

LESSON
5

Applying Prevention Strategies in the Workplace - Part II



Description:

Students present their workplace safety plans for simulated work environments. Fellow classmates have the opportunity to evaluate the presentations, as if they were employers. Content of the first five lessons in this unit also is reviewed.

Learner Outcomes:

Students will be able to do the following:

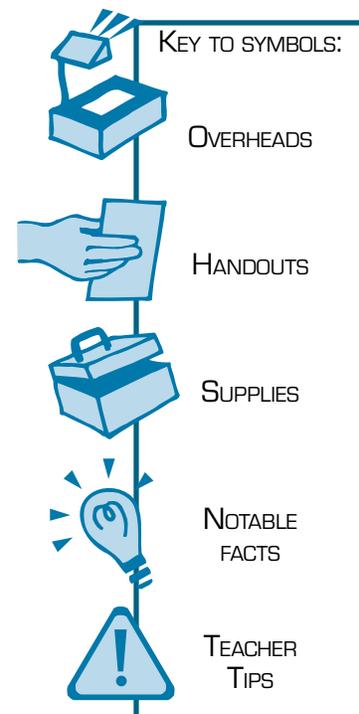
1. Summarize their prevention plans in the form of presentations.
2. Evaluate the plans presented by others.
3. Effectively communicate the rationale for the prevention strategies they selected.
4. Communicate safety information effectively.
5. Evaluate their current work situations using the ABC's of prevention.

Key Concepts:

1. Each workplace has potential hazards (physical, chemical, and biological) that should be identified.
2. Prevention strategies can make a workplace safer by reducing the possibility of injuries and illnesses.
3. Employers must provide a safe workplace for employees. Workers should communicate any safety concerns to their employers. Practicing communication strategies through role-playing allows students the opportunity to learn how to effectively advocate for safe working conditions.

Fact:

Based on the successes of current programs, workplace injury prevention programs that identify and control hazards can significantly improve the safety of the work environment.¹



You will evaluate each safety team in four areas:

(Have students read along on the bottom of their evaluation form. Discuss each of these categories further, so students understand what they are evaluating.)

- **Decision-Making**— Does the plan demonstrate a clear decision-making process with specific reasons for the prevention strategies chosen?
- **Organization**—Is the content of the plan and presentation organized? Does it have a clear flow? Does it make sense?
- **Thoroughness**—Did the presenters cover all the major hazards in this workplace? Did they identify an adequate number of prevention strategies? Did they adequately explain the reasons for prioritizing strategies?
- **Creativity**—Did the plan suggest any original solutions or creative prevention strategies?

Use the form to evaluate each of the above areas. Giving a score of 5 means you think the team did an excellent job, 4 = good, 3 = fair, 2 = poor, 1 = not sufficient.

3. Ask:
Are there any questions about this exercise or how you will evaluate your fellow classmates' presentations?
4. Begin the presentations. Allow each group approximately five to seven minutes to present their plan, depending upon the number of groups and amount of time you have. Try to keep teams to this time frame, so every group will have adequate time to present during the class period. After each presentation is finished, allow time for the student evaluators to fill out their evaluation forms.
5. After each presentation, you may want to ask further questions about the group's plan. Some possible questions include:
 - a. Which additional hazards would you have talked about, if you hadn't been limited to two?
 - b. Do you think the process of creating a worker safety action plan in this workplace would be different in real life? How so?
 - c. Why do you think a plan like this would be helpful to this company?
6. When all the presentations are done, collect student evaluation forms. Have each group turn in their worker safety action presentation and plan materials. All these materials will be used during final grading.

TEACHER TIP:

After each presentation, lead a discussion with the whole class. Example questions include:

1. What other hazards would you add to this group's list?
2. What other prevention strategies would you add to this group's list?



TEACHER TIP:

If you think you will be short on time, draw team names and have only a few teams present their plans, or plan to extend this activity over two days.





Presentation Evaluation Form

Fill in the scores for each team presenting a safety action plan. Give a 5 if you think the team did an excellent job of meeting the criteria, 4 = good, 3= fair, 2= poor, 1 = not sufficient. Total each team's scores.

Names of students on each safety team	Safety Action Plan and Presentation				
	Decision-Making	Organization	Thoroughness	Creativity	Total Score
Team #1					
Team #2					
Team #3					
Team #4					
Team #5					
Team #6					
Team #7					
Team #8					

Decision-Making—Does the plan demonstrate a clear decision-making process with specific reasons for the hazards to be addressed and the prevention strategies chosen?

Organization—Is the content of the plan and presentation organized? Does it have a clear flow? Does it make sense?

Thoroughness—Did the presenters cover all the major hazards in this workplace? Did they identify an adequate number of prevention strategies? Did they adequately explain the reasons for prioritizing strategies?

Creativity—Did the plan suggest any original solutions or creative prevention strategies?

ABC'S of Prevention Cards (backs)

- Have you received safety training for this job?
- Do you know who to talk to in the company, if you have safety or health questions?
- What are the hazards at this job?
 - physical hazards? –chemical hazards?
 - biologic hazards?
- What prevention strategies are in place to protect you from these hazards?

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