

OCCUPATIONAL HEALTH AND SAFETY (VIRTUAL)



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.

Contest Clothing Notes (Apply ONLY to Virtual Competitions):

- Official SkillsUSA Competition Clothing recommended but NOT required.
- Contestant clothing options include the following:
 - Official Competition Clothing.
 - Trade Appropriate Clothing.
 - Professional Dress.

- Business Casual.
- Clothing must meet industry safety standards.
- No identification of the contestant, school or state is allowed on clothing.
- No offensive, vulgar or inappropriate images or text are allowed on contestants clothing.
- No shorts or sleeveless shirts are allowed.
- Skirts must be at least knee-length.
- Proper Personal Protective Equipment (PPE) must be worn by contestant to meet all state, local and school requirements due to COVID-19.

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.

EQUIPMENT AND MATERIALS

1. Computer with high speed internet capability and camera to use applications such as Zoom and Teams, etc. The minimum recommended internet bandwidth speeds for joining Zoom meetings, accessing on-demand curriculum and other online operations is 2.0 Mbps up and down. You can test your current internet speeds by following this link: <https://www.speedtest.net/>. Allow the page to load and click on GO.
2. A secondary camera(s) may be required to provide judges with the ability to view contestants from different angles. Additional camera(s) requirements will be located on the SkillsUSA website at <http://updates.skillsusa.org>.
3. A contest Proctor will be required to be on site to assist judges. A local industry expert is preferred to serve as the Proctor and shall not be an individual that has been involved with the training of the contestant(s). The Proctor will serve as the onsite "hands and eyes" for the judges. Proctor will follow instructions from the judges for safety and operations related to the competition. Proctor may be asked by judges to perform several tasks such as operating a portable camera to show specific components or steps, measure

parts, or any task that will provide judges with information needed to assist in accurate scoring of the contestant's work or presentation. However, the Proctor shall not serve as a judge nor have any influence in contestant scores.

4. The contestant's instructor or advisor shall be on site to observe all competition activities to ensure a safe and healthy competition experience for all participants. That instructor or advisor will not be allowed to interact or interfere with the competitor unless a safety issue arises that requires interaction. Any other support or interaction between the contestant and the instructor/advisor will result in disqualification.
5. All competitors must create a one-page résumé and submit an electronic copy to the technical committee chair at least seven (7) days in advance of the competition. Failure to do so will result in a 10-point penalty. Instructions for submission of the electronic résumé copy will be provided on the SkillsUSA website at <http://updates.skillsusa.org>.

Check the Contest Guidelines and/or the updates page on the SkillsUSA website at: <http://updates.skillsusa.org>.

Deadline

The safety entry must be submitted at least seven (7) days in advance of the competition. Safety entry must be in an electronic format document. Instructions for submission of all electronic documents will be provided on the SkillsUSA website at <http://updates.skillsusa.org>.

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 an electronic presentation (PowerPoint, Prezi, Google Slides, etc.)

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 must be submitted in an electronic presentation format (PowerPoint, Prezi, Google Slides, etc.) at least seven (7) days in advance of the competition:
 - a. Contain verification, proof or evidence of the activities represented. All articles and materials must be dated.
 - c. Presentation can contain no more than 50 slides.
 - d. **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. 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) or 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**

Up to three students on the Health and Safety Committee whose names appear on the title page of the presentation will be interviewed by a panel of judges. 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 an electronic presentation 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

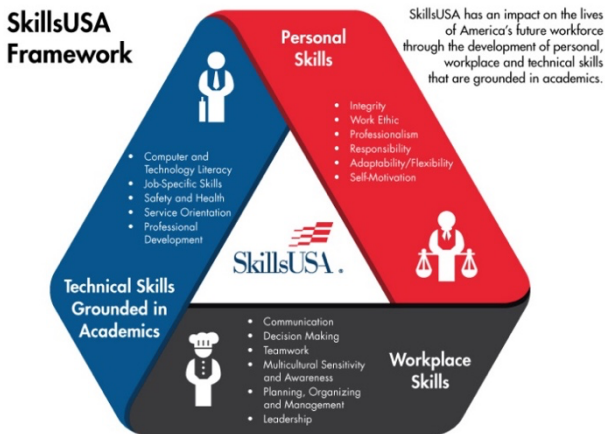
- 3.6.1 Describe why each project was selected/what the need was
 - 3.6.2 Describe in detail how interest was generated within your chapter/chapters for each safety project
 - 3.6.3 Describe the steps the Health and Safety Committee followed to plan the project
 - 3.6.4 Document the activities that took 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, 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.

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.mcrcel.org/compendium/browse.asp>.

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

Source: IRA/NCTE Standards for the English Language Arts.

To view the standards, visit: www.ncte.org/standards.