Teacher/trainer name:	Course:		Code:	Session topic: Being safe at work	
No of learners:	M:	F:	Room No:	Session number:	
Date:	Year/Group:	Centre:		Time allocated:	Duration: 90 mins

General aims of the session: (What you hope to achieve)

1   To raise learners' awareness of the main causes of accidents in the construction industry.

2   To develop learners' understanding of patterns and trends relating to accidents in the construction industry.

Objectives/learning outcomes of the session: (What you expect learners to understand/be able to do at the end of the session)

1   All learners will list at least six of the most common causes of accidents in the construction industry.

2   All learners will use statistical information to produce a suitable graph to illustrate accident patterns and trends in construction.

3   Some will produce variations using other formats.

4   All learners will identify two negative effects of accidents on employers, employees and the public.

5   At least five learners will explain two causes of accidents in the construction industry, using an accident patterns and trends graph.

Teaching and learning strategies: (Tick one or more activities)   Teacher/trainer demonstration   Project work   Discussion   Direct teaching

Individual work   Group work   Practical skill development   Learner presentations   Ideas blast   Other activities ....

Assessment strategies linked to above learning outcomes: (Methods of checking that outcomes are achieved – e.g. completion of task)

1   Learners are able to state six main causes of accidents.

2   Learners produce accurate graphs based on given data.

3   Five learners are able to explain orally the main causes of accidents, using their graphs as a visual aid.

4   Diagnostic questioning.

Previous knowledge/skills: What experience/qualifications? What results of initial assessment/diagnosis of learning needs/preferences?

Review initial assessment and individual learning plans to distinguish learning preferences and additional support requirements.
Previous Key Skills session on graphs/charts and reading tables, etc.

Review of session: Did the session build effectively on previous learning?   What could be improved?   Were individual learning needs met?

Timing	Content Subject matter/topic, including the Key Skills to develop.	Teacher and trainer activity Teaching strategies to include methods of delivery and assessment approaches to meet individual learning needs.	Learner activity Learning strategies to include use of technology and materials to meet individual learning needs.	Resources to be used: E.g. gapped handouts, answer grid, whiteboard, OHP, video projector, video and DVD, computer/CD-ROM and learner packs.	Individualised activity Identify specific learning requirements of individuals according to their initial assessment and identification of learning preferences.
10 mins	Health and safety and accidents in the construction industry.	Whole-class teaching exposition and directed questioning. Define an 'accident'. Record learners' ideas on smartboard (or whiteboard)..	Listening, answering, taking notes. Learners to give examples of accidents in their trade and to contribute definitions.	Room arranged for small-group work. Smartboard. Whiteboard. Learner workbook.	Identify and note learners who have additional support needs. Agree support staff's role in session prior to commencement.
10 mins	Ideas blast.	Facilitating.	Group share ideas on causes of accidents.	In groups of three, develop ideas onto paper.	Move learners into groups of three. Groups arranged to include one most experienced learner, one most inexperienced learner.
30 mins	Production of chart/graph in groups.	Introduce table on page 8. Explain and agree common format and scale for charts/graphs e.g. bar, pie. Allocate group tasks. Continual assessment of production of graphs.	Groups produce graph to illustrate causes of either: a) fatal accidents b) non-fatal major accidents c) three-day absence	Squared paper, protractors, rulers, compasses, coloured pens. Learner workbook. Appropriate computer facilities.	Take account of learners' understanding of graphs and charts. Faster learners to be given additional data and the opportunity to produce variations to the charts/graphs for visual comparison using IT..

10 mins	Exploring patterns in data and trends, explaining causes and exploring effects.	Facilitate group discussion.	Groups use chart/graph and data to discuss causes of accidents and the implications for employer, employee and others. Record main points on flip chart.	Flip chart, pens.	
15 mins	Explanation of learning points by each group's spokesperson, illustrated by charts and data.	Question and answer on content of presentations. Record on smartboard (or whiteboard). Correct conclusions. Print notes for learners.	Presentation and explanation of: a) data represented visually on chart/graphs. b) effects on employers, employees and public.	All of the above.	
10 mins	Summarising results from groups onto smartboard using mindmanager.	Question and Answer and discussion. Type or write learning points onto smartboard (or whiteboard). Print diagram for handout.	Group presentation and feedback, reporting results from group work on flip chart.	Smartboard. Flip chart. Handout for learners.	Diagram and notes to support visual learning preferences.
5 mins	Conclusion of session and look forward.	Summarising key learning points and set in context.			