

MASS CLEAN ENERGY CENTER **AUTHENTIC MATERIAL ACTIVITY · PERFORMING A PRE-JOB SAFETY CHECK**

Performing a Pre-Job Safety Check

Contextualized ESOL Support Activity

ACTIVITYSelf-Directed Learning,
Critical Thinking**45**

minutes

AUTHENTIC MATERIAL ACTIVITY – PERFORMING A PRE-JOB SAFETY CHECK

ACTIVITY OVERVIEW

Objective	Students will be able to explain how to perform a pre-job safety check.
Durable Skill	Self-Directed Learning, Critical Thinking
When to Use	Do this before any tools are used in the training. The instructor can refer to this checklist throughout training.
Student Interacts With Hypothetical	Not applicable in this activity
Activity Type	Pairs work, Large group discussion
Time Needed	45 minutes

STUDENT MATERIALS

- Handout 1: Authentic Materials - Vocabulary Definitions
- Handout 2: Vocabulary Review - Match the Word with the Definition
- Handout 3: Pre-Job Safety Checklist

Instructor Preparation**Activity Location**

- Space with access to trainer or heat pump

Material Preparation

- Review the student handouts. Make one copy per student of Handouts 2 and 3. If students already have a copy of Handout 1 from a previous Authentic Material Activity, have them use it. Otherwise, make one copy per student.
- Review the Instructor Answer Key, Handout 2: Vocabulary Review – Match the Word with the Definition.
- Set up a heat pump or trainer in front of the classroom or in the lab. The instructor will use this to perform tasks as part of Handout 3: Pre-Job Safety Checklist.
- For background information, review Amatrol Safety Courses.
- **Best Practice**
 - Identify any key vocabulary terms from Handout 1: Authentic Materials - Vocabulary Definitions that students should be referencing as part of the activity. Be prepared to reference these during the activity.

ACTIVITY DIRECTIONS

1. Explain to participants that they will have an opportunity to both learn about and demonstrate how to perform a pre-job safety check. Note that a pre-job safety check occurs when a service technician arrives at a job.
2. Ask participants to make a list of five tasks they think need to be done to ensure the job site is safe before performing the work. Allow 5 minutes.
3. Then have participants call out tasks identified and record on a whiteboard or screen. Note when they have identified some of the key safety tasks.
4. Then distribute and review the Handout 2: Vocabulary Review – Match the Word with the Definition. Note that these are words used in Handout 3: Pre-Job Safety Checklist.
5. Have participants work in pairs to complete the handout. Then review the answers in class with all students.
6. Next, distribute and review Handout 3: Pre-Job Safety Checklist. Note the new vocabulary learned as each section of Handout 3 is reviewed. Two sections (“Personal Protective Equipment (PPE)” and “Equipment Safety Inspection”) have a column titled “Condition Check”. Point out these two sections. Explain that they can rate the equipment condition using these terms. Record the terms using the whiteboard or screen:
 - Poor (include what might be identified as “poor” such as something that is “torn”, “broken”, “dented”)
 - Good (the equipment is ready to be used without needing repair)
7. Using the heat pump or trainer, the instructor completes the tasks on Handout 3. They explain each component, how they are ranking the condition when noted, and why they can confidently check “done”. As the instructor completes the tasks listed below, the students fill in the handout and make notes as needed.
 - Personal Protective Equipment (PPE)
 - Pre-Job Safety Checklist
 - Electrical Safety

- Gas & Chemical Safety
 - Equipment Safety Inspection
8. At the end of the activity, each participant will have filled in Handout 3: Pre-Job Safety Checklist and have notes for reference.
 9. Debrief as a class using these guiding questions:
 - Which tasks were easiest to perform?
 - Which tasks were more complicated and/or took more time?
 - Why is completion of a pre-safety check important as a service technician?
 - If needed, have participants role-play reviewing the job completion and maintenance and safety tips with the homeowner (instructor).

(Instructor Note: This activity is meant to be revisited throughout training. Once students have experience in labs using tools, the activity can be modified by having students take turns performing the six bulleted tasks in front of the classroom.)

10. Wrap-up by telling students that job safety is the priority in the classroom lab and on the job. They will have opportunities to develop job safety skills as the training continues. In addition, encourage students to review the vocabulary identified by the instructor at the beginning of class. Suggest that students can find a vocabulary partner and take turns defining the vocabulary and then using it in a sentence.

ESOL Strategy Note

Before the brainstorm in step 2, write a sentence frame on the board such as “Before starting the job, I would check...” so multilingual learners have a ready structure for generating their own safety-check tasks rather than having to build both the sentence and the technical content from scratch.

Before recording the “Poor” and “Good” condition terms in step 6, model each term with a gesture or a simple example object so students connect the vocabulary to a concrete image — this helps multilingual learners apply the rating terms confidently once the instructor begins demonstrating on the heat pump or trainer in step 7.