|  |
| --- |
| **TEXAS CTE LESSON PLAN**[www.txcte.org](http://www.txcte.org) |
| **Lesson Identification and TEKS Addressed** |
| **Career Cluster** | Law, Public Safety, Corrections, and Security |
| **Course Name** | Federal Law Enforcement and Protective Services |
| **Lesson/Unit Title** | Maintaining a Safe Work Environment |
| **TEKS Student Expectations** | **130.341. (c)** **Knowledge and Skills**(4) The student identifies health, safety, and environmental responsibilities of federal law enforcement and protective services personnel in establishing and maintaining a safe work environment.(A) The student is expected to identify workplace hazards to health, safety, and the environment(B) The student is expected to inspect a workplace to identify potential health, safety, and environmental problems(C) The student is expected to investigate and document findings in simulated workplace incidents and accidents and(D) The student is expected to summarize issues and problems associated with hazardous materials. |
| **Basic Direct Teach Lesson**(Includes Special Education Modifications/Accommodations and one English Language Proficiency Standards (ELPS) Strategy) |
| **Instructional Objectives** |

|  |
| --- |
| The students will be able to: |
|  | * Define terms associated with the lesson
 |
|  | * Identify workplace hazards to health, safety, and the environment
 |
|  | * Inspect a workplace and/or home to identify potential health, safety, and
 |
|  | environmental problems |
|  | * Investigate and document findings in simulated workplace incidents and
 |
|  | accidents |
|  | * Summarize issues and problems associated with hazardous materials
 |

 |
| **Rationale** |

|  |
| --- |
| While the primary function of security professionals is to observe and report, |
| they in turn must be able to not only document information, but also identify |
| and investigate situations associated with potential hazards to health, safety, |
| and environmental dangers. In this unit students will learn how early |
| awareness of dangers can result in becoming proactive rather than reactive. |

 |
| **Duration of Lesson** | 3 to 5 hours |
| **Word Wall/Key Vocabulary***(ELPS c1a,c,f; c2b; c3a,b,d; c4c; c5b) PDAS II(5)* |  |
| **Materials/Specialized Equipment Needed** | **Materials*** Classifying Map handout
* OSHA Safety Regulation handout
* Safety/Hazard Signs Research Graphic Organizer handout
* Security Scenario handout
* Whiteboard/chalkboard
* Computers with Internet access
* computer-based presentation software
* Discussion Rubric
* Individual Work Rubric
* Presentation Rubric
* Research Rubric
 |
| **Anticipatory Set**(May include pre-assessment for prior knowledge) |

|  |
| --- |
| Have students work in approximately five small groups. Provide each group |
| with a safety, caution, or hazard image (sample images may be found by |
| doing an Internet search for the following: compliance signs safety). Have |
| students discuss the purpose of the sign, the location in which the sign is |
| typically found, and the consequence(s) of not following the sign’s directions. |
| Afterwards, have the entire class discuss all of the images. Use the |
| Discussion Rubric for assessment. |

 |
| **Direct Instruction \*** | 1. Basic Principles
	1. Primary rule – arrive and return safely, the officer’s safe return is imperative for the officer’s continued service to the community, the department, his or her family, and himself or herself
	2. Professionalism – a subculture of people who respect each other’s diversity through training and communication skills resulting in well-trained, community-minded, professional security officers
	3. Gut feeling – an emotional or intuitive reaction, often one of uneasiness; it is important to listen and assess the feeling’s message; ignoring, disregarding, rationalizing and/or making excuses for gut feelings without evaluation is usually a mistake
	4. Reaction
		1. Stress is neither good nor bad
		2. The coping strategies we employ towards these stressors determine the outcome of these daily events
		3. We have only two alternatives when presented with a stressor: fight or flight
		4. Hence, we should continuously learn, review, and devise coping skills that afford us the greatest latitude in stress management
	5. Observe and report
		1. Security officers protect property by maintaining a high visibility presence to deter illegal and inappropriate actions
		2. Observing (through patrols or by watching [alarm](http://en.wikipedia.org/wiki/Alarm) systems or [video](http://en.wikipedia.org/wiki/Closed-circuit_television) [cameras)](http://en.wikipedia.org/wiki/Closed-circuit_television) for signs of crime or disorder
		3. Taking action and reporting any incidents to the client and [emergency services](http://en.wikipedia.org/wiki/Emergency_services)
		4. Many security firms practice the "detect, deter, observe, and report" methodology
		5. Security officers are not required to make arrests, but have the authority to make a citizen's arrest or otherwise act as an agent of law enforcement
		6. The primary duty is the prevention and deterrence of crime, enforcing company rules, and acting to protect lives and property; and they often have a contractual obligation to provide these actions
	6. Intimidation Theory
		1. When one person intimidates another, it can cause fear, which then allows the intimidator to exert control and attain power
		2. Security and law enforcement must be aware of this and develop strategies to prevent and control its illegal, unfair, and inappropriate application
	7. Communication
		1. Be a good listener: listen to what you are hearing
		2. Be a good observer: see what you are viewing
		3. Ask questions: seek information
	8. Documentation
		1. A report is a written formal statement of facts
		2. Asking: who, what, when, why, where, and how?
		3. Reports must be clear, concise, correct, complete, legible, and objective
		4. All reports should contain certain basic qualities to enable the reader to have immediate understanding on which to base criminal, corrective, administrative, or disciplinary action
2. Occupational Safety and Health Administration (OSHA)
	1. United States Department of Labor
	2. Mission
		1. Prevent work-related injuries, illnesses, and occupational fatalities by issuing and enforcing standards for workplace safety and health
		2. Create a better workplace for all workers and to ensure the safety of everyone by making and enforcing certain standards that are needed to protect the people
	3. Safety Regulations
		1. Guards on all moving parts – to prevent inadvertent contact with most moving parts that were accessible in the normal course of operation
		2. Permissible Exposure Limits (PEL) – maximum concentrations of chemicals stipulated by regulation for chemicals and dusts
		3. Personal Protective Equipment (PPE) – broader use of respirators, gloves, coveralls, and other protective equipment when handling hazardous chemicals including goggles, face shields, ear protection in typical industrial environments
		4. Lockout/tagout – requirements for locking out energy sources (securing them in an “off” condition) when performing repairs or maintenance
		5. Confined space – requirements for air sampling and use of a "buddy system" when working inside tanks, manholes, pits, bins, and similar enclosed areas
		6. Hazard Communication (HazCom) – also known as the "Right to Know" standard; requires developing and communicating information on the hazards of chemical products used in the workplace
		7. Process Safety Management (PSM) – created to reduce large-scale industrial accidents
		8. Blood-borne Pathogens (BBP) – standard designed to prevent healthcare (and other) workers from being exposed to blood-borne pathogens such as Hepatitis B and HIV
		9. Excavations and trenches – regulations that specify that trenches and excavations in which workers are working 5 feet or more down must be provided with safeguards, in addition to proper sloping and storage of excavated material in order to prevent collapses and/or cave-ins
		10. Exposure to asbestos – requirement that applies to most workplaces, most notably construction work. "Construction work" means work for construction, alteration, and/or repair, including painting and decorating
		11. Mandatory training – it is currently mandatory in the states of Connecticut, Massachusetts, Missouri, Nevada, New Hampshire, New York, and Rhode Island that all workers on a public jobsite have a minimum of 10 hours of OSHA authorized safety training
3. Safety Preparedness
	1. Structural and nonstructural hazards – potentially hazardous conditions in various types of structures and their contents during a disaster
	2. Hazard mitigation – what to do to reduce the risk of damage from hazards that threaten your area
	3. Home and workplace preparedness – how you can prepare in advance to reduce structural and nonstructural hazards and survive the initial period after a disaster

IV. Classification of Emergency1. Active Shooter

1. If it is safe to do so, leave the building and get away from the area* 1. Close the blinds and block the windows, and then move away from them
	2. Stay low or behind available heavy objects
	3. Turn off lights, radios, and computer monitors
	4. Keep out of sight
	5. If you cannot leave, lock or barricade doors
	6. Silence all cell phones
	7. Call 911 to provide your location, report any injuries, or provide a description of the assailant(s) (e.g., name, number of suspects, gender, race, clothing, physical features, type of weapon)
	8. Remain in the secured area until you are certain that the shooter has been contained by law enforcement
	9. Do not attempt to rescue anyone if it will further endanger the persons within the secured area
	10. When in doubt, remain within the secured area
	11. If you encounter police officers, raise your hands and follow their commands immediately and completely. They may not know the identity of the shooter
1. Fire
	1. Manually activate the fire alarm
	2. Immediately exit the building and close the door(s) behind you
	3. Tell others in the area that there is a fire
	4. Call 911 when you have reached safety
	5. If you are trapped during a fire, take the following steps:
		1. Wet and place a cloth material around and under the door to prevent smoke from entering
		2. Close as many doors as possible between you and the fire
		3. Be prepared to signal someone outside, but do not break the glass until absolutely necessary as smoke may be drawn into the room
	6. If caught in smoke, take the following steps:
		1. Drop to the floor and crawl toward an exit
		2. Stay as low as possible
		3. Take shallow breaths through your nose and use a shirt or towel as a filter
2. Criminal activity
	1. Call 911 immediately
	2. Do not attempt to apprehend or interfere with a criminal
	3. Note the criminal’s characteristics: height, weight, sex, race, age, clothing, weapon (if any), and the direction and method of travel
	4. If the criminal flees the scene in an automobile, note the license plate, make, model, color, and any other characteristics of the vehicle
3. Medical emergency
	1. Call 911 immediately
	2. Do not move the person unless he or she is in danger
	3. Avoid leaving the person, except to summon help
	4. Render first aid or cardiopulmonary resuscitation (CPR) if you are trained and qualified

 E. Workplace violence* 1. Call 911 immediately and provide a location and a description of the assailant or suspicious individual
	2. Seek cover behind a locked door
1. Chemical, radioactive, or biological spill
	1. During business hours, call Environmental Health and Safety at 612-626-6002. After hours, or if someone is injured, call 911
	2. Attend to injuries first
	3. Warn others nearby of the spill
	4. Avoid breathing vapors
	5. Direct potentially contaminated people to stay in a controlled area until they have been cleared of contaminants
	6. Isolate and contain the spill. Post or tape off the affected area and establish a controlled entry point
	7. Do not allow others into the area, even to retrieve personal belongings
	8. Do not spread contaminants. Take off your shoes before walking to other parts of the building
	9. Cover wet spills with something absorbent. Cover dry spills with something slightly dampened
	10. Discard towels in the garbage. Do not wash contaminants down the drain
	11. Use an appropriate kit to neutralize and absorb inorganic acids and bases, or to absorb spills with vermiculite, dry sand, or diatomaceous earth. Collect and dispose of them as chemical waste
	12. If the spill is flammable, turn off any ignition and heat sources. Do not light burners or turn on switches
2. Bomb threat
	1. If received by phone
		1. Use the Department of Homeland Security telephone checklist (<http://dps.nku.edu/documents/Bomb_Threat_brochure.pdf>) to record information regarding the bomb threat and have it available for the police when they arrive
		2. If your phone has a display, copy the number or letters from the display screen
		3. The most crucial information you can obtain from the caller is the detonation time, the location, and the appearance of the bomb
		4. Do not hang up; instead, have someone call 911 from another phone and give the phone number for the location that received the bomb threat
	2. If a bomb threat is received as a note, take the following steps:
		1. Call 911 immediately
		2. Do not handle the note
	3. If a suspicious object is found, take the following steps:
		1. Call 911 immediately
		2. Do not touch or move the object
		3. Evacuate the immediate area
		4. Stop anyone from entering the area where the object is located
		5. If a suspicious package arrives in the mail, take the following steps:
			1. Call 911 immediately
			2. Do not handle the package
			3. Evacuate the immediate area
			4. Stop anyone from entering the area where the object is located
3. Awareness and Procedure
	1. Signs of a suspicious package
		1. No return address
		2. Excessive postage
		3. Stains
		4. Strange odor
		5. Strange sounds
		6. Unexpected delivery
		7. Physical appearance
	2. Evacuation procedures
		1. Walk, do not run
		2. Do not use elevators
		3. Move a safe distance from the building
		4. If you know of any hazards or trapped persons, inform the first response team
		5. Do not reenter the building until told otherwise
	3. The Emergency Operations Plan (EOP)
		1. A document that assigns responsibility to organizations and individuals for carrying out specific actions at projected times and places, in an emergency that exceeds the capability or routine responsibility of any one agency
		2. Sets forth lines of authority and organizational relationships, and shows how all actions will be coordinated
		3. Describes how people and property will be protected in emergencies and disasters
		4. Identifies personnel, equipment, facilities, supplies, and other resources available—within the jurisdiction or by agreement with other jurisdictions—for use during response and recovery operations
	4. The Size-up
		1. A continual nine-step process that enables first responders and security professionals to make decisions and respond appropriately in the areas with the greatest need
		2. The nine steps include
			1. Gather facts – what has happened? How many people are involved (if you know)? What is the current situation?
			2. Assess and communicate the damage – take a lap around the building. Try to determine what has happened, what is happening now, and how bad things can really get
			3. Consider probabilities-What is likely to happen? What could happen through cascading events?
			4. Assess your own situation-are you in immediate danger? Have you been trained to handle the situation? Do you have the equipment that you need?
			5. Establish priorities-are lives at risk? Can you help? Remember the safety of lives is the first priority
			6. Make Decisions- base your decisions on the answers to Steps 1-3 and in accordance with the priorities that you have established
			7. Develop plans of action- develop a plan that will help you accomplish your priorities. Simple plans may be verbal, but more complex plans should always be written down
			8. Take action- execute your plan, documenting deviations and status changes so that you can report the situation accurately to first responders
			9. Evaluate progress- at intervals, evaluate your progress in accomplishing the objectives in the plan of action to determine what is working and what changes you may have to make to stabilize the situation

*Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:*none |
| **Guided Practice \*** | *Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:*none |
| **Independent Practice/Laboratory Experience/Differentiated Activities \*** | Security scenarios – Divide the students into groups and provide each group with a safety scenario (see the Safety Scenario handout). Have the students discuss how they would resolve the situation. A captain may be designated for each group to present the collaborative resolution. Use the Presentation Rubric for assessment.Have students work in pairs on a computer with internet access. Have the students research an incident that has occurred based on any of the above mentioned forms of safety or emergency types. Students will need to create a computer-based presentation about the incident and “teach” the class about lessons that were learned during the incident. Use the Presentation Rubric for assessment.*Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:*none |
| **Lesson Closure** |  |
| **Summative/End of Lesson Assessment \***  | Maintaining a Safe Work Environment Exam and Key*Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:*For reinforcement, the students will create a diagram (see the Classifying Map handout) illustrating the various Classifications of Emergency. Use the Individual Work Rubric for assessment. |
| **References/Resources/****Teacher Preparation** | Department of Homeland Security<http://www.dhs.gov/files/programs/gc_1269012811362.shtm> <http://dps.nku.edu/documents/Bomb_Threat_brochure.pdf>John Hopkins – Health, Safety and the Environment <http://www.hopkinsmedicine.org/hse/occupational_safety/index.html>Occupational Safety and Health Administration <http://www.osha.gov/> University of Minnesota – Safety & Security<http://www1.umn.edu/prepared/safety.html>0205592406, Introduction to Private Security: Theory Meets Practice, Cliff Roberson and Michael L. Birzer, 20099780750691918, Introduction to Security (6th Edition), Robert J. Fischer & Gion GreenInvestigator/Officer’s Personal ExperienceDo an Internet search for the following: * compliance signs safety
 |
| **Additional Required Components** |
| **English Language Proficiency Standards (ELPS) Strategies** |  |
| **College and Career Readiness Connection[[1]](#footnote-1)** | **Cross-Disciplinary Standards**1. Foundational Skills
	1. Understand which topics or questions are to be investigated.
	2. Explore a research topic.
	3. Refine research topic based on preliminary research and devise a timeline for completing work.
	4. Evaluate the validity and reliability of sources.
	5. Synthesize and organize information effectively.
	6. Design and present an effective product.
	7. Integrate source material.
	8. Present final product.
 |
| **Recommended Strategies** |
| **Reading Strategies** |  |
| **Quotes** |  |
| **Multimedia/Visual Strategy****Presentation Slides + One Additional Technology Connection** |  |
| **Graphic Organizers/Handout** |  |
| **Writing Strategies****Journal Entries + 1 Additional Writing Strategy** |  |
| **Communication****90 Second Speech Topics** |  |
| **Other Essential Lesson Components** |
| **Enrichment Activity**(e.g., homework assignment) | For enrichment, the students will research and identify one safety hazard sign. Use the Safety/Hazard Signs Research Graphic Organizer handout. Use the Research Rubric for assessment. |
| **Family/Community Connection** |  |
| **CTSO connection(s)** | SkillsUSA |
| **Service Learning Projects** |  |
| **Lesson Notes** |  |

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)