

Service Learning Certification Form

On Campus
 Off Campus

SECTION 1

Instructor(s):

School:

Course: United States History

Department: Social Studies

Period(s) Participating

Grade Level(s): 11th

Project Name: Workplace Safety Project

Anticipated # of students:

Date Submitted:

SECTION 2 Project Description:

While studying the efforts of the progressives to pass workplace safety laws OR the creation of the federal OSHA program in the 1970s, students will research state and federal workplace safety rules and write a pamphlet about the protection given workers today. They will hand these pamphlets out at a presentation to other classes in their school and/or to adult school classes.

SECTION 3 Community Need(s):

Many teenagers and newly arrived immigrants are not aware of the laws that protect their safety while they are on the job. There is a need to keep workers, both teenagers and adults, aware of their rights and informed of the agencies that enforce workplace safety laws.

SECTION 4 Community Partner(s):

UCLA Labor Occupational Safety and Health program, federal OSHA, Cal OSHA, AFL-CIO

SECTION 5 Student Voice

- Students will decide what types of jobs most teen and immigrant workers have, and what dangers are faced by these workers.
- Students will determine the most effective methods of presenting information regarding workplace safety-skit, song, video.
- Students will decide who should be the audience for their presentation.

SECTION 6 California Content/Skill Standard(s)

History/Social Science

11.2 Students analyze the relationship among the rise of industrialization, large-scale rural-to-urban migration, and massive immigration from Southern and Eastern Europe.

11.11 Students analyze the major social problems and domestic policy issues in contemporary American society.

Language Arts

1.0 Written and Oral English Language Conventions

Students write and speak with a command of standard English conventions.

1.1 Demonstrate control of grammar, diction, and paragraph and sentence structure and an understanding of English usage.

1.6 Develop presentations by using clear research questions and creative and critical research strategies (e.g., field studies, oral histories, interviews, experiments, electronic sources)

(Over)

SECTION 7 Project Components:

- Students will research the hazards faced by workers during the industrial revolution.
- Students will make a list of the most common workplace hazards faced by teenagers and immigrants today.
- Students will research federal and state laws designed to protect these workers .
- Students will write a script for a presentation to be given to other students and adult classes.
- Students will prepare a pamphlet that summarizes the laws and lists agencies that can be contacted about safety violations.
- Students contact teachers regarding making the presentation in their classes.
- Students make their presentation and hand out the pamphlets.
- Students will write a reflection on what they have accomplished.

SECTION 8 Reflection Prompts

- Students will write an essay on why workplace safety regulations are not always obeyed.
- Students will write an essay on how the students they spoke to will benefit from their pamphlet and presentation.
- Students will write an essay reflecting on what they have gained from the experience.

SECTION 9 Outcomes and Assessments:

- Students will be able to trace the influence of industrialization on workplace safety.
- Students will demonstrate an ability to find information through research by identifying the jobs most commonly held by teenagers and immigrant workers.
- Students will demonstrate an ability to use a variety of resources to prepare a pamphlet listing workplace safety rules and agencies enforcing these rules.
- Students will exhibit an ability to communicate clearly both orally and in writing by giving a presentation on workplace safety and handing out a useful pamphlet.

SECTION 10 Accommodations/Support for Diverse Learners:

- ❑ Appropriate tasks will be assigned to all students.
 - ❑ Students will be encouraged to work collaboratively and respect the talents of each of the members of their group.
 - ❑ Locations will be accessible. When not available alternative sites will be sought.
 - ❑ Each member of the group will have an equal opportunity to make significant contributions to the project.
 - ❑ Students with IEPs will be identified and individual needs will be addressed.
- I agree to the above accommodations for diverse service learners. Initials _____**

SECTION 11 Administrator Comment(s) / Recommendations:

Submitted by: _____ Date: _____
 Teacher Signature

Approved: _____ Date: _____
 Principal or designee Signature