



Federal Aviation
Administration

Aviation, Animation & ELA

with FAA's Aviation Career Video Series

Teacher Guide for Grades: 6-8

Lesson 4 of 5



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Teacher Guide Introduction

Welcome to Aviation, Animation & ELA with FAA's Aviation Career Video Series Teacher Guide – an exciting educational resource designed to introduce students in grades 6–8 to the dynamic world of STEM careers within the Federal Aviation Administration (FAA). This teacher guide accompanies videos from the Junior AOVers series on FAA's Youtube channel. The series highlights the work of Air Traffic Safety Inspectors within the Air Traffic Safety Oversight Service (AOV).

Through engaging video content, students will gain a deeper understanding of how professionals in AOV ensure the safety and efficiency of the National Airspace System. Each video is a micro-lesson on specific topics that explain how AOV conducts safety oversight of the National Airspace System. This guide extends and enhances the video topics through activities aligned with Career and College Readiness (CCR) and English Language Arts (ELA) Standards. At the end of each video students receive a Jr. AOV digital badge. The videos and activities support academic skill development and inspire students to explore future pathways in science, technology, engineering, and math.

This guide follows the WIPPEA lesson structure (Warm-up, Introduction, Presentation, Practice, Application), providing a complete instructional strategy to help students:

- Build awareness of aviation-related STEM careers,
- Analyze multimedia content for meaning and structure,
- Connect classroom learning with real-world applications.

Let's take flight into the world of aviation safety—and open your students' eyes to the STEM careers shaping the skies.

Video Series Title: [Virtual Field Trips to the Air Traffic Safety Oversight Service](#)

How to Use This Guide

Address CCR and ELA Standards While Building STEM Career Awareness

Purpose:

This guide helps you incorporate aviation content into your classroom through engaging lessons aligned with CCR and ELA standards. By using the animated video series and related activities, you can support your students' reading, listening, and critical thinking skills while sparking interest in real-world STEM opportunities.

Overview of the Approach:

- **Engage Students with Multiple Media**
The lesson uses an animated video about careers in the Air Traffic Safety Oversight Service. Students interact with visual, auditory, and written information, which deepens their understanding and meets CCR standards focused on interpreting and evaluating diverse types of media.
- **Step-by-Step Skill Building**
The activities are influenced by Bloom's Taxonomy. They are designed to gradually build students' skills: starting with identifying key ideas and summarizing, moving on to analyzing how visuals support narration, then integrating information from different formats, and finally applying their knowledge through creative writing.
- **Highlight STEM Career Awareness**
While practicing literacy skills, students also learn about exciting STEM careers in the National Airspace System (NAS), making the content relevant and motivating.

Tips for Using the Guide in Your Classroom:

- **Make the Video the Lesson's Anchor**
Use the animated video as a central tool to introduce and explore STEM careers, helping students visualize these professions.
- **Connect Activities to Standards**
Each activity is linked to specific CCR and ELA standards to ensure students develop clear, measurable skills in reading, listening, and writing.
- **Encourage Discussion**
Use guided conversations to deepen students' understanding of STEM careers and connect the content to their future possibilities.

- **Adjust to Your Students' Needs**

Tailor the timing and complexity of lessons based on your students' grade level and reading abilities.

Video Series 1-5: Lesson and Activity Summary Chart

Video Title	Learning Outcomes	Activity Title	Activity Objective	Associated Standards
Air Traffic Safety Oversight Service (AOV): STEM Careers in the National Airspace System	1. Identify key roles of Air Traffic Controllers and Systems Specialists. 2. Analyze how visuals enhance narration. 3. Collaborate to summarize and explain video segments. 4. Create a script, storyboard, or presentation about a STEM aviation career.	Activity 1: Segment Summarization & Mapping	Identify main ideas and sequence events.	-CCR Anchor 1 - CCSS.ELA-LITERACY.RI.6.2 / 7.2 / 8.2
		Activity 2: Visual and Verbal Connection	Analyze how visuals support narration.	-CCR Anchor 7 - CCSS.ELA-LITERACY.RI.6.7 / 7.7 / 8.7
		Activity 3: Video Segment Analysis Worksheet	Analyze how each part fits the overall message.	-CCR Anchors 1 & 7 - CCSS.ELA-LITERACY.RI.6.1 / 7.1 / 8.1 - RI.6.7 / 7.7 / 8.7
		Activity 4: STEM Career Video Script or Storyboard	Apply understanding creatively through scripting or storyboarding.	-CCR Anchor 4 - CCSS.ELA-LITERACY.W.6.3 / 7.3 / 8.3 - CCSS.ELA-LITERACY.SL.6.4 / 7.4 / 8.4
Oversight: Think Like a Safety Inspector	1. Recall roles and safety steps of Air Traffic Safety Inspectors. 2. Analyze how inspectors collect data and make safety decisions. 3. Collaborate to summarize key ideas with evidence.	Activity 1: Identifying Career Paths in Aviation	Identify and summarize different STEM careers in aviation.	-CCR Anchor Standard 1 - RI.6-8.3

Video Title	Learning Outcomes	Activity Title	Activity Objective	Associated Standards
	<p>4. Write an evidence-based paragraph on inspectors' role in aviation safety.</p>	<p>Activity 2: Analyzing Safety Data and Critical Thinking</p> <p>Activity 3: Mapping the National Airspace System (NAS)</p> <p>Activity 4: Create Your Own Safety Oversight Plan</p>	<p>Analyze parachute incident data and inspector decision-making.</p> <p>Create a simplified aeronautical chart including parachute operations.</p> <p>Design a safety oversight plan for a new aviation issue.</p>	<p>-CCR Anchor Standard 1 - RI.6-8.3</p> <p>-CCR Anchor Standard 7 - RI.6-8.7</p> <p>-CCR Anchor Standard 8 - W.6-8.2</p>
<p>Oversight: Rules in the National Airspace System</p>	<p>1. Discuss the importance of rules in daily life and NAS.</p> <p>2. Identify central idea and key details on NAS safety rules.</p> <p>3. Write an evidence-based summary on role of rules.</p> <p>4. Collaborate to create a visual linking NAS activities to rules.</p>	<p>Activity 1: Understanding the Importance of Rules</p> <p>Activity 2: Visualizing NAS Activities</p>	<p>Identify reasons why rules are necessary in the NAS using evidence from the video.</p> <p>Analyze NAS activities and explain the need for rules for each.</p>	<p>-CCR Anchor Standard 1 - RI.6-8.2</p> <p>-CCR Anchor Standard 7 - RI.6-8.7</p>

Video Title	Learning Outcomes	Activity Title	Activity Objective	Associated Standards
		<p>Activity 3: Summarizing the Video’s Main Idea</p> <p>Activity 4: Designing Rules for a New NAS Activity</p>	<p>Write a summary identifying the central idea and supporting details of the video.</p> <p>Create safety rules for a hypothetical NAS activity.</p>	<p>-CCR Anchor Standard 1 - RI.6-8.2</p> <p>- CCR Anchor Standard 8 - W.6-8.2</p>
<p>Oversight: Safety Risk Management</p>	<p>1. Explain risk management with real-life examples.</p> <p>2. Outline the five steps of the D.I.A.A.T. model.</p> <p>3. Apply the D.I.A.A.T. steps in a graphic organizer.</p> <p>4. Develop and present a risk management plan using D.I.A.A.T.</p>	<p>Activity 1: Breaking Down the D.I.A.A.T. Model</p> <p>Activity 2: Hazard Hunt — Identifying Risks</p> <p>Activity 3: Risk Analysis and Assessment Chart</p> <p>Activity 4: Creating a Risk</p>	<p>Identify and summarize the five steps of the FAA’s D.I.A.A.T. Safety Risk Management model.</p> <p>Identify hazards in a scenario using the “Identify Hazards” step of the model.</p> <p>Analyze and assess potential risks based on severity and likelihood.</p> <p>Create and communicate a plan to reduce</p>	<p>-CCR Anchor Standard 1 - RI.6-8.3</p> <p>-CCR Anchor Standard 8 - RI.6-8.3</p> <p>-CCR Anchor Standard 7 - RI.6-8.3</p> <p>-CCR Anchor Standard 8 - W.6-8.2</p>

Video Title	Learning Outcomes	Activity Title	Activity Objective	Associated Standards
		Treatment Plan	or eliminate risks using the D.I.A.A.T. model.	
<p>AOV Credentialing Program</p>	<p>1. Define credentialing and explain its importance in public safety jobs.</p> <p>2. Identify roles and responsibilities of FAA AOV credential holders.</p> <p>3. Organize credentialing roles into a structured chart.</p> <p>4. Research and present credentialing in other professions.</p>	<p>Activity 1: Understanding Job Roles</p> <p>Activity 2: Vocabulary Detective — What is Credentialing?</p> <p>Activity 3: Analyze the Credentialing Program’s Importance</p> <p>Activity 4: Create Your Own Safety Role</p>	<p>Identify and summarize duties of AOV credential holders.</p> <p>Define and explain “credentialing” using video context.</p> <p>Analyze how credentialing maintains NAS safety.</p> <p>Design a new NAS safety role and explain its duties.</p>	<p>-CCR Anchor Standard 1 - RI.6-8.2</p> <p>-CCR Anchor Standard 4 - RI.6-8.4</p> <p>-CCR Anchor Standard 8 - RI.6-8.3</p> <p>-CCR Anchor Standard 7 - W.6-8.2</p>

Video Engagement Strategy (*Grades 6–8*)

Video Title: Oversight: Safety Risk Management

Learning Outcome:

By the end of the lesson, students will be able to:

1. **Explain** the concept of risk management and provide everyday examples of reducing dangers.
2. **Outline** the five steps of the D.I.A.A.T. Safety Risk Management model based on the FAA video.
3. **Apply** each step of the model by completing a graphic organizer with explanations and examples.
4. **Develop and present** a risk management plan using the D.I.A.A.T. process for a real-world safety scenario.

Lesson Plan: Understanding Safety Risk Management in the National Airspace System (NAS)

Duration: 45-60 minutes

Standards:

- **Career and College Readiness (CCR) Standard:**
CCR Anchor Standard 1 — Read closely to determine what the text says explicitly and make logical inferences; cite specific textual evidence when writing or speaking to support conclusions.
- **Reading Standard (ELA 6-8):**
RI.6-8.3 — Analyze how a text presents information and how key concepts are introduced, illustrated, and elaborated.



Video Link:

<https://www.youtube.com/watch?v=OAMhsrzMRZ8&list=PL5vHkqHi51DQQKvujrzGD60bhWC4RMDfV&index=4>

Vocabulary

Video Title: Oversight: Safety Risk Management

Grade 6 Word/Phrase	Simplified Definition	Grade 7 Word/Phrase	Simplified Definition	Grade 8 Word/Phrase	Simplified Definition
hazard	Something dangerous or risky	analyze	To carefully study or examine	assess (risk)	To decide how serious or likely a risk is
accident	Something bad that happens unexpectedly	environment	The surroundings or place	severity	How serious something is
prevent	To stop something from happening	identify	To find or point out	treat (risk)	To fix or lower a risk
traffic lights	Colored lights that control cars and people	outcomes	The results of actions	barrier	Something that stops or slows danger
crosswalk	A safe place for people to walk across a street	measure	A way to check or control something	eliminate	To completely remove something
risk	The chance of danger or harm	describe	To explain or tell about	process	A series of steps to do something

Grade Levels: 6th, 7th, and 8th

W - Warm-up:

- Begin by asking students:
“What does it mean to manage risk in everyday life? Can you think of examples where people try to reduce dangers around them?”
- Briefly discuss and relate examples to safety (crosswalks, helmets, warning signs).
- Introduce the video topic: Safety Risk Management in aviation.

I – Introduction:

- Watch the FAA video or read the transcript excerpt about the D.I.A.A.T. model (Describe, Identify, Analyze, Assess, Treat).
- Have students take notes focusing on each step of the model and examples given.

P - Presentation:

- Teacher models how to create an outline summarizing the five steps in the Safety Risk Management process.
- Highlight how the video explains and elaborates each step, including examples (e.g., pedestrians crossing, adding traffic lights).

P - Practice:

- Students complete a graphic organizer or chart with two columns:
 1. **Step of D.I.A.A.T.** (Describe, Identify, Analyze, Assess, Treat)
 2. **Explanation & Example** (students write in their own words what each step means and give an example from the video or a new example they think of).

E - Evaluation:

- Collect graphic organizers to assess understanding.
- Have students write a short paragraph explaining how Safety Risk Management helps keep the National Airspace System safe, citing at least two steps from the model.

A - Application:

- In small groups, students select a real-world scenario (e.g., school hallway safety, playground safety, bike riding on roads) and apply the D.I.A.A.T. steps to that scenario.
- Groups present their risk management plan to the class.

Materials:

- FAA Safety Risk Management video or printed transcript
- Graphic organizer/chart template for D.I.A.A.T. steps
- Writing paper or digital devices for notes and paragraphs
- Materials for group presentations (poster paper, markers, or digital tools)

Teacher Instructions:

- Prepare video or transcript for class viewing/reading.
- Lead the initial discussion and note-taking during the video.
- Model summarizing and note-taking skills.
- Guide students through the graphic organizer.
- Support groups in creating and presenting real-world applications.

Assessment:

- **Graphic Organizer:** Completeness and accuracy in explaining each D.I.A.A.T. step with examples.
 - **Written Paragraph:** Clear explanation of how Safety Risk Management protects the NAS, citing specific steps.
 - **Group Presentation:** Application of the model to a new scenario demonstrating understanding of each step.
-

Video-Based Activities for Safety Risk Management

Activity 1: Breaking Down the D.I.A.A.T. Model

Skills Practiced: Comprehension and Note-Taking

Objective: Students will identify and summarize the five steps of the D.I.A.A.T. Safety Risk Management model.

Aligned Standards:

- CCR Anchor Standard 1: Cite specific textual evidence to support analysis.
- RI.6-8.3: Analyze how a text presents information and elaborates key concepts.

Materials:

- Video or transcript excerpt describing D.I.A.A.T.
- Note-taking graphic organizer listing D.I.A.A.T.
- Writing materials or digital device

Instructions:

1. Watch or read the part of the video where inspectors explain each step of the D.I.A.A.T. model.
2. Fill in the graphic organizer by summarizing each step in your own words.
3. Include one example for each step from the video or create your own example.

Assessment:

- Completed graphic organizer with accurate and clear summaries and examples.

Rubric (12 pts total): Breaking Down the D.I.A.A.T. Model (Grades 6–8)

Criteria	4 – Excellent	3 – Good	2 – Fair	1 – Needs Improvement	Bloom’s Level(s)	CCR/ELA Standard Alignment
Step Summaries <i>(Clarity and accuracy of</i>	Provides clear, complete, and accurate summaries of all five	Summarizes most steps with minor inaccuracies	Several summaries are unclear or copied directly;	Steps are incomplete or mostly inaccurate.	Understanding, Explaining	-RI.6–8.3 – Analyze how key steps are explained

Criteria	4 – Excellent	3 – Good	2 – Fair	1 – Needs Improvement	Bloom’s Level(s)	CCR/ELA Standard Alignment
<i>each step in D.I.A.A.T.)</i>	D.I.A.A.T. steps in own words.	or partial rephrasing.	understanding is limited.			- CCR.R.1 – Cite and interpret information
Example for Each Step <i>(Video-based or original examples)</i>	Includes relevant, specific examples for all five steps, based on video or creative application.	Includes examples for most steps; some may be vague or incomplete.	Includes some examples, but several are unclear or loosely related.	Few or no examples provided, or most are irrelevant.	Applying, Creating	- RI.6–8.3 – Explain elaboration of concepts - CCR.R.1 – Support understanding with details
Use of Evidence or Paraphrasing <i>(Demonstrates comprehension of source content)</i>	Demonstrates strong comprehension by accurately paraphrasing video content or using well-selected evidence.	Mostly paraphrases well with some reliance on direct phrases or limited analysis.	Evidence or wording shows limited understanding or shallow interpretation.	Wording is inaccurate, copied, or lacks connection to the model.	Analyzing, Understanding	- CCR.R.1 – Cite and analyze textual evidence
Completion & Organization <i>(Neatness, clarity, and completion of organizer)</i>	Organizer is fully completed, clearly formatted, and easy to read.	Organizer is mostly complete with minor formatting or clarity issues.	Organizer is partially complete or somewhat disorganized.	Organizer is incomplete or difficult to follow.	Organizing, Applying	- W.6–8.2.A/B – Organize and develop content - CCR.W.2 – Convey understanding through structure

Summary of Learning Goals Assessed:

- Builds **understanding of risk assessment frameworks** (D.I.A.A.T.).
- Strengthens ability to **summarize technical content** in own words.
- Encourages **transfer of learning** through examples.

Activity 2: Hazard Hunt — Identifying Risks

Skills Practiced: Analysis and Critical Thinking

Objective: Students will identify potential hazards in a given scenario using the “Identify Hazards” step of the model.

Aligned Standards:

- CCR Anchor Standard 8: Evaluate arguments and claims.
- RI.6-8.3: Analyze text and how key concepts are presented.

Materials:

- Scenario description or image of a busy street or school hallway
- Hazard identification worksheet
- Writing materials

Instructions:

1. Present students with a scenario (e.g., pedestrians crossing a busy street, kids playing near bike racks).
2. Students list all possible hazards they observe or can infer.
3. Discuss as a class which hazards are most serious and why.

Assessment:

- Completed worksheet listing hazards with brief explanations.

Rubric (8 pts total): Hazard Hunt — Identifying Risks (Grades 6–8)

Criteria	4 – Excellent	3 – Good	2 – Fair	1 – Needs Improvement	Bloom’s Level(s)	CCR/ELA Standard Alignment
Hazard Identification <i>(Number and clarity of hazards listed)</i>	Identifies multiple, clearly stated, and relevant hazards based on scenario/image.	Identifies several valid hazards with minor gaps or unclear phrasing.	Identifies some hazards , but some are incomplete, vague, or less relevant.	Lists few or unrelated hazards ; lacks clarity or completeness.	Analyzing, Understanding	-RI.6–8.3 – Analyze how key concepts are presented -CCR.R.8 – Evaluate

Criteria	4 – Excellent	3 – Good	2 – Fair	1 – Needs Improvement	Bloom’s Level(s)	CCR/ELA Standard Alignment
						claims and reasoning
Reasoning and Explanation <i>(Why each hazard is a risk)</i>	Provides thoughtful, logical explanations for each identified hazard.	Gives basic but mostly accurate explanations for most hazards.	Provides minimal or unclear justification for some listed risks.	No reasoning provided or explanations are inaccurate.	Evaluating, Explaining	-CCR.R.8 – Evaluate evidence and logic RI.6–8.3 – Understand elaboration of ideas
Inference of Hidden/Implied Hazards <i>(Risk awareness beyond the obvious)</i>	Accurately infers less visible or indirect hazards and explains them clearly.	Infers at least one hidden hazard , but may be partially explained.	Shows limited inference , focusing only on obvious risks.	No inferred hazards included; only surface-level detail.	Analyzing, Inferring	-RI.6–8.3 – Analyze elaboration and relationships in text
Worksheet Completion & Clarity <i>(Organization and thoroughness)</i>	Worksheet is fully completed , neatly organized, and easy to read.	Worksheet is mostly complete with minor gaps in formatting or clarity.	Worksheet is partially filled or inconsistently structured.	Worksheet is incomplete or hard to follow .	Applying, Organizing	-W.6–8.2.A/B – Organize and develop content -CCR.W.2 – Convey ideas clearly

Summary of Learning Goals Assessed:

- Reinforces **core concepts of risk identification** from the D.I.A.A.T. model.
- Strengthens **analytical thinking and real-world application**.
- Encourages **evidence-based reasoning** in student discussion.

Activity 3: Risk Analysis and Assessment Chart

Skills Practiced: Analysis and Evaluation

Objective: Students will analyze and assess risks by considering severity and likelihood.

Aligned Standards:

- CCR Anchor Standard 7: Integrate information to understand concepts.
- RI.6-8.3: Analyze how concepts are elaborated in a text.

Materials:

- Risk Analysis Chart template with columns: Hazard, Severity (High/Medium/Low), Likelihood (High/Medium/Low), Risk Level (Severity x Likelihood)
- Sample hazards from video or scenarios
- Writing materials

Instructions:

1. Provide students with a list of hazards (e.g., pedestrian crossing without crosswalk, equipment failure). OR use class to identify hazards in their environment.
2. For each hazard, students assess severity and likelihood.
3. Calculate a risk level and prioritize which hazards need more attention.
4. Discuss results in small groups.

Assessment:

- Completed chart with appropriate assessments and justifications.

Rubric (8 pts total): Risk Analysis and Assessment Chart (Grades 6–8)

Criteria	4 – Excellent	3 – Good	2 – Fair	1 – Needs Improvement	Bloom’s Level(s)	CCR/ELA Standard Alignment
Hazard Identification <i>(Clarity and relevance of listed hazards)</i>	Lists clear, relevant hazards accurately reflecting	Lists mostly relevant hazards with some minor clarity issues.	Lists some hazards , but a few are vague or off-topic.	Lists few or unclear hazards , lacking relevance to scenario.	Understanding, Analyzing	- RI.6–8.3 – Analyze elaboration of key concepts - CCR.R.7 – Integrate visual

Criteria	4 – Excellent	3 – Good	2 – Fair	1 – Needs Improvement	Bloom’s Level(s)	CCR/ELA Standard Alignment
	scenario content.					and text-based info
Severity and Likelihood Ratings <i>(Judgment of each hazard’s impact and probability)</i>	Assigns accurate and logical ratings for severity and likelihood, based on evidence or reasoning.	Ratings are mostly appropriate , with small inconsistencies.	Ratings are partially accurate ; some may seem unsupported.	Ratings are mostly inaccurate, missing, or unsupported.	Evaluating, Analyzing	- CCR.R.7 – Use data to understand concepts RI.6–8.3 – Analyze relationships between ideas
Risk Level Calculation <i>(Combines severity × likelihood to determine risk level)</i>	Risk levels are correctly calculated and clearly prioritized.	Risk levels are mostly correct with minor calculation errors.	Risk levels include some incorrect or inconsistent entries.	Risk levels are incorrect or missing for most hazards.	Applying, Evaluating	- W.6–8.2 – Develop ideas with clear logic - CCR.R.7 – Integrate info for conclusions
Justification of Assessment <i>(Reasoning behind risk rating and prioritization)</i>	Provides clear, logical explanations for why hazards are rated and prioritized.	Provides basic reasoning with some supporting logic.	Reasoning is incomplete or weakly connected to ratings.	Little or no justification is given for decisions.	Evaluating, Explaining	- CCR.R.8 – Support claims with reasoning - RI.6–8.3 – Understand how concepts are developed
Chart Completion and Clarity <i>(Neatness, accuracy, and completeness)</i>	Chart is fully completed , easy to read, and logically organized.	Chart is mostly complete with minor clarity or formatting issues.	Chart is partially completed or uneven in organization.	Chart is incomplete or confusing.	Applying, Organizing	- W.6–8.2.A/B – Organize info clearly - CCR.W.2 – Convey understanding effectively

Summary of Learning Goals Assessed:

- Develops students’ understanding of **risk assessment frameworks.**
- Encourages application of **critical thinking and real-world judgment.**

- Integrates visual, mathematical, and textual reasoning.

Activity 4: Creating a Risk Treatment Plan

Skills Practiced: Application of strategy and Communication

Objective: Students will design solutions to reduce or eliminate risks using the “Treat the Risk” step.

Aligned Standards:

- CCR Anchor Standard 8: Evaluate and apply information to solve problems.
- W.6-8.2: Write informative/explanatory texts.

Materials:

- Worksheet with scenario and space to describe risk treatment measures
- Writing materials or digital devices
- Optional: Poster materials for presentations

Instructions:

1. Provide a hazard scenario (e.g., unsafe pedestrian crossing).
2. Students write a treatment plan describing ways to reduce the risk (e.g., adding traffic lights, crosswalks).
3. Include an explanation of why the treatment will improve safety.
4. Present treatment plans to the class or in small groups.

Assessment:

- Written treatment plan that includes practical solutions and reasoning.

Rubric (12 pts total): Creating a Risk Treatment Plan (Grades 6–8)

Criteria	4 – Excellent	3 – Good	2 – Fair	1 – Needs Improvement	Bloom’s Level(s)	CCR/ELA Standard Alignment
Treatment Plan Design	Proposes clear, realistic, and	Proposes generally	Proposes basic or	Proposes unclear,	Creating, Applying	-CCR.R.8 – Apply

Criteria	4 – Excellent	3 – Good	2 – Fair	1 – Needs Improvement	Bloom’s Level(s)	CCR/ELA Standard Alignment
<i>(Effectiveness and relevance of solutions)</i>	well-targeted solutions to reduce or eliminate the risk.	appropriate solutions with minor gaps in relevance or detail.	somewhat vague solutions that may not fully address the risk.	impractical, or unrelated solutions.		information to solve problems - W.6–8.2.B – Develop topic with relevant details
Explanation of Impact <i>(Clarity and depth of reasoning)</i>	Provides a clear, logical explanation of how and why the solution would improve safety.	Explains the solution with some clarity and logical reasoning.	Provides minimal or unclear explanation of impact.	Explanation is missing or not related to solution.	Evaluating, Explaining	- CCR.R.8 – Support ideas with reasoning - W.6–8.2.D – Use precise language and clear ideas
Use of Scenario Details <i>(Integration of context from prompt)</i>	Treatment plan is clearly based on scenario , showing understanding of specific risks.	Plan is mostly appropriate but may overlook some scenario details.	Plan is partially aligned with scenario but may be vague or generalized.	Plan does not align with the scenario or lacks context.	Analyzing, Applying	- RI.6–8.3 – Analyze how ideas are elaborated - W.6–8.2.A – Introduce and frame topic
Written Communication <i>(Clarity, organization, and conventions)</i>	Writing is organized, clear, and free of major errors ; plan is easy to follow.	Writing is mostly clear with minor issues in grammar or structure.	Writing is somewhat unclear or disorganized ; errors may distract.	Writing is unclear, incomplete, or hard to follow.	Applying, Organizing	- W.6–8.2.E/F – Maintain formal style and clarity - CCR.L.1–2 – Use standard English conventions
Presentation (Optional) <i>(Clarity and engagement during oral share-out)</i>	Presentation is clear, confident, and effectively communicates the plan.	Presentation is mostly clear with minor lapses in clarity or engagement.	Presentation is uneven or lacks detail , but main ideas are present.	Presentation is unclear, incomplete, or not delivered.	Communicating, Applying	- SL.6–8.4 – Present ideas clearly and logically

Summary of Learning Goals Assessed:

Federal Aviation Administration
 Air Traffic Safety Oversight Service (AOV), AOV-20 Training Team, STEM Outreach Team
 Dawnielle Allen, Ed.S., Instructional Systems Specialist

- Encourages students to **apply risk management thinking** to real-world scenarios.
 - Reinforces **evidence-based problem-solving**.
 - Builds **informational writing** and **communication** skills.
-

Video Transcript

Oversight: Safety Risk Management



Video Link:

<https://www.youtube.com/watch?v=OAMhsrzMRZ8&list=PL5vHkqHi51DQqKvujrzGD60bhWC4RMDfV&index=4>

Transcript:

Narrator:

Hello and thank you for your interest in learning about STEM careers in the Federal Aviation Administration, or FAA.

We are the Air Traffic Safety Oversight Service—also known as AOV.

Our virtual field trip will cover how Air Traffic Safety Inspectors conduct **Safety Risk Management** of the National Airspace System, or NAS for short.

Continue watching to the end to earn a **digital Jr. AOV badge**.

Narrator:

Welcome to the Air Traffic Safety Oversight Service—AOV.

Our panel of Air Traffic Safety Inspectors will explain how AOV conducts Safety Risk Management.

Host:

Hello Air Traffic Safety Inspectors.

Your question today is: **How do you handle Safety Risk Management?**

Inspector:

Federal Aviation Administration
Air Traffic Safety Oversight Service (AOV), AOV-20 Training Team, STEM Outreach Team
Dawnielle Allen, Ed.S., Instructional Systems Specialist

We use a process called the **D.I.A.A.T. model**.

- The “**D**” stands for **Describe the system**.

This is where we describe and understand what needs to be done to prevent an accident.

It’s about understanding the environment where a change occurs.

- The “**I**” stands for **Identify hazards**.

This is where we identify what can go wrong.

For example, pedestrians need to cross the street.

We must think about what dangers or actions could lead to an accident or injury.

- The “**A**” stands for **Analyze risk**.

After identifying the potential risks, we analyze each one.

If a pedestrian crosses without using a crosswalk, we consider all the possible outcomes.

- The second “**A**” stands for **Assess risk**.

This means evaluating each hazard based on **severity** and **likelihood**.

Host:

So far, we've covered:

- Describe the system
- Identify hazards
- Analyze risk
- Assess risk

The last part is **Treating the risk**.

Would you describe that for us?

Inspector:

Treating the risk means we look for ways to eliminate or reduce the effects of hazards when they are present.

For example, we could add traffic lights with crosswalks to give pedestrians a safe place to cross.

This is one way to add an additional measure or barrier to reduce risk.

Narrator:

Thank you, Air Traffic Safety Inspectors, for that informative explanation of how AOV handles Safety Risk Management.

Closing:

Well done!

You’ve stayed to the end of the video and earned a **digital Jr. AOV Badge** for learning how Air Traffic Safety Inspectors conduct Safety Risk Management of the National Airspace System.

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