

Merced County ROP: Standards-Based Lesson Plan

LESSON PLAN MISCELLANEOUS INFORMATION:

Course Name	Teacher Designer	Time Allocation
Marketing Occupations	Laura Fong	2 periods

Lesson Title	Unit Title and Number
Workplace Safety Lesson Part 2 of 2	I. Orientation D. 1-4 Safety

CONTENT AND ACADEMIC STANDARDS

Content Standard(s) from Business Education Frameworks	BC: Business Communication – Diversity 1.1.1, Effectiveness 1.1.2, Oral Communication 1.1.6. BC: Career Preparation, Job Acquisition & Retention – Job Retention 1.3.6. BC: Employability Skills – Adapting to change 1.5.1, Conflict Resolution 1.5.2, Occupational Safety 1.5.4, Positive Attitude 1.5.5, Teamwork 1.5.6, Work Ethics 1.5.8. BC: Leadership Development – Communication 1.7.1, Decision Making 1.7.2, Ethics 1.7.3, Motivation 1.7.4, Personal Qualities 1.7.5.
English Academic Standard(s)	Grades 9-10 Reading Strategies 2.4, 2.5 Grades 9-10 Speaking Applications 2.3.c, 2.3.d, 2.3.e.
Math Academic Standard(s)	

LESSON PLAN COMPETENCIES (FROM COURSE OUTLINE)

<ol style="list-style-type: none"> 1. OSHA: explain the purpose and function of OSHA in the workplace. 2. Labor Laws for Teens: identify and explain the labor laws that govern teens in the workplace. 3. Accident Prevention: describe accident prevention techniques and provide methods to prevent accidents in the workplace. 4. Emergency Procedures: explain and implement procedures to be followed in the event of an emergency or accident in the workplace or classroom.

LESSON PLAN OBJECTIVES (SUB LEARNING GOALS)

<ol style="list-style-type: none"> 1. Apply child & safety laws to “real life” situations. 2. List ways to get help and information on health & safety problems. 3. Identify several ways to appropriately approach supervisors about problems. 4. Assess the knowledge students have currently about the topic of safety. 5. Identify a variety of health & safety hazards found on typical teen jobs. 6. Explain effective ways to reduce or eliminate hazards. 7. Pass a safety test with 100% accuracy.
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INSTRUCTIONAL MATERIALS REQUIREMENTS

Teacher Needs	<ol style="list-style-type: none"> 1. "Are You a Working Teen?" - Handout 2. "Hurt on The Job? Information Alert for Teens" – Handout 3. "Elena's Story" – Handout 4. "Elena's Story Visual Aid #1, #2, #3, & #4 5. "Labor Laws Affecting Minors" – Handout 6. "Find The Hazards #1-7 – Visual Aids & 1 copy of each for student groups 7. Safety Test – Handout for each student 8. Scantrons (optional) 9. Overhead Projector
Student Needs:	<ol style="list-style-type: none"> 1. "Are You a Working Teen?" – Handout 2. "Hurt on The Job? Information Alert for Teens" – Handout 3. "Labor Laws Affecting Minors" – Handout 4. Find the Hazards – 1 copy for each group 5. Safety Test – 1 copy for each student 6. Scantrons (Optional)

ESSENTIAL QUESTIONS FOR THE LESSON: Resource Available

<ol style="list-style-type: none"> 1. Do you as a teen have any rights in the workplace? 2. Why does everyone have the same rights to a safe and healthy work environment? 	
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FOUR-STEP LESSON PLAN: Describe the lesson in detail: Resource Available

Introduction (10 Min.)	<ol style="list-style-type: none"> A. Have students get out their handouts from yesterday's lesson (Workplace Safety 1) out of their binders: <ol style="list-style-type: none"> 1. "Are You a Working Teen?" 2. "Hurt on The Job? Information Alert for Teens" B. Start with some warm up questions to refresh their memories of the handouts contents. <ol style="list-style-type: none"> 1. What are two types of work you cannot do if you are under 16? Answer: dry cleaning, construction, manufacturing, loading/unloading, work on a ladder. 2. How late can teens work on school nights? Answer: Until 7pm if you are 14 or 15, and until 10pm if you are 16 or 17. 3. What state agency can you call if there's a health and safety problem on your job? Answer: Cal/OSHA 4. What should you do if you get hurt on the job? Answer: Tell the boss; get treatment; file a claim form.
Presentation (10 Min.)	<ol style="list-style-type: none"> A. On the overhead show "Elena's Story" ask for three students to volunteer to read the parts in the scenario. B. Lead a class discussion asking students what laws were violated in the story. Suggest that they refer to their handouts if necessary. C. Ask students to volunteer answers and write their responses on visual aid #1. D. After students have exhausted all their ideas, show them overhead #2 "Answers to Elena's Story" and remember that other answers that students may have come up with can also be correct.

FOUR-STEP LESSON PLAN: Continued	
Application	<p>PART 1</p> <ol style="list-style-type: none"> 1. Divide class into small groups. 2. Explain that each group should come up with an alternate ending to Elena’s Story, showing what Elena could have done about the health and safety problems. Each group should choose one or two issues in the story to focus on. 3. Encourage groups to think about these questions. <ul style="list-style-type: none"> • How should Elena approach her supervisor about this problem? • What are the different ways her supervisor might respond? • Where else could Elena get help? 4. Groups may refer to the handouts if necessary. Explain that they will role play their alternate endings for the class. 5. Bring class back together. Ask a couple of the groups to act out their alternatives to Elena’s story. Not all groups can present as there will not be enough time. 6. Lead a class discussion of the pro’s and con’s of the various approaches presented during the role plays. Questions the class should consider are: <ul style="list-style-type: none"> • How serious is the problem? Is it urgent to get it corrected? • Will any of these approaches endanger Elena’s job? • Which approaches will be most effective in solving the problem? <p>Part 2</p> <ol style="list-style-type: none"> 1. Divide the class into 7 groups. 2. Give each group one of the “Find the Hazards” handout (no group should have the same handout.) 3. Group members should look at the workplaces in the handout. They should try to find as many hazards as they can and write them on a separate sheet of paper. 4. After 10 minutes bring the class back together. 5. Show “Find the Hazards” overheads one at a time having the group who was assigned that particular handout point out all the hazards that they found. If the group misses any hazards point them out. Refer to answer key to help. 6. Now introduce the idea of controlling hazards. There are often several different ways to control a hazard, but some may be better than others. For example: <ul style="list-style-type: none"> • The best control measure is to remove the hazard from the workplace altogether, or keep it isolated so it cannot hurt anyone. • Good work rules and procedures can reduce your exposure to hazards. • Protective clothing and equipment. 7. Now tell the class that they will be taking the Safety Test on the information from all the handouts they have received. They have to pass it with 100% accuracy in order to go to their jobsite.
Testing and Assessment	<ol style="list-style-type: none"> 1. Students will be assessed verbally according to how well they answer the questions during the brainstorming activities and participation in “The Game” 2. Safety Test – Must pass with 100% accuracy.

INSTRUCTIONAL STRATEGIES: Resource Available

Learning Modalities	Auditory, Visual, Kinesthetic
Bloom's Taxonomy	Knowledge, Comprehension, Application, Analysis, Synthesis, Evaluate
Six A's	Authenticity, Academic Rigor, Applied Learning, Assessment Practices

HOMEWORK ASSIGNMENTS OR EXTRA CREDIT

1. Finish Safety Test if not finished in class. Due tomorrow for correction.