

# UNIT 6: WORKPLACE SAFETY



## INTRODUCTION

Workplace Safety is the sixth unit in the *Habits of Work* curriculum, and the third unit in part three, *Keeping Your Job*. The pick-and-choose lesson activities are designed to suit the needs and interests of your students. See Appendix A in *Keeping Your Job* for a short summary of the full curriculum.

## LEARNING OUTCOMES

Students will be able to:

1. Identify common workplace safety practices.
2. Describe personal habits that improve workplace safety.
3. Locate and follow posted safety rules and procedures at the workplace.

## BACKGROUND INFORMATION FOR INSTRUCTOR

The underlying message of this unit is that workplace safety is the joint responsibility of the employee and the employer. Accidents are preventable, but both employers and employees need to work together.

Students need to realize that workplaces have their own safety rules that students may not have encountered elsewhere. They cannot assume home or school rules apply. For example, doors may be locked for a very important safety reason, not just for theft protection.

Congress created the Occupational Safety and Health Administration (OSHA) in 1970 to ensure safe and healthful working conditions for workers. Child labor laws are authorized by the Fair Labor Standards Act (FLSA) of 1938. Workers' compensation insurance dates much farther back – most states adopted workers' compensation laws between 1911 and 1920.

### Readings

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NH Department of Labor checklist for employers to use to develop their safety plans: <http://www.labor.state.nh.us/ST-SelfInspectionChecklist.PDF>

Sample of a hazard map: [www.masscosh.org/node/127](http://www.masscosh.org/node/127)



Decoding safety signs: [safetysignsandsymbols.com/know-more-about-safety-signs-symbols](https://safetysignsandsymbols.com/know-more-about-safety-signs-symbols)

Overview of safety signs with links to more information: [safetysignsandsymbols.com/](https://safetysignsandsymbols.com/)

About OSHA, including a link to a FAQ: [www.osha.gov/about.html](https://www.osha.gov/about.html)

Ergonomically sound computer postures: [www.osha.gov/SLTC/etools/computerworkstations/positions.html](https://www.osha.gov/SLTC/etools/computerworkstations/positions.html)

Brief explanation of workers compensation insurance: [topics.law.cornell.edu/wex/workers\\_compensation](https://topics.law.cornell.edu/wex/workers_compensation)

Quick overview of the federal Department of Labor agencies and offices with responsibility for the administration and enforcement of laws that protect worker safety and health. <http://www.dol.gov/dol/topic/safety-health/index.htm>

## Other Resources

Common safety signs and symbols: [www.sad67.k12.me.us/curriculum/Content\\_standards/Supplemental%20Pages/Wellness/Common%20Safety%20Signs%20and%20Symbols.pdf](https://www.sad67.k12.me.us/curriculum/Content_standards/Supplemental%20Pages/Wellness/Common%20Safety%20Signs%20and%20Symbols.pdf)

Safety and Training division of the New Hampshire Department of Labor website: [www.labor.state.nh.us/safety\\_training.asp](https://www.labor.state.nh.us/safety_training.asp).

OSHA's Young Workers site: [www.osha.gov/SLTC/teenworkers/index.html](https://www.osha.gov/SLTC/teenworkers/index.html)

Youth@Work: Talking Safety website. [www.cdc.gov/niosh/talkingsafety/states/nh/default.html](https://www.cdc.gov/niosh/talkingsafety/states/nh/default.html). A free curriculum for teaching teens the basics about job safety and health. It's attractively laid out, has engaging activities for diverse learners, and has student handouts. The entire curriculum can be taught in three to five hours and shortened as needed. It's presented by the National Institute for Occupational Safety and Health (NIOSH) and the Centers for Disease Control and Prevention (CDC), with customized versions for each state.

## UNIT PREPARATION CONSIDERATIONS

### Tasks

Inform the workplace supervisors about the kinds of questions students will be asking. Reassure them that the students are not out to find problems at the workplace, but only to learn more about safety themselves.

There are safety videos for all sorts of different occupations online. We included a couple choices in the lessons, but feel free to search for others that connect to your students' interests. For example, do a Google video search for "assembly line safety" or "photographer safety."



### Speakers

Scan the classroom introduction activities for speaker ideas. Contact these people early to arrange dates and times.

### Prior Knowledge

You may need to preteach some of these concepts depending on the lessons and activities you select:

- refresher on sensible dress codes
- hazard map
- ergonomics
- liability

## SUMMATIVE ASSESSMENT IDEAS

Following are ideas for a summative assessment for this unit:

1. Interview panel. Select students a few at a time to sit in the front of the class. Select another student to be the moderator and interview the panel about workplace safety. The interviewer asks questions about safety practices, personal habits, and laws and procedures around safety (learning outcomes 1, 2, 3).
2. Relay summary. One class member writes a sentence or draws a picture summarizing his or her learning from this unit, then passes the paper to a classmate. Continue until everyone in the class has added at least one sentence or picture. Learning should fall under one of the following headings: workplace safety practices, personal habits that improve workplace safety, rules and procedures (learning outcomes 1, 2, 3).
3. Collage. Do a Google image search to find images showing workplace safety practices that pertain to your workplace. Include at least one rule, one personal habit, and one reference to a safety law. Make an electronic or paper collage with the images (learning outcomes 1, 2, 3).
4. Limericks. Write three safety limericks: one for an employee, one for an employer, and one that applies to your workplace (learning outcomes 1, 2, 3). [volweb.utk.edu/school/bedford/harrisms/limerick.htm](http://volweb.utk.edu/school/bedford/harrisms/limerick.htm)

## UNIT KICKOFF



Watch this startling 3:06-minute video of accident prevention ads from Canada, “Prevent-it.ca (All Five Ads)”: [www.youtube.com/watch?v=MwCyVkuIHvI](http://www.youtube.com/watch?v=MwCyVkuIHvI), which portrays five serious accidents (kitchen, construction, factory, retail store, electricity). Use it to spark a discussion of shared responsibility for accidents. What did the workplace do wrong? What did the employee do wrong? You may want to prepare a viewing guide to help students focus on the safety aspects and not just the extreme drama.



LESSONS

This unit is divided into the following lessons. The lessons contain choices for activities and are organized into an instructional sequence around a workplace assignment.

1. Safety practices
2. Personal habits
3. Laws and procedures

Lessons	Instructional Sequence	Activities
1. Safety practices	Introduction – individual	 Journal. Go look at your kitchen and draw a map of the room. Circle and label areas where you notice a good safety practice. Use a highlighter to mark any places with safety hazards. List the safety hazards.
	 Journal. List all the safety hazards you can find in the second office safety cartoon (scroll to the bottom of the page): <a href="http://www.cartoonstudio.co.uk/HealthAndSafetyCartoons.html">www.cartoonstudio.co.uk/HealthAndSafetyCartoons.html</a>	
	 Watch at least half of this 4:31-minute video, “Loading Dock Safety”: <a href="https://www.youtube.com/watch?v=JPfaL0fUu5s">www.youtube.com/watch?v=JPfaL0fUu5s</a> List 10 safety practices you saw on the video or heard about in the narration.	
	 Watch the 3:01-minute video, “Kitchen Safety From Safetyinstruction.com”: <a href="https://www.youtube.com/watch?v=BAI-EcExIU">www.youtube.com/watch?v=BAI-EcExIU</a> List 10 safety practices you saw on the video or heard about in the narration.	
	Introduction – classroom	 Invite the facilities manager from a local business to come talk about workplace safety.
	Discussion. Do you know anyone who has been hurt at work? What happened? How could it have been prevented?	 Fishbowl. Invite employers from several



Lessons	Instructional Sequence	Activities
<p><i>Safety practices, continued</i></p>		<p>fields (of interest to the class) for a panel discussion of safety practices in their workplaces. Invite them to share stories.</p> <p>As a class, make a list of general safety hazards. Compare your list to the checklist at <a href="http://www.masscosh.org/node/126">www.masscosh.org/node/126</a>. In small groups, make hazard maps of different areas of the school. Which hazards are the school's responsibility? Which are the students' responsibility?</p>
	<p>Workplace activity</p>	<p> Find out what safety issues might occur at your particular workplace. What does the workplace do to prevent accidents? Is there a safety program?</p>
	<p>Follow-up – individual</p>	<p> Journal. Make a list of 10 safety practices that would apply to any workplace. Add three more that are particular to your internship site.</p>
	<p>Follow-up – classroom</p>	<p>Remembering circle. Several students share something important they learned about safety practices at their workplaces. Next, other students remember (restate) what was shared. Continue until each of the original speakers is remembered.</p>
<p>2. Personal habits</p>	<p>Introduction – individual</p>	<p>  Watch this 0:44-minute video, “Paper Cut – Safety at Work”: <a href="http://www.youtube.com/watch?v=Fw-c0asvxCo">www.youtube.com/watch?v=Fw-c0asvxCo</a></p> <p>Identify the personal habits that led to the three accidents.</p> <p> Journal. Read the article, “Should You Admit a Mistake?,” at <a href="http://msn.careerbuilder.com/Article/MSN-1702-Workplace-Issues-Should-You-Admit-a-Mistake/?ArticleID=1702&amp;cbRecursionCnt=1&amp;bsid=7f9a6ab0f65c4c8bb2fa218fb0868cab-296905218-JU-5">msn.careerbuilder.com/Article/MSN-1702-Workplace-Issues-Should-You-Admit-a-Mistake/?ArticleID=1702&amp;cbRecursionCnt=1&amp;bsid=7f9a6ab0f65c4c8bb2fa218fb0868cab-296905218-JU-5</a>. Write a journal entry about a time you admitted a mistake. Could you have made the outcome better by applying any of the</p>



Lessons	Instructional Sequence	Activities
<p><i>Personal habits, continued</i></p>		<p>advice in the article?</p> <p>Pictures. Draw (or find online) pictures of people dressed for three different kinds of jobs (e.g., office, construction, wait staff). Circle elements that increase safety for that kind of job. Explain how.</p>
	<p>Introduction – classroom</p>	<p>Charades. Brainstorm reasons people get hurt at work (e.g., rushing, not enough sleep, not paying attention, improper lifting, bad ergonomics). Write the reasons on cards and play a game of charades.</p> <p>Group read. Read this article, “How to Admit Your Mistakes,” at <a href="http://www.lifehack.org/articles/management/how-to-admit-your-mistakes.html">www.lifehack.org/articles/management/how-to-admit-your-mistakes.html</a> as a class and discuss it. It has some great questions to ask yourself when you make a mistake that can help you decide how to admit your mistakes in an effective way.</p>
	<p>Workplace activity</p>	<p> Ask your supervisor what to do if you get hurt at work. Find the first aid kit at your workplace. Find out important emergency numbers in case you get hurt at work.</p> <p> Ask your supervisor about the company policy on mistakes. What is the best way to admit a mistake? Is there a bad way to do it?</p> <p> Ask three coworkers what they do personally to maintain a safe workplace.</p>
	<p>Follow-up – individual</p>	<p> Journal. List three personal safety habits you already have, and three new safety habits you would like to develop. Pick one and start practicing.</p> <p> Journal and activity. Make a personal first aid kit to keep in your backpack. List the contents in your journal and the reason you included each item. Demonstrate the proper use or application of each item to an adult in your life.</p>



Lessons	Instructional Sequence	Activities
<i>Personal habits, continued</i>	Follow-up – classroom	<p>Class poster. Share what you learned at your workplaces about what to do if you get hurt. Does there seem to be a general procedure? Make a class poster that communicates the general procedure.</p> <p>Baggage claim. Students write down three personal safety habits they would like to adopt. They walk around the room, sharing the practices on their cards. They then exchange cards (baggage) and move on, explaining the practices on the new cards. When time is up, teacher collects the cards, reads the practices, and asks students to identify the owner of the card.</p>
3. Laws and procedures	Introduction – individual	<p> Watch the 4:40-minute history of OSHA, “Occupational Safety and Health Administration 40 Year History Video 2011”: <a href="http://www.youtube.com/watch?v=YBrXfwDgz0w">www.youtube.com/watch?v=YBrXfwDgz0w</a></p> <p>Write a journal entry describing the role of OSHA in the workplace.</p> <p> Watch the 1:01-minute video, “One Minute Tip: History of Workers Comp”: <a href="http://www.youtube.com/watch?v=9ueXojvADBo">www.youtube.com/watch?v=9ueXojvADBo</a></p> <p>Write a journal entry to describing worker’s compensation insurance.</p> <p> Watch the surprisingly interesting 10:09-minute video, “Workers Compensation History” by students at Nimitz High School in Texas: <a href="http://www.youtube.com/watch?v=UcE6GJ05W0o&amp;feature=related">www.youtube.com/watch?v=UcE6GJ05W0o&amp;feature=related</a></p> <p>Write a journal entry explaining:</p> <ul style="list-style-type: none"> <li>• the compromise that workers compensation insurance represents</li> <li>• one thing you didn’t know</li> <li>• one thing you already knew</li> </ul>



Lessons	Instructional Sequence	Activities
Laws and procedures, continued	Introduction – classroom	 Invite an instructor from your local college’s safety studies or OSHA training program to speak to your class about workplace safety regulations.
	Workplace activity	 Ask your supervisor how to report an unsafe situation or an injury. Ask how to decide if something is reportable or just a little thing not worth mentioning (e.g., a paper cut).
		 Ask your supervisor what safety rules and regulations are most important at your workplace.
		Find the OSHA and Fair Labor posters at your workplace. Read them and make a mental note of one item to share with your class later on.
	Follow-up – individual	 Journal and activity. Write a simple step-by-step protocol that articulates what you will do if you encounter an unsafe situation at work. Make a cue card for your protocol that will fit in your wallet. Laminate it with plastic tape.
Follow-up – classroom	Multiple solutions. In pairs, come up with two examples of unsafe situations you might encounter at your workplace. Write down several acceptable solutions for how you could handle the each situation. Add a pro or con to each solution.	

### CONNECTIONS TO NH CAREER DEVELOPMENT CURRICULUM

The NH Career Development Curriculum Framework (October 2006) establishes seven curriculum standards “that define what New Hampshire students should know and be able to do relative to career development” at the end of grades four, eight, 10, and 12. Listed below are the End of Grade 10 and End of Grade 12 proficiency standards addressed in this unit, some more intensely than others. *Habits of Work* provides practice toward these standards. Student competence will depend on the activities you choose and the depth of student practice. You may need to develop individual activities in order for students to achieve competence.



End of Grade 10

- 1.1 Access information from multiple sources and information-retrieval systems.
- 1.3 Demonstrate the ability to summarize ideas and information.
- 1.5 Demonstrate the ability to effectively and logically support individual ideas.
- 2.1 Perform the four basic mathematical operations with rational numbers.
- 2.2 Identify the issues involved in making a decision or solving a problem.
- 2.3 Gather and use appropriate materials and resources in making individual and career decisions, including printed materials, human resources, and information accessed through technology.
- 2.4 Use logic to draw conclusions from available information.
- 2.6 Evaluate an event or activity in terms of expressed purposes.
- 2.7 Generalize rules or principles (underlying patterns and relationships) from a set of conclusions, objective data, written text, or system's review, and apply those rules and principles to a new situation.
- 2.8 Devise strategies for improving the performance of a system.
- 2.9 Test the effectiveness of the strategies employed.
- 4.1 Demonstrate the ability to use peer and adult feedback.
- 4.2 Demonstrate an understanding of how individual characteristics relate to achieving individual, social, educational, and career goals.
- 4.3 Demonstrate the importance of responsibility, dependability, punctuality, and integrity in school, the workplace, and adult life.
- 6.2 Identify and explain the rights and responsibilities of employers and employees.
- 6.3 Demonstrate an understanding of how employers and employees organize to improve the quality of goods, services, and working conditions.
- 7.2 Demonstrate a positive attitude toward work and learning.
- 7.4 Apply employability and job-readiness skills to internship, mentoring, shadowing, and/or other world-of-work-related experiences.
- 7.5 Demonstrate knowledge and application of safety standards to work setting.

End of Grade 12

- 1.4 Demonstrate the effective use of the conventions of the English language in communications.
- 2.2 Analyze the design and management of a system.
- 2.3 Develop a systemic plan and communicate the plan clearly.
- 2.5 Demonstrate how to analyze the interrelationships of events/ideas from several perspectives.
- 3.1 Evaluate the processes used to achieve goals and improve the qualities of resulting products.
- 4.1 Demonstrate behaviors that maintain physical and emotional health.
- 5.2 Demonstrate the ability to respect the rights of, and accept responsibility for, oneself and others.
- 6.5 Analyze the effects of the changing workplace on the individual, employers, workers, labor organizations, the economy, and society.

