

## 21<sup>st</sup> Century Lesson

**Subject:** Workplace Health & Safety 11

**Grade:** 11

**Unit:** Introduction to Workplace Health & Safety

**Driving Question:** What hazards might be encountered in the workplace?

### Curriculum Outcomes:

- 1.1 Identify the characteristics of a healthy work environment and recognize the impact of unsafe work practices
- 1.5 Show commitment to a culture of workplace safety and recognition that injury is preventable

### Lesson Goals:

- Students will be aware of workplace safety hazards
- Students will know their rights and responsibilities

### Students' Prior Knowledge:

Students received a brief introduction to workplace rights and responsibilities in grade 10 Career Development

### Screencast Link(s):

[Young Worker Safety Presentation](#)

**Expected Time:** 2 hours

### Resources Required:

- Chart Paper and markers
- Overhead projector
- Computers, netbooks, ipads or phones accessible to each student
- [Workplace Accident Article Assignment](#)
- [Worker Safety Reflection](#)

## LESSON PROCEDURE

### I do / We share: OPENING DISCUSSION

Initiate a discussion with students by asking the following questions:

- How many of you have ever had or have a job? (Allow time for students to discuss where they work and what they do)
- Have you ever been hurt at work or do you know someone who has been?
- Have you ever been uncomfortable with a task you've been asked to do at work?

Many students are likely to share personal experiences about workplace safety. Allow time for discussion and feedback

find, validate

critical thinking

remember, understand

evaluate, leverage

collaborate, communicate

create, publish

analyze, synthesize

citizenship

## We do/ We Share: CAROUSEL BRAINSTORMING ACTIVITY

- Tape six pieces of chart paper around the perimeter of the classroom with a different job title on each
- Number students 1 to 4 - In groups of 4, students will rotate around to each chart paper in 3-minute time periods. Ask each group to brainstorm and write a list of the types of hazards and/or injuries that are common to the job. After 3 minute intervals, have students switch to the chart paper to the right and add to each list.
- Once each group has been to every chart paper, ask each group to share the list they end up at

- |  |   |   |   |
|--|---|---|---|
| <input type="checkbox"/> find, validate                      | <input type="checkbox"/> critical thinking          | <input type="checkbox"/> remember, understand | <input type="checkbox"/> evaluate, leverage |
| <input checked="" type="checkbox"/> collaborate, communicate | <input checked="" type="checkbox"/> create, publish | <input type="checkbox"/> analyze, synthesize  | <input type="checkbox"/> citizenship        |

## I do: VIDEO PRESENTATION

Click on the screencast link [Young Worker Safety](#) to show students  
Allow time for discussion and feedback on the video

- |   |  |  |   |
|---|--|--|---|
| <input type="checkbox"/> find, validate           | <input type="checkbox"/> critical thinking | <input checked="" type="checkbox"/> remember, understand | <input type="checkbox"/> evaluate, leverage |
| <input type="checkbox"/> collaborate, communicate | <input type="checkbox"/> create, publish   | <input type="checkbox"/> analyze, synthesize             | <input type="checkbox"/> citizenship        |

## We do/ We share: YOUNG WORKER ARTICLE ASSIGNMENT

Arrange students in groups of 2 or 3. Each group is to research and find one article about a workplace accident and then share in a brief presentation to the class. Refer to the [Workplace Accident Article Assignment](#) for details.

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|--|---|--|---|
| <input checked="" type="checkbox"/> find, validate           | <input checked="" type="checkbox"/> critical thinking | <input checked="" type="checkbox"/> remember, understand | <input type="checkbox"/> evaluate, leverage     |
| <input checked="" type="checkbox"/> collaborate, communicate | <input checked="" type="checkbox"/> create, publish   | <input checked="" type="checkbox"/> analyze, synthesize  | <input checked="" type="checkbox"/> citizenship |

## You do:

Students complete the [Exit Ticket - Young Workplace Safety Reflection](#) and submit online through Google Docs.

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|--|---|--|--|
| <input type="checkbox"/> find, validate                      | <input checked="" type="checkbox"/> critical thinking | <input checked="" type="checkbox"/> remember, understand | <input checked="" type="checkbox"/> evaluate, leverage |
| <input checked="" type="checkbox"/> collaborate, communicate | <input type="checkbox"/> create, publish              | <input checked="" type="checkbox"/> analyze, synthesize  | <input checked="" type="checkbox"/> citizenship        |

## DIFFERENTIATION

### Modification

- Modifications can be made for students to verbally express thoughts and reflections rather than type.
- Grouping students allows them to work together to bring different strengths to the project.

### Enrichment

- Students can create an online safety survey for other students in the school. Students write questions that would allow them to assess other students' knowledge and understanding of workplace health & safety.

## Evaluation:

- Student participation and feedback during carousel activity and class discussion
- Ongoing conferencing with groups
- [Article Research Rubric](#)
- Individual responses to reflective questions

## On-Line Resources:

[Workers Compensation Board of NS](#)  
[Canadian Centre for Occupational Health & Safety](#)

## Workplace Accident Article Research Rubric

	4	3	2	1
Comprehension of article	Student evidenced clear comprehension of the article and articulated a solution	Student evidenced considerable comprehension of the article and articulated a solution	Student evidenced some understanding of parts of the article or did not articulate a solution	Student lacked clear understanding of the article and did not articulate a solution
Communication	The presentation techniques used are creative and very effective in conveying the information to the audience	The presentation techniques used are effective in conveying the information to the audience.	The presentation is somewhat effective in conveying the information to the audience but lacks in creativity.	The presentation fails to capture the interest of the audience and/or is confusing in what is to be communicated.