

UNSAFE WORKING CONDITIONS

Lesson Length: 1.5 hours + Extension Activity

Vocabulary & Expressions: Report, OSHA, maintenance, management, security, various work related words


Language/Culture Point: Rights of employees under OSHA laws

Objective: Students will learn how to identify and report unsafe working conditions

Materials: Computer, projector, speakers, Unsafe Working Conditions Video, pictures of unsafe working conditions, graphic organizer, Unsafe Working Conditions Scenario Cards, repairs request form, OSHA poster, small white boards or paper, index cards, *bags with props for role play*



STEP 1: ACTIVATE BACKGROUND KNOWLEDGE

Time Frame	Materials	Teaching Strategies
10 minutes	<ul style="list-style-type: none"> - Computer and Projector - Speakers - Internet Connection  - Unsafe Working Conditions Video 	<ul style="list-style-type: none"> - Using Videos - Using Pictures

TEACHING ACTIVITY

1. Watch a YouTube video with “humorous” unsafe working conditions. Here’s a good option, but there are quite a few others:

 <https://www.youtube.com/watch?v=h6MmGGL-X3o>

If you don’t have access to the internet or a projector, you can print pictures of unsafe working conditions or print the stills from the YouTube video.

2. Discuss with the class some of the scenarios they saw. Ask if anyone has ever worked somewhere that had unsafe working conditions. What were the problems? What did they do about the problems? Did they report them?

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STEP 2: MINI-PRESENTATION WITH PROMPT

Time Frame	Materials	Teaching Strategies
10-15 minutes	- Pictures of unsafe working conditions	- Using Pictures

TEACHING ACTIVITY


1. Tell a story about unsafe working conditions that you have experienced in the workplace. If you can, find pictures to represent your story. Or, tell a fictional story about an employee who started a new job. For example:

During the first week of work, he was working with a broken machine. Explain that he first reported the broken machine to maintenance by calling them and telling them about the problem. After calling, he filled out a request form to have it repaired. He also noticed there was a leak and water on the floor which he reported to maintenance. Later in the day, he noticed that in one work area, there were a lot of fumes from chemicals but not much ventilation, and workers were breathing in a lot of the fumes. He also reported this to the maintenance department. After a week went by with no repairs, he reported the problem to his supervisor and filled out a complaint form for the boss. When there were still no changes, he wasn't sure what to do. He knew he could call OSHA to report the problems, but he was worried that the company was getting tired of him complaining and might fire him.

NOTE: you may need to explain what OSHA is. (If you are using this fictional story, print a few pictures of a broken machine, a leaking pipe, a worker on a phone, and other pictures that represent the story.)

2. Tell the story a second time and ask students to pay attention to what the problems were and what the worker did about the problems.

STEP 3: DISCUSSION AND COMPREHENSION CHECK

Time Frame	Materials	Teaching Strategies
10-15 minutes	- Graphic Organizer Handout 	- Graphic Organizers

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TEACHING ACTIVITY

1. Write the words “problem,” “report,” and “result” on the board. Ask the class to recall one of the problems mentioned in the story. Write it under “problem.” Ask what was done about the problem, such as to whom a report was made, and write that under “report.” Finally, ask what the result of the report was and write that under “result.”
2. Have the students work in groups to write additional problems, reports, and results from the story on the graphic organizer handout. Have the groups report to the class one of the problems they remember. Write a master list on the board.
3. Discuss with the class some additional unsafe working conditions. Give them the chance to share some examples from their own work experience. Discuss that any worker has a right to report to OSHA without fear of retaliation. A complaint can be filed via phone or the website. Workers should always report to maintenance or security first, then to administration, and then to OSHA if nothing is done.

Here’s a list of potential unsafe working conditions:

- Chemicals that could cause fires or explosions
- Wet floors
- Loud noise
- Fighting
- Unsafe equipment
- Unguarded machines
- Sharp objects
- Electrical hazards
- Lack of fire exits
- Clutter in the workspace
- Moving vehicles (that are not safely monitored)
- Poor lighting

STEP 4: HIGHLIGHT LESSON FOCUS AND MODEL TASK

Time Frame	Materials	Teaching Strategies
15 minutes	<ul style="list-style-type: none"> - Unsafe Working Conditions  - Scenario Cards - Repairs Request Form  	<ul style="list-style-type: none"> - Scenario Cards - Think Aloud

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TEACHING ACTIVITY

1. Tell students that today you'll be talking about what to do when you see an unsafe working condition.
2. Choose one of the scenario cards with a description of an unsafe working condition. Using a Think Aloud, discuss the problem that is on the card. Discuss who you will call. Ask the class for their opinion. Will you call maintenance, security, file an OSHA report, etc.? Remind them again that OSHA is a last resort.
3. Model for the class how you would call to file a report. You can call maintenance or security or report to the management. Mention to the class that the procedure for contacting maintenance, security, or management varies in each workplace. Discuss what information you will need to make a report. You should state the problem, the location, and the date and time you discovered the problem. Brainstorm with the class to come up with the information that should be included in the call based on the scenario. Write the conversation on the board before you model it.

Your phone call could go something like this:

Employee: Hi, I'm calling to report a leak in one of the women's bathrooms.

Maintenance: Which bathroom are you in?

Employee: I'm in the bathroom next to the break room.

Maintenance: Is the leak from a sink or a toilet?

Employee: It's one of the toilets. It's dripping in the back.



Maintenance: Ok, did you just notice it today or earlier?

Employee: I noticed it this morning at 9:00 am.

Maintenance: Ok, thank you for calling. Please fill out a maintenance request form and we'll check it out. Thanks!

4. Review with the class the information that you shared on the phone call. Show a repairs request form. As a class, fill in the information that you shared over the phone. You can draw a form on the board to demonstrate for all students to see. Leave the form and erase the maintenance information so that you can use the form again in step 5.

STEP 5: GUIDED PRACTICE

Time Frame	Materials	Teaching Strategies
15 minutes	<ul style="list-style-type: none"> - Unsafe Working Conditions  - Scenario Cards - Repairs Request Form  	<ul style="list-style-type: none"> - Scenario Cards - Word Sorts - Role Play

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TEACHING ACTIVITY

1. Put students in groups of 3 and give each group a set of the scenario cards. Ask them to sort the cards based on who they would call: maintenance, security, management or OSHA. Explain that there are a few scenarios where no action is needed. Go over their choices and why they chose what they did.
2. Model a conversation with a student using one of their cards. The teacher should play the role of the department receiving the complaint while the student calls to make the report. Remind them to include the problem, location, day, and time. Have the student fill out a maintenance repair form on the board to demonstrate what information goes where on the form.
3. Have two students model the conversation with each other using a different scenario card. Then have them fill in a maintenance repair form on the board.

STEP 6: PAIR OR SMALL GROUP WORK

Time Frame	Materials	Teaching Strategies
20 minutes	<ul style="list-style-type: none"> - Unsafe Working Conditions Scenario Cards  - Several copies of the Repairs Request Form  	<ul style="list-style-type: none"> - Line Dialogue (Inside/Outside Circle) - Scenario Cards - Role Play


TEACHING ACTIVITY

1. Split the class into two groups. (It works well to have higher level in one group and lower level in the other.)
2. Arrange one group in a circle around the room. These students are the “outside” circle. Pair each student in the second group with a student from the first group. This second group forms the “inside” circle.
3. Hand a scenario card to each pair. Have them read the card together and decide who they need to call or if no action is needed.
4. Then they should role play a phone conversation making a report. After the phone call, they can work together to complete a repairs request form if it’s needed. Not all scenarios will require a written request.
5. When they are finished, everyone from the second group or “inside” circle should rotate in a circle so they have a new partner. (The “inside” circle rotates and the “outside” circle doesn’t)

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move.) Give each pair a new card and practice the conversation again. Repeat several times.

STEP 7: HIGHLIGHT HOW ENGLISH WORKS

Time Frame	Materials	Teaching Strategies
10 minutes	<ul style="list-style-type: none"> - OSHA poster for each student - Unsafe Working Conditions  - Scenario Cards - Paper or small white boards 	<ul style="list-style-type: none"> - Authentic Materials - Scenario Cards

TEACHING ACTIVITY

1. Ask students to share about workplace safety in their countries. Are there any laws about safety? What can you do if there are dangerous situations on the job? What happens if you are hurt on the job? Explain that in the US, there are many laws to protect workers. OSHA is a government office specifically created to protect workers.

2. Distribute this OSHA poster to the students:

 <https://www.osha.gov/Publications/osha3165-8514.pdf>

3. Read the “worker’s rights” side of the poster with the class. Answer any questions about the meaning of the points on the poster. Point out the number and website at the number that can be used to file a report.

4. Read one of the scenario cards again, specifically one that could require a report to OSHA. In groups of 2 or 3 ask students to write down what rights that worker would have in the situation mentioned in the scenario card. (For example, they can make a report without being afraid of problems from their boss. Or they should receive training about hazards.)

5. After the groups have finished writing down a few of the rights, take some time to discuss as a class.



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STEP 8: QUICK CHECK AND REVIEW

Time Frame	Materials	Teaching Strategies
10 minutes	- Index Cards	- Problem Solving - Exit Check (optional)

TEACHING ACTIVITY

1. Give each student an index card. On the index card, they should write or draw an example of a problem in the workplace. It can be one that was used in class, an example from their own work experience, or something else they think of.
2. Collect the cards and mix them up. Pair students and give each student a card. If time is limited, give one card to each pair. Have the students read their cards or discuss the drawing with each other and determine what action they would take.
3. If there is time, ask the pairs to report to the class what they discussed. If your time is limited, you can have the students report their decision to you as they leave the room.

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EXTENSION ACTIVITY

Time Frame	Materials	Teaching Strategies
30-40 minutes	- Bags with work-related props	- Authentic Materials - Role Play

TEACHING ACTIVITY

1. Put students in groups of 3 or 4. Give them a bag with a few props in it. The bag should contain about 4 objects. The objects can be unrelated. Be sure to include at least one work related tool or object. Some example work related objects could be a hammer, kettle, spoon, cleaner, goggles, gloves, hairnet, wrench, screw driver. Some other objects to include could be a pen or pencil, water bottle, cell phone, keys, any clothing, etc. You can include some interesting objects such as one sock, a box of cereal, coffee mug, headphones, etc. Students should incorporate all of the objects in their bag somewhere within their role play, so the more creative the objects are, the more creative the students need to be when they plan their role play.
2. Ask the students to come up with a role play that demonstrates a workplace situation with unsafe conditions. One student should make a report at some point in their role play.
3. Give the students some time to prepare and practice their role play.
4. After they are prepared, have them perform for the class.