# GEORGIA PEACH STATE PATHWAYS

Career, Technical, & Agricultural Education

# ACCT—ARCHITECTURAL DRAWING

PATHWAY:	Architectural Drawing and Design
COURSE:	Introduction to Engineering Drawing and Design

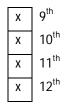
UNIT: Safety – Unit 3



# Annotation:

The purpose of this lesson is to apply the appropriate skills to work safely, maintain a safe work environment, and follow class and lab rules.

# Grade(s):



Time: Five (5) 50-minute periods.

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# Additional Author(s):

# Students with Disabilities:

For students with disabilities, the instructor should refer to the student's IEP to be sure that the accommodations specified are being provided. Instructors should also familiarize themselves with the provisions of Behavior Intervention Plans that may be part of a student's IEP. Frequent consultation with a student's special education instructor will be beneficial in providing appropriate differentiation.



### **GPS Focus Standards:**

ACT-IED-2. Students will demonstrate the knowledge and skills to properly use the tools and equipment safely in the drafting lab.

#### **GPS Academic Standards:**

SCSh2. Students will use standard safety practices for all classroom laboratory and field investigations.

# National / Local Standards / Industry / ISTE:

ADDA: Fundamental computer skills Employability skills



#### **Enduring Understandings:**

• Employee safety and security are imperative for a productive workplace.

#### **Essential Questions:**

• What are general safety rules to follow?

#### Knowledge from this Unit:

- Identify safety terms
- Describe process for reporting accidents
- Identify safety hazards

#### **Skills from this Unit:**

• Perform safety audit in selected areas.



**Assessment Method Type:** Select one or more of the following. Please consider the type(s) of differentiated instruction you will be using in the classroom.

x Objective assessment - multiple-choice, true- false, etc.	
Outer the American Charles	
Quizzes/Tests	
_x_ Unit test	
X Group project	
Individual project	
Self-assessment - May include practice quizzes, games, simulations, che	ecklists, etc.
Self-check rubrics	
Self-check during writing/planning process	
Journal reflections on concepts, personal experiences and impact on one's lipping and impact one's lipping and imp	fe
Reflect on evaluations of work from teachers, business partners, and compering teachers, and compering teachers.	etition judges
Academic prompts Practice quizzes/tests	
x Subjective assessment/Informal observations	
Essay tests	
Observe students working with partners	
Observe students role playing	
Peer-assessment	
Peer editing & commentary of products/projects/presentations using rubric	s
Peer editing and/or critiquing	
x Dialogue and Discussion	
Student/teacher conferences	
Partner and small group discussions	
Whole group discussions	o northorn
Interaction with/feedback from community members/speakers and busines:	spartners
Constructed Responses Chart good reading/writing/listening/speaking habits	
Application of skills to real-life situations/scenarios	
Post-test	

# Assessment(s) Title:

Office and Classroom Safety Self-audit Checklist

Safety test

# Assessment(s) Description/Directions: See attachments

# Attachments for Assessment(s):

Office and Classroom Safety Self-audit Checklist

Safety test

# LEARNING EXPERIENCES

Instructional planning: Include lessons, activities and other learning experiences in this section with a brief description of the activities to ensure student acquisition of the knowledge and skills addressed in the standards. Complete the sequence of instruction for each lesson/task in the unit.

# **Sequence of Instruction**

# 1. Identify the Standards. Standards should be posted in the classroom for each lesson.

ACT-IED-2. Students will demonstrate the knowledge and skills to properly use the tools and equipment safely in the drafting lab.

# 2. Review Essential Questions.

• What are general safety rules to follow?

# 3. Identify and review the unit vocabulary.

- Safety
- Accident
- Hazard
- First aid
- Accident report

- Classes of fires
- OSHA
- Barrier-free
- Fire triangle

# 4. Interest approach – mental set

Ask students how work environment can affect productivity and worker satisfaction. What modifications could be made in a drafting lab to accommodate physical challenges?

# Lesson 1 / Safety

# Discussion

- 1. Ask what they think are potential hazards in a design lab? List on board and have students categorize in discussion, i.e. tripping hazards, electrical, chemical.
- 2. Explain barrier-free and accessible workplace accommodations.
- 3. Hand out Office and Classroom Safety Self-audit Checklist
- 4. Depending on size, divide students into groups and have each use checklist to determine safety of areas of the school.
- 5. Hand out General Safety for Drafting and Design Technology
- 6. Discuss the handout and have them take notes.

# Discussion

- Explain accepted procedures for dealing with workplace accidents (i.e. report to supervisor or teacher, clear space for EMT's, person to direct emergency personnel to accident, first responder, accident report, etc.).
- 2. Ask about outside influences that can affect work environment (drugs, weapons, etc.).

### Attachments for Learning Experiences:

Office and Classroom Safety Audit Safety info handout

#### **Notes & Reflections:**



#### Culminating Unit Performance Task Title:

Safety test

Culminating Unit Performance Task Description/Directions/Differentiated Instruction:

#### Attachments for Culminating Performance Task:

Safety test



#### Web Resources:

Attachment(s):

#### Materials & Equipment:

#### What 21st Century Technology was used in this unit:

