

OCCUPATIONAL HEALTH AND SAFETY



PURPOSE

To evaluate the chapter's activities in the promotion of good health and safety habits in the shop, laboratory and on the job.

First, download and review the General Regulations at: <http://updates.skillsusa.org>.

ELIGIBILITY (TEAM OF 3 FOR BOTH SINGLE AND MULTIPLE CHAPTERS)

All state first-place winners may be entered in national competition. Each state may enter one high-school single- and one multiple-section entry, and one college/postsecondary single- and one multiple-section entry (see Contest Guidelines for more details). States may register up to three students per entry.

CLOTHING REQUIREMENTS

Class A: SkillsUSA Attire:

- Red SkillsUSA blazer, windbreaker or sweater, or black or red SkillsUSA jacket.
- Button-up, collared, white dress shirt (accompanied by a plain, solid black tie), white blouse (collarless or small-collared) or white turtleneck, with any collar not to extend into the lapel area or the blazer, sweater, windbreaker or jacket.
- Black dress slacks (accompanied by black dress socks or black or skin-tone seamless hose) or black dress skirt (knee-length, accompanied by black or skin-tone seamless hose).
- Black dress shoes.

These regulations refer to clothing items that are pictured and described at: www.skillsusastore.org. If you have questions about clothing or other logo items, call 1-888-501-2183.

Note: Contestants must wear their official contest clothing to the contest orientation meeting.

EQUIPMENT AND MATERIALS

All competitors must create a one-page résumé and submit a hard copy to the technical committee chair at orientation. Failure to do so will result in a 10-point penalty.

Note: Your contest may also require a hard copy of your résumé as part of the actual contest. Check the Contest Guidelines and/or the updates page on the SkillsUSA website at: <http://updates.skillsusa.org>.

Deadline

The safety entry will be brought to the National Leadership and Skills Conference (NLSC) and submitted to the national Occupational Health and Safety technical committee on the day immediately prior to the SkillsUSA Championships.

Exhibit of Entries

Safety entries will be displayed following the judging. Observers will be allowed to view them at designated times during the conference.

Pickup of Entries

Safety entries must be picked up by 4 p.m. or immediately after the debriefing meeting on Thursday by the student(s) or the advisor. They will not be released to an unauthorized person.

All winning chapters are encouraged to send their notebooks by Aug. 1 to the National Safety Council for consideration of its national award. Send with a letter requesting entry into the NSC Youth Safety Awards Program to:

Youth Safety Specialist
National Safety Council
1121 Spring Lake Drive
Itasca, IL 60143

SCOPE OF THE CONTEST

Knowledge Performance

There is no written knowledge exam for this contest.

Skill Performance

The contest will consist of an evaluation of a chapter's safety activities as presented in the official SkillsUSA Binder.

Contest Guidelines

1. Awards will be presented in two categories: single and multiple chapter.

Note: A school may enter both categories of competition. All activities documented in the entry must reflect only the efforts of the students and advisor[s] of the section[s].

You may not take credit for school functions or projects conducted outside of SkillsUSA sponsorship.

- a. "Single chapter" refers to a SkillsUSA chapter that represents one occupational area regardless of the number of members. Multiple-teacher departments with the same vocational classification will be recognized as a single chapter. (For example, a three-teacher cosmetology department would be entered as a single chapter; an Auto Service Technology I and Auto Service Technology II program would be a single chapter.) All work-based learning or coop/cooperative programs in a school will be considered one chapter.
- b. "Multiple chapter" refers to an entry that represents more than one occupational program. (Example: a cosmetology program and a graphic arts program completing an entry together would be a multiple section.) There must be at least one member from each program on the Health and Safety Committee.
- c. A single- or multiple-chapter entry must complete all categories in the contest.

2. The entry

- a. Contain verification, proof or evidence of the activities represented. All articles and materials must be dated.

- b. Be in an official SkillsUSA binder from the SkillsUSA Store catalog. A 20-point deduction will result from the use of any other type of binder or notebook.

Note: Different pages may be substituted for pages supplied in the official SkillsUSA scrapbook, or the pages may be covered; however, both front and back covers must be used without alteration. Ten points will be deducted for alteration.

- c. Contain no more than 75 sheets of paper the size of the official SkillsUSA bin paper. Both surfaces of the 75 sheets may be filled for a maximum of 150 surfaces.

- d. *Penalty:* Five points per surface (10 points per sheet of paper) will be deducted for exceeding this maximum.

Note: A surface is only that material which can be pasted or glued to the basic scrapbook paper. Any pockets, foldout pages, multiple pages or similar features will count as additional surfaces and will be subject to penalty, except where specifically stated otherwise.

Laminated/plasticized pages are not allowed, as they are difficult to judge and make the books too thick. Books with laminated/plasticized pages will receive a 100-point penalty.

Note: For books over 2 inches thick, it is suggested that bolts be used. Binder post screws tend to break in thick books.

- e. Teams must also use an electronic presentation in conjunction with their notebook during the presentation to the judges. This electronic presentation can be a PowerPoint, Prezi, Google Slides, or other electronic format that can be provided to the judges in advance. The electronic presentation must be submitted on a flash drive during the orientation meeting;
- f. The electronic presentation can contain no more than 50 slides.
- g. *Penalty:* 10 points per slide will be deducted for exceeding this maximum.

3. The contest will consist of four health and/or safety projects conducted by a special Health and Safety Committee.

Note: The committee cannot be referred to as the OSHA Committee. "OSHA" can only refer to the Occupational Health and Safety Administration.

4. The Health and Safety Committee must have a minimum of three members. Once the Health and Safety Committee is appointed by the chapter president, the committee must document at least one regular meeting a month during the school year with Health and Safety Committee minutes that show the progress of the committee and its projects.

5. The entry will verify all activities from the time the Health and Safety Committee first meets, until all projects are completed. A single project may cover an entire school year, or it may be a short-term project. All articles and materials must be dated. A five (5) point deduction will be applied to each article or material that is not dated. All projects must be conducted within SkillsUSA sponsorship.
6. All photographs, news articles, announcements, official letters and other evidence that substantiate a project must be dated. Points will be awarded only for committee activities that were accomplished during the year in which a chapter enters. Use of news articles, pictures or other materials dated or acquired prior to that year may result in a points deduction.
7. The entry will be organized in the following sequence:
 - a. Title Page.
 1. Name of school.
 2. Name of state.
 3. Names of the Health and Safety Committee members.
 4. Names of all occupational programs involved in the Health and Safety Committee.
 5. High school or postsecondary chapter.
 - b. Table of contents with page numbers: The project category (see Project Categories section) for each project must be clearly identified in the table of contents. All pages of the notebook must be numbered, including blank pages.
 - c. Calendar of events of all chapter activities including dates of Health and Safety Committee meetings.
 - d. Introduction.
 1. A description of how and why your chapter(s) decided that health and/or safety was to be included in the SkillsUSA chapter's yearly program of work.
 2. Documentation as to how the specific areas of health and/or safety were selected for emphasis.
 - e. Minutes of all official chapter business meetings that set the stage and gave direction or supported your projects.
Note: These are minutes of the SkillsUSA chapter that should include committee reports of the Health and Safety Committee. They are *not* Health and Safety Committee minutes.
 - f. Four health and/or safety projects.

Project Categories

There must be a total of four occupational health and/or safety projects, which must be selected from the five categories listed below. Two projects may be selected from one category with at least three different categories used. Failure to cover at least three categories will result in disqualification. Each project must begin with a cover page that clearly identifies the project category selected from the five project categories.

1. ***Shop/Laboratory Health and Safety Survey.***

The survey form in the technical standards may be used, or a customized survey prepared to fit a chapter's specific needs may be used. If a customized survey is used, it must be of industry quality. The survey may be one used by a local industry.

- a. Describe all aspects of implementing the survey, including planning, conducting the survey, subsequent action and final reporting.
- b. Describe any action taken as a result of identifying possible hazards as shown on the survey. Corrective action should be part of any survey.
- c. A separate survey and description must be completed for each occupational area covered.

2. ***Machine and Equipment Safety.***

Describe in detail the safety instruction provided in a selected shop/laboratory regarding the operation of all power machines and equipment as well as general safety instruction. Included in the description must be documentation of dates of all instructor classroom safety demonstrations, copies of classroom safety rules, listing of safety-related audiovisual

materials shown in class and other pertinent information.

3. **Workplace Inspection.**
 - a. Visit a workplace to learn firsthand the degree of health and safety measures provided by an employer to the employees or customers.
 - b. Compare the health and safety concepts taught in the classroom to those encountered in the workplace.
 - c. Describe in detail the planning, site visit and general observations regarding health and safety practiced at the workplace.
4. **Specialized Health and Safety Project.**
 - a. Develop a health and/or safety project chosen from the following categories. Document all activities involved in the project.
 1. 10-hour OSHA Industry Credentialing (CareerSafe).
 2. Safety in lifting and moving heavy objects.
 3. Heat stress.
 4. Occupational respiratory protection.
 5. Indoor air pollution safety.
 6. Personal protective equipment/Industrial protective clothing.
 7. Occupational vehicle driving.
 8. Plant/school building safety.
5. **Other Industrial or Occupational Health and Safety Project.**

Other industrial or occupational health and safety concerns as identified by the chapter safety committee. The focus of any such project must be on industrial or occupational health and safety.

Project Criteria

Each project should be documented in such a way that it would tell a complete story if removed from the notebook. The documentation must cover the following items.

1. **Project Planning.**

Describe how interest was generated within your chapter for the specific safety project. Why was the project selected, or what was the need? Describe the steps the Health and

Safety Committee followed to plan the project.

2. **Scope of Activities.**

Identify the committee members and all others who actually participated in the project. The amount of work and time that goes into a project will be considered when evaluating the project. All photographs, news articles, announcements, official letters and other evidence that substantiates the project should be included and dated.
3. **Committee Minutes.**

All Health and Safety Committee minutes related to the project should be included in each project. Minutes must follow the style set forth in the "Finalized Form of the Minutes" section in *Robert's Rules of Order*. Only include committee minutes if they document discussion and planning of the specific project in which they are included. Duplicate minutes that discuss more than one project should appear in each project. One meeting each month is required once the Health and Safety Committee is appointed. Each project does not have to be discussed at each committee meeting. Minutes must be dated and signed.
4. **Results Achieved.**

Describe and document the full impact that the project had on individuals, schools, businesses, industry and the community in general as appropriate to the project. Report positive and negative (if any) outcomes of the project. Include any data collected.
5. **Layout/Presentation.**

Neatness, clarity, organization and presentation of material will be evaluated. Errors in spelling, punctuation and grammar will result in a reduction of points.
6. **Presentation Style Interview.**

A team of three will represent the chapter in a live professional presentation. The purpose of the presentation is to provide the judges with an overview of the chapter's Occupational Health and Safety projects. All team members must take an active part in the presentation.

Note: Presentations should provide a clear sense about the projects planning timetable and process — how the project was initiated, organized, implemented, evaluated and celebrated.

The Health and Safety Committee whose names appear on the title page of the notebook will make a presentation to a panel of judges. This presentation cannot exceed ten (10) minutes in length, followed by a question and answer session with the judges, not to exceed five (5) minutes. The contestant(s) will be asked questions pertaining to the projects. Each student must submit a one-page, typewritten résumé to the national technical committee when the notebook is submitted.

Standards and Competencies

OHSS 1.0 — Identify and conduct four health and/or safety projects planned by a special health and safety committee.

- 1.1 Evaluate potential success of project prior to planning.
- 1.2 Identify appropriate projects for your committee.

OHSS 2.0 — Design a binder that displays four health and/or safety projects completed by the chapter.

- 2.1 Document all safety committee activities in the safety committee reports.
- 2.2 Date all material and articles.
- 2.3 Describe how interest was generated within the chapter for the specific safety project.
- 2.4 Explain why the specific safety project was selected.
- 2.5 List the steps the Health and Safety Committee followed to plan the project.
- 2.6 Document at least one regular meeting a month during the school year with minutes that show the progress of the projects (meeting of the Health and Safety Committee).

OHSS 3.0 — Organize a Project portfolio according to contest guidelines.

- 3.1 Create and use a title page.
- 3.2 Design a table of contents with page numbers.

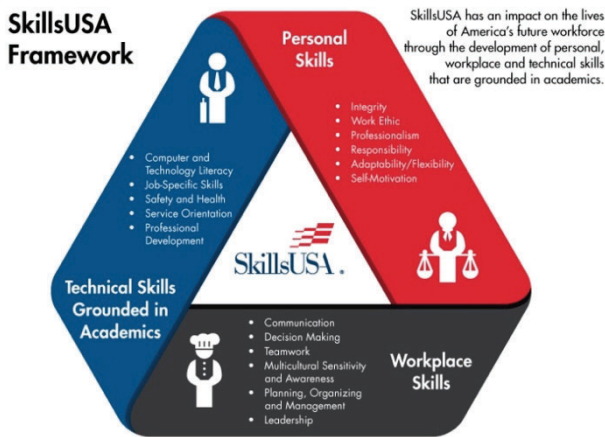
- 3.3 Include a calendar of events of all chapter activities with dates of safety committee meetings and activities
- 3.4 Write an introduction.
 - 3.4.1 Describe how and why your chapter decided that health and/or safety was to be included in your yearly program of work.
 - 3.4.2 Document how the specific areas of health and/or safety were selected for emphasis.
- 3.5 Include minutes of all official chapter business meetings (not safety committee minutes) that set the stage and provide direction or support for the safety projects.
- 3.6 Identify and describe each completed project.
 - 3.6.1 Describe why each project was selected/what the need was.
 - 3.6.2 Describe in detail how interest was generated within your chapter/chapters for each safety project.
 - 3.6.3 Describe the steps the Health and Safety Committee followed to plan the project.
 - 3.6.4 Document the activities that took place to implement the safety project.
 - 3.6.5 Include news articles, announcements, photographs, official letters and other evidence that substantiates the activities involved in the project.
 - 3.6.6 Identify all committee members and other individuals who participated in the safety project.
 - 3.6.7 Include related committee meeting minutes.
 - 3.6.8 Describe and document in detail the full impact that the project had on individuals, programs, schools or others.
 - 3.6.9 Report on the impact, if any, that the project had on improving safety attitudes or behavior.
 - 3.6.10 Present follow-up data, if possible, documenting the change in safety attitudes or behavior.
- 3.7 Use principles of effective layout and presentation.

- 3.7.1 Present information in a way that facilitates clarity, ease of understanding, organization, neatness and overall presentation of the materials.
- 3.7.2 Use proper spelling, grammar and punctuation.

OHSS 4.0 — Complete an interview that meets work force development guidelines.

- 4.1 Introduce self professionally.
- 4.2 Display good posture and appropriate dress and grooming.
- 4.3 Demonstrate knowledge of the safety projects presented in the scrapbook.
- 4.4 Respond to four to six questions from the judging panel.
- 4.5 Provide examples of health and safety activities not presented in the scrapbook.
- 4.6 Discuss strengths and weaknesses of the chapter’s health and safety initiatives.

OHSS 5.0 — SkillsUSA Framework.



The SkillsUSA Framework is used to pinpoint the Essential Elements found in Personal Skills, Workplace Skills and Technical Skills Grounded in Academics. Students will be expected to display or explain how they used some of these Essential Elements. Please reference the graphic above, as you may be scored on specific elements applied to your project. For more information, visit: www.skillsusa.org/about/skillsusa-framework/.

Committee Identified Academic Skills

The technical committee has identified that the following academic skills are embedded in this contest.

Math Skills

None Identified

Science Skills

None Identified

Language Arts Skills

- Provide information in conversations and in group discussions.
- Provide information in oral presentations.
- Demonstrate use of verbal communication skills: word choice, pitch, feeling, tone and voice.
- Demonstrate use of nonverbal communication skills: eye contact, posture and gestures using interviewing techniques to gain information.
- Demonstrate comprehension of a variety of informational texts.
- Use text structures to aid comprehension.
- Identify words and phrases that signal an author’s organizational pattern to aid comprehension.
- Understand source, viewpoint and purpose of texts.
- Organize and synthesize information for use in written and oral presentations.
- Demonstrate knowledge of appropriate reference materials.
- Use print, electronic databases and online resources to access information in books and articles.
- Demonstrate informational writing.
- Edit writing for correct grammar, capitalization, punctuation, spelling, sentence structure and paragraphing.

Connections to National Standards

State-level academic curriculum specialists identified the following connections to national academic standards.

Math Standards

None Identified

Source: NCTM Principles and Standards for School Mathematics. For more information, visit: www.nctm.org.

(e.g., for learning, enjoyment, persuasion and the exchange of information).

Science Standards

- Understands relationships among organisms and their physical environment.
- Understands the structure and properties of matter.
- Understands the sources and properties of energy.
- Understands the nature of scientific knowledge.
- Understands the nature of scientific inquiry.

Source: McREL compendium of national science standards. To view and search the compendium, visit: <http://www2.mcrel.org/compendium/browse.asp>.

Source: IRA/NCTE Standards for the English Language Arts. To view the standards, visit: www.ncte.org/standards.

Language Arts Standards

- Students adjust their use of spoken, written and visual language (e.g., conventions, style, vocabulary) to communicate effectively with a variety of audiences and for different purposes.
- Students employ a wide range of strategies as they write and use different writing process elements appropriately to communicate with different audiences for a variety of purposes.
- Students apply knowledge of language structure, language conventions (e.g., spelling and punctuation), media techniques, figurative language and genre to create, critique and discuss print and nonprint texts.
- Students conduct research on issues and interests by generating ideas and questions, and by posing problems. They gather, evaluate and synthesize data from a variety of sources (e.g., print and nonprint texts, artifacts and people) to communicate their discoveries in ways that suit their purpose and audience.
- Students use a variety of technological and information resources (e.g., libraries, databases, computer networks and video) to gather and synthesize information and to create and communicate knowledge.
- Students participate as knowledgeable, reflective, creative and critical members of a variety of literacy communities.
- Students use spoken, written and visual language to accomplish their own purposes