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| **TEXAS CTE LESSON PLAN**  [www.txcte.org](http://www.txcte.org) | |
| **Lesson Identification and TEKS Addressed** | |
| **Career Cluster** | Law, Public Safety, Corrections & Security |
| **Course Name** | Practicum in Law, Public Safety, Corrections & Security |
| **Lesson/Unit Title** | Workplace Health and Safety |
| **TEKS Student Expectations** | **130.342. (c) Knowledge and Skills**  (2) The student demonstrates professional standards as required by business and industry.  (G) The student is expected to comply with practicum setting safety such as rules and regulations to maintain safe and healthful working conditions and environments. |
| **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:   1. Identify common health and safety hazards on the job 2. Describe how to respond to workplace emergencies 3. Discuss the procedures to follow regarding workplace hazards and safety 4. Explain legal rights and protections regarding health and safety in the workplace 5. Evaluate responsibilities of the employer and employee |
| **Rationale** | An understanding of health and safety in the workplace is essential to reduce injuries and illnesses. Such familiarity with policies and procedures can boost employee morale and productivity. |
| **Duration of Lesson** | 3 hours |
| **Word Wall/Key Vocabulary**  *(ELPS c1a, c, f; c2b; c3a, b, d; c4c; c5b) PDAS II (5)* | 1. **Safety** –the condition of being safe from undergoing or causing hurt, injury, or loss 2. **Hazard** –a source of danger 3. **Occupational and Safety Health Administration** – “OSHA”provides information, trainsworkers/employers, and assists workers/employers on workplace health and safety conditions 4. **Occupational Safety and Health Act** –passed in 1970 to govern workplace health andsafety in the private sector 5. **Employee’s Rights** –laws, regulations, policies, and procedures in place to protectemployees 6. **Emergency** –a sudden, urgent, usually unexpected event which requires immediateattention 7. **Emergency Action Plan** –must be in writing, kept at the workplace, and available foremployees to review. The purpose of an EAP is to facilitate and organize what actions should take place among employees and employers during an emergency at work |
| **Materials/Specialized Equipment Needed** | * Workplace Health and Safety Key Terms Poster board * Markers/colors * Computers with Internet access |
| **Anticipatory Set**  (May include pre-assessment for prior knowledge) |  |
| **Direct Instruction \*** | I. Safety  A. Safety – the condition of being safe from undergoing or causing hurt, injury, or loss  B. Workplace safety – the policies and procedures put in place by an employer to promote the safety and health of employees  C. Hazard – a source of danger  1. Identify  2. Remove  3. Control  4. Types of hazards  a) Safety – includes floors, surfaces, equipment, and electrical  b) Chemical – includes substances, air, and gases  c) Biological – includes plants, animals, diseases, and objects  d) Other health hazards – include environment, physical position, and stress  D. Report unsafe activity immediately  E. Act professionally in the work setting to avoid safety concerns  F. Statistics – 4,609 workers were killed on the job in 2011 (13 each day) (OSHA, 2011)  II. Possible Causes of Workplace Accidents and Injuries  A. Improper training  B. Health or physical limitations  C. Failure to identify hazardous conditions  D. Substance abuse  III. Occupational and Safety Health Administration (OSHA)  A. Occupational Safety and Health Act passed in 1970  1. Requires employers to follow OSHA standards  2. Workplaces must be free from recognized hazards  3. Protects workers by enforcing OSHA standards  B. Provides information  C. Trains workers and employers  D. Assists workers and employers  E. 1-800-321-OSHA or www.osha.gov  IV. Employer Duties under OSHA  A. Must provide safety training  B. Must provide a workplace that is free from hazards  C. Must provide personal protective equipment, if needed  D. Must comply with all the OSHA standards, rules, and regulations  E. Must keep records  V. Employee Responsibilities under OSHA  A. Must know employer’s policies and procedures  B. Must comply with the OSHA standards and regulations  C. Must know to whom safety issues must be reported  VI. Employee’s Rights  A. Labor Laws (http://www.osha.gov/workers.html)  1. Minimum age for some duties  2. Regulations on the number of hours and time of day minors can work  B. Cannot be fired or punished for reporting a safety violation  VII. Handling Workplace Health and Safety Problems  A. Identify the problem  B. Report the problem to a supervisor  C. If nothing is done, contact an outside agency  VIII. Emergency Action Plans (EAP)  A. What is an emergency at work?  1. A sudden, urgent, usually unexpected event  2. Requires immediate attention  3. Could harm employees, customers, or the public  4. Might shut down business operations  B. What should EAP cover?  1. What to do in different types of emergencies  a) Weather emergency  b) Fire emergency  c) Evacuation emergency  2. Where to go  a) Shelters  b) Meeting places  3. Evacuation routes  4. Who is the designated “person in charge”  5. Proper procedures in case of injury  C. Practice Drills  D. Employee training regarding EAP  *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 \*** | 1. Create a “Find the Hazards” Workplace Safety Poster. Divide the class into groups of 3-5 students. Have each group work together to create a poster for a specified LPSCS work environment (courtroom, correction facility, patrol car, firehouse, office, dispatch room, etc.). Have the students draw a scenario, depicting intentional health and safety hazards. Have the students present the poster to the class and list the hazards depicted in it. Use the Presentation Rubric for assessment.  2. Develop an EAP. Have students research emergency action plans on the Internet. Have each student choose five disastrous events and write a hypothetical EAP addressing each type of event for the workplace. The EAPs should include what the employer should do to keep employees safe, what the employees should be asked to do, and what the evacuation plans would be (examples of events could include weather, medical, evacuation due to a bomb threat, intruders, fire, power outages, etc.). EAPs should include maps. Use the Individual Work 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 |
| **Independent Practice/Laboratory Experience/Differentiated Activities \*** | *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** | NONE |
| **Summative/End of Lesson Assessment \*** | * Workplace Health and Safety Exam and Key * Discussion Rubric * Individual Work Rubric * Presentation Rubric * Research Rubric   *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 student will define and illustrate key terms in a journal. Use the Individual Work Rubric for assessment. |
| **References/Resources/**  **Teacher Preparation** | <http://www.cdc.gov/niosh/>  <http://www.osha.gov/> |
| **Additional Required Components** | |
| **English Language Proficiency Standards (ELPS) Strategies** |  |
| **College and Career Readiness Connection[[1]](#footnote-1)** |  |
| **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) |  |
| **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)