

## CFM CAREER MANAGEMENT: WORKPLACE READINESS

# Responding to Workplace Hazards and Injuries

*Detailed practice, calculation, decision-making, and assessment*

|                                                                                                                                                      |                           |                                      |                        |
|------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------|--------------------------------------|------------------------|
| <b>GRADES</b><br>9-12                                                                                                                                | <b>TIME</b><br>2 x 42 min | <b>GROUPING</b><br>I / pairs / whole | <b>PRODUCT</b><br>Plan |
| <b>YOUR CHALLENGE</b> Identify hazards, select controls, practice reporting, and distinguish immediate safety actions from injury-related follow-up. |                           |                                      |                        |

## New York CFM Connections: Workplace Regulations, Safety, and Transferable Skills

Career-ready workers notice hazards, take reasonable immediate precautions, report concerns through the proper channel, and document facts. They do not hide an injury, diagnose a medical condition, or take risks beyond their training.

| Term                                                                                                                                                                                                               | Student-friendly meaning                                                          |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------|
| Hazard                                                                                                                                                                                                             | A condition or activity that could cause harm.                                    |
| Control                                                                                                                                                                                                            | A step used to eliminate or reduce exposure to a hazard.                          |
| Incident                                                                                                                                                                                                           | An event that caused or could have caused harm.                                   |
| Near miss                                                                                                                                                                                                          | An event that did not cause injury but could have.                                |
| PPE                                                                                                                                                                                                                | Personal protective equipment used for stated hazards.                            |
| Workers' compensation                                                                                                                                                                                              | A system that may provide benefits for qualifying work-related injury or illness. |
| <b>CLASSROOM USE</b> All people, employers, figures, brackets, and documents in this packet are fictional. Never place a real Social Security number, employer ID, bank number, or tax document in classroom work. |                                                                                   |

## Part 1 - Identify Hazards in a CTE Lab

A fictional lab has a wet floor near an outlet, an unlabeled spray bottle, a blocked exit, a student using equipment without eye protection, and a frayed cord.

| Observation            | Hazard type | Possible harm | Immediate safe action |
|------------------------|-------------|---------------|-----------------------|
| Wet floor/outlet       |             |               |                       |
| Unlabeled bottle       |             |               |                       |
| Blocked exit           |             |               |                       |
| Missing eye protection |             |               |                       |
| Frayed cord            |             |               |                       |

Students should not handle unknown chemicals or energized equipment.

## Part 2 - Choose Stronger Controls

For each hazard, propose an elimination/substitution, engineering, administrative, or PPE control.

| Hazard           | Strongest practical control | Backup control | Why stronger than warning alone |
|------------------|-----------------------------|----------------|---------------------------------|
| Wet floor        |                             |                |                                 |
| Unknown chemical |                             |                |                                 |
| Blocked exit     |                             |                |                                 |
| Flying debris    |                             |                |                                 |
| Damaged cord     |                             |                |                                 |

Prefer removing the hazard or isolating people before relying only on behavior or PPE.

### Part 3 - Write an Objective Hazard Report

Use only observable facts: who was notified, location, time, condition, immediate action, and requested follow-up.

| Report field        | Objective entry |
|---------------------|-----------------|
| Date/time           |                 |
| Location            |                 |
| Observed condition  |                 |
| Immediate action    |                 |
| Person notified     |                 |
| Requested follow-up |                 |

Do not include blame, rumors, diagnoses, or unrelated personal information.

## Part 4 - Sequence a Safe Injury Response

A student employee slips, reports wrist pain, and cannot safely continue the task.

| Step | Action | Why it matters |
|------|--------|----------------|
| 1    |        |                |
| 2    |        |                |
| 3    |        |                |
| 4    |        |                |
| 5    |        |                |
| 6    |        |                |

Include emergency help when needed, supervisor notification, factual documentation, medical direction, and follow-up. Do not promise a claim outcome.

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## Part 5 - Create a Workplace Safety Action Plan

Recommend prevention, reporting, and follow-up steps for the fictional workplace.

| Plan element           | Evidence/action |
|------------------------|-----------------|
| Top hazards            |                 |
| Immediate controls     |                 |
| Training need          |                 |
| Reporting route        |                 |
| Emergency procedure    |                 |
| Documentation          |                 |
| Follow-up check        |                 |
| Student recommendation |                 |

Write 150–200 words using at least five scenario details.