

Unit 2 Working Environment

Lesson 3 – Recognizing and correcting Safety Hazards

Goals:

- Identify and recognize the agency that governs workplace safety
- Be aware of the rights of employees regarding workplace safety
- Understand words associated with safety issues in nursing home
- Read a floor plan
- Use adverbs of frequency to describe how often tasks are done
- Become aware of risk factors associated with lifting

Activities

1. Review

Use one or more of the following activities (see instructor notes for complete instructions) to review previous lesson's vocabulary and/or verb list.

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| 1. Word Bingo (listening) | 2. Oral cloze exercise |
| 3. Word Bingo (definitions) | 4. I can/ I can't Verb Practice |
| 5. Blackboard Bingo (definitions) | 6. Verb tense practice |

2. Introduction to CNA topic – Recognizing and Correcting Safety Hazards

Safety is always a key issue whether it be a nursing home or the home. Identifying the vocabulary related to safety concerns at the workplace and to the employee is the focus of this lesson.

3. Vocabulary and verb lists

Discuss vocabulary and verbs for the lesson

- **Unit 2 Lesson 3 Vocabulary**
- **Unit 2 Lesson 3 Verb**
- **Unit 2 Lesson 3 My Vocabulary list**
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4. OSHA - It's the Law posters

The Occupational Safety and Health Act of 1970 assures safe and healthful working conditions for working men and women. Read the poster in English and provide translation for Spanish speaking students to reinforce this important law. Class discussion should center around the rights of the individual in ANY workplace.

- **Unit 2 Lesson 3 It's the Law! OSHA poster (English)**
- **Unit 2 Lesson 3 Lo establece la ley! OSHA poster (Spanish)**

5. Reading a Floor plan to identify potential hazards

- **Unit 2 Lesson 3 Anatomy of a Nursing Home with Potential Hazards**

Give each student a copy of the map. Discuss various types of hazards listed at the bottom of the page. Have them locate various potential sites and discuss why the hazard might happen in that area.

6. Understanding Risk Factors for Body Movement

The checklist handout refers to risk factors that lead to back injuries. Focus on the verbs used to describe body movements (twist, stoop, lift, etc) and introduce adverbs of frequency (seldom, often, very often, etc.)

Describe the different locations in a sentence:

In the middle of the sentence (after the verb) - The food service worker often lifts 100 pounds.

Before the verb - She seldom arrives late.

After am/is/are/was/were – I am never late.

Between two verbs - She can never drive to work.

- **Unit 2 Lesson 3 Body Movement Risk Factors**

7. Dialogue – How often do you?

Practice the conversation with pairs and then have students create and model their own conversations. Use the Body Movement Risk Factor handout and adverbs of frequency.

- **Unit 2 Lesson 3 How Often Do You?**

8. Safety Crossword

Do this crossword puzzle independently or as a class. All words are taken from the vocabulary list for the lesson.

- **Unit 2 Lesson 3 Safety Crossword Puzzle**