lesson. Allow students to view the video, and lead a discussion concerning the TED Talk.  Jake Wood: A new mission for veterans — disaster relief. After fighting overseas, 92 percent of American veterans say they want to continue their service. Meanwhile, one after another, natural disasters continue to wreak havoc worldwide. What do these two challenges have in common? <https://www.ted.com/talks/jake_wood_a_new_mission_for_veterans_disaster_relief> |
| **Family/Community Connection** | * Invite business owners from the community to discuss emergency procedures at the workplace. * Invite a spokesperson from the American Red Cross to discuss emergency procedures for individuals and businesses. |
| **CTSO connection(s)** | **Family, Career, and Community Leaders of America (FCCLA)**  <http://texasfccla.org>  STAR Events:  Chapter Service Project (Display and Manual): A team event – recognizes chapters that develop and implement an in-depth service project that makes a worthwhile contribution to families, schools, and communities. Students must use Family and Consumer Sciences content and skills to address and act on a community need. |
| **Service Learning Projects** | Successful service learning project ideas originate from student concerns and needs. Allow students to brainstorm about service projects pertaining to the lesson. For additional information on service learning see:<http://www.nylc.org>  Idea: Collect items to be placed in emergency supply kits. Donate the kits to the American Red Cross or a local community shelter. |

1. Visit the Texas College and Career Readiness Standards at <http://www.thecb.state.tx.us/collegereadiness/CRS.pdf>, Texas Higher Education Coordinating Board (THECB), 2009. [↑](#footnote-ref-1)