CTE Externship Aligned Lessons: Creating a Safety Culture

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This resource was created by Tennessee teachers who participated in teacher externships sponsored by the Tennessee Department of Education, Division of Career and Technical Education. Many of the resources within the activities may be specific to industries where teachers completed their externship. Teachers may opt to substitute resources from companies within their region for better local alignment.

This resource is best for:

Teachers of:	Business Management and in collaboration with Lifetime Wellness.	Career Cluster:	Business Management & Administration
Addressing Standard(s):	**Business Management** 1, 7, 12 **Lifetime Wellness** 2, 5	Grade-Band	9-12 *Whole school buy-in is the ultimate goal, so collaboration between students in different grade levels is encouraged.

Learning Objective: The goal of this activity is to develop a student's understanding of the importance of personal and institutional safety and overall wellness while practicing the skills necessary to become proficient in the Tennessee Standards for Literacy in Technical Subjects.

	Text Complexity Analysis

Text 1 Title:
   1. *Don't be another statistic*
   2. *Unplugged: a smartphone detox*
   3. *Azzz's sleep guide to wellness*
   4. *Loneliness is more deadly than obesity*
	Quantitative:
	Lexile: 720

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Citation/Publication Information:
Daily Infographics (website)
 	
Link:
   1. http://dailyinfographic.com/dont-be-another-statistic-infographic
   2. http://dailyinfographic.com/unplugged-a-smartphone-detox-infographic
   3. http://dailyinfographic.com/the-a-zzzs-sleep-guide-to-wellness-infographic
   4. http://dailyinfographic.com/loneliness-is-more-deadly-than-obesity-infographic
	Qualitative:
	Infographics are informational texts presented in a statistical format, which discuss "safety concerns" in different contexts and environments.

	Reader and Tasks: Though the Lexile score is low for this grade band, the purpose of these texts is to challenge high school students to locate relevant information on an infographic and to develop inferencing skills by using informational statistics, as well as evaluating safety issues caused by "risky behaviors."

	Quantitative:
Text 2 Title: *Obama's proposals on school safety* **Author:** Valerie Strauss **Citation/Publication Information:** Strauss, V. (2013, January 16). "Obama's proposals on school safety." *Washington Post*. Retrieved July 9, 2013. **Link:** http://www.washingtonpost.com/blogs/answer-sheet/wp/2013/01/16/obamas-proposals-on-school-safety/	Lexile: 1370
	Qualitative: This is a contemporary informational text which discusses the major concerns and preventable situations regarding "school safety" according to President Obama and The White House.
	Reader and Task: The purpose of this text is to engage and inform high school students with current events regarding safety in our nation's schools. The reader will make connections between their high school and the rest of the country, as well as use critical/analytic thinking skills in determining successful safety plans for organizations and schools.
Text 3 Title: *Creating a Safety Culture* **Author:** United States Department of Labor **Citation/Publication Information:** "Creating a Safety Culture." *United States Department of Labor-OSHA*. Retrieved July 25, 2014. **Link:** https://www.osha.gov/SLTC/etools/safetyhealth/mod4_factsheets_culture.html	**Quantitative:** Lexile: 1270
	Qualitative: This informational text is in a conversational tone that discusses the importance and development of an organizational/school change in "safety culture."
	Reader and Task: The purpose of this text is to generate motivation to develop a "safety culture" at school, work, and the home while establishing lifestyle changes related to safety. High school students will question their peers and administration in order to comprehend current "safety culture" status. Then, based off their findings they will analyze and develop a plan to increase or maintain an appropriate "safety culture."

ELA/Literacy Standards addressed by task	
Strand	**Grades 11-12**
Reading for Technical Subjects: Key Ideas and Details	2. Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.
Reading for Technical Subjects: Craft and Structure	5. Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas. 6. Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, identifying important issues that remain unresolved.
Reading for Technical Subjects: Integration of Knowledge and Ideas	7. Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g. quantitative data, video, multimedia) in order to address a question or solve a problem. 8. Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information.

Writing for Technical Subjects: Text Types and Purposes	2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.
	  a. Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
	  b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
	  c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
	  d. Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.
	  e. Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic).

Writing for Technical Subjects: Production and Distribution of Writing	4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. 6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
Writing for Technical Subjects: Research to Build and Present Knowledge	7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. 9. Draw evidence from informational texts to support analysis reflection and research.

Tennessee CTE and General Education Standards addressed by task	
Business Management	1.1 Demonstrate sensitivity to personal, societal, corporate, and governmental responsibility to community and global issues. 1.2 Demonstrate the interpersonal, teamwork, and leadership skills needed to function in diverse business settings, including the global marketplace. 1.3 Communicate effectively as writers, listeners, and speakers in diverse social and business 1.4 Apply the critical-thinking and soft skills needed to function in students' multiple roles as citizens, consumers, workers, managers, business owners, and directors of their own futures. 1.5 Analyze and follow policies for managing legal and ethical issues in organizations and in a technology-based society. 1.9 Investigate online and office safety procedures and pass a written safety examination with 100% accuracy. 7.1 Illustrate terms needed for effective communication. 7.2 Analyze the networks of communication. 7.3 Interpret why communication is important. 7.4 Examine the various barriers to communication. 7.5 Analyze ways that businesses may improve their own communication. 12.1 Demonstrate an understanding of the nature of conflict and the difference between beneficial and undesirable conflict. 12.2 Compare and contrast the methods of resolving conflict.

Lifetime Wellness	2.1 Identify and describe Maslow's Hierarchy of Needs.
	2.2 Describe characteristics of mental, emotional and social health.
	5.1 Identify hazardous and life-threatening situations and the consequences of each.
	5.2 Explain how individual attitudes and behaviors affect personal safety and the safety of others.
	a. Identify potential hazards associated with technology (e.g., internet, cell phones, digital cameras, video games).
	b. Analyze and apply strategies to avoid or manage conflict associated with school violence and bullying (e.g., harassment, name calling, teasing, exploitation, physical c.).

What key insights should students take from these resources?

1. Our personal behavior and personality affects the safety and well-being of those around us in our school, work, and social communities.
2. Having a structured plan, and resources to support that plan, is critical for any organization. Preparation can dramatically affect the outcomes of incidents, accidents, and crises.
3. In order to create an environment where all stakeholders feel safe, all members of the community must buy-in. Communication is critical to this process.

Text-Dependent Questions

Text 1
- Identify and discuss any correlations between the data presented in the infographics and their lists of behaviors and personality traits.

Text 2
- Violence has become a major issue in our country's schools. President Obama recently discussed some elements that we must consider as our nation works to increase school safety. Identify Obama's focus areas by referring to the text.
- Do you think that Obama's suggestion regarding campus police and counselors will have a positive impact? Explain your position citing evidence from the text to justify your response
- Are students in the US prepared for a crisis such as a campus shooting? Cite evidence to support your position.

- How much money is Obama proposing be allocated for increased school safety? What are the major ticket items? Which of these can our school community implement without any additional funding?
- What are the major safety concerns of schools in Tennessee? Compare them to the rest of the country. Considering President Obama's speech and your own experience, create a list of priority safety factors to consider (#1 will be the most critical and urgent).

Text 3
- What are the benefits of having a strong safety culture? Cite evidence from the text.
- What does it mean to "see the forest from the trees" (line 39) as it relates to implementing a culture of change?
- What type of pushback may occur in a school setting while going through this type of institutional culture shift?

Writing Mode	Writing Prompt
Informative/Explanatory	Using the section of the text labeled "Management Processes Ripe for Improvement" (in text 3), write a formal proposal for a safety awareness initiative on campus to be presented to the Student Council. Students may work in pairs. This proposal should consider the following: preventative measures, communication, student buy-in plan, leadership roles and responsibilities, awards/incentives, and increasing crisis plan awareness. Construct an evaluation instrument to be used to determine effectiveness of the project at the end of Year 1.

Potential Lesson Plan:

Part I. "Risky Behavior"

1. Students will develop a list of risk-taking behaviors *and* a list of aggressive behaviors.
2. Discuss the characteristics of an accident-prone personality and compare it to that of a confrontational personality. Are there similarities between them?
3. Divide students into groups. Each group will examine one of the four infographics. Students are to identify and discuss any correlations between the data presented in the infographics and their lists from steps 1 and 2. Students will share their analysis with the whole group.
4. Considering items 1 and 2, students will role play high-risk behaviors and personalities and the steps needed for the prevention of accidents and incidents.

5. Present Maslow's Hierarchy of Needs to the students. Give each group a copy of the pyramid and ask them to examine and analyze it in preparation for the steps 6 and 7.
6. Use the "Fish Bowl" discussion protocol to respond to the following prompt: *Why do we as a school community witness so many of the listed "risky behaviors" and potentially destructive personality traits? What can we do as a school community to reduce the amount of "risky behaviors" on campus?*
7. Students will write a reflection on the fish bowl discussions as an exit ticket.

Text Under Discussion	Sample Teacher Dialogue & Guiding Questions
Texts 1: 1. http://dailyinfographic.com/dont-be-another-statistic-infographic 2. http://dailyinfographic.com/unplugged-a-smartphone-detox-infographic 3. http://dailyinfographic.com/the-a-zzzs-sleep-guide-to-wellness-infographic 4. http://dailyinfographic.com/loneliness-is-more-deadly-than-obesity-infographic	Teacher will encourage students to consider the following during this lesson: • School environment/atmosphere • Peer relationships • Causes of conflict in the building • The role of social media in bullying/drama • Personal habits and personality traits • Students' roles and responsibilities for shaping building culture

Part II. "Are We Ready?"

1. Students read the article, identify the central idea, and answer the following "text-dependent questions."
   a. Do you think that Obama's suggestion regarding campus police and counselors will have a positive impact? Explain your position citing evidence from the text to justify your response.
   b. Are students in the US prepared for a crisis such as a campus shooting? Cite evidence to support your position.
   c. How much money is Obama proposing be allocated for increased school safety? What are the major ticket items? Which of these can our school community implement without any additional funding?

2. Students interview a local business/institution/organization about their safety plan. The purpose is to evaluate whether or not they are prepared for emergency or crisis situations, how they resolve internal conflicts, and if they have a drug and alcohol abuse policy. Students must document their findings and share with their peers.
3. Students will create and administer a survey to their peers regarding overall safety and well-being on campus. The data must be quantitative, so that students can graph their findings.
4. Students will create an infographic that depicts the current safety culture on campus. They can focus on one or multiple aspects of safety.

Text Under Discussion	Sample Teacher Dialogue & Guiding Questions
Text 2: *Obama's proposals on school safety*	Teacher will encourage students to consider the following during this lesson: - Level of preparedness for emergencies/crises/natural disasters in school and personal lives - Role of government in helping to establish safe schools and communities - Elements of a safety plan - Financial considerations in creating safety procedures/policies - Student perception of importance of safety (Do they care about it?) - Ask: How can the perception be changed? Do you agree with the perception, and why? How can our level of preparedness be improved? What are some viable solutions?

Part III. : "The Burro Way"
(school mascot)

1. Students will read the article, identify the central idea and answer the following text-dependent questions.
   a. What are the benefits of having a strong safety culture? Cite evidence from the text.
   b. What does it mean to "see the forest from the trees" (line 39) as it relates to implementing a culture of change? What type of pushback may occur in a school setting while going through this type of institutional culture shift?

2. Using the section of the text labeled "Management Processes Ripe for Improvement" work with one other student to write a formal proposal for a safety awareness initiative on campus. This proposal should consider the following: preventative measures, communication, student buy-in plan, leadership roles and responsibilities, and increasing crisis plan awareness.

Text Under Discussion	Sample Teacher Dialogue & Guiding Questions
Text 3: *Creating a Safety Culture*	Teacher will encourage students to consider the following during this lesson: • Are people naturally receptive to change? • The importance of structure and planning • Peer buy-in methodologies • Elements of a strong, convincing proposal • Communication channels and media

Discussion: These texts could be explored orally and used to form the basic foundation of a lesson or series of lessons. Close-reading questions should be developed in advance in order to drive student understanding of the material while also practicing reading skills. For information on how to develop questions for this type of discussion, visit http://www.tncore.org/literacy_in_science_and_technology/curricular_resources/text_dependent_questions.aspx.

Writing and/or Assessment: The writing prompt included can be either a constructed-response assessment or a longer-term writing assignment for students to develop and refine over time to gauge student understanding of technical content as well as reading and writing skills as outlined by the Tennessee Standards for Literacy in Technical Subjects. An appropriate writing rubric – such as those found at http://www.tncore.org/literacy_in_science_and_technology/assessment/scoring_resources.aspx – should be used to assess student work.

- **Culminating Assessment:** If using this material as an assessment, present all three texts to students at once, and provide them with the prompt and materials to use to construct their response. This should be a timed exercise (for example, 90 minutes). Use this exercise as an assessment to measure student progress toward reading and writing expectations as well as content knowledge. This is a good primer activity for state assessments.
- **Task:** If using this material as a writing task, you may scaffold the texts with close readings and text-based questions to guide student exploration of the texts. A culminating task of this lesson or sequence of lessons could be the writing prompt – either assigned in class, as homework, or as a report that is drafted and refined over time to build writing skills.

- **In-class work:** The writing prompt can also be shortened and used as an exit slip or journal entry at the conclusion of a lesson or series of lessons and then used formatively to determine student understanding of marketing concepts.

Scaffolding and support for students with special needs, English language learners, and struggling readers: Consider pre-teaching synonyms of difficult vocabulary words. Lower-level readers and ELL students can still be challenged without being overloaded with difficulty. This strategy can also be used to differentiate for stronger readers by introducing new, and more challenging, vocabulary. Struggling readers would also benefit from visual aids to illustrate many of the ideas presented. Pictures, diagrams, and charts alongside the text will go far to aid students as they dissect the articles.

Note: Social, ethnic, racial, religious, and gender bias is best determined at the local level where educators have in-depth knowledge of the culture and values of the community in which students live. TDOE asks local districts to review these materials for social, ethnic, racial, religious, and gender bias before use in local schools.