

TEACHING HEALTH SAFETY

Performance Standard 5C.I

Working in small groups of three to five, students will prepare an analysis of a health safety rule to be presented to their peers. They will assign individual tasks and develop an outline of the presentation (e.g., safety rule, rationale, procedure for implementation and evaluation of measure of safety attained), research the health safety rule and present the results of their work to the class using handouts and/or visual aides accordingly:

Group

- *Organizing the presentation:* define each group member's responsibilities; present uniform coverage of each topic; eliminate overlap or gaps in the presentation; assign student presentations of equal length and responsibility.
- *Researching/Using Evidence:* cite evidence to support analysis of the safety rule; document evidence; apply evidence to the speakers' points.

Individual

- *Designing visual aids/ handouts:* design to be clear and easy to understand; tie the content of the visual aid/handout to the presentation; identify all sources of information.
- *Utilizing presentation technique:* appear natural and at ease; use proper public speaking technique; communicate points clearly and accurately; assure nonverbal clues communicate the correct message.

Procedures

1. ***In order to apply acquired information, concepts and ideas to communicate in a variety of formats (5C),*** students should experience sufficient learning opportunities to develop the following:
 - Match the method of inquiry to the question or problem.
 - Use multiple, reliable sources to develop and support major ideas.
 - Revise, edit and proofread.
 - Design and present as an individual or group, a written, oral, video or multimedia project that:
 - Effectively communicates the intended message;
 - Engages the audience's interest;
 - Establishes and maintains a focus;
 - Organizes around a structure appropriate to purpose, audience and context;
 - Elaborates ideas through facts, details, description, analysis and narration;
 - Cites or credits sources appropriately; and uses self, peer or teacher feedback where appropriate.

In compliance with the National Health Care Skill Standards, health care workers will be aware of existing and potential hazards to clients, coworkers and self. They will prevent injury or illness through safe work practices and follow health and safety policies and procedures. Health care workers must also be able to read and write reports, charts and manuals and know various communication methods to give and obtain information.
2. Have health occupations students review and discuss the assessment task and how the rubric will be used to evaluate their work.
3. The teacher will review available resources for safety information.
4. Students will be familiar with good public speaking techniques (e.g., speaking rate, inflection, nonverbal clues).
5. The students will be able to observe examples of good information analysis and presentation techniques.
6. Each group of students will assign tasks, conduct research on the health safety rule, practice their presentation and prepare supporting visual aids/handouts.
7. Each group of students will be given 15-20 minutes to present their health safety rule to the class.
8. Each student will participate in his/her assigned portion of the presentation.
9. Each group shall distribute a handout or incorporate a visual aid that cites sources of information and summarizes the main points of the presentation.
10. Evaluate each student's performance using the rubric. Add each student's scores to determine the performance level.

Examples of Student Work

- [Meets](#)
- [Exceeds](#)

Time Requirements

- Two to three class periods

Resources

- Resources to research safety in the workplace
- Materials to develop visual aids/handouts to accompany the presentation
- Teaching Health Safety Rubric

NOTE: Teacher should evaluate columns 1 and 2 on group performance and columns 3 and 4 on individual performance.

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NAME _____ DATE _____

- Exceeds standard (must receive 15 - 16 total points) Approaches standard (must receive 7 -10 total points)
 Meets standard (must receive 11 - 14 total points) Begins standard or absent (receives 4 - 6 total points)

	Group		Individual	
	Organization of Presentation	Research/ Use of Evidence	Visual Aids/ Handouts	Presentation Technique
4	<ul style="list-style-type: none"> Each group member has clearly defined responsibilities. Coverage of each topic is uniform; no overlap or gaps in the presentation. All student presentations are of equal length and responsibility. 	<ul style="list-style-type: none"> All students cite evidence to support their analysis of the safety rule. All evidence is properly documented. All evidence applies clearly to the speakers' points. 	<ul style="list-style-type: none"> Each visual aid/handout is designed to be clear and easy to understand. The content of the visual aid/handout is consistently tied to the presentation. All sources of information used in the visual aid/handout are clearly and correctly identified. 	<ul style="list-style-type: none"> Presenter consistently appears natural and at ease, uses proper public speaking technique, communicates points clearly and accurately. All nonverbal clues consistently communicate the correct message.
3	<ul style="list-style-type: none"> Each group member has clearly defined responsibilities. Some minor overlap or gaps in topic coverage may occur. Most student presentations are of equal length and responsibility. 	<ul style="list-style-type: none"> Most students cite evidence to support their analysis of the safety rule. Most evidence is properly documented. Most evidence applies clearly to the speakers' points. 	<ul style="list-style-type: none"> Each visual aid/handout is usually designed to be clear and easy to understand. The content of the visual aid/handout is usually tied to the presentation. Most sources of information used in the visual aid/handout are clearly and correctly identified. 	<ul style="list-style-type: none"> Presenter usually appears natural and at ease, uses proper speaking technique, communicates most points clearly and accurately. Most nonverbal clues communicate the correct message.
2	<ul style="list-style-type: none"> Some group members have clearly defined responsibilities. Some significant gaps in topic coverage may occur. Some student presentations are significantly longer or shorter than others. 	<ul style="list-style-type: none"> Some students cite evidence in their presentation of the safety rule. Some evidence is properly documented. Some evidence applies clearly to the speakers' points. 	<ul style="list-style-type: none"> Each visual aid/handout is sometimes designed to be clear and easy to understand. The content of the visual aid/handout is sometimes tied to the presentation. Some sources of information used in the visual aid/handout are correctly identified. 	<ul style="list-style-type: none"> Presenter sometimes appears natural and at ease, uses proper speaking technique, communicates some points clearly and accurately. Some nonverbal clues communicate the correct message.
1	<ul style="list-style-type: none"> Few or no students have clearly defined responsibilities. Significant omissions in topic coverage occur. Few or no student presentations are of equal length. Some presentations are absent. 	<ul style="list-style-type: none"> Few or no students cite evidence in their presentation of the safety rule. Little or no evidence is properly documented. Little or no evidence applies clearly to the speakers' points. 	<ul style="list-style-type: none"> Each visual aid/handout is seldom/never designed to be clear and easy to understand. The content of the visual aid/handout is seldom/never tied to the presentation. Few or no sources of information used in the visual aid/handout are correctly identified. 	<ul style="list-style-type: none"> Presenter seldom or never appears natural and at ease, uses proper speaking technique, communicates few or no points accurately. Few or no nonverbal clues communicate the correct message.
Score				