

Safety in Building and Construction Trades Intermediate High/ Advanced (COAAP 72.2)



Image by Carla Slowiczek, Adobe Illustrator, Text to Image AI

Task 2: Present an Oral Report about Personal Protective Equipment Student Packet

Student Name: _____

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To the Teacher

This COAPP 72.2 packet is meant to be a resource for you in your classroom. We designed it to provide a variety of lessons that support the following language and literacy objectives for this COAAP:

- Describe and/or report safe and unsafe working conditions.
- Describe and/or report potential dangers for unsafe working conditions.
- Recommend solutions for unsafe working conditions.
- Demonstrate, describe, and/or report on safe personal protective equipment and safety procedures.

You can use the content to complete 30 hours of EL Civics instruction; however, you are welcome to use it in whatever way works best in your classroom. Feel free to use as much or as little as you want to support your students' learning needs and the time available in your instruction.

The table of contents provides you with an outline of the instructional materials developed. We hope this packet provides a comprehensive resource to help your students develop the skills needed to identify and create safe working spaces in the building and construction trades.

Developed by the Capital Adult Education Regional Consortium

Alignment and Pathways Specialists:

Cindy de Beer, San Juan Adult Education

Crystal James, Twin Rivers Adult School

Emily Petersen, Folsom Cordova Adult Education

Present Oral Report about Personal Protective Equipment (PPE)

Working in the Building and Construction Trades can be dangerous. PPE, or Personal Protective Equipment, is special clothing or gear that people wear to stay safe from dangers at work.

By the end of these lessons, you will be able to deliver a short oral report explaining the importance of proper **Personal Protective Equipment (PPE)** needed for a construction job. You will pick 2 pieces (IH) or 3 pieces (Adv) of PPE to talk about.

You will need to:

1. Describe the equipment
2. Explain how the equipment provides protection
3. Talk about the work conditions when the equipment needs to be used.

Students will also use **visual aids** (such as pictures, drawings, or samples of PPE) to help with their presentation.

Good speech and **body language** are important, and students should refer to their visual aids during their talk.



Image by Carla Slowiczek, Adobe
Illustrator, Text to Image AI

Personal Protective Equipment (PPE)

Different PPE is used in all different types of jobs. Look at the pictures below and answer the questions with your class.

1. Can you name some jobs where workers must wear personal protective equipment (PPE)?
2. What kind of PPE do those workers wear?
3. What is the PPE shown in the pictures below? What type of work do you think they do?
4. Have you worked in a job where you were required to wear PPE? What kind?



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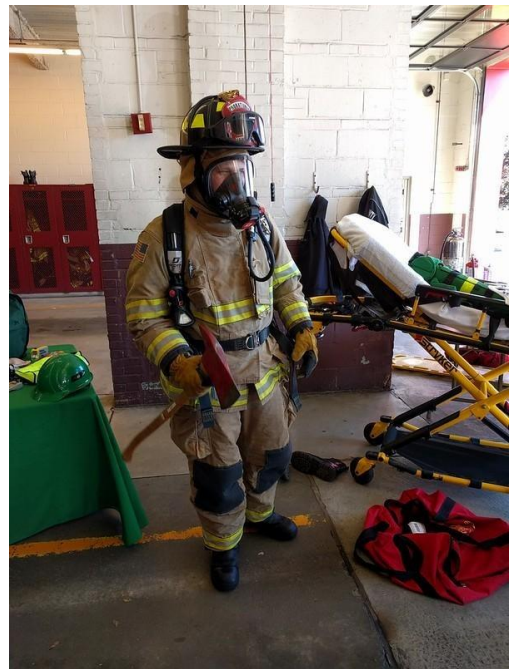


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Conversation Vocabulary

Word/Phrase	Meaning
debris	The remains of something broken or damaged and useless; trash
risk	The possibility of something bad happening
site	A place used for a particular purpose, as in a construction site or work site
slip	To slide or fall on a slippery surface
sole	The bottom part of a shoe or boot that touches the ground
spark	A small piece of burning material or a small flash of light caused by electricity
steel-toed boots or safety shoes	Shoes or boots with heavy-duty steel or some other strong material inside the toe section
tear	A part of a material that is pulled apart (hole, rip)
trip	To catch your foot on something and fall
watch out (for)	A warning about something dangerous
coworker	A person that somebody works with
chemicals	Materials or liquids made by a process; often used in cleaning products. Some are harmful to breathe, touch, or drink, like gasoline or bleach.
gear	The equipment or clothing needed for a particular activity
harmful	Something that can cause damage or hurt someone
high visibility	Easy to see because of being a very bright color
necessary	Required; needed
damage	Physical harm to something or someone
replace	To put something new or different in the place of something old, lost, or damaged
worn (out)	Something that is old and damaged because it has been used a lot

Discuss the following questions before you read the dialogue.

1. What risks might someone face on a construction site?
2. What kind of equipment will protect them?

PPE in Construction - What should I wear?

Read the following conversation between Luis and his supervisor, Ahmed.



Image by Callie Hutchison, Chat GPT

Ahmed: Good morning, Luis. How are you doing?

Luis: Hi, Ahmed. I'm doing okay. I'm still getting used to everything, but I want to learn quickly and do a good job.

Ahmed: That's good to hear! Today, I want to talk about how to stay safe while you are working here on the construction **site**.

Luis: That sounds important.

Ahmed: Yes, it is. We have to **watch out** for any possible hazards or **risks** and report them immediately. Many accidents are caused by people **tripping** and falling.

Luis: I've been learning about that.

Ahmed: That's good. To stay safe, you need to wear a short or long-sleeved shirt. Long-sleeved shirts are best to **protect you from cuts, scrapes, and the sun**. You must wear long pants that do not have any **tears** or holes. This is to protect your legs from catching on machinery and from any flying **debris** and **sparks**.

Luis: That makes sense.

Ahmed: Also, you shouldn't wear shoes with soft **soles**, sports shoes, or sandals. You should wear shoes or boots that protect your feet and toes.

Luis: What should I wear?

Ahmed: You need to wear **steel-toed boots** or **safety-toe boots**. If you are not wearing these boots, you may get hurt if something heavy falls on your foot or you step on something **sharp**. They should also be able to keep the water out. You want soles that keep you from slipping on oil or water.

Understanding the Conversation:

Write complete sentences to answer these questions.

1. What two things does Luis tell Ahmed he wants to do?
2. What is the purpose of Ahmed's conversation with Luis?
3. Why is it important to wear long pants and long-sleeved shirts on a construction site?
4. What are the dangers of wearing soft-soled shoes or sandals while working on a construction site?
5. How do steel-toed boots help keep you safe on the job?

Answers on page 43.

Staying Safe on the Job

Continue reading the dialogue between Ahmed and Luis below on your own, then read it again with a partner and role-play.

Ahmed: Let's go over the safety gear. Construction work can be dangerous, so wearing PPE is **necessary**. It's the employer's responsibility to train you in the proper use and care of the equipment and **replace** any damaged or **worn-out** items.

Luis: That's good to know.

Ahmed: It's your responsibility to wear the correct PPE and to listen carefully to any training. You need to care for your PPE and tell a supervisor if you need it fixed or replaced.

Luis: I know that a brightly colored **high-visibility** vest must be worn by everyone so they are easy to see. I already have a bright yellow vest and a yellow hard hat to protect my head from falling objects or accidental bumps.

Ahmed: Good start! You'll also need safety glasses or goggles to protect your eyes from dust and **debris**. If there's a lot of dust, you should also wear a dust mask.

Luis: I hadn't thought about that. It looks like I need some gloves, too.

Ahmed: You're right. Gloves protect your fingers and hands from sharp edges and any harmful chemicals or other materials you may be using. It is also important to wear hearing protection, such as earplugs or earmuffs, when working near power tools or machinery. Construction sites can be very noisy.

Luis: Are there specific rules about how and when to use the gear?

Ahmed: You should always wear your protective equipment while you are on the construction site. It's a must. Here is an OSHA Quick Card that you can keep with you. It describes the different PPE and when you need to wear it. The Quick Card is a great resource for when you are not sure what you will need.

Luis: Is there anything else I should know?

Ahmed: Remember that safety is everyone's responsibility. If you see a **coworker** without their gear, remind them to put it on. We all need to work together to stay safe.

Luis: Thank you, Ahmed.

Ahmed: You're welcome, Luis. If you have any questions or need help, just ask.

Comprehension Check

Write a complete sentence to answer the questions.

1. When should a worker wear protective equipment?
2. What is the employer's responsibility?
3. What is the worker's responsibility?
4. What is the OSHA Quick Card used for?

Answers on page 43.



Protecting Workers Construction Personal Protective Equipment (PPE)

Eye and Face Protection

- Safety glasses or face shields are worn any time work operations can cause foreign objects to get in the eye. For example, during welding, cutting, grinding, nailing (or when working with concrete and/or harmful chemicals or when exposed to flying particles). Wear when exposed to any electrical hazards, including working on energized electrical systems.
- Eye and face protectors – select based on anticipated hazards.

Foot Protection

- Construction workers should wear work shoes or boots with slip-resistant and puncture-resistant soles.
- Safety-toed footwear is worn to prevent crushed toes when working around heavy equipment or falling objects.

Hand Protection

- Gloves should fit snugly.
- Workers should wear the right gloves for the job (examples: heavy-duty rubber gloves for concrete work; welding gloves for welding; insulated gloves and sleeves when exposed to electrical hazards).

Head Protection

- Wear hard hats where there is a potential for objects falling from above, bumps to the head from fixed objects, or of accidental head contact with electrical hazards.
- Hard hats – routinely inspect them for dents, cracks or deterioration; replace after a heavy blow or electrical shock; maintain in good condition.

Hearing Protection

- Use earplugs/earmuffs in high noise work areas where chain saws or heavy equipment are used; clean or replace earplugs regularly.

For more information:



**Occupational
Safety and Health
Administration**

www.osha.gov (800) 321-OSHA (6742)

OSHA 3283-09 2005

OSHA Quick Card published by <http://www.osha.gov/> 2005

On the Job

Fill in the missing word or phrases from the list on page 6.

1. You need to wear _____ clothing on a construction site so that you are easy to see.
2. The safety _____ you wear will depend on the job you do.
3. My new _____ is friendly and helpful.
4. There was a lot of _____ to the fence when the truck hit it.
5. My boots are old and _____, so I need to _____ them soon.
6. Breathing some chemicals can be _____ to your health.
7. Is PPE always _____ on a construction site?

Answers on page 43.

Personal Protective Equipment: List situations when the PPE found in these pictures would be necessary.

	Name of PPE: Used for:
	Name of PPE: Used for:
	Name of PPE: Used for:

Images by Cindy De Beer, ChatGPT 2.0
Answers on page 41.

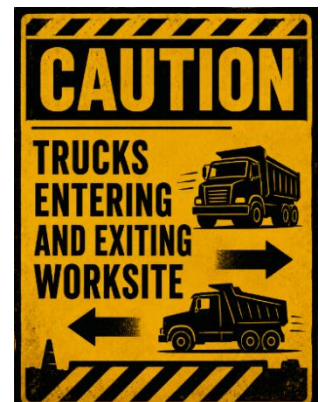
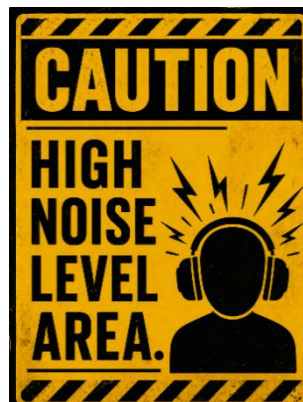
	Name of PPE: Used for:
	Name of PPE: Used for:
	Name of PPE: Used for:

Images by Cindy De Beer, ChatGPT 2.0

Identify Warning Posters

Work with a partner or in a small group, look at the warning posters below and answer the following questions.

1. In what types of workplace situations might you see each sign?
2. Explain to your partner what dangers could be found in each situation and which PPE should be used.



Images by Cindy De Beer, ChatGPT 2.0

Answers on page 44.

Grammar: Adjective Order and Descriptive Adjectives for PPE

Adjective Order

In English, adjectives that come before nouns usually follow a specific order.

Opinion → Size → Age → Shape → Color → Material → Purpose → Noun

Example:

a durable yellow plastic hard hat

- durable = opinion/quality
- yellow = color
- plastic = material

More examples:

- heavy-duty leather gloves
- high-visibility reflective vest
- waterproof rubber boots
- flame-resistant protective clothing

Common Materials Used in PPE

Material	Description	Example
leather	thick, durable animal material	leather gloves
latex	flexible rubber-like material	latex gloves
rubber	waterproof elastic material	rubber boots
plastic	lightweight synthetic material	plastic hard hat
steel	strong metal used for protection	steel-toed boots
aluminum	lightweight metal	aluminum face shield
mesh	material with tiny openings for airflow	mesh safety vest
foam	soft protective material	foam earplugs
canvas	heavy woven fabric	canvas work apron
nylon	strong synthetic fabric	nylon safety harness
polyester	synthetic fabric resistant to wrinkles	polyester reflective vest
Kevlar	extremely strong heat-resistant fiber	Kevlar gloves
vinyl	waterproof synthetic material	vinyl gloves
cotton	soft breathable fabric	cotton work shirt
fiberglass	reinforced lightweight material	fiberglass hard hat

Protection and Safety

Adjective	Meaning	Example
protective	designed to prevent injury	protective goggles
reinforced	strengthened for extra protection	reinforced gloves
impact-resistant	able to resist strong force	impact-resistant helmet
flame-resistant	resistant to fire	flame-resistant clothing
heat-resistant	protects against heat	heat-resistant gloves
waterproof	prevents water from entering	waterproof boots
shatterproof	will not break into sharp pieces	shatterproof face shield
slip-resistant	reduces slipping	slip-resistant shoes
cut-resistant	helps prevent cuts	cut-resistant gloves
chemical-resistant	protects from chemicals	chemical-resistant apron
insulated	prevents heat or electricity transfer	insulated gloves
full-coverage	covers the entire area	full-coverage face shield

Visibility and Design

Adjective	Meaning	Example
high-visibility	easy to see	high-visibility vest
reflective	reflects light	reflective stripes
bright-colored	easy to notice	bright-colored jacket
fluorescent	glows brightly under light	fluorescent safety vest

Comfort and Durability

Adjective	Meaning	Example
lightweight	not heavy	lightweight helmet
breathable	allows airflow	breathable fabric
flexible	bends easily	flexible knee pads
adjustable	can be changed to fit	adjustable harness
durable	long-lasting and strong	durable boots
heavy-duty	extremely strong	heavy-duty gloves
reusable	can be used multiple times	reusable respirator
disposable	intended for one-time use	disposable mask

Adjectives for Damaged or Unsafe PPE

Adjective	Meaning	Example
cracked	broken with visible lines or splits	cracked hard hat
torn	ripped or damaged	torn gloves
frayed	worn with loose threads or fibers	frayed safety harness
loose	not secure or firmly attached	loose helmet strap
damaged	harmed or no longer working properly	damaged goggles
defective	faulty or unsafe due to a manufacturing or maintenance problem	defective equipment
worn-out	too old or overused to function safely	worn-out boots
bent	no longer straight due to pressure or force	bent face shield frame
rusty	covered with rust or corrosion	rusty metal clips
scratched	marked or damaged on the surface	scratched safety glasses
leaking	allowing liquid or air to escape	leaking respirator seal
broken	not functioning because of damage	broken buckle
unstable	not secure or steady	unstable ladder
contaminated	exposed to dangerous substances	contaminated gloves
faded	no longer bright or visible	faded reflective vest

Discussion

Work with a partner. Different types of jobs on the construction site need different PPE. What are some important adjectives listed above that might be used to describe the equipment of the jobs/tasks listed below? Write at least three adjectives next to each job.

Electrical work:

Roofing:

Laying Asphalt/Concrete:

Painting:

Carpentry:

Plumbing:

Tile/Floor installation:

Drywall:

Other _____

Common Order of PPE Descriptive Adjectives:

Function/Opinion → Size/Weight → Color → Material → Purpose → Noun

Practice 1: Build the PPE Phrase

Put the adjectives in the correct order.

1. gloves / resistant / cut / Kevlar /
2. helmet / lightweight / white / fiberglass
3. boots / waterproof / rubber / black
4. vest / reflective / high-visibility / polyester
5. harness / adjustable / heavy-duty / nylon

Practice 2: PPE Descriptions

Describe the PPE pictures below using the word bank.

Word Bank:

polyester reinforced reflective lightweight black fiberglass leather rubber
steel-toed impact-resistant yellow brown heavy-duty fluorescent slip-resistant



1. _____ hard hat.

Image by Crystal James, ChatGPT 4.0

Answers on page 44.



2. _____ work gloves with _____ palms.



3. _____ vest with _____ stripes.



4. _____ boots with _____ soles.

Answers on page 44.

Images by Crystal James, ChatGPT 4.0

Practice 3: PPE Descriptive Sentences

Construct sentences about equipment that isn't suitable for the workplace using the word bank.

Word bank:

torn adjustable cut-resistant nylon kevlar frayed



1. Ask your supervisor for a new _____ safety harness, because the straps on yours are _____



2. Your _____ gloves are _____, so you need to get new ones from the supply cabinet.

Images by Crystal James, ChatGPT 4.0

Answers on page 44.

Practice 4: Construction Careers

Each group of adjectives below is commonly used to describe PPE of a specific construction career. Match the careers to the adjectives and explain why workers in that field need PPE with those qualities.

carpenter	welder	demolition worker	road construction worker	painter	roofer
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1.

- heat-resistant
- flame-resistant
- full-coverage

A _____ would need this type of equipment because

2.

- high-visibility
- reflective
- fluorescent

A _____ would need this type of equipment because

3.

- adjustable
- durable
- slip-resistant

A _____ would need this type of equipment because

4.

- impact-resistant
- heavy-duty
- protective

A _____ would need this type of equipment because

Answers on page 45.

5.

- chemical-resistant
- disposable
- respiratory-protective

A _____ would need this type of equipment because

6.

- cut-resistant
- reinforced
- leather

A _____ would need this type of equipment because

Answers on page 45.

Grammar Focus: Passive Voice for Construction Safety and PPE

What Is Passive Voice?

In construction and workplace safety, workers often use the **passive voice** to describe safety rules, procedures, equipment, and responsibilities.

The passive voice focuses on the **action or equipment**, not the person doing the action.

In many cases, you can leave out the person doing the action when it is generic, you don't know, or it doesn't matter. But when it is important, you can use "by" at the end of the sentence to include it.

Active vs. Passive Voice

Notice the movement of the underlined object in each active sentence below when it is made passive.

Active Voice

Workers must wear hard hats in all areas of the construction site.

Supervisors inspect PPE.

Workers use gloves to protect their hands.

Passive Voice

Hard hats must be worn in all areas of the construction site.

PPE is inspected by supervisors.

Gloves are used to protect workers' hands.

****Discussion Question:** What happens to the subject of each active sentence? Why do you think it was different for each sentence?

Passive Voice Structure

Formula:

subject + be + past participle

Subject	Be Verb (in the same tense)	Past Participle
Safety goggles	are	worn
A hard hat	is	required
Gloves	Must (should) be	used

Examples from Construction Sites

- Hard hats are required on construction sites.
- Steel-toed boots are worn to protect workers' feet.
- Reflective vests are used near heavy equipment.
- Safety harnesses are inspected before use.
- Damaged PPE should be replaced immediately.
- Ear protection is recommended in loud environments.

Why Is Passive Voice Common in Safety Language?

Passive voice is often used because the equipment or safety procedure is more important than the person performing the action, or that person is unknown.

Example:

"Safety harnesses are required during roofing work."

(The important information is the requirement, not who requires it.)

PPE Vocabulary in Passive Voice

PPE Item	Passive Voice Sentence
hard hat	A hard hat <u>is worn</u> to protect the head.
gloves	Gloves <u>are used</u> to protect the hands.
safety goggles	Safety goggles <u>are worn</u> during cutting and welding work.
reflective vest	Reflective vests <u>are required</u> near moving vehicles.
earplugs	Ear protection <u>should be used</u> in noisy environments.
safety harness	Safety harnesses <u>must be replaced</u> when the straps become frayed.

Practice 1: Identify Passive Voice

Go to the OSHA Quick Card on page 9 and underline or highlight all the passive voice sentences you can find. Remember, passive voice sentences start with the object and include a form of “be” with the past participle form of the verb.

Example (from the Quick Card): “Safety glasses or face shields are worn any time work operations can cause foreign objects to get in the eye.”

**If you can find any passive voice examples that aren’t the main verb of the sentence, underline those as well.

Example (not on the Quick Card):

Workers should dispose of gloves that have been torn.

Answers on page 45.

Practice 2: Change Active Voice to Passive Voice

1. Workers always wear hard hats when walking around the construction site.

2. Supervisors should inspect PPE every morning.

3. Employees use reflective vests near traffic.

4. Workers need to replace damaged gloves immediately.

5. Construction crews at this site regularly use safety harnesses during roofing work.

Answers on page 46.

6. Workers have to wear ear protection when using a jackhammer.

7. Employees don't have to wear their hard hats in the break room.

Answers on page 46.

Practice 3: Change these active sentences from the OSHA Quick Card into passive voice.

Tips:

- Imperative (command) sentences can use the word “must” or “should” in passive or in more formal situations use “is/are to be_____”. So “Wear protective gloves.” becomes “Protective gloves are to be worn.” or “You must/should wear protective gloves.”
- Reminder: If the person doing the action in the original sentence is important for meaning, you can use “by _____” at the end.

1. Use earplugs or earmuffs in high-noise work areas.

2. Clean or replace earplugs regularly.

3. Construction workers should wear work shoes or boots with slip-resistant and puncture-resistant soles.

Answers on page 46.

Presenting About PPE

In your presentation, you will need to introduce 2 (IH) or 3 (Adv) pieces of PPE.

For each item, you will need to:

1. Introduce the PPE equipment
2. Describe the equipment
3. Explain how the equipment provides protection
4. Talk about the work conditions when the equipment needs to be used.

Important note: In the examples below we will use PPE from the medical profession to show examples of how to talk about PPE, but your task will be to present about PPE found on the construction site.

1. Introducing the Equipment

- Today I will talk about _____
- This piece of PPE is called a _____
“This piece of PPE is called a surgical mask.”



Image by Crystal James, Chat GPT 4.0

2. Describing the Equipment

Sentence Frames

In this picture you can see a _____

It has _____

It is designed to _____

“In this picture you can see a light blue pleated face mask. It has soft white elastic straps. It is designed to be worn over the mouth and nose and attached behind the ears.”

3. Explaining How it Provides Protection

Sentence Frames

It is used to protect _____

It is worn to prevent _____

It helps reduce the risk of _____

It protects workers from _____

It prevents _____ by _____

The material it is made from reduces risk of _____

If workers don't wear/use _____

“It is worn by doctors and nurses to protect patients from contamination.

It helps reduce the risk of infection by using 3 layers of lightweight plastic fabric to keep particles from escaping. If doctors and nurses do not wear a face mask, their breath, coughs, or sneezes could cause an infection or spread illness.”

Speaking Practice Pair Work

Research and select three pieces of PPE commonly used on a construction site that you might want to include in your presentation. Practice using the sentence frames to speak about the equipment and answer the questions verbally with your partner.

PPE Item #1: Answer the questions.

1. Describe the PPE.
2. What safety feature does it provide? How?
3. During what type of work is this PPE required?
4. What could happen if it is damaged?
5. What could happen if workers do not use it?

PPE Item #2: Answer the questions.

1. Describe the PPE.
2. What safety feature does it provide? How?
3. During what type of work is this PPE required?
4. What could happen if it is damaged?
5. What could happen if workers do not use it?



Image by Carla Slowiczek, Adobe Illustrator, Text to Image AI

PPE Item #3: Answer the questions.

1. Describe the PPE.
2. What safety feature does it provide? How?
3. During what type of work is this PPE required?
4. What could happen if it is damaged?
5. What could happen if workers do not use it?

Making an Oral Presentation

Brainstorm. In the space below, brainstorm ideas on what makes a strong oral presentation. Think about content, visuals, and body language. Share with your classmates.

Matching Picture Descriptions: Draw a line to match the keyword to the description.

Key Word	Description
1.Eye Contact	a. A student standing at the front of the room talking to the class.
2.Visual Aids	b. A person smiling and standing up tall with their head held high feeling good about themselves.
3.Body Language	c. A speaker looking directly into the eyes of a person in the front row.
4.Oral Presentation	d. A colorful poster with charts and photos used during a speech.
5.Confidence	e. A person using their hands to explain a point while standing straight.

Answers on page 46.



Organizing Your Report

A good oral report should have a strong beginning, an organized middle, and a clear conclusion. Use visuals, speak clearly, and show confidence. Here is a step by step guide to help prepare you for your presentation. As you read, take notes on what you would like to include for your presentation.

1. Look at presentation requirements
 - Make sure you understand what is required for your presentation.
 - Look at any rubrics to understand how you will be graded.
2. Prepare your presentation
 - What PPE items are you going to talk about?
 - What do you know about these PPE items?
3. Make an outline
 - Identify the main points
 - Write down important information that you don't want to forget
4. Create visual aids
 - Decide whether you want to do a digital presentation or a physical presentation
 - Create or find visual aids that help explain or support your points
5. Have good body language
 - Stand up straight
 - Look confident and smile
 - Make good eye contact with your audience
6. Practice your presentation
 - Practice on your own reading through your notes and outline
 - Practice your presentation with family, friends, and classmates
 - Speak clearly, slowly, and stop when necessary

Maria's Oral Presentation

Maria feels nervous about her upcoming oral presentation. She needs to present to her English class about construction PPE. Her teacher gave her a step-by-step guide on how to prepare her written report as well as tips on making a strong presentation. Let's learn about Maria's process as you start thinking about your own presentation.

Step 1: Look at Presentation Requirements

- 💡 • Look at any information provided by your teacher to understand what you need to do to complete your presentation.
- You will also want to ask about time requirements for your presentation, so you know how much information you can include.
- Look at rubrics that will be used by your teacher to grade your presentation. This will help you understand how you will be graded and what the teacher is looking for in your presentation.

Maria's Process:

Maria begins by reviewing the presentation requirements in her student workbook and making notes of what she needs to complete. She then checks with her teacher to confirm that she understands the assignment correctly. Maria takes the time to review the rubric that her teacher will use to grade her presentation.

☒ **Your Turn:**

- What are the requirements for your presentation?
- Where can you find the grading rubric?

Step 2: Prepare Your Presentation

- 💡 • After you understand what is required in your presentation, now you need to brainstorm and gather information to prepare.
- You want to think about what you want to present. Make sure that what you present is interesting for you. In this case you will need to answer the following questions:
 - What 2(IH) or 3 (ADV) PPE items will I talk about?
 - What do I know already about these PPE items?
- Next, you want to gather as much information as possible on these PPE items. You can use your task 1 and task 2 packets to help you, as well as doing your own online research. Think about these elements as you research each PPE item:
 - Description of equipment
 - Its purpose as protective equipment
 - Under what work or training conditions is this equipment used

Maria's Process:

Maria sits down and begins to brainstorm ideas for her upcoming presentation. She starts to think about the different PPE equipment she has learned about throughout her construction class and what PPE is most interesting or relevant to her. She has decided that she wants to present a welding helmet, steel toed boots, and leather gloves.

Now that she knows the 3 PPE items she wants to present, it is time for her to gather information about each PPE item. She looks through her task 1 and task 2 packet and does her own outside research. She remembers the OSHA Quick Card as well as the adjectives section of this booklet. She uses both to build her presentation.

☒ Your Turn:

- Brainstorm:
 - What are the 2(IH) or 3 (ADV) PPE items I will talk about?

 - What do I know already about these PPE items?

- Research:
 - PPE Item # 1:
 - Description of equipment

 - Its purpose as protective equipment

 - Under what work or training conditions is the equipment used

 - PPE Item #2:
 - Description of equipment

 - Its purpose as protective equipment

 - Under what work or training conditions is the equipment used

- PPE Item #3:
 - Description of equipment
 - Its purpose as protective equipment
 - Under what work or training conditions is the equipment used

Step 3: Make an Outline

- 💡 • Now that you have completed your research, you will decide what main points are most relevant for your presentation. Keep in mind time requirements. Make sure you refer to your rubric if needed.
- Write down information you don't want to forget on an index card or piece of paper. Use this as a reference, not something you will read directly from.

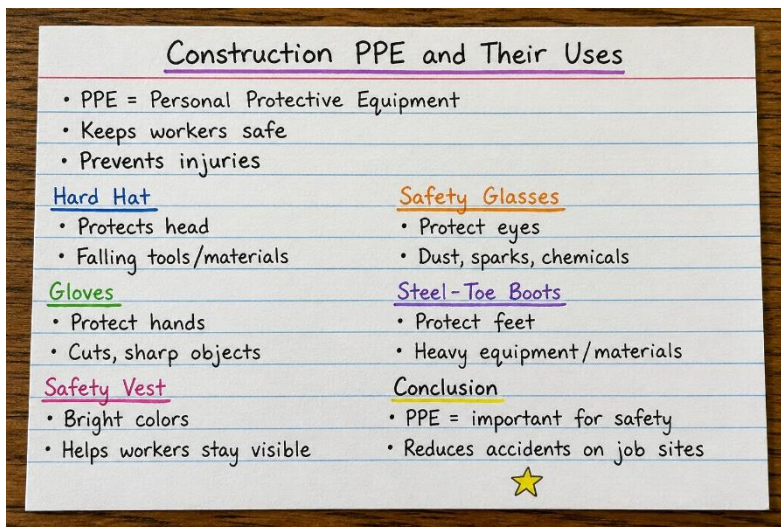


Image by Emily Petersen. ChatGPT

Maria's Process:

Maria finds a lot of information about all three PPE items. She needs to decide which information is the most important to include in her presentation. This takes some time because she also has to think about the length requirement for the presentation. She wants to make sure she has enough information to meet the time requirement, but she also does not want to include so much information that she goes far over the limit. After reviewing her research, Maria feels confident that she has chosen the right amount of important information.

Next, Maria finds an index card and begins writing down key points she does not want to forget. She does not write her entire presentation on the card. Instead, she writes short notes and important ideas so she can quickly reference them while presenting.

✓ Your Turn:

- What are the main points I will include in my presentation?
- Make an index card of notes.

Step 4: Find or Create Visual Aids



- You will need to decide if you are making a digital or physical presentation. Which one works best for you?
- You will find or draw pictures that relate to your presentation. Do not use too many visuals as that can be overwhelming to your audience. Select visuals that are clear to understand. Make your visuals neat and organized.

✗ WEAK PPE PRESENTATION

Too much text, cluttered, distracting

PERSONAL PROTECTIVE EQUIPMENT (PPE)

PPE stands for Personal Protective Equipment. It is **very important** on construction sites because there are many dangers everywhere! Workers need to wear PPE to protect themselves from getting hurt. There are many types of PPE including hard hats, safety glasses, gloves, steel-toe boots, and high-visibility vests. In this presentation, I am going to tell you **all** about each one!!!

HARD HATS

- Hard hats protect your head
- They can stop things from falling on your head like tools, wood, bricks, and other stuff
- They are usually made of plastic but some are made of other materials too
- They come in many colors like white, yellow, blue, red, green, orange, etc.
- You have to wear them all the time on the job site
- If you don't wear one you could get seriously hurt or even die!!!

SAFETY GLASSES

Safety glasses protect your eyes from dust, dirt, chemicals, flying objects, wood chips, metal, and so much more! There are different kinds like clear, tinted, anti-fog, and prescription. You should always wear them even if you're just watching! Your eyes are very important so you have to take care of them!!! Always wear safety glasses!

✓ STRONG PPE PRESENTATION

Clear, simple, and easy to understand

PERSONAL PROTECTIVE EQUIPMENT (PPE)

PPE is equipment worn to protect workers from injuries on the job.

Today, I will talk about three important items of PPE:

- Hard Hats
- Safety Glasses
- Gloves

HARD HATS

- Protect the head from falling objects
- Help prevent serious head injuries
- Wear at all times on the job site

SAFETY GLASSES

- Protect eyes from dust, debris, and chemicals
- Help prevent eye injuries
- Wear at all times when working

GLOVES

- Protect hands from cuts, scrapes, and burns
- Improve grip and prevent injuries
- Choose the right gloves for the task

Images by Emily Petersen, ChatGPT

Maria's Process:

Maria decides she would rather complete a digital presentation because she has experience with creating slideshows. Maria looks through her notes to decide what visuals would work best for her presentation. She finds simple, clear images of a welding helmet, steel toed boots, and leather gloves. She adds them to her presentation along with summarized points for each PPE item.

☑ Your Turn:

- Will you make a digital or physical presentation?
- Look over your notes and decide what simple, clear images you can use.

Step 5: Have Good Body Language

- 💡 • What do you notice about the body language of the person in this picture? Discuss with a partner.



Images by Emily Petersen, ChatGPT

- What do you notice about the body language of this person in this picture? Discuss with a partner.



Image by Emily Petersen, ChatGPT

Remember to Do the Following:

- Stand up straight.
- Look confident and smile. Avoid looking nervous and crossing your arms.
- Make good eye contact with your whole audience. Avoid looking for too long at your notes or the floor.

Maria's Process:

Maria knows she needs to improve her body language during presentations. She practices standing tall and keeping her shoulders back. She also practices smiling so she looks confident. Next, she works on making eye contact by looking at one part of the audience for a few seconds before looking somewhere else. Her good posture, smile, and eye contact help her become a stronger presenter.

☒ **Your Turn:**

- Practice standing tall, looking confident, smiling, and making good eye contact with your audience.

Step 6: Practice Your Presentation

- 💡 • Practice your presentation more than once. Use your visuals and remember your body language as you practice. Time yourself so you know how long your presentation is. You may need to adjust your presentation depending on how long you take.
- Practice in front of someone. They can give you great feedback on how to improve your presentation.
- Speak clearly, slowly, and stop when necessary. Your audience needs time to understand you. Make sure you speak loud enough for your audience to hear you.

Maria's Process:

Maria makes sure to practice her presentation several times before the final exam. She feels nervous but the more she practices, the more confident she gets. As she practices, she ensures that she is speaking slowly and clearly. She also practices using good body language. She has timed herself and, at first, her presentation was too short. She spent some time adding more information to make the presentation more interesting.

She asks her friend, Amy, to watch her presentation and to give her feedback. Finally, she works with three different classmates and they give each other feedback based on the grading rubric and requirements. She feels ready for her presentation day.

☒ **Your Turn:**

- Practice your presentation. Remember good body language.
- Time yourself- edit your presentation as needed.
- Practice with classmates, family and friends. Below you will find a peer feedback section for you and your classmates.

Oral Presentation Practice - Peer Feedback

Give feedback to 2-3 classmates on their presentation. Make sure you give feedback to them in their student packet. Put a check mark where you believe your peer is on the grading rubric. Then, give them some feedback on what they did well and how they can improve.

Peer Feedback #1

Presenter: _____ Reviewer: _____

Content	
ADVANCED - The report is clear, complete, and includes accurate information. All 3 PPEs are addressed. <u>All ideas are organized and easy to understand. The student explains their ideas with relevant details and examples. The listener does not need to guess what the student means.</u> Some language errors may be present, but they do not affect overall meaning or communication.	
ADVANCED - The report is clear, complete, and includes accurate information. All 3 PPEs are included. <u>Most ideas are organized and supported with relevant details. Some parts may not be completely clear, and the listener may need to guess the meaning in a few places.</u> There may be some language errors, but they do not make the report difficult to understand.	
ADVANCED - Report is inappropriate, unclear, incorrect, or there is no report.	

Content	
INTERMEDIATE HIGH - The report is clear, complete, and accurate. It includes 2 PPEs. <u>Ideas are organized, easy to understand, and supported with relevant details or examples. The listener does not need to guess the meaning.</u> There may be some language mistakes, but they do not affect understanding.	
INTERMEDIATE HIGH - The report is clear, complete, and accurate. It includes 2 PPEs. <u>Some ideas may not be well stated and somewhat supported by mostly relevant details. The report is mostly organized. The listener may need to guess the meaning of some ideas.</u> There may be some language mistakes, but they do not affect understanding.	
INTERMEDIATE HIGH - The report has correct information and includes at least 1 PPE. <u>Some ideas are difficult to understand or are not fully explained. The report may need more details or better organization. The listener may need to guess the meaning in some parts.</u> There may be language mistakes, but the main message can still be understood.	
INTERMEDIATE HIGH - Report is inappropriate, unclear, incorrect, or there is no report.	

Visual Aids	
The visual aid is clear, related to the topic, and helps explain the main ideas of the report.	
The visual aid is related to the topic and helps explain the report, but <u>it may not show all the main ideas clearly.</u>	

Presentation	
The student <u>speaks clearly and uses good body language</u> during most of the presentation. The <u>student uses a visual aid that is related to the topic.</u>	
The student <u>reads the entire report or speaks too softly to be heard. The student does not use or does not have a visual aid.</u> Body language may distract from the presentation.	

1. What did your classmate do well during their presentation?

2. How can your classmate improve their presentation?

Peer Feedback #2

Presenter: _____ Reviewer: _____

Content	
ADVANCED - The report is clear, complete, and includes accurate information. All 3 PPEs are addressed. <u>All ideas are organized and easy to understand. The student explains their ideas with relevant details and examples. The listener does not need to guess what the student means.</u> Some language errors may be present, but they do not affect overall meaning or communication.	
ADVANCED - The report is clear, complete, and includes accurate information. All 3 PPEs are included. <u>Most ideas are organized and supported with relevant details. Some parts may not be completely clear, and the listener may need to guess the meaning in a few places.</u> There may be some language errors, but they do not make the report difficult to understand.	
ADVANCED - Report is inappropriate, unclear, incorrect, or there is no report.	

Content	
INTERMEDIATE HIGH - The report is clear, complete, and accurate. It includes 2 PPEs. <u>Ideas are organized, easy to understand, and supported with relevant details or examples. The listener does not need to guess the meaning.</u> There may be some language mistakes, but they do not affect understanding.	
INTERMEDIATE HIGH - The report is clear, complete, and accurate. It includes 2 PPEs. <u>Some ideas may not be well stated and somewhat supported by mostly relevant details. The report is mostly organized. The listener may need to guess the meaning of some ideas.</u> There may be some language mistakes, but they do not affect understanding.	
INTERMEDIATE HIGH - The report has correct information and includes at least 1 PPE. <u>Some ideas are difficult to understand or are not fully explained. The report may need more details or better organization. The listener may need to guess the meaning in some parts.</u> There may be language mistakes, but the main message can still be understood.	
INTERMEDIATE HIGH - Report is inappropriate, unclear, incorrect, or there is no report.	

Visual Aids	
The visual aid is clear, related to the topic, and helps explain the main ideas of the report.	

The visual aid is related to the topic and helps explain the report, but <u>it may not show all the main ideas clearly.</u>	
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Presentation	
The student <u>speaks clearly and uses good body language</u> during most of the presentation. The <u>student uses a visual aid that is related to the topic.</u>	
The student <u>reads the entire report or speaks too softly to be heard. The student does not use or does not have a visual aid.</u> Body language may distract from the presentation.	

1. What did your classmate do well during their presentation?

2. How can your classmate improve their presentation?

Peer Feedback #3

Presenter: _____ Reviewer: _____

Content	
ADVANCED - The report is clear, complete, and includes accurate information. All 3 PPEs are addressed. <u>All ideas are organized and easy to understand. The student explains their ideas with relevant details and examples. The listener does not need to guess what the student means.</u> Some language errors may be present, but they do not affect overall meaning or communication.	
ADVANCED - The report is clear, complete, and includes accurate information. All 3 PPEs are included. <u>Most ideas are organized and supported with relevant details. Some parts may not be completely clear, and the listener may need to guess the meaning in a few places.</u> There may be some language errors, but they do not make the report difficult to understand.	
ADVANCED - Report is inappropriate, unclear, incorrect, or there is no report.	

Content	
INTERMEDIATE HIGH - The report is clear, complete, and accurate. It includes 2 PPEs. <u>Ideas are organized, easy to understand, and supported with relevant details or examples. The listener does not need to guess the meaning.</u> There may be some language mistakes, but they do not affect understanding.	
INTERMEDIATE HIGH - The report is clear, complete, and accurate. It includes 2 PPEs. <u>Some ideas may not be well stated and somewhat supported by mostly relevant details. The report is mostly organized. The listener may need to guess the meaning of some ideas.</u> There may be some language mistakes, but they do not affect understanding.	
INTERMEDIATE HIGH - The report has correct information and includes at least 1 PPE. <u>Some ideas are difficult to understand or are not fully explained. The report may need more details or better organization. The listener may need to guess the meaning in some parts.</u> There may be language mistakes, but the main message can still be understood.	
INTERMEDIATE HIGH - Report is inappropriate, unclear, incorrect, or there is no report.	

Visual Aids	
The visual aid is clear, related to the topic, and helps explain the main ideas of the report.	

The visual aid is related to the topic and helps explain the report, but <u>it may not show all the main ideas clearly.</u>	
--	--

Presentation	
The student <u>speaks clearly and uses good body language</u> during most of the presentation. The <u>student uses a visual aid that is related to the topic.</u>	
The student <u>reads the entire report or speaks too softly to be heard. The student does not use or does not have a visual aid.</u> Body language may distract from the presentation.	

1. What did your classmate do well during their presentation?

2. How can your classmate improve their presentation?

Oral Presentation Grading Rubric

Below you will find the grading rubric that your teacher will use to grade you. You will notice it is very similar to the peer feedback rubrics used above. Once you read over the rubric, complete a self-evaluation checklist.

Content Points	
Adv - Report is appropriate, clear, complete, and has correct content. All 3 PPEs are covered. Ideas are well stated, clearly expressed, well organized and supported with concrete relevant detail. No inference is required. There may be errors, but they do not interfere with meaning.	20
Adv - Report is appropriate, clear, complete, and has correct content. All 3 PPEs are covered. Some ideas may not be well stated. Contains mostly relevant detail and is adequately organized. May require some inference. There may be errors, but they do not interfere with meaning.	18
IH- Report is appropriate, clear, complete, and has correct content. 2 PPEs are covered. Ideas are well stated, clearly expressed, well organized and supported with concrete relevant detail. No inference is required. There may be errors, but they do not interfere with meaning.	16
IH - Report is appropriate, clear, complete, and has correct content. 2 PPEs are covered. Some ideas may not be well stated. Contains mostly relevant detail and is adequately organized. May require some inference. There may be errors, but they do not interfere with meaning. IL - Report is appropriate, clear, complete, and has correct content. 1 PPE is covered. Some ideas may not be well stated. Contains mostly relevant detail and is adequately organized. May require some inference. There may be errors, but they do not interfere with meaning.	14
IL-IH Report is appropriate and has correct content but may lack clarity. At least 1 PPE is covered. Many ideas may not be well stated. May lack appropriate or sufficient detail or clear focus. May require some inference. There may be errors, but they do not interfere with meaning.	12

Visual Aids Points	
Visual aid(s) is relevant and appropriate and delineates the main points of the oral report.	4
Visual aid(s) is relevant and appropriate but may not completely delineate the main points of the oral report.	2

Presentation Points	
Student uses effective speech and body language through most of the presentation and refers to a relevant visual aid.	2
Student reads the entire report or speaks too softly to be heard and/or does not refer to or have a visual aid. Body language distracts from the report.	0

Self-Evaluation

Complete the self-evaluation form to ensure you meet all the presentation requirements before your presentation.

PPE Presentation Self-Evaluation Checklist

Check the boxes that are true for your presentation.

Content

- ☐ I explained **3 PPE items** (ADV) or **2 PPE items** (IH).
- ☐ I clearly explained **what each PPE item is**.
- ☐ I explained **why each PPE item is important**.
- ☐ I gave enough details and examples for each PPE item.
- ☐ My information is correct.
- ☐ My ideas are organized in a logical order.
- ☐ My audience can easily understand my message.
- ☐ I speak clearly without making the audience guess what I mean.
- ☐ I practiced my presentation before presenting.

Visual Aid

- ☐ My visual aid matches my presentation topic.
- ☐ My visual aid helps explain my main points.
- ☐ My visual aid is easy to see and read.
- ☐ My visual aid includes information about all of my PPE items.

Presentation Skills

- ☐ I spoke loudly enough for everyone to hear.
- ☐ I looked at the audience most of the time.
- ☐ I used my notes only when needed.
- ☐ I stood up straight and looked confident.
- ☐ I made eye contact.
- ☐ I referred to my visual aid during my presentation.
- ☐ My body language helped my presentation.

What do you need to improve for your final presentation?

Answers to Comprehension Checks and Exercises

Understanding the Conversation – page 7:

Answers may vary.

1. Watch out for any possible hazards or risks and report them immediately.
2. Ahmed is training Luis in the safety requirements at the job site.
3. To stay safe, you need to wear a short or long-sleeved shirt. Long-sleeved shirts are best to protect you from cuts, scrapes, and the sun. You must wear long pants that do not have any tears or holes. This is to protect your legs from catching on machinery and any flying debris, and sparks.
4. If you are wearing soft-soled shoes or sandals, you may get hurt if something heavy falls on your foot or you step on something sharp. Shoes should also be able to keep the water out. You want soles that keep you from slipping on oil or water.
5. See #4.

Comprehension Check – page 8:

1. PPE should be worn any time a worker is at the job site.
2. It's the employer's responsibility to train you in the proper use and care of the equipment and replace any damaged or worn-out items.
3. The worker's responsibility is to wear the correct PPE and to listen carefully to any training. You need to care for your PPE and tell a supervisor if you need it fixed or replaced.
4. It describes the different PPE and when you need to wear it.

On the Job – page 9:

1. high visibility
2. gear
3. coworker
4. damage
5. worn out, replace
6. harmful
7. necessary

Identify Warning Posters – page 10:

Answers may vary.

- **Sparks Flying:** That sign might be found in a welding shop or on a building site. Sparks from machinery can hit you in the face, eyes, or body if you are not covered. You should wear a welding mask/face shield
- **Watch Out for Falling Objects:** That sign might be found near scaffolding. If some workers are above other workers, it is important to wear a hard hat so that items do not fall and hit you on the head.
- **High Noise Level Area:** This sign could be found where there are lots of saws or loud machinery being used. Exposure to lots of loud noises can lead to hearing loss or damage. Ear plugs or over-the ear
- **Trucks Entering/Exiting:** This sign might be found where there are large machines or trucks moving around the site. The drivers need to be able to see where other workers are so that they don't accidentally hit anyone. Workers should wear high-visibility clothing.

Practice 1 – Build the PPE Phrase - page 14:

1. Cut-resistant Kevlar gloves
2. Lightweight white fiberglass helmet
3. Waterproof black rubber boots
4. High-visibility polyester reflective vest
5. Heavy-duty nylon adjustable harness

Practice 2 – PPE Descriptions - pages 14 through 15:

1. Lightweight impact-resistant fiberglass helmet
2. Heavy-duty brown leather work gloves with reinforced palms
3. Fluorescent yellow polyester vest with reflective stripes
4. Black steel-toed boots with slip-resistant rubber-soles

Practice 3 – PPE Descriptive Sentences - page 16:

1. Ask your supervisor for a new adjustable nylon safety harness, because the straps on yours are frayed.
2. Your cut-resistant kevlar gloves are torn, so you need to get new ones from the supply cabinet.

Practice 4 – Construction Careers - pages 17 through 18:

1. Welder
2. Road construction worker
3. Roofer
4. Demolition worker
5. Painter
6. Carpenter

Sentences may vary.

1. A welder would need this type of equipment because welding produces sparks, heat, and molten metal that can burn the skin and eyes.
2. A road construction worker would need this type of equipment because workers must be easily seen by drivers and equipment operators, especially in low-light conditions.
3. A roofer would need this type of equipment because roofers work at heights and need PPE that fits properly, lasts a long time, and helps prevent slips and falls.
4. A demolition worker would need this type of equipment because demolition work exposes workers to falling debris, flying objects, and other impact hazards.
5. A painter would need this type of equipment because painters may be exposed to paint fumes, solvents, and other chemicals that can be harmful to breathe or touch.
6. A carpenter would need this type of equipment because carpenters work with sharp tools, rough materials, and wood that can cause cuts and punctures to the hands.

Practice 1 – page 20:

- Safety glasses or face shields are worn any time work operations can cause foreign objects to get in the eye.
- Eye and face protectors should be selected based on anticipated hazards.
- Safety-toed footwear is worn to prevent crushed toes when working around heavy equipment or falling objects.
- Hard hats should be routinely inspected for dents, cracks, or deterioration; (should be) replaced after a heavy blow or electrical shock; and (should be) maintained in good condition.
- Main verb is active, but contains a passive clause:
- Use earplugs or earmuffs in high-noise work areas where chain saws or heavy equipment are used.

Practice 2 – pages 20 through 21:

1. Hard hats are always worn when walking around the construction site.
2. PPE should be inspected (by supervisors) every morning.
3. Reflective vests are used near traffic.
4. Damaged gloves need to be replaced immediately.
5. Safety harnesses are regularly used during roofing work at this site.
6. Ear protection has to be worn when using a jackhammer.
7. Hard hats don't have to be worn in the break room.

Practice 3 – page 21:

1. Earplugs or earmuffs are to be used in high-noise work areas. (should be, must be)
2. Earplugs should be cleaned or replaced regularly.
3. Work shoes or boots with slip-resistant and puncture-resistant soles should be worn by construction workers. (are to be, must be)

Matching Picture Descriptions – page 25:

1. c
2. d
3. e
4. a
5. b