



## Lesson Plan

**Course Title:** Principles of Information Technology

**Session Title:** Job Safety Skills

### **Lesson Duration:**

Lesson length is subjective and will vary from instructor to instructor.

### **Performance Objective:**

Upon completion of this assignment, the student will be able to identify hazards in the work environment and explain the importance of proper job safety skills.

### **Specific Objectives:**

The students will be able to

- identify the terms associated with job safety
- define ergonomics
- identify hazards in the workplace
- explain how to control and prevent hazards

## Preparation

### **TEKS Correlations: 130.272**

- **(1)(A)** identify and demonstrate positive work behaviors that enhance employability and job advancement such as regular attendance, promptness, attention to proper attire, maintenance of a clean and safe work environment, appropriate voice, and pride in work;
- **(1)(C)** employ effective reading & writing skills;
- **(1)(E)** solve problems and think critically; and
- **(1)(G)** identify and implement proper safety procedures.

### **Instructor/Trainer**

### **References:**

- Job Safety Skills Society
  - <http://www.jobsafetyskills.com/instresourceman.html>
- Center for Disease Control and Prevention
  - [www.cdc.gov](http://www.cdc.gov)

### **Instructional Aids:**

- Presentation
- Job Safety Skills Scenarios
- Job Safety Skills Fact Sheet
- Job Safety Skills Assignment
- Job Safety Skills Assignment KEY

<b>Materials Needed:</b>		
<ul style="list-style-type: none"> <li>• Printout of Handouts</li> </ul>		
<b>Equipment Needed:</b>		
<ul style="list-style-type: none"> <li>• Computer</li> <li>• Projector</li> </ul>		
<b>Learner</b>		
<b>Introduction</b>		
<b>MI</b>	<b>Introduction (LSI Quadrant I):</b>	
	<p><b>The teacher will ask the following questions located on the presentation:</b></p> <ul style="list-style-type: none"> <li>• “How many of you have ever had a job?”</li> <li>• “Where did you work?”</li> <li>• “What did you do?”</li> <li>• “Did you have safety guidelines to follow?”</li> <li>• “Have you ever felt uncomfortable performing a task at work?”</li> </ul> <p>Allow them to answer these questions.</p>	
<b>Outline</b>		
<b>MI</b>	<b>Outline (LSI Quadrant II):</b>	<b>Instructor Notes:</b>
	I. The teacher will present the presentation to the students.	Some of the slides have questions. Ask students the questions, so that they can be interactive.
	II. Scenarios a. The teacher will distribute the Scenario handout	Encourage students to take notes.  This should be very interactive. Allow students to give a variety of answers before giving them the correct answers.
	III. Fact Sheet a. The teacher will distribute the Fact Sheet	This is just a reminder to students. Have students read them. This is a time to elaborate and reemphasize some of the information covered in the presentation.
	IV. Job Safety Skills Assignment a. The teacher will distribute the assignment	Students will independently complete the assignment.

  	<p>V. Review a. Fact Sheet</p> <p>VI. Job Safety Quiz a. The teacher will distribute the quiz</p>	<p>Use the Fact Sheet to review and answer any questions that the students have.</p> <p>The students will independently complete the Job Safety Quiz</p>
<b>Application</b>		
<b>MI</b>	<b>Guided Practice (LSI Quadrant III):</b>	
	<p>While presenting, the teacher will ask students questions. Students will become engaged in the lesson. The teacher and students will also complete the scenarios at the end of the presentation.</p>	
<b>MI</b>	<b>Independent Practice (LSI Quadrant III):</b>	
	<p>The students will complete the Job Safety Skills Assignment individually. After the students have completed the assignments, the teacher will make sure that the students have the correct answers.</p>	
<b>Summary</b>		
<b>MI</b>	<b>Review (LSI Quadrants I and IV):</b>	
	<p>After the students finish all of the assignments, the teacher will discuss the important facts on the Fact Sheet.</p>	
<b>Evaluation</b>		
<b>MI</b>	<b>Informal Assessment (LSI Quadrant III):</b>	
 	<p>After the students complete the scenarios, the teacher may allow the students to correct their own answers using a purple pen. The teacher can also do this for the Independent Assignment.</p>	
<b>MI</b>	<b>Formal Assessment (LSI Quadrant III, IV):</b>	
	<p>The students will complete a test at the end of the lesson. Students will independently complete the test to verify what they have learned from the lesson.</p>	

Extension	
  	<p>Extension/Enrichment (LSI Quadrant IV):</p> <p>After this lesson, students should understand the importance of job safety. Students should be able to go on a job and perform jobs safely.</p> <p>The teacher should introduce students to more advanced job safety skills. Knowledge of particular chemicals, safety codes, and signs will make them even safer on the job.</p>

Icon	MI	Teaching Strategies	Personal Development Strategies
	<b>Verbal/ Linguistic</b>	Lecture, discussion, journal writing, cooperative learning, word origins	Reading, highlighting, outlining, teaching others, reciting information
	<b>Logical/ Mathematical</b>	Problem solving, number games, critical thinking, classifying and organizing, Socratic questioning	Organizing material logically, explaining things sequentially, finding patterns, developing systems, outlining, charting, graphing, analyzing information
	<b>Visual/ Spatial</b>	Mind-mapping, reflective time, graphic organizers, color-coding systems, drawings, designs, video, DVD, charts, maps	Developing graphic organizers, mind-mapping, charting, graphing, organizing with color, mental imagery (drawing in the mind's eye)
	<b>Musical/ Rhythmic</b>	Use music, compose songs or raps, use musical language or metaphors	Creating rhythms out of words, creating rhythms with instruments, playing an instrument, putting words to existing songs
	<b>Bodily/ Kinesthetic</b>	Use manipulatives, hand signals, pantomime, real life situations, puzzles and board games, activities, role-playing, action problems	Moving while learning, pacing while reciting, acting out scripts of material, designing games, moving fingers under words while reading
	<b>Intrapersonal</b>	Reflective teaching, interviews, reflective listening, KWL charts	Reflecting on personal meaning of information, studying in quiet settings, imagining experiments, visualizing information, journaling
	<b>Interpersonal</b>	Cooperative learning, role-playing, group brainstorming, cross-cultural interactions	Studying in a group, discussing information, using flash cards with other, teaching others
	<b>Naturalist</b>	Natural objects as manipulatives and as background for learning	Connecting with nature, forming study groups with likeminded people
	<b>Existentialist</b>	Socratic questions, real life situations, global problems/questions	Considering personal relationship to larger context

Name: \_\_\_\_\_ Date: \_\_\_\_\_ Period: \_\_\_\_\_

## **SCENARIOS**

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Identify which HAZARD is being described and the JOB associated with it.

1. A worker is straining his/her eyes to see the screen.
2. A worker is cleaning and finds a moldy spot on the wall.
3. While walking, the worker notices a ladder falling from the building.
4. A housekeeper is using a cleaner that has instructions to use a mask, but he/she refuses to use one.
5. Someone spilled a gallon of milk on the floor earlier in the day, but as yet, no one has cleaned it up.
6. A worker notices that fumes are coming out of a pipe on the wall.
7. The worker has to use the same hammer all day long to hammer nails.
8. The dim lighting in the building causes headaches to workers.
9. A worker always leaves work tired because he/she works long hours.
10. The worker doesn't find it easy to make friends at his/her job.

Name: \_\_\_\_\_ Date: \_\_\_\_\_ Period: \_\_\_\_\_

## SCENARIOS - KEY

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Identify which HAZARD is being described and the JOB associated with it.

1. A worker is straining his/her eyes to see the screen.

**ERGONOMICS -- OFFICE JOB**

2. A worker is cleaning and finds a moldy spot on the wall.

**BIOLOGICAL -- ANY JOB**

3. While walking, the worker notices a ladder falling from the building.

**PHYSICAL -- CONSTRUCTION**

4. A housekeeper is using a cleaner that has instructions to use a mask, but he/she refuses to use one.

**CHEMICAL -- DOMESTIC JOBS**

5. Someone spilled a gallon of milk on the floor earlier in the day, but as yet, no one has cleaned it up.

**PHYSICAL -- ANY JOB**

6. A worker notices that fumes are coming out of a pipe on the wall.

**CHEMICAL -- ANY JOB**

7. The worker has to use the same hammer all day long to hammer nails.

**PHYSICAL -- CONSTRUCTION**

8. The dim lighting in the building causes headaches to workers.

**ERGONOMICS -- OFFICE JOBS**

9. A worker always leaves work tired because he/she works long hours.

**PSYCHOLOGICAL -- ANY JOB**

10. The worker doesn't find it easy to make friends at his/her job.

**PSYCHOLOGICAL -- ANY JOB**

Name: \_\_\_\_\_ Date: \_\_\_\_\_ Period: \_\_\_\_\_

## **Job Safety Skills Fact Sheet**

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- A safe place would have no hazards.
- Hazards can be found in all places.
- Hazards in the workplace can cause
  - injuries/death
  - loss of income
  - property damage
  - environmental damage
  - loss of production and profits
- Most hazards cannot be removed—they can only be controlled.
- Types of hazards include
  - physical
  - chemical
  - biological
  - ergonomic
  - psychological/mental health.
- “Hazard control” means reducing risk of injury, damage, or loss.
- If a hazard is not controlled, it is only a matter of time before someone is injured.
- Accidents are incidents that have caused one or more of the following:
  - injuries to workers
  - property damage
  - environmental damage
  - loss of profits
  - loss of productivity
- Incidents are events that could have, but did not, cause an injury.

Name: \_\_\_\_\_ Date: \_\_\_\_\_ Period: \_\_\_\_\_

## Job Safety Skills

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Use Fact Sheet 1 and other resources. Answer the following questions:

1. Complete each sentence:

■ A hazard is \_\_\_\_\_  
 \_\_\_\_\_.

■ An accident is \_\_\_\_\_  
 \_\_\_\_\_.

■ An incident is \_\_\_\_\_  
 \_\_\_\_\_.

■ An injury occurs when \_\_\_\_\_  
 \_\_\_\_\_.

■ Ergonomics is \_\_\_\_\_  
 \_\_\_\_\_.

■ An ergonomic hazard is \_\_\_\_\_  
 \_\_\_\_\_.

■ The two goals of ergonomics are  
 ○ \_\_\_\_\_  
 ○ \_\_\_\_\_

2. List 3 types of hazards and a workplace for each hazard.

<i>Hazard</i>	<i>Workplace</i>

3. A worker cannot find the small step ladder used to place supplies on a high shelf. The worker uses a chair instead. What type of hazard is this?

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4. A kitchen worker has to clean the storage area under the sink. The worker finds a pile of damp and moldy rags that have been there for a long time. What type of hazard is this?

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5. A worker has to take material to an area on the other side of the building. To save time, the worker walks through an area that is under construction. A piece of wood falls and hits him. What type of hazard is this?

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6. A housekeeper uses a very strong floor cleaner that has a very strong smell. What type of hazard is this?

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7. A worker uses the same tool in the same position all day. What type of hazard is this?

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## Job Safety Skills - Answer Key

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1. **Hazard** – an activity, event, or condition that could create an accident or incident that may cause injury, damage, or illness

**Accident** – an unplanned, unwanted event that results in an injury, damage, or various kinds of loss

**Incident** – an unplanned, unwanted event that has the potential to cause injury, damage, and various kinds of loss

**Injury** – any type of bodily harm, including scratches, bruises, cuts, sprains, fractures, breaks, etc.

**Ergonomics** – the study of the fit between people and their jobs

**An Ergonomic Hazard** – any hazard that can cause injury or harm to a person or system

**The two goals of ergonomics** are to increase

- the well-being of workers
- the productivity of workers

2. Sample learner answers:

**Physical** – construction site, oil rigs

**Biological** – lawn care, greenhouse

**Chemical** – painter, health care worker, kitchen worker, drycleaners

3. Physical
4. Biological
5. Physical
6. Chemical
7. Physical

Name: \_\_\_\_\_ Date: \_\_\_\_\_ Period: \_\_\_\_\_

## Job Safety Skills Test

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Circle the answer that best correlates with the question.

1. Hazards can be found on which of the following jobs?
  - a. Office jobs
  - b. Construction jobs
  - c. Healthcare jobs
  - d. All of the above
  
2. All of the choices below are types of hazards except
  - a. Economical
  - b. Physical
  - c. Biological
  - d. Ergonomic
  
3. Which career below is considered safe?
  - a. Nurse
  - b. Preacher
  - c. Teacher
  - d. No jobs are safe
  
4. Select the answer that is an example of an ergonomic hazard.
  - a. Spillage
  - b. Back strain
  - c. Job stressor
  - d. Mold
  
5. An activity, event, or condition that could create an accident or incident is
  - a. Ergonomics
  - b. Hazard
  - c. Injury
  - d. Safety

### True or False

6. \_\_\_\_\_ Most jobs are safe.
  
7. \_\_\_\_\_ An incident is an unplanned, unwanted event that leads to injury or damage.

8. \_\_\_\_\_ Ergonomics is the study of the fit between people and jobs.
9. \_\_\_\_\_ It is important to never wear protective equipment.
10. \_\_\_\_\_ Mold is an example of a biological hazard

### **Scenarios**

**Complete the following scenarios by identifying the type of hazard and a job that may be associated with it.**

11. A housekeeper uses a very strong floor cleaner that has a very strong smell.
12. The worker has to use the same hammer all day long to hammer nails.
13. A worker is having a hard time making friends at her new job.
14. While sitting in his seat, Tommy has to sit in a strange position that is not good for his back.
15. While cutting the grass, the worker was stung by a bee.

Name: \_\_\_\_\_ Date: \_\_\_\_\_ Period: \_\_\_\_\_

## Job Safety Skills Test **KEY**

Circle the answer that best correlates with the question.

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## True or False

6. **F** Most jobs are safe.
7. **T** An incident is an unplanned, unwanted event that leads to injury or damage.
8. **T** Ergonomics is the study of the fit between people and jobs.
9. **F** It is important to never wear protective equipment.
10. **T** Mold is an example of a biological hazard.

## Scenarios

Complete the following scenarios by identifying the type of hazard and a job that may be associated with it.

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**CHEMICAL-DOMESTIC JOB**
12. The worker has to use the same hammer all day long to hammer nails.  
**ERGONOMICS-CONSTRUCTION**
13. A worker is having a hard time making friends at her new job.  
**PSYCHOLOGICAL-ANY JOB**
14. While sitting in his seat, Tommy has to sit in a strange position that is not good for his back.  
**ERGONOMICS-OFFICE JOB**
15. While cutting the grass, the worker was stung by a bee.  
**BIOLOGICAL-LANDSCAPE, DOMESTIC, HOME LIFE**