**TEXAS CTE LESSON PLAN**

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| **Lesson Identification and TEKS Addressed** | |
| **Cluster** | Human Services |
| **Course** | Practicum in Human Services |
| **Lesson/Unit Title** | A Safe and Welcoming Environment for All |
| **TEKS Student Expectations** | **130.280. (c) Knowledge and Skills**  (6) The student determines a healthy environment that inspires client confidence in services provided.  (A) The student is expected to identify appropriate locations to safely offer human services  (B) The student is expected to examine a functional work environment, equipment needs, and required utilities for offering human services |
| **Basic Direct Teach Lesson** | |
| **Instructional Objectives** | **Students will:**   * Provide examples of evaluating the work environment * Summarize how to provide an emotionally and physically safe work environment |
| **Rationale** | The physical aspects of a workplace environment can have a direct impact on the productivity, health, safety, comfort, concentration, job satisfaction and morale of the people within it. Physical aspects can impact employers, employees, and clients. In preparation for careers in the field of Human Services, this lesson will provide an excellent opportunity to better understand many important factors in creating a safe and welcoming work environment for everyone involved. |
| **Duration of Lesson** | Three 45-minute class periods |
| **Word Wall** | **Accessibility:** Able to be used or obtained  **Client/customer/patron:** A person who pays a professional person or organization for services  **Environment:** The conditions that surround someone or something: the conditions and influences that affect the growth, health, progress, of someone or something  **Diverse:** Made up of people or things that are different from each other  **Functional:** Designed to have a practical use  **Non-threatening:** Not likely to cause someone to be afraid or worried  **Safety:** The state of not being dangerous or harmful  **Security:** The state of being protected or safe from harm  **Utilities:** The quality or state of being useful |
| **Materials/Specialized Equipment Needed** | **Equipment:**   * Computer with projector for PowerPoint presentation * Computers with Internet access (be sure to follow district guidelines)   **Materials:**   * Glue * Scissors   **Supplies:**   * Cash register * Employee handbook * First aid kit * Grocery store advertisements * Health care items * Office furniture and supplies * Plastic yellow caution wet floor sign (see school custodian) * Safety posters (free downloads at <https://www.smartsign.com/freepdf/free-sign-pdf-download.aspx> * Copies of handouts   **PowerPoint:**   * A Safe and Welcoming Environment for All   **Technology:**   * Free iPad App:   + Women Over 50 and Exercise<https://itunes.apple.com/us/podcast/women-over-50-and-exercise/id822396400?i=278537782&mt=2> * TedxTalk:   + Niels Diffrient: Rethinking the way we sit down Design legend Niels Diffrient talks about his life in industrial design (and the reason he became a designer instead of a jet pilot). He details his quest to completely rethink the office chair starting from one fundamental data set: the human body.<https://www.ted.com/talks/niels_diffrient_rethinks_the_way_we_sit_at_work>   **YouTube:**   * NIOSHYOUTH @Work Video Teen Workers: Real Jobs, Real Risks<http://www.cdc.gov/niosh/talkingsafety/video.html> * Safety is NOT a Priority Safety Training Video – Preventing Workplace Accidents and Injuries.<https://youtu.be/fcv1BxCL3Z8> * Workplace Ergonomics Ergonomic basics that apply to virtually any workplace.<https://www.youtube.com/watch?v=QeDUCXfzl6U&feature=youtu.be>   **Graphic Organizers:**   * Note taking A Safe and Welcoming Environment for All * Tower of Information   **Handouts:**   * Anticipation Guide – A Safe and Welcoming Environment for All * (Key) Anticipation Guide – A Safe and Welcoming Environment for All * Rubric for Oral Presentation * Safety and Ergonomics Project |
| **Anticipatory Set** | **Prior to class:**  Display as many of the lesson-related supplies as you have available on a table in front of the room. Supplies can include:   * Cash register * Employee handbook * First aid kit * Grocery store advertisements * Health care items * Office furniture and supplies * Plastic yellow caution wet floor sign (see school custodian) * Safety posters (free downloads at <https://www.smartsign.com/freepdf/free-sign-pdf-download.aspx>   Look at the items on the table. How do the items relate to providing a safe and welcoming environment as an employer, an employee, or a client?  Allow time for class discussion.  Distribute the Anticipation Guide – A Safe and Welcoming Environment for All handout prior to viewing the PowerPoint. Prior to the start of this lesson, the students will read each statement and place a check mark by each statement they THINK is true. After they have answered each statement, students are to put the handout away for later use during Lesson Closure. |
| **Direct Instruction with Special Education Modifications/**  **Accommodations** | Note to teacher: Prior to beginning this lesson, review, preview and select the appropriate multimedia for your classes.  Introduce objectives, terms, and definitions.  Distribute the handout Note-taking A Safe and Welcoming Environment for All. Teacher will determine the notes to be recorded by students. Inform students that they will be expected to take notes and participate in discussions while viewing the slide presentation.  Introduce and discuss the PowerPoint a Safe and Welcoming Environment for All. Allow time for questions, answers, and classroom discussion.  Use appropriate notes from Presentation Notes for A Safe and Welcoming Environment for All for discussion.  Using the Note-taking A Safe and Welcoming Environment for All handout, students will have an opportunity to reflect upon, review and respond to the information pertaining to the PowerPoint. They will write a summary of topics or statements which reflect the information from the lesson:   * Discuss the topic * Write down your thoughts * Make a real-world connection to the lesson * How is this going to help you in a career in Human Services?   Allow for questions and answers to check for understanding.  Videos included in the slide presentation:   * NIOSHYOUTH @Work Video Teen Workers: Real Jobs, Real Risks<http://www.cdc.gov/niosh/talkingsafety/video.html> * Safety is NOT a Priority Safety Training Video – Preventing Workplace Accidents and Injuries.<https://youtu.be/fcv1BxCL3Z8> * Workplace Ergonomics Ergonomic basics that apply to virtually any workplace.<https://www.youtube.com/watch?v=QeDUCXfzl6U&feature=youtu.be>   *Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:*   * Checking for understanding * Encouraging participation |
| **Guided Practice with Special Education Modifications/**  **Accommodations** | Distribute the Tower of Information handout. Individually, students will create a 3-D freestanding tower to display text and graphics on the four panels. The tower will be centered around identifying ways to provide a physically and emotionally safe work environment.  Instruct the students to:   * Write the information on the four sides of the tower * One graphic (may be drawn) on each flap * Add the information and graphics to the tower prior to cutting and gluing * Be prepared to share their tower of information with the class |
| **Independent Practice/**  **Laboratory Experience with Special Education Modifications/**  **Accommodations** | **Read the following scenario:**  You have been hired as an intern at a local business. The office manager, Dale, has assigned you the task of evaluating the current ergonomics at the place of business. He would like you to identify areas within the business to improve human services safely and develop a functional work environment, equipment needs, and required utilities for the employees. You will conduct an oral presentation outlining your improvements for the business.  Distribute the handout Safety and Ergonomics Project. Individually, students will create and present a 5 to 7-minute oral presentation to the class. The project can be based on an actual or faux business. The presentation must include:   * An evaluation of the current ergonomics of the place of business * Ways of improving human services safely at the workplace * Ideas for developing a functional work environment, equipment needs and required utilities for employees and the business * A drawing of the layout of the business to identify locations suitable to offer human services safely such as accessibility to transportation, safety, and security   Distribute and review Rubric for Oral Presentation prior to the start of the assignment so that students are aware of assessment procedures.  Keep students focused and on task. Provide assistance if needed. |
| **Lesson Closure** | Review objectives, terms, and definitions.  Re-distribute the graphic organizer Anticipation Guide – A Safe and Welcoming Environment for All used in the Anticipatory Set and allow students to revisit each statement. Students are to respond to the statements again in the after (right hand) column by placing a check mark by the statements they now know to be true and an explanation for false statements. (Key) Anticipation Guide – A Safe and Welcoming Environment for All has been provided for your use. As class, compare the two sets of answers.  Allow for questions and class discussion. Check for understanding. |
| **Summative/End of Lesson Assessment with Special Education Modifications/**  **Accommodations** | Projects will be assessed the appropriate rubric.  *Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:*   * minimizing auditory distractions * shortened, simplified instructions * providing oral responses |
| **References/Resources** | **Images:**   * Photos obtained through a license with Shutterstock.com®.   **Websites:**   * Are You a Teen Worker? This guide gives the facts that an individual needs to stay safe and healthy at work.  can (and can’t) do, and it teaches you about your rights and responsibilities as a young worker. <http://www.cdc.gov/niosh/docs/2011-184/pdfs/2011-184.pdf> * Centers for Disease Control and Prevention Personal Protective Equipment (PPE).<http://www.cdc.gov/niosh/ppe/> * The Place for Ergonomics A resource for office ergonomic solutions<http://www.ergoweb.com> * United States Department of Labor Health and safety topics.<https://www.osha.gov/SLTC/ergonomics/identifyprobs.html> * U.S. Equal Employment Opportunity Commission  Types of discrimination. <http://www.eeoc.gov/laws/types/index.cfm>   **YouTube:**   * NIOSHYOUTH @Work Video Teen Workers: Real Jobs, Real Risks<http://www.cdc.gov/niosh/talkingsafety/video.html> * Safety is NOT a Priority Safety Training Video – Preventing Workplace Accidents and Injuries.<https://youtu.be/fcv1BxCL3Z8> * Workplace Ergonomics Ergonomic basics that apply to virtually any workplace.<https://www.youtube.com/watch?v=QeDUCXfzl6U&feature=youtu.be> |
| **Additional Required Components** | |
| **English Language Proficiency Standards (ELPS) Strategies** | * Allow students to use the words in the lesson to find synonyms: words with similar meanings * Allow students to quietly read aloud (sub-vocalization) * Teach self-questioning * Paraphrase key points and have students paraphrase * Summarize key points and have students summarize * Use visual imagery * Use pre-reading and post reading activities to pre-teach or reinforce main ideas |
| **College and Career Readiness Connection[[1]](#footnote-1)** |  |
| **Recommended Strategies** | |
| **Reading Strategies** | Current Events: Assign students to read about the importance of safety and procedures at the workplace. Information can be found in newspaper articles, magazines, journals, and online print.  Suggestions:   * Accessible Technology Action Steps: A Guide for Employers<http://www.peatworks.org/action-steps> * Are You a Teen Worker?<http://www.cdc.gov/niosh/docs/2011-184/pdfs/2011-184.pdf> * Fire Safety for Wheelchair Users at Work and at Home<http://www.unitedspinal.org/pdf/WheelchairFireSafety.pdf> * Preventing Deaths, Injuries, and Illnesses of Young Workers * Types of Discrimination<http://www.eeoc.gov/laws/types/index.cfm> * Worker Safety in Hospitals<https://www.osha.gov/dsg/hospitals/index.html> |
| **Quotes** | The real enemy of safety is not non-compliance but non-thinking. **-Dr. Rob Long**  Safety doesn’t happen by accident. **-Author Unknown**  There is no safety in numbers, or in anything else. **-James Thurber**  Better a thousand times careful than once dead. **-Proverb** |
| **Writing Strategies** | **Journal Entries:**   * Safety should be a priority at the workplace because \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. * I can practice safety at the workplace by \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. * Ergonomics is important because \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.   **Writing Strategy:**  RAFT (Role/ Audience/Format/Topic) writing strategy:   * Role: Owner of a business * Audience: Employees * Format: Memo * Topic: The importance of safety and procedures at the workplace |
| **Communication 90 Second Speech Topics** | * An emotionally safe work environment can be described as \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. * Physical aspects of a business can impact employers, employees, and clients by \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. * Two ways to provide a physically and psychologically healthy environment to inspire client confidence can include \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. |
| **Other Essential Lesson Components** | |
| **Enrichment activity** | * Become familiar with CDC’s National Institute for Occupational Safety and Health (NIOSH) Youth @ Work curriculum.<http://www.cdc.gov/niosh/talkingsafety/states/tx/default.html>   Included in the curriculum are:   * Talking Safety Certificate * Talking Safety PowerPoint * Talking Safety Teacher’s Guide * Talking Safety Overheads * Talking Safety Student Handouts * Your Safety IQ Quiz |
| **Family/Community Connection** | * Invite business owners from the community to discuss workplace safety and ergonomics. |
| **CTSO connection** | **Family, Career, and Community Leaders of America (FCCLA)**  <http://texasfccla.org>  **STAR Events:**   * Chapter Service Project (Display and Manual): A team event – recognizes chapters that develop and implement an in-depth service project that makes a worthwhile contribution to families, schools, and communities. Students must use Family and Consumer Sciences content and skills to address and take action on a community need. * Entrepreneurship: An individual or team event – recognizes participants who develop a plan for a small business using Family and Consumer Sciences skills and sound business practices. The business must relate to an area of Family and Consumer Sciences education or related occupations. |
| **Service Learning Projects** | Successful service learning project ideas originate from student concerns and needs. Allow students to brainstorm about service projects pertaining to the lesson. For additional information on service learning see:<http://www.nylc.org>  Evaluate your school for ways to improve ergonomics on campus. Interview the school nurse, secretary, administrators, custodians, and food service employees for possible problem areas and determine solutions for each area. Conduct a fund raiser to purchase new equipment for school employees. |

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)