SafetyNET Lesson Plan

SafetyNET STEP 1: Tell Us About You

First Name

Last Name

E-mail Address

Ontario School Board

School

Community

- [ ] Urban
- [ ] Suburban
- [ ] Rural

Number of Students

Student Work is Completed

- [ ] Give me credit for this lesson on the site.

- [ ] I agree to the Terms and Conditions and have read the Teacher Guidelines.

SafetyNET STEP 2: Describe Your Lesson

Classroom Management Pre-Planning

1. Provide a descriptive **title** for your learning activity.

2. Choose the **length** that best describes your lesson.

- ☐ Full semester
- ☐ Multiple weeks
- ☐ One week
- ☐ One period

3. Choose the **Ontario course code**.

4. Provide **learning goals** of the activity.

5. Generally describe your **classroom lab setup** with main equipment and areas.

6. There is a link here to your subject area's **full** Overall and Specific required **Ministry Expectations**. Click here for **safety expectations summarized for each tech course code**. These will create a pop-up window for copying and pasting into the field below. Copy and paste some safety expectations your lesson will cover.

7. There may also be **local by-laws** or **staff guidelines** applicable to your school community in general that affect how you teach your subject area for health and safety. Being in an urban or rural environment can offer unique challenges to a technological education program. Your department or school may also have a health and safety manual you can attach as a file later. Include any details or best practices here on what you refer to.

8. Coming from industry and experience as a technological educator, there is **prior teacher knowledge** that you would recommend for your classroom, focused on health and safety. Include information on recommended certifications for your subject area.

9. Many teachers use these as a basis of training for **prior student knowledge**. Check off which ones you use currently. A pop-up window is available through these links.

- ☐ Passport to Safety
- ☐ Introduction to WHMIS

10. Prior to specific project work, describe your **general introductory unit on health and safety** in your classroom.

11. Check off what **Personal Protective Equipment** may be applicable in your classroom in general for health and safety.

- ☐ safety glasses (shatterproof - may need side guards)
- ☐ coveralls / lab coat / apron (protective clothing)
- ☐ gloves (latex and standard)
- ☐ gloves (chemical resistant)
- ☐ welding gloves and face shield
- ☐ dust mask (breathing protection)
- ☐ respirator (breathing protection)
- ☐ appropriate footwear (may imply steel-toed work boots or closed toe and heel shoes)
- ☐ hair net
- ☐ hair tied back
- ☐ hearing protection - ear plugs
- ☐ removing jewellery and fashion accessories
- ☐ hard hat
- ☐ safety harness
- ☐ reflective vest
- ☐ no electronic devices

12. Describe your student safety training assessment strategies. Click here for a pop-up to review the **Growing Success** document that defines assessment *for learning and as learning*.

13. Some technological classroom areas are more complex and need layout planning, maintenance, and special resources available, especially when sharing rooms. Detail **general housekeeping, organization standards** and student clean-up procedures from your experience.

14. Detail **safe storage facilities** in your classroom for course specific materials.

15. Explain any **special learning considerations** and best practices for your classroom focused on safety. Are there left-handed students in your class? You may naturally include accommodations and modifications. Showcase special approaches or methods you use for exceptional students, multiple-intelligences, differentiated instruction, ESL, gifted, or physically-challenged students.

16. Include information on your safety procedures for **disposal of waste materials**. This could include food scraps, hairstyling chemical, dust collection, combustible wipes, or waste oil.

17. **Company's coming!** Educational Assistants, volunteers, student teachers, and classroom guests with administrators are in your classroom. Provide your experience on elements of safety training that need to be communicated to these participants for your subject area such as wearing safety glasses, maintaining distance from machines, or how to communicate an emergency or issue to the teacher.

18. **Emergency procedures** to pre-plan in general for your technological education classroom depends on your subject area. There may be steps for students, steps for administration, for assisting teachers, or directions for emergency assistance arriving at school. Detail how you cover these in your classroom. Include fire exits, extinguishers, first aid station, eye wash station, and electrical shut-off switches (panic buttons). Possibly detail AED location (if available) and first aid trained staff member locations for your records.

19. Does your Board have a **technological project approval process**?

- [ ] Yes
- [ ] No
- [ ] Unknown

20. Select (all that apply) that complete **equipment inspections** in your board.

- [ ] Teacher
- [ ] Department Head
- [ ] Board Instructional / Subject Area Leader
- [ ] Board Facilities Teams
- [ ] Independent Contractors
- [ ] Ministry of Labour

21. Select **Federal and Provincial Safety Legislation and Policies, Government Departments, and Associations** which may be applicable to your subject area. Click on any of them to open up a pop-up window to reference their website. Consider adding any resources you find to your lesson.

- [ ] Health Canada
- [ ] Ministry of Labour
- [ ] Ontario Workplace Safety and Insurance Act
- [ ] Food Safety and Quality Act
- [ ] Ontario Health Protection and Promotion Act
- [ ] Ontario Highway Traffic Act
- [ ] Ontario Fire Code
- [ ] Ontario Building Code
- [ ] Workplace Hazardous Materials Information System (WHMIS)
- [ ] Workplace Safety and Insurance Board (WSIB)
- [ ] Occupational Health and Safety Act (OSHA)
- [ ] Apprenticeship and Certification Act (ACA)
- [ ] Canadian Standards Association (CSA)
- [ ] Canadian Society of Safety Engineering (CSSE)
- [ ] Ontario Service Safety Alliance (Hospitality and Tourism) (OSSA)
- [ ] Canadian Centre for Occupational Health and Safety (CCOSH)
- [ ] Construction Health and Safety Association of Ontario (CSAO)
- [ ] Ontario School Boards Insurance Exchange (OSBIE)
- [ ] Industrial Accident Prevention Association (IAPA)
- [ ] Transportation Health and Safety Association of Ontario (THSAO)
- [ ] Health Care Health & Safety Association of Ontario (HCHSA)

That's the end of general classroom management info. You can copy and paste the content from this section to any project you submit to the SafetyNET.

That's So Cool! When Do We Start?

22. Check off **planning** tasks you complete for this lesson.

- [ ] examine materials list (new, used, recycled materials)
- [ ] review tool use plan (power and hand tools)
- [ ] consider special preparation of recycled materials for this project.
- [ ] review hazardous materials use - WHMIS, MSDS (attach files later)
- [ ] safety check on specific equipment
- [ ] review chemical and fire safety procedures
- [ ] prepare tools
- [ ] count or measure materials, evaluate efficiencies
- [ ] check 'past due' dates on supplies
- [ ] check student-accessible material supply areas are safe
- [ ] re-do a safety demonstration
- [ ] confirm all students completed training diagnostic assessment
- [ ] confirm web resources and handouts are current
- [ ] reconsider assessment and evaluation strategies
- [ ] plan direct supervision time for difficult or high-risk production steps
- [ ] plan direct supervision for flammable / toxic / corrosive materials handling
- [ ] plan safe storage of in-progress student projects
- [ ] plan cut off times for lab cleanup to begin
- [ ] plan waste disposal, recycling
- [ ] plan debrief on safety risk experiences with students
- [ ] detail notes for teacher sharing classroom/lab

23. The **Ontario Skills Passport** identifies *working safely* as a work habit. Check off the skills relevant for this lesson here. For more information click here to go to their website.

- [ ] Work Habits: Working Safely
- [ ] Work Habits: Teamwork
- [ ] Work Habits: Reliability
- [ ] Work Habits: Organization
- [ ] Work Habits: Working Independently
- [ ] Work Habits: Initiative
- [ ] Work Habits: Self-advocacy
- [ ] Work Habits: Customer Service
- [ ] Work Habits: Entrepreneurship
- [ ] Essential Skills: Reading Text
- [ ] Essential Skills: Writing
- [ ] Essential Skills: Document Use
- [ ] Essential Skills: Computer Use
- [ ] Essential Skills: Oral Communication
- [ ] Numeracy: Money Math
- [ ] Numeracy: Scheduling or Budgeting and Accounting
- [ ] Numeracy: Measurement and Calculation
- [ ] Numeracy: Data Analysis
- [ ] Numeracy: Numerical Estimation
- [ ] Thinking Skills: Job Task Planning and Organizing
- [ ] Thinking Skills: Decision Making
- [ ] Thinking Skills: Problem Solving
- [ ] Thinking Skills: Finding Information

24. The Ontario Skills Passport (OSP) **National Occupation Classification** (NOC) code is a number that Human Resources and Skills Development Canada (HRSDC) has assigned to a particular occupation. To make safety training more relevant to students, check here and copy an example of career choice that has to be aware of the same classroom safety requirements.

25. Detail **instructional strategies** and **assessment strategies** for focusing on safety during this learning activity. Consider any IEP considerations applicable in your classroom.

26. Define the **materials and equipment** used for this learning activity. You can use the blank form that's provided here and save it to make it your own. The layout helps you collect details showing the materials and equipment. It also provides space for equipment maintenance schedules, disposal of waste materials, training tracking, shielding or guarding details.

27. Include any **best practices** or tips, tricks, and advice in your experience of completing this learning activity. Focus your answer on how you document safety training, and share information about your shop with other tech teachers. That's an OCTElab **SafetyNET!**

28. Provide a **short description** of your project that can go with a reference image for the database. (Max 256 characters.)

SafetyNET STEP 3: Add Files and Videos

Please attach a **project image** for us to display with your short description in the database.

Please upload any **supporting documents** including safety components, lesson materials, assessment tools, digital resources, images, or videos.

To bring your lesson to life, include **online videos URL link** files on the lesson plan page. Add as many as you like.

Do you have a **safety features map** of your classroom you can share? Attach it here!

Find the **Material Safety Data Sheet (MSDS)** for any of your materials clicking and searching here. Save it and add it to your digital resources to attach with your lesson.

The Ontario Ministry of Labour makes available a resource named ***Live Safe! Work Smart!*** It has a wide range of general safety and subject-specific resources available for use in the classroom and beyond. Click here to open a pop-up and copy and paste links that are your favorites here or download a resource you can use with this lesson and attach it later. You can also add any other URL links here that you think enhance this safety learning activity.

SafetyNET STEP 4: Tag Your Lesson

Add your own descriptive tag(s) to help users search for content like yours.

Print your lesson to document your SafetyNET for your classroom.

Submit your SafetyNET lesson.

Plan to update lesson content or add digital resources later with your user login. Think about adding another lesson!

Remember, most of your general classroom info is already in.

You can 'Save As' and 'Modify' to submit a new lesson with new resources!