

# Curriculum Standards and Indicators

## SAFETY AND HEALTH

### Safety

#### A. Understand the importance of safety in the workplace.

1. Recognize the role of hazards in the workplace.

A101 Define the term workplace hazard.

A102 Give examples of workplace injuries and illnesses

A103 Identify hazards in the workplace.

A104 Describe how workplace injury and illnesses can affect workers and employers.

2. Implement a plan for workplace safety.

A201 Identify strategies to prevent workplace illnesses or injuries.

A202 Describe the advantages and disadvantages of taking risks in the workplace.

A203 Describe attitudes that support workplace safety.

A204 Develop and evaluate a plan to implement strategies for workplace safety.

A205 Communicate safety information effectively.

A206 Demonstrate basic first aid techniques, including CPR.

3. Examine the role of laws and regulations for workplace safety.

A301 Describe current worker safety laws and regulations.

A302 Define the need for worker safety laws and regulations.

A303 Analyze how worker safety laws affect workers and employers.

A304 Discuss the advantages and disadvantages of worker safety laws and regulations.

4. Apply safety procedures in the workplace.

A401 Identify procedures for correcting workplace safety issues.

A402 Describe the importance of reporting job related hazards, accidents and injuries to the appropriate person.

A403 Identify safety signs found at the workplace and public buildings.

A404 Wear safe work attire.

A405 Identify safe work procedures.

# **Curriculum Standards and Indicators**

## **Health**

### **B. Understand the importance of healthy living for career success.**

#### **1. Define factors leading to a healthy and active life**

B101 Describe healthy eating patterns

B102 Explain the benefits of being physically active.

B103 Evaluate factors that affect family health and personal health, including heredity, lifestyles, economics and access to health care.

B104 Discuss the effect of emotional and physical health on career decisions.

B105 Describe how developmental changes affect physical and mental health  
B106 Develop a plan for lifelong wellness

#### **2. Utilize health maintenance strategies.**

B201 Identify community resources for physical, mental and emotional health.

B202 Assess risks and consider consequences when making health related decisions.

B203 Evaluate the effect of substance abuse policies at the workplace.

B204 Identify health care services available in the community and through the workplace.

B205 Demonstrate assertive/refusal skills and identify situations in which they should be used.

B206 Identify ways to reduce or avoid threatening situations, include assault, robbery, abuse and sexual harassment.

B207 Use negotiation and conflict resolution skills.

B208 Demonstrate acceptable employee health habits.

# Curriculum Standards and Indicators

## Safety and Health – SH A1

<b>Topic</b>	Safety
<b>Performance Indicator</b>	A. Understand the importance of safety in the workplace.
<b>Standard</b>	1. Recognize the role of hazards in the workplace.
<b>SCANS</b>	Resources 3; Information 7; Thinking Skills 12
<b>Show-Me Standards</b>	1.8; 2.1; CA3; CA4; HP6
<b>Objectives</b>	A101 Define the term workplace hazard. A102 Give examples of workplace injuries and illnesses A103 Identify hazards in the workplace. A104 Describe how workplace injury and illnesses can affect workers and employers
<b>Sample Activities</b>	Research and prepare a written report on accident and illness rates for 3 different occupational areas.  Develop a checklist to be used for safety walkthroughs at your workplace. Share the checklist with your supervisor before submitting to your teachers.  Read at least two articles on reducing workplace hazards. Summarize the articles in a short report to the class.

# Curriculum Standards and Indicators

## Safety and Health – SH A2

<b>Topic</b>	Safety
<b>Performance Indicator</b>	A. Understand the importance of safety in the workplace.
<b>Standard</b>	2. Implement a plan for workplace safety.
<b>SCANS</b>	Resources 1; Systems 17; Basic Skills 6; Thinking Skills 9
<b>Show-Me Standards</b>	1.4; 1.8; 2.1; 3.7; 4.7; HP 5, 7
<b>Objectives</b>	A201 Identify strategies to prevent workplace illnesses or injuries. A202 Describe the advantages and disadvantages of taking risks in the workplace. A203 Describe attitudes that support workplace safety. A204 Develop and evaluate a plan to implement strategies for workplace safety. A205 Communicate safety information effectively. A206 Demonstrate basic first aid techniques, including CPR.
<b>Sample Activities</b>	Draw a hazards map using a diagram of your workplace. Indicate areas with hazards and safety lanes in those areas.  Outline a safety presentation you would make to new employees at your workplace. Submit your outline to your supervisor for review. Share your outline in an oral presentation to your class.  Arrange for a medical professional to make a presentation to the class on basic first aid procedures typical for workplace situations.  Demonstrate appropriate first aid on a simulated workplace injury.  Enroll and complete a certified CPR training course.

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## Safety and Health – SH A3

<b>Topic</b>	Safety
<b>Performance Indicator</b>	A. Understand the importance of safety in the workplace.
<b>Standard</b>	3. Examine the role of laws and regulations for workplace safety.
<b>SCANS</b>	Information 7; Thinking Skills 11
<b>Show-Me Standards</b>	1.10; 2.6; 3.1; 4.3; HP6
<b>Objectives</b>	A301 Describe current worker safety laws and regulations. A302 Define the need for worker safety laws and regulations. A303 Analyze how worker safety laws affect workers and employers. A304 Discuss the advantages and disadvantages of worker safety laws and regulations.
<b>Sample Activities</b>	Identify three OSHA regulations which are of most concern for your workplace. Write a brief report of what actions are being taken at your workplace to address these regulations. Submit your report to your teacher.  Forms teams to debate the pros and cons of worker safety laws and regulations. Ask class members to summarize the main points made by each team and to pick the winning team.  Prepare a list of current worker safety laws and regulations. Indicate the intent of each item, industries affected, and agency which administers the law or regulation.

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## Safety and Health – SH A4

<b>Topic</b>	Safety
<b>Performance Indicator</b>	A. Understand the importance of safety in the workplace.
<b>Standard</b>	4. Apply safety procedures in the workplace.
<b>SCANS</b>	Information 7; Interpersonal 10; Systems 16; Personal Qualities 13
<b>Show-Me Standards</b>	1.2; 1.8; 2.6; 4.3; HP 2, 7
<b>Objectives</b>	A401 Identify procedures for correcting workplace safety issues. A402 Describe the importance of reporting job related hazards, accidents and injuries to the appropriate person. A403 Identify safety signs found at the workplace and public buildings. A404 Wear safe work attire. A405 Identify safe work procedures.
<b>Sample Activities</b>	Prepare a presentation on safety requirement at your workplace, including attire and safety procedures. Submit the outline of your presentation to your teacher. Present your information to the class.  Create a poster explaining the most commonly used workplace safety signs.  Interview your supervisor to determine the procedures for reporting safety issues at your workplace. Share those procedures during a class discussion on safety issues.

# Curriculum Standards and Indicators

## Safety and Health – SH B1

<b>Topic</b>	Health
<b>Performance Indicator</b>	B. Understand the importance of healthy living for career success.
<b>Standard</b>	1. Define factors leading to a healthy and active life
<b>SCANS</b>	Information 5; Basic Skills 6; Thinking Skills 9
<b>Show-Me Standards</b>	1.2; 1.6; 1.10; 2.6; 3.2; HP 2, 5, 6
<b>Objectives</b>	B101 Describe healthy eating patterns B102 Explain the benefits of being physically active. B103 Evaluate factors that affect family health and personal health, including heredity, lifestyles, economics and access to health care. B104 Discuss the effect of emotional and physical health on career decisions. B105 Describe how developmental changes affect physical and mental health B106 Develop a plan for lifelong wellness
<b>Sample Activities</b>	Describe how a healthy diet for a construction worker could be different than a healthy diet for a computer technician. Discuss your ideas in class.  Review the information on your employer's health plan. Prepare a short written report on the availability, costs, and benefits of the plan.  Research the workplace costs of illness and accidents. Prepare a report which includes this information and actions which could be taken by the employer and by employees to reduce those costs.

# Curriculum Standards and Indicators

## Safety and Health – SH B2

<b>Topic</b>	Health
<b>Performance Indicator</b>	B. Understand the importance of healthy living for career success.
<b>Standard</b>	2. Utilize health maintenance strategies.
<b>SCANS</b>	Information 7; Interpersonal 13; Personal Qualities 13; 16; 17
<b>Show-Me Standards</b>	1.6; 1.10; 2.5; 3.7; 4.3; HP 2, 5, 6, 7
<b>Objectives</b>	B201 Identify community resources for physical, mental and emotional health. B202 Assess risks and consider consequences when making health related decisions. B203 Evaluate the effect of substance abuse policies at the workplace. B204 Identify health care services available in the community and through the workplace. B205 Demonstrate assertive/refusal skills and identify situations in which they should be used. B206 Identify ways to reduce or avoid threatening situations, include assault, robbery, abuse and sexual harassment. B207 Use negotiation and conflict resolution skills. B208 Demonstrate acceptable employee health habits.
<b>Sample Activities</b>	Describe the substance abuse policies at your workplace. Why are they important for the business? Compare your answers with others in a class discussion.  Form a team and create a handbook of community health care resources to share with other students in your school.  Review workplace policies on threatening situations, including abuse and sexual harassment. Are there potential threatening situations not covered by the policies? What are the penalties for violating the policies? What procedures are in place to report policy violation? Submit your answers in writing and share the information during a class discussion.

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## Safety and Health Resources

Checklist on workplace hazards  
<http://www.sasked.gov.sk.ca/docs/paa/career/forms/frm14.html>

Fair Labor Standards Act (FLSA)  
<http://www.dol.gov/elaws/esa/flsa/cl/default.htm>

Health & Safety Awareness for Working Teens  
<http://depts.washington.edu/worksafe>

The Health and Safety Awareness for Working Teens program strives to reduce workplace injuries and illnesses and their consequences by educating students about workplace health and safety and by promoting an attitude of occupational injury and illness prevention.

Help for Teen Workers: Info for Minors, Parents, Employers and Educators  
<http://www.lni.wa.gov/scs/workstandards/teenworker.htm>

Making Sure Your Teen's Job is Safe  
[http://kidshealth.org/parent/firstaid\\_safe/travel/job.html](http://kidshealth.org/parent/firstaid_safe/travel/job.html)

Missouri Department of Labor and Industrial Relations  
Division of Labor Standards  
<http://www.dolir.mo.gov/lis/index.asp>

NIOSH Safety and Health Topic: Youth Worker Safety and Health  
<http://www.cdc.gov/niosh/topics/youth>

Includes info on: Information for Young Workers, w/Young Workers Are Getting Hurt, Programs, Reports, and Research, related Web Sites

Oregon OSHA Audiovisual Library and Resource Center  
<http://www.cbs.state.or.us/external/osha/educate/youngworker/curriculum.html>

OSHA's Teen Worker Safety and Health Website  
<http://www.osha.gov/SLTC/teenworkers>

Protecting Young Workers: Prohibition Against Young Workers Operating Forklifts  
<http://www.osha.gov/dts/shib/shib093003.html>

Safe Work for Youth in Construction - Information for Employers  
<http://www.cdc.gov/niosh/docs/2004-113/>

This NIOSH brochure provides recommendations to employers for maintaining a safe work environment for youth on construction sites. The brochure also highlights important laws and regulations and lists prohibited jobs for youth.

Safe Work for Youth in Construction  
<http://www.cdc.gov/niosh/docs/2004-113/pdfs/2004-113.pdf>

Starting Safely: Teaching Youth about Workplace Safety and Health  
Maine Department of Labor

The course also seeks to raise teens' awareness about their rights and available resources and encourage young workers to be active participants in creating and maintaining safe and healthy work environments. The course includes a curriculum binder, a 10-minute video created by high

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school students (with follow-up questions included), learning activities with overheads and handouts, and additional resources for program enrichment.

[www.state.me.us/labor/bls/StartingSafely.htm](http://www.state.me.us/labor/bls/StartingSafely.htm)

## Teen Summer Jobs: Safety Pays

The premier site for teen worker safety and health information provided by the Occupational Safety and Health Administration (OSHA). Our mission is to help you stay healthy and safe while on the job.

<http://www.osha.gov/SLTC/youth/summerjobs/index.html>

## Teens, Work, and Safety

Labor Occupational Health Program, University of California  
2223 Fulton Street, 4th Floor, Berkeley CA 94720.

The 350 page curriculum covers basic health and safety information that can be used in either an academic or vocational setting. Three teaching units, each 3-5 hours in length, are designed for use in high school English, Science, and U.S. Government classes. There is also a General Unit for use in any class. Each unit contains learning objectives, lesson plans, detailed teacher's instructions, overheads, and student handouts. Units cover both specific job hazards and labor laws. Interactive activities encourage student participation. The course also includes a 12-minute video, "Your Work-Keepin' It Safe" (from UCLA's Labor Occupational Safety and Health Program) 3-5 hour curriculum designed to educate youth about workplace hazards and strategies for preventing work-related illnesses and injuries.

<http://ist-socrates.berkeley.edu/~safejobs/links>

U.S. Department of Labor  
Bureau of Labor Statistics

<http://www.bls.gov>

U.S. Department of Labor

Industry Injury and Illness Data

<http://www.bls.gov/iif/oshsum.htm>

U.S. Department of Labor

Occupational Safety & Health Administration

<http://www.osha.gov/as/opa/worker>

Wage and Hour On-Line Publications Order Site, US Dept of Labor

<http://www.osha.gov/pls/epub/wageindex.list>

Young Workers: WorkSafe Centre

<http://youngworker.healthandsafetycentre.org/s/Home>

Youngworkers.org

<http://ist-socrates.berkeley.edu/%7Esafejobs>

You'll find information on workplace rights and responsibilities, work hours and job restrictions, hazards on the job, ways to prevent job injuries and more.

Youth Rules Posters, Stickers, and Bookmarks. US Dept. of Labor.

<http://www.youthrules.dol.gov/posters.htm#Sticker>

Youth Rules!

<http://www.youthrules.dol.gov>

Topics: What Hours Can Youth Work? What Jobs Can Youth Do? Youths in Agriculture, Youth Employment, Safety & Health, State Rules, International, and much more.