P1 Being safe at work
Example session plan

Aim
To raise awareness of the impact of accidents in manufacturing and the responsibility of individuals for safety at work.

Objectives/learning outcomes
- Identify what causes most accidents in manufacturing industry.
- Analyse findings and show then in a chart.
- Consider and explain what it all means for individuals and others.

Time	Teacher/trainer plan	Learner activity	Resources
00.00	Introduce learning objectives. Define an 'accident': group task. Take feedback from groups, record on whiteboard. Use to open up discussion of common accidents in learners' area of work.	Informal group discussion to define term 'accident'. Give feedback. Contribute examples of accidents known to happen in engineering.	Whiteboard.
00.20	Distribute learning materials. Organise learners into groups and allocate each group a set of data to interpret. Talk through the task. Check understanding. Monitor and facilitate learning.	Reform into new groups. Agree responsibilities in the group. Carry out task: • discuss and agree interpretation of data • prepare charts/ graphs • plan feedback.	'Being safe at work' learning materials. Squared/flip chart paper. Pens. Rulers. Protractors. Pair of compasses.

Time	Teacher/trainer plan	Learner activity	Resources
00.40	Convene plenary. Take feedback. Encourage learners to ask each other questions and contribute comments. Use open questions to encourage learners to draw out patterns and differences across the three categories and due to different causes.	Groups present their results for the main causes of each type of accident and suggest ideas for patterns in the data. Respond to questions. Contribute to discussion.	Completed charts or graphs.
Time	Teacher/trainer plan	Learner activity	Resources
01.00	Ask learners to summarise key learning points and record them on the board. Revisit learning objectives.	Contribute to conclusions.	Whiteboard.

Assessment of learning outcomes
- Able to state main causes of accidents in manufacturing sector.
- Use data to produce accurate charts or graphs.
- Explain and interpret results using chart/graph as visual aid.

Differentiation to meet individual needs
- Be aware of individuals' numeracy levels and their confidence in using data to construct charts and graphs.
- Provide small group or 1:1 numeracy development if necessary.
- Group learners supportively so they can learn from each other.
- Encourage more confident learners to progress to more in-depth tasks such as investigating accidents in specific engineering contexts.

Teacher/trainer evaluation	Learner feedback
Consider which parts of the session were effective and why.	Consider whether the activities were suitable for all learners and the session helped to develop as expert learners.

Personal and social skills developed
- Working as a member of a team.
- Communicating understanding clearly.
- Responding to questions.
- Sharing ideas and expertise with others.

Skills for Life or Key Skills developed

Interpret information from two different sources

N1.1 Interpret information from two different sources. At least one must include a table, chart, graph or diagram.

N1.1.1 Obtain the information you need to meet the purpose of your task.

Take part in either a 1:1 or a group discussion

C1.1 Take part in either a 1:1 or group discussion.

C1.1.1 Provide information that is relevant to the subject and purpose of the discussion.

C1.1.2 Communicate clearly in a way that suits the situation and respond appropriately to others.