

Safety Management

Discussion Session

Fall Protection: The Jigsaw Classroom

1. Your idea can be here

2. Safe installation and efficient usage of the solar power system

3. Common fall hazards

4. Fall hazard controls

5. Employer requirements: the rescue plan, the inspection of the fall protection system(s)

6. Employee requirements: PFAS, positioning and inspection of the fall restraint hardware before each use

7. After a fall – First Aid

8. Ropes and knots for the solar-photovoltaic roof installations

9. Fall protection: radio contact among workers

10. Fall protection: how to maximize the radio contact distance via the radio equipment programming (e.g., Baofeng BF-888S radios)

11. Minimization of the roof fall hazards: How to choose the “right” solar panel(s)

12. Active fall protection

13. Passive fall protection

Other topics related to Fall Protection.

The **Jigsaw Classroom** technique splits class into mixed groups to work on small problems that the group collates into an outcome. For example, an in-class assignment is divided into topics. Students are then split into groups with one member assigned to each topic. Working individually, each student learns about their topic and presents it to their group. Next, students gather into groups divided by topic. Each member presents again to the topic group. In same-topic groups, students reconcile points of view and synthesize information. They create a final report. Finally, the original groups reconvene and listen to presentations from each member. The final presentations provide all group members with an understanding of their own material, as well as the findings that have emerged from topic-specific group discussion. [https://en.wikipedia.org/wiki/Jigsaw_\(teaching_technique\)](https://en.wikipedia.org/wiki/Jigsaw_(teaching_technique))

STEP 1 (2 min - ?; <https://www.jigsaw.org>)

Divide students into 5- or 6-person jigsaw groups.

The groups should be diverse in terms of gender, ethnicity, race, and ability.

STEP 2 (1 min - ?)

Appoint one student from each group as the leader.

Initially, this person should be the most mature student in the group.

STEP 3 (2 min - ?)

Divide the day's lesson into 5-6 segments.

STEP 4 (2 min)

Assign each student to learn one segment.

STEP 5 (5-10 min)

Give students time to read over their segment at least twice and become familiar with it.

There is no need for them to memorize it.

STEP 6 (10-15 min - ?)

Form temporary "expert groups" by having one student from each jigsaw group join other students assigned to the same segment.

Give students in these expert groups time to discuss the main points of their segment and to rehearse the presentations they will make to their jigsaw group.

STEP 7 (1 min - ?)

Bring the students back into their jigsaw groups.

STEP 8 (10-15 min - ?)

Ask each student to present her or his segment to the group.

Encourage others in the group to ask questions for clarification.

STEP 9

Instructor floats from group to group, observing the process.

If any group is having trouble (e.g., a member is dominating or disruptive), make an appropriate intervention. Eventually, it's best for the group leader to handle this task.