Lesson Objectives:

- Identify hazardous working conditions
- Practice vocabulary used to describe workplace hazards
- Build a community of learners through common work experiences
- Role play workers in a hazardous work environment

Language Skill Proficiency:
- Speaking
- Listening
- Reading
- Writing

Materials and Equipment:
- Chart paper (optional)
- 4 Sets of index cards with statements:
  1. “I need this job. I can’t get a safer job until I get my green card. If I complain, the boss will fire me or call immigration. So I have to accept the conditions.”
  2. “I’m young. I’m just starting my life. I won’t be at this job for a long time.”
  3. “Nothing is going to happen to me. I will be careful. Accidents happen to other people.”
  4. “I’m a real man. I’m strong. I can handle anything.”

Activity Plan

**Warm Up:** Put Ss in small groups. Assign each group a different industry (ex. restaurant, housekeeping, construction, childcare, office work, landscaping, etc.). If Ss in class work in a particular field, place them in that group. Ask each group to draw a picture depicting the work environment they have been assigned. Tell groups to include potential hazards found in that work environment in their pictures. Have groups present their pictures to the class and point out the different hazards.

**Introduction:** Ask Ss if they have had any experiences with the hazards described during the warm up activity. Tell Ss that today’s class will focus on job safety.

**Presentation:** Write the words workplace hazards on the board. Ask Ss to recall the types on hazards already discussed. In addition, write key words on the board (ex. hazard, hazardous, safe, unsafe, dust, chemicals, lifting, equipment, noise, poison, danger, etc.). Go over meanings and pronunciation.

**Practice:** Divide class into four groups. Provide each group with set of index cards with statements (see above). Give each group ABC Garment, Inc. Factory – Handout 4. Give groups time to review the statements on the cards and picture. Point to one person in the picture and ask Ss: “What is he thinking about?” Have groups discuss which of the four statements in most applicable and share their consensus (include explanations for their decision). Have class vote on response they think is most likely.

**Practice:** Have a S from each group come to the front of the class. Assign each of those Ss a different person from the picture to represent. Have each S draw one of the four index cards with a statement. Ask the four Ss to role play a conversation among the four workers they have been assigned. Have them incorporate the statement they chose at some point during the conversation. Continue to invite more Ss up to join the role play by assigning more workers as shown in the picture. Encourage Ss to keep conversation going as additional Ss join.

**Practice:** Have each group create a role play among the workers in the picture discussing their working conditions. Encourage Ss to use the vocabulary discussed during presentation and four statements on the index cards throughout the dialogue. Have Ss write out the role plays to be reviewed by instructor and practiced as a group.

**Evaluation:** Have Ss perform the role plays in front of the class.
Extension Activities:

- Have Ss research North Carolina worker compensation laws.
  

- Have Ss read and discuss disability cases related to work-related injuries.
  

Handout 4: ABC Garment, Inc. Factory
Can you identify the hazards?

Source: Your Rights at Work, an ESL Workbook, (1997, UNITE)

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