

## ***Activity name: Jurassic Park Safety Audit***

This activity is meant to provide a real-world application of the ATEEC Recommended Core Curriculum's math, science, technical, communications, or critical thinking knowledge and skill concepts, which have been identified by the ATEEC Fellows as necessary preparation for environmental technology occupations.

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*Appropriate for which course(s)?* Introductory Environmental Technology course and Health and Safety Courses

*Cognitive Level:* Comprehension

*SCANS Skills:* Reading, writing, listening, mental visualization, select technology, monitor and correct performance; serve clients and customers; participate as a team; and interpret information.

*Math/Science/Technology Skills:* Recognize, report, correct, demonstrate technical writing skills. Demonstrate tactful communication skills.

*Concept/skill learned:*

- **Read, interpret, and apply government regulations in** CFRs and Federal Register (e.g., permitting, training, reporting, procedural, planning, and other **compliance requirements**).
- **Audit workplace for compliance with regulations.**
- **Recognize, report, and correct safety problems.**

*Approximate time to complete activity:* 1 hour

*Source of idea or activity:* Sharon Flanagan, Nunez Community College, 3700 LaFontaine Street, Chalmette, LA 70043.

*Materials/resources needed:* Video tape of Jurassic Park, worksheet (optional).

*Description of activity:* Show the first 30 minutes of the film Jurassic Park. This popular video will be easy to obtain and students will remember having seen it. Ask them to audit the film for violations of safety rules and regulations, OSHA violations, violations of HASP's by making a list of what they consider a safety hazard. The list is astounding, even in the first 30 minutes. Using an open-ended discussion format, start a master list of violations. Many students will not see some things, eyes will be opened and this activity is just plain FUN. Some visible violations are lack of hard hats, no safety harnesses or ropes, unidentified dangers, etc. This video demonstrates the power of observation and

starts students looking everywhere for violations of codes and regulations. In teams of 2 students each write a letter to the owner of Jurassic Park explaining the results of the audit and making suggestions for implementation.

*Activity submitted by: Sharon Flanagan of Nunez Community College .*

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### **Extensions to Activity**

Learning objective: Increase students' power of observation in recognizing violations of OSHA standards.

The following activities provide students an opportunity to apply their knowledge after studying OSHA's General Industry Standards in the Code of Federal Regulations, 29 CFR 1910. The activities begin with a motivational, entertaining exercise; gradually, students begin to evaluate real-life situations for violations of OSHA standards.

- For an entertaining warm-up exercise in class, perform the "Jurassic Park Safety Audit."
- For one week, take notes about OSHA violations observed in public. The violations may be specifically covered by the General Industry Standards in 29 CFR 1910 or might be covered by section 5 of the Occupational Safety and Health Act, in which employers have a "general duty" and obligation to provide a safe and healthful work environment for their employees and shall "furnish to each of his employees employment and a place of employment which are free from recognized hazards that are causing or are likely to cause death or serious physical harm to his employees...."

Recent examples actually observed by this writer in her community include:

1. Road construction workers apparently lacking hearing protection, dust inhalation protection, safety glasses, hand protection when using jackhammers, hard hats.
2. Dog groomer lacking protective gloves and safety glasses when using flea dips.
3. Workers in a trench that was not shored up.

In class, compare the students' results of this community "audit."

· Arrange as a class to accompany the safety manager of a company during an informal audit. Take notes not only about examples of probable noncompliance but about as many positive examples of compliance as possible. After the audit, compare notes with class members and build a more complete list that combines everyone's observations. Use 29 CFR 1910 to check questions that arise. [Note: The safety manager might "plant" several examples of noncompliance among the employees.]

*Assessment:* Videotape an enactment of an unsafe practice (i.e., worker hammering while on a ladder with no second person standing by, no hard hat, no safety net for tools, etc. Ask students to write 3 unsafe practices observed.

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